

**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

2025–2026

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

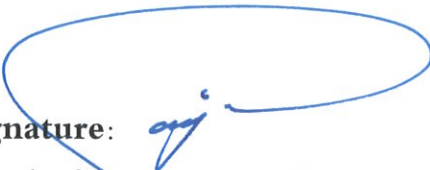
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

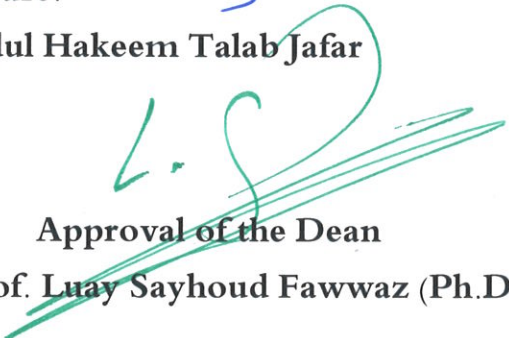
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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
(Third Year)	-----	(Linguistics)	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.	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			<u>47</u>	<u>5</u>
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:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
Third stage	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90	
7. Course administrator's name (mention all, if more than one name)	
Name: 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 29/9/2025	3	Introductory lecture about linguistics	What is linguistics?	Brainstorming Discussion	Homework Attending and participating in the lecture Answer the question
Second 6/10/2025	3	Different Branches of linguistics	Branches of linguistics	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Third 13/10/2025	3	Historical linguistics How does language change?	Historical linguistics	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Fourth 20/10/2025	3	Human language and animals communication, How do they differ?	Human language and animals communication	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Fifth 27/10/2025	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 3/11/2025	3	Testing students' understanding	First month exam /	/	/
Seventh 10/11/2025	3	The sounds of language	The sounds of language	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question

Eighth 17/11/2025	3	The sound patterns of language	The sound patterns of language	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Ninth 24/11/2025	3	Sound patterns	Sound patterns	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Tenth 1/12/2025	3	Testing students' understanding	second month exam	/	/
Eleventh 8/12/2025		-s plural in English	-s plural in English	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twelfth 15/12/2025		-ed functions in English	-ed functions in English	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Thirteenth 22/12/2025	3	Processes of word formation	Processes of word formation	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Fourteenth 29/12/2025	3	Morphology	Morphology	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Fifteenth 5/1/2026	3	Morphological description	Morphological description	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question

Sixteenth 12/1/2026	3	Problems in Morphologic description	Problems in Morphological description	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Seventeenth 2/2/2026	3	The Grammar of a language	Grammar	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Eighteenth 9/2/2026	3	Parts of speech	Parts of speech	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Nineteenth 16/2/2026	3	Sentence structure Sentence structure Explanation Homework Discussion Participating Examples Question			
Twentieth 23/2/2026	3	Testing students' understanding	First month exam	/	/
Twenty-First 2/3/2026	3	Structural analysis	Structural analysis	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Second 9/3/2026	3	Constituent analysis	Constituent analysis	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Third 16/3/2026	3	Syntax as a science of building sentences	Syntax	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Fourth 23/3/2026	3	Structural ambiguity	Structural ambiguity	Explanation Discussion Examples	Homework Attending and

					participating in the lecture Answer question
Twenty-Fifth 6/4/2026	3	Tree diagram as a means of analysis	Tree diagram	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Sixth 13/4/2026	3	Syntactic analysis of grammatical structures	Syntactic analysis	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Seventh 20/4/2026	3	Phrase structure rules	Phrase structure rules	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Eight 27/4/2026	3	Recursion in constructing sentence structures	Recursion	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Ninth 4/5/2026	3	Testing students' understanding	Second month exam	/	/
Thirtieth 11/5/2026	3	Reviewing the chapters of the book	Rapid review	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 = $(0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

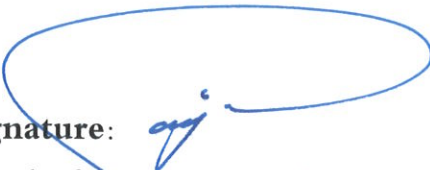
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

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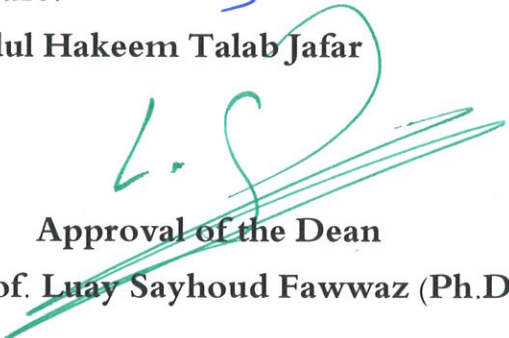
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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)	-----	(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 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	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.

testing methods used in teaching and assessing the English language.	– 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

	– 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			<u>47</u>	<u>5</u>
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Falih 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:					
2025-2026					
4. Description Preparation Date:					
21/9/2025					
5. Available Attendance Forms:					
FOURTH					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Number of Credit Hours (90) / Number of Units (150)					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof.Dr. NAHIAH FALIH SULAIMAN 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 & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 21/9/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers, discussions
Second 28/9/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers, discussions

Third 5/10/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Fourth 12/10/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Fifth 19/10/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Sixth 26/10/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Seventh 2/11/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Eighth 9/11/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Ninth 16/11/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Tenth 23/11/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Eleventh 2/12/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Twelfth 7/12/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Thirteenth 14/12/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Fourteenth 21/12/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Fifteenth 28/12/2025	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Sixteenth 4/1/2026	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Seventeenth 11/1/2026	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Eighteenth 1/2/2026	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Nineteenth 8/2/2026	3	General Discussion & Students Assessment			
Twentieth 5/4/2026	3	Understanding, Analyzing, Criticizing	Arms and the Man	Lecture & performances	Quizzes, papers discussions
Twenty-First 12/4/2026	3	Understanding, Analyzing, Criticizing	Waiting for Godot	Lecture & performances	Quizzes, papers discussions
Twenty-Second 19/4/2026	3	Understanding, Analyzing, Criticizing	Waiting for Godot	Lecture & performances	Quizzes, papers discussions
Twenty-Third 28/4/2026	3	Understanding, Analyzing, Criticizing	Waiting for Godot	Lecture & performances	Quizzes, papers discussions
Twenty-Fourth	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-Six	3	Understanding, Analyzing, Criticizing	Waiting for Godot	Lecture & performances	Quizzes, papers discussions
Twenty-Seventh	3	Understanding, Analyzing, Criticizing	Waiting for Godot	Lecture & performances	Quizzes, papers discussions
Twenty-Eighth	3	Understanding, Analyzing, Criticizing	Waiting for Godot	Lecture & performances	Quizzes, papers discussions
Twenty-Ninth	3	Understanding, Analyzing, Criticizing	Waiting for Godot	Lecture & performances	Quizzes, papers discussions
Thirtieth	3	Understanding, Analyzing, Criticizing	Waiting for Godot	Lecture & performances	Quizzes, papers discussions

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 <i>Arms and the Man</i> & Samuel Becket's <i>Waiting for Godot</i>
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

2025–2026

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.

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Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 9/11/2025

File Completion Date: 9/11/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 10/11/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 11/11/2025

The file is checked by:

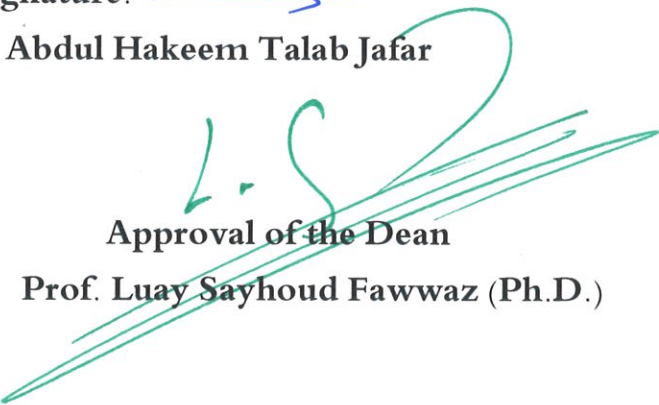
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 12/11/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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.

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- 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)	-----	(English 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	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.

testing methods used in teaching and assessing the English language.	– 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

	– 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			<u>47</u>	<u>5</u>
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	Linguistics				
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 1	
2. Course Code:	

3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
9/11/2025	
5. Available Attendance Forms:	
1 st 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: Prof. Dr. Muna Haseeb Hwayed Email: muna.en.hum@uodiyala.edu.iq Name : Asst. Shahad Ziyad Naji Email: shahad.env.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	1. Provide a comprehensive understanding of basic English grammar rules. 2. Develop students' ability to apply basic grammatical rule in both written And spoken language. 3. 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 & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Knowledge Understanding of and Have	Section One (be and have)	Providing fundamentals Encouraging students to participate	Doing homework Attending and participating in the lecture answering the questions
Second	3	Knowledge and Understanding uses of this tense	Section Two (present tenses)	Introducing the topic - Discussion - Extracting conce	Doing homework Attending and participating in the lecture answering the questions
Third	3	Knowledge and Understanding future structure	Section Three (talking about the future)	Providing fundamentals Encouraging students to participate	Doing homework Attending and participating in the lecture answering the questions
Fourth	3	Knowledge and Understanding uses of past tense	Section Four (past tenses)	Brainstorming Discussion	Doing homework Attending and participating in the lecture answering the questions
Fifth	3	Knowledge and Understanding prefect structures	Section Five (perfect tenses)	Introducing the topic - Discussion - Extracting conce	Doing homework Attending and participating in the lecture answering the questions
Sixth	3	Knowledge and Understanding uses of modal	Section Six (modal verbs)	Providing fundamentals Encouraging	Doing homework

		verbs		students to participate	Attending and participating in the lecture answering the questions
Seventh	3		First Monthly Exam		Written test
Eighth	3	Knowledge and Understanding passive structures	Section Seven (passives)	Introducing the topic - 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 topic - Discussion -Extracting concepts	participating answering the questions
Eleventh	3	Knowledge and Understanding uses of infinitives	Section Nine (infinitives)	Providing Fundamentals Encouraging students to participate	Doing exercises
Twelfth	3	Knowledge and Understanding uses of gerund	Section Nine (-ing forms)	Introducing the topic - 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 topic - 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 topic - Discussion -Extracting concepts	Doing exercises participating answering the questions
Seventeenth	3	Knowledge and Understanding	Section Thirteen (personal pronouns)	Providing fundamentals	Doing exercises

		personal pronouns		Encouraging students to participate	
Eighteenth	3	Knowledge and Understanding types of possessives	Section Thirteen (possessives)	Introducing the topic - Discussion -Extracting concepts	Introducing the topic - Discussion -Extracting concepts
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 topic - 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 Exam		Written test
Twenty-Third	3	Knowledge and Understanding degrees of comparison	Section Sixteen (comparison)	Introducing the topic - Discussion -Extracting concepts	Doing exercises participating answering the questions
Twenty-Fourth	3	Knowledge and Understanding uses of conjunctions	Section Seventeen (conjunctions)	Providing fundamentals Encouraging students to participate	Doing exercises participating answering the questions
Twenty-Fifth	3	Knowledge and Understanding conditional clauses	Section Eighteen (if)	Introducing the topic - Discussion -Extracting concepts	Doing exercises participating answering the questions
Twenty-Sixth	3	Knowledge and Understanding	Section Nineteen (relative pronouns)	Providing fundamentals Encouraging students to participate	Doing exercises participating answering the questions
Twenty-Seventh	3	Knowledge and Understanding structuring indirect speech	Section Twenty (indirect speech)	Introducing the topic - Discussion -Extracting concepts	Doing exercises participating answering the questions
Twenty-Eighth	3	Knowledge and Understanding uses of prepositions	Section Twenty-One (prepositions)	Providing fundamentals Encouraging students to	Doing exercises participating answering the

				participate	questions
Twenty-Ninth		Knowledge and Understanding what is spoken grammar	Section Twenty-Two (spoken grammar)	Introducing the topic - Discussion - Extracting concepts	Doing exercises participating answering the questions
Thirtieth			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 Usage. 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

2025–2026

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

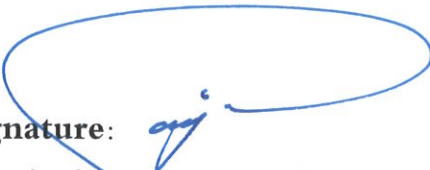
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

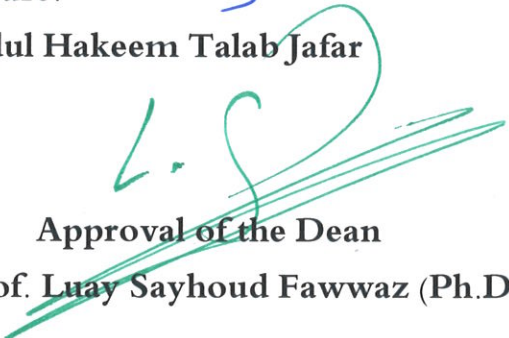
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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
(Third 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			<u>47</u>	<u>5</u>
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:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
Third stage	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(90)	
7. Course administrator's name (mention all, if more than one name)	
Name: Saba Mohammed Farhud Email: Saba.en.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	1. Teaching students the rules of English grammar and contributing 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 - Method of questioning and discussion

- PowerPoint presentations

10. Course Structure

Week & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 21/9/2025	3	Know and learn the elements of building the grammatical sentence	Sentence Elements	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Second 28/9/2025	3	Know and learn the parts of speech, their types and functions	Parts of speech	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Third 5/10/2025	3	Learn and use pro-forms replace different elements in sentences	Pro-forms	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Fourth 12/10/2025	3	Know the Structures of affirmative, negative, and interrogative sentences	Question and Negation	Lecturing and Discussion	-Oral & Written Tests -Exercises
Fifth 19/10/2025	3	Identifying Verbs, types of verbs, and their usage	Verbs	Lecturing and Discussion	-Oral & Written Tests -Exercises
Sixth 26/10/2025	3	Identifying verb phrases, their types, characteristics, and functions	Verb Phrase	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Seventh 2/11/2025	3	Understanding the relation between tense,	Time & Tense /Aspect	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises

		verb forms, and verb aspect: continuous or non-continuous			
Eighth 9\11\2025	3	Time &Tense /Aspect	Past & Present Tense	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Ninth 16\11\2025	3	Identifying the future forms	The Future	Lecturing and Discussion	-Oral & Written Tests -Exercises
Tenth 23\11\2025	3	Identifying the form of the verb	Mood	Lecturing and Discussion	-Oral & Written Tests -Exercises
Eleventh 30\11\2025	3	Identifying the types and uses of auxiliaries	Modal Auxiliaries	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twelfth 7\12\2025	3	Identifying the nouns and their types – How to form singular and plural nouns	Noun Types	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Thirteenth 14\12\2025	3	Identifying noun phrases: their structure, constituent elements, and arrangement	Noun phrase &Determiners Types	Lecturing and Discussion	-Oral & Written Tests -Exercises
Fourteenth 21\12\2025	3	Identifying the types of quantifiers	Quantifiers	Lecturing and Discussion	-Oral & Written Tests -Exercises
Fifteenth 28\12\2025	3	Understanding the types of reference	Reference Generic/ Specific	Lecturing and Discussion	-Oral & Written Tests -Exercises
Sixteenth 4\1\2026	3	Understanding how to refer to	Unique Reference	Lecturing and	-Oral & Written

		proper nouns		Discussion	Tests -Exercises
Seventeenth 11\1\2026	3	Identifying the contrast between singular and plural forms of nouns	Number	Lecturing and Discussion	-Oral & Written Tests -Exercises
Eighteenth 18\1\2026		Mid- year Holiday			
Nineteenth 1\2\2026	3	Learning the masculine and feminine nouns	Gender	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Twentieth 8\2\2026	3	Identifying the cases of nouns including possessive case	Case	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Twenty-First 15\2\2026	3	Recognizing the types and uses of pronouns	Pronouns	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twenty-Second 22\2\2026	3	Identifying the types and positions of adjectives	Adjectives	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twenty-Third 1\3\2026	3	Recognizing syntactic functions of adjectives	Syntactic Functions of Adjectives	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twenty-Fourth 8\3\2026	3	Understanding the types and uses of adverbs	Adverbs	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twenty-Fifth 15\3\2026	3	Identifying the features of adverbs	Characteristics of the Adverb	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twenty-Sixth 22\3\2026	3	Understanding the comparative and superlative	Comparison and Intensification	Lecturing and Discussion	-Oral & Written Tests -Exercises

		forms			
Twenty-Seventh 29\3\2026	3	Recognizing the correspondence between adjectives and adverbs	Correspondence between Adjective & Adverb	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twenty-Eighth 5\4\2026	3	Learning the types and uses of prepositions	Prepositions & Prepositional Phrases	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twenty-Ninth 12\4\2026	3	Knowing the syntactic functions of prepositional phrases	The Prepositional Phrase	Lecturing and Discussion	-Oral & Written Tests -Exercises
Thirtieth 19\4\2026	3	Knowing the uses of time prepositions	Time Prepositions	Lecturing and Discussion	-Oral & Written Tests -Exercises

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-A University Grammar of English 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. British Council Learn English 2. Perfect English 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

2025–2026

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

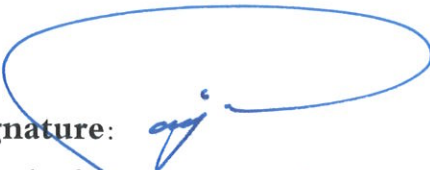
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

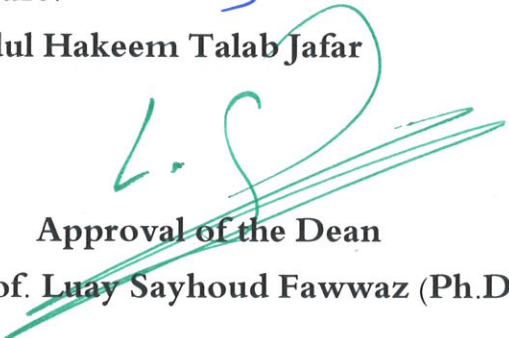
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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 stage	-----	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	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.

testing methods used in teaching and assessing the English language.	– 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

	– 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			<u>47</u>	<u>5</u>
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:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
Fourth stage	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hrs	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Inst Hala Qahtan Dawood Email: hala.en.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	1. The course aims at enabling students to gain mastery over the structure & syntax of English sentences.
9. Teaching and Learning Strategies	
Strategy	A detailed explanation of the topic by the teacher in different ways to attract the students' attention. Question and discussion method Brainstorming method.

10. Course Structure

Week & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 28/9/20	20	Clauses patterns	Chapter 7: simple sentence	Explanation, discussion and brainstorming	Assignment – Participate in daily discussions and answer questions in class
Second 2025/ 10/5	20	Clause elements semantically considered	Clause elements semantically considered	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answer questions in class
Third 2025/10/12	20	Subject- verb- per pronoun	Concord	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answer questions in class
Fourth 2025/ 10/ 19	20	Forms of vocative	Vocative	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answer questions in class
Fifth 2025/11/2	20	Non- assertive forms Scope of negation Focus of negation	Negation	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answer questions in class
Sixth 2025/ 11/9		Monthly exam	Monthly Exam		
Seventh 2025/11/ 16	20	Statement and types question	Statement, Question Commands, Exclamation	Explanation, discussion and brainstorming	Assignment Participate daily discussions

					and answer questions class
Eighth 2025/ 11/ 23	20	Types of commands and exclamation	Commands and Exclamation	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answer questions class
Ninth 2025/ 11/30	20	Types of Formulae, aphoristic sentences and block language	Formulae	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answer questions class
Tenth 2025/ 12/ 7	20	Finite and non finite and verbless clause	Chapter 11: complex sentence	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answer questions class
Eleventh 2025/ 12/ 14			Monthly exam		
Twelfth 2025/ 12/ 21	20	Subject/ DO/ SC/ IC/ OC/adjunct/ conjunct disjunct	Functional classification of dependent clauses	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answer questions class
Thirteenth 2025/ 12/ 28	20	Adverbial clauses/ comparative clause comment clauses	Functional classification of dependent clauses	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answer questions class
Fourteenth 2026/ 1/ 4	20	That clause/ wh- interrogative clause yes, no interrogative clauses	Nominal clauses	Explanation, discussion and brainstorming	Assignment Participate daily

					discussions and answers questions class
Fifteenth 2026/ 1/ 11	20	Nominal relative clauses/ To- infinitive nominal clauses/ Nominal- ing clauses Bare infinitive and verbless clauses	Nominal clauses 2	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answers questions class
Sixteenth 2026/1/18		Mid year vacation	Mid year vacation		
Seventeenth 2026/1/ 25		Mid year vacation	Mid year vacation		
Eighteenth 2026/ 2/ 8	20	Clauses of time/ place condition / concessive	Adverbial clauses	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answers questions class
Nineteenth 2026/2/15		practicum			
Twentieth 2026/2/ 22		practicum			
Twenty-First 2026/3/1		practicum			
Twenty-Second 2026/ 3/ 8		practicum			
Twenty-Third 2026/3/15		practicum			
Twenty-Fourth 2026/3/22		practicum			
Twenty-Fifth 2026/3/ 29		practicum			
Twenty-Sixth 2026/4/5	20	Ellipsis in comparative sentences/ Enough and too	Comparative sentences	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answers questions class
Twenty-Seventh 2026/ 4/ 12		Monthly exam	Monthly exam		

Twenty-Eighth 2026/4/ 19	20	Comment clauses	Comment clauses	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answer questions class
Twenty-Ninth 2026/4/ 26	20	Present tense with subordinators/ the modal past	The verb phrase dependent clauses	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answer questions class
Thirtieth 2026/5/3	20	Back- shift and other changes/ the modal auxiliaries and indirect speech/ free indirect speech	Direct and indirect speech	Explanation, discussion and brainstorming	Assignment Participate daily discussions and answer questions class

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)	Quirk, R. (2016). A university grammar of English. Pearson Education India
Main references (sources)	Quirk, R. (2016). A university grammar of English. Pearson Education India
Recommended books and references (scientific journals, reports...)	Grammar research and academic journals
Electronic References, Websites	English 4Arabs ,

**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

2026–2025

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

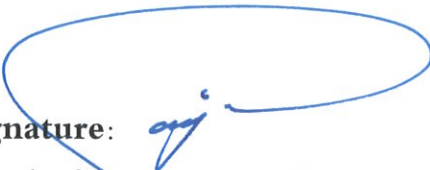
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

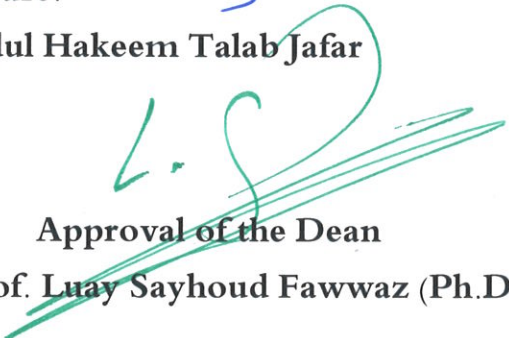
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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
(third)	-----	(Educational guidance)	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			<u>47</u>	<u>5</u>
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	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.
- 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:	
Educational guidance	
2. Course Code:	

3. Semester / Year:	
2026–2025	
4. Description Preparation Date:	
21/9/2025	
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: oday 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 student results.... • Reaching the laws that govern behavior - and the factors leading to this behavior • Controlling educational problems in different situations such as (treatment methods – psychological rehabilitation – choosing individuals for different jobs)

	education programs.

9. Teaching and Learning Strategies

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

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Students' mastery of this subject understanding theoretically practically, their ability to perceive absorb transform it into skill, understand it, and transfer knowledge to others	The meaning of educational guidance The future of guidance and its concepts is no longer about advancements in guidance and its goals	Lecture, discussion and questioning	Monthly, semester and final achievement tests
Second	2	Students' mastery of this subject understanding theoretically practically, their ability to perceive absorb transform it into skill, understand it, and transfer knowledge to others	The relationship between counseling and other sciences; fields of counseling	Lecture, discussion questioning	Monthly, semester final achievement tests

Third	2	Students' mastery of this subject understanding theoretically practically, their ability perceive absorb transform it into skill, understand it, and transfer knowledge to others	Guidance methods (individual guidance and group guidance)	Lecture, discussion questioning	Monthly, semester final achievement tests
Fourth	2	Students' mastery of this subject understanding theoretically practically, their ability perceive absorb transform it into skill, understand it, and transfer knowledge to others	The philosophical, social, ethical, religious, and psychological foundations of guidance	Lecture, discussion questioning	Monthly, semester final achievement tests
Fifth	2	Students' mastery of this subject understanding theoretically practically, their ability perceive absorb transform it into skill, understand it, and transfer knowledge to others	Counseling theories (psychoanalytic theory, behavioral theory)	Lecture, discussion questioning	Monthly, semester final achievement tests
Sixth	2	Students' mastery of this subject understanding theoretically practically, their ability perceive absorb transform it into skill, understand it, and transfer knowledge to others	Existential and Humanistic Theory	Lecture, discussion questioning	Monthly, semester final achievement tests

		knowledge others			
Seventh	2	Students' mastery of this subject and understanding of it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Information needed for guidance (importance of information and types of information)	Lecture, discussion questioning	Monthly, semester final achievement tests
Eighth	2	Students' mastery of this subject and understanding of it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Methods of data collection Cumulative record Case study	Lecture, discussion questioning	Monthly, semester final achievement tests
Ninth	2	Students' mastery of this subject and understanding of it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Narrative record Autobiography	Lecture, discussion questioning	Monthly, semester final achievement tests
Tenth	2	Students' mastery of this subject and understanding of it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Tests and measurements Observation and interviews	Lecture, discussion questioning	Monthly, semester final achievement tests

		it, and transfer knowledge to others			
Eleventh	2	Students' mastery of this subject and understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Guidance and counseling in schools: The role and preparation of the counseling teacher	Lecture, discussion questioning	Monthly, semester final achievement tests
Twelfth	2	Students' mastery of this subject and understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	The educational counselor has functions and preparation	Lecture, discussion questioning	Monthly, semester final achievement tests
Thirteenth	2	Students' mastery of this subject and understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Parents' and teachers' councils and their role in guidance	Lecture, discussion questioning	Monthly, semester final achievement tests
Fourteenth	2	Students' mastery of this subject and understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into	The need for guidance programs in schools	Lecture, discussion questioning	Monthly, semester final achievement tests

		skill, understand it, and transfer knowledge to others			
Fifteenth	2	Students' mastery of this subject and understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Problems addressed by educational guidance The meaning of mental health, its relationship to, goals of, and importance of mental health	Lecture, discussion questioning	Monthly, semester final achievement tests
Sixteenth	2	Students' mastery of this subject and understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Normal and abnormal individuals Criteria for normal and abnormal personalities	Lecture, discussion questioning	Monthly, semester final achievement tests
Seventeenth	2	Students' mastery of this subject and understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Characteristics of normal and abnormal behavior Personality integration	Lecture, discussion questioning	Monthly, semester final achievement tests
Eighteenth	2	Students' mastery of this subject and understanding it theoretically and practically, and their ability to	Psychological crises: The meaning of crisis, causes of psychological	Lecture, discussion questioning	Monthly, semester final achievement tests

		perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	crises, and their sources. Psychological crises: The meaning of crisis, causes of psychological crises, and their sources.		
Nineteenth	2	Students' mastery of this subject and understanding it theoretically and practically, and	Sound methods for resolving psychological crises	Lecture, discussion and questioning	Monthly, semester and final achievement tests
Twentieth	2	Students' mastery of this subject and understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Frustration Psychological disorders	Lecture, discussion questioning	Monthly, semester final achievement tests
Twenty-First	2	Students' mastery of this subject and understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Defensive methods; the origin of defensive behavior; the development of defense mechanisms and their types.	Lecture, discussion questioning	Monthly, semester final achievement tests

Twenty-Second	2	Students' mastery of this subject and understanding of it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Compensation and reincarnation	Lecture, discussion questioning	Monthly, semester final achievement tests
Twenty-Third	2	Students' mastery of this subject and understanding of it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Reverse Formation Projection	Lecture, discussion and questioning	Monthly, semester final achievement tests
Twenty-Fourth	2	Students' mastery of this subject and understanding of it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Justification and its manifestations	Lecture, discussion questioning	Monthly, semester final achievement tests
Twenty-Fifth	2	Students' mastery of this subject and understanding of it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Consequences of defensive behavior Escape mechanisms Repression Withdrawal	Lecture, discussion questioning	Monthly, semester final achievement tests

		knowledge to others			
Twenty-Sixth	2	Students' mastery of this subject and understanding of it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Daydreams, Night Dreams, Regression	Lecture, discussion questioning	Monthly, semester final achievement tests
Twenty-Seven	2	Students' mastery of this subject and understanding of it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Compensatory projection Pathological, defensive, and escapist symptoms	Lecture, discussion questioning	Monthly, semester final achievement tests
Twenty-Eight	2	Students' mastery of this subject and understanding of it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Compatibility (Meaning of compatibility, nature of compatibility, types of compatibility)	Lecture, discussion questioning	Monthly, semester final achievement tests
Twenty-Ninth	2	Students' mastery of this subject and understanding of it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Characteristics of a compatible person	Lecture, discussion questioning	Monthly, semester final achievement tests

		it, and transfer knowledge to others			
Thirtieth	2	Students' mastery of this subject and understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand it, and transfer knowledge to others	Adaptation, compatibility, and the relationship between them	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)	- Saleh Hassan Al-Dahri, Principles of Psychological and Educational Counseling -
Main references (sources)	Mustafa Mahmoud Al-Imam and others, 1991, Psychological, Educational, and Guidance Counseling
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Various communication sites (Google 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

2025–2026

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

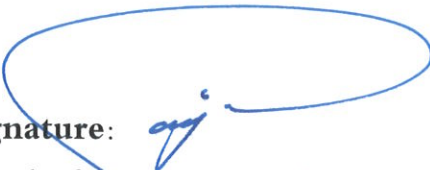
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

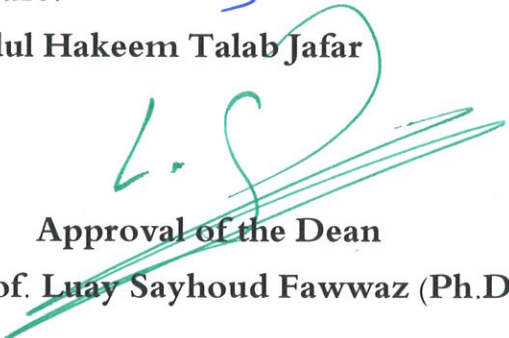
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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 year	-----	Linguistics	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	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.

testing methods used in teaching and assessing the English language.	– 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

	– 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			<u>47</u>	<u>5</u>
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:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
Fourth year students	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90	
7. Course administrator's name	
Prof. Ayad Hameed Mahmood (Ph.D.)	ayad.en.hum@uodiyala.edu.iq
Assist. Prof. May Tahseen Hameed	may.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 of 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 22-24/9/2025	3	Introductory lecture about the material	General introduction to linguistics	Brainstorming Discussion	Homework Attending and participating in the lecture Answer the questions
Second 29-9 , 1-10 /2025	3	Semantics and its concepts	Semantics	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Third 6-8/10/2025	3	Lexical Relations	Lexical Relations	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Fourth 13-15/10/2025	3	Pragmatics and its concepts	Pragmatics	Brainstorming Discussion	Homework Attending and participating in the lecture Answer the questions
Fifth 20-22/10/2025	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 27-29/10/2025	3	Monthly exam	Monthly exam	Monthly exam	Monthly exam
Seventh 3-5/11/2025	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 10-12/11/2025	3	Conversation Analysis	Conversation Analysis	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Ninth 17-19/11/2025	3	Introduction to Language Acquisition	Acquisition	Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Tenth 24-26/11/2025	3	Reviewing previous chapters	Reviewing previous chapters	Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Eleventh 1-3/12/2025	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 8-10/12/2025	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 15-17/12/2025	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 22-24/12/2025	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 29-31/12/2025	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 5-7/1/2026	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
Seventeenth 12-14/1/2026	3	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
Eighteenth 19-21/1/2026	3	Mid–year Holiday	Mid–year Holiday	Mid–year Holiday	Mid–year Holiday
Nineteenth 26-28/1/2026	3	Mid–year Holiday	Mid–year Holiday	Mid–year Holiday	Mid–year Holiday
Twentieth 2-4/2/2026	3	Understanding linguistic relativity	Linguistic Relativity	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Twenty-First 9-11/2/2026	3	Identifying the cognitive categories	Cognitive Categories	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Twenty-Second 16-18/2026	3	practicum	practicum	practicum	practicum
Twenty-Third 23-25/2026	3	practicum	practicum	practicum	practicum
Twenty-Fourth 2-4/3/2026	3	practicum	practicum	practicum	practicum
Twenty-Fifth 9-11/2026	3	practicum	practicum	practicum	practicum
Twenty-Sixth 16-18/3/2026	3	practicum	practicum	practicum	practicum
Twenty-Seventh 23-25/3/2026	3	practicum	practicum	practicum	practicum
Twenty-Eight	3	Understanding	Gendered speech	–Introducing the	Homework

6-8/4/2026		the effect of gender on language		Topic –Discussion –Extracting concepts	Attending and participating in the lecture Answer the questions
Twenty-Ninth 13-15/4/2026	3	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
Thirtieth 20-22/4/2026	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:

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

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

12. Learning and Teaching Resources

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

**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

2025–2026

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

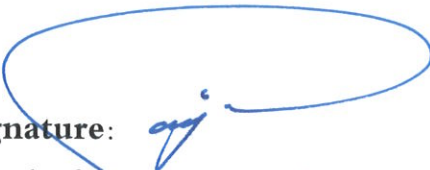
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

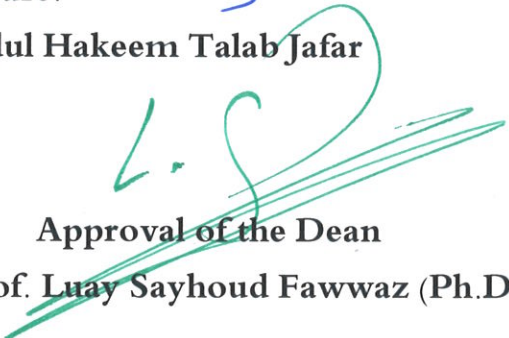
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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
Third Stage	-----	Real Listening and Speaking 4	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. – 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			<u>47</u>	<u>5</u>
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. Mona HassibHweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. RanaMaudhirDakheel	English	Novel				
Assist. Prof. ShawqiKhudair Ismail	English	Linguistics				

Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. ZainabSaad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena SalimHammoudi	English	Drama				
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:					
Real Listening and Speaking 4					
2. Course Code:					

3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
21/9/2025					
5. Available Attendance Forms:					
Third 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: Inst . AbdulhadiDhiaa Mahdi (PH.D)					
Email: abdulhadi.en.hum@uodiyala.edu.iq					
8. Course Objectives					
Course Objectives		1. Get ready to listen and speak: introduces you to the topic of the unit. 2. Learning tip which helps to improve learning. 3. Speaking strategy explain a useful strategy. 4. Speak up to practice the strategy. 5. Checking their homework which has given to them.			
9. Teaching and Learning Strategies					
Strategy		Using the conversations belong to the textbook such as daily dialogues among the students and trying to improve their speaking and listening skills.			
10. Course Structure					
Week& Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 17/9/2025	2	Socializing	How's it going?	Start up conversation And small talk	Homework and tests
Second 23/9/2025	2	Shopping	I am looking for a camera	Ask about products in detail.	Oral tests and attendance

Third 30 /9/2025	2	Healthcare	I need to see a doctor	Enquire about and register for health services	Oral tests and attendance
Fourth 7/10/2025	2	Living away from home	What is the problem ?	Describe everyday Problems and give advice	Make a discussions among the students about the topic Attendance
Fifth 14 /10/2025	2	Bureaucracy	What a lot red tape!	Ask about official Procedures	Oral tests and attendance
Sixth 16/10/2025	2	Monthly exam			
Seventh 23/10/2025	2	Sightseeing	What a great view?	Show vision around your hometown	Make a Make discussions among the students about the topic Attendance
Eighth 30/10/2025	2	Requesting Services	I'd appreciate it	Understand detailed Requirements	Discussions and attendance
Ninth 6/11/2025		Organizations and services	This is your office	Understand roles and responsibilities	Make a discussions among the students about the topic Attendance
Tenth 18/11/2025	2	Ask the students to make a dialogues depending on the previous topics	Writing dialogues and present it in the classroom	Presentation Of the dialogues in the classroom	Discussions and attendance
Eleventh 2/12/2025	2	Ask the students to make a dialogues depending on the previous topics	Writing dialogues and present it in the classroom	Presentation Of the dialogues in the classroom	Discussions and attendance
Twelfth 9/12/2025	2	Problems at Work	I will sort it out	Handle customer Complaints	Discussions and attendance
Thirteenth 16/ /2025	2	On the phone	Can I call you back ?	Make and take calls successfully	Discussions and attendance
Fourteenth 23/12/2025	2	Monthly exam			

Fifteenth 3/2/2026		One week Holiday			
Sixteenth 10/2/2026	2	Meetings	Shall we move on ?	Identify other people opinions	Discussions and attendance
Seventeenth 17/2/2026	2	Ask the students to make dialogues in the classroom	Presentation of the dialogues		Discussions and attendance
Eighteenth 24/2/2026	2	Attending Lectures and Talks	I'd like to begin by_	Understand conversation about tasks in the workplace	Discussions and attendance
Nineteenth 3/3/2026		Giving lectures and talks with oral tests			
Twentieth 10/3/2026	2	Make a discussion with students about the previous lesson			
Twenty-First 17/3/2026	2	Monthly exam			Attendance
Twenty-Second 24/3/2026	2	Participating in a seminar	Can you expand on that ?	Understand detail in a seminar ask question about seminar	Discussions and attendance
Twenty-Third 31/3/2026	2	Oral test by asking the students	Oral questions to know the ability of speaking to the students	Oral tests	Discussions and attendance
Twenty-Fourth 14/4/2026	2	Study management	It will help me get a good job	Talks about your study plan in detail	Discussions and attendance
Twenty-Fifth 21/4/2026	2	Writing a dialogues about previous topics	Conversations Making	Presentation	Discussions and attendance
Twenty-Sixth 28/4/2026	2	Oral test by asking the students	Oral questions to know the ability of speaking to the students	Oral tests	Discussions and attendance
Twenty-Seventh 3/5/2026	2	Writing a different dialogues	The ability of writing a dialogues	Presentation	Discussions and attendance

Twenty-Eight 4/5/2026	2	Interviews	I work well under pressure	Describe yourself and your strengths	Discussions and attendance
Twenty-Ninth 6/5/2026	2	Monthly exam			
Thirtieth 12/5/2026	2	Oral test by asking the students	Oral questions to know the ability of speaking to the students	Oral tests	Discussions and attendance

11. Course Evaluation

4

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Real Listening and Speaking 4 with answers by Miles Craven -
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Helen S. Solorzano and Jennifer P.1 Schmidt. NorthStar 3: Listening and Speaking 4
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

2025–2026

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: 9/11/2025

File Completion Date: 9/11/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 10/11/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 11/11/2025

The file is checked by:

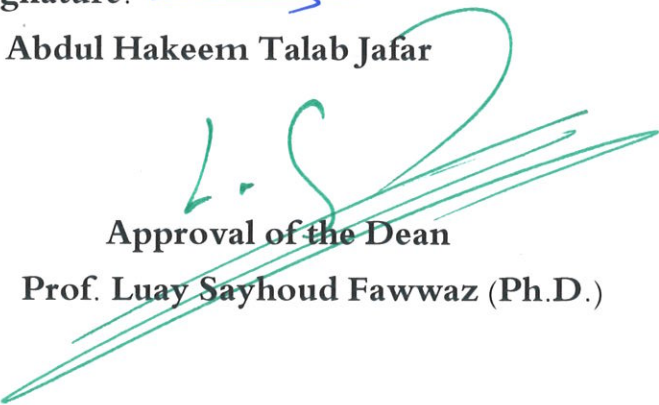
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 12/11/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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 Stage	-----	Introduction to English Literature	2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and 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			<u>47</u>	<u>5</u>
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. Mona HassibHweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. RanaMaudhirDakheel	English	Novel				
Assist. Prof. ShawqiKhudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. ZainabSaad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena SalimHammoudi	English	Drama				
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. 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 Literature	
2. Course Code:	

3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
9/11/2025	
5. Available Attendance Forms:	
First 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: Inst . AbdulhadiDhiaa Mahdi (PH.D), Asst. Prof. Massarra M. Ibrahim Email: abdulhadi.en.hum@uodiyala.edu.iq masarra.en.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	Make students familiar with key texts and genres in English literature develop students' tools and techniques for analyzing literature to improve students' critical thinking abilities understand how literature reflects and shapes cultural and societal contexts ,fostering greater empathy and understanding cultivate a lifelong appreciation for the power and beauty of words through the exploratio diverse literary genres and classic works
9. Teaching and Learning Strategies	
Strategy	Communication skills Problem solving Teamwork Collaboration

10. Course Structure

Week& Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 23/11/2025	2	Introduction to poetry	Part 1 : poetry : introduction	theoretical	Questions and answers
Second 30/11/2025	2	W.Blake's " The Lilly " and John Keats's " To Autumn"	Explanation and analyzing the poem	Theoretical method + using videos	Powerpoint
Third 3/12/2025	2	John Keats's " To Autumn "	=	=	=
Fourth 10/12/2025	2	W. Wordsworth's " London 1802"	=	=	Quiz
Fifth 14/12/2025	2	S. T. Coleridge's " The Ancient Mariner "	=	=	Questions and answers
Sixth 21/12/2025	2	Poetic devices	Explanation with examples	=	Monthly examination
Seventh 28/12/2025	2	Types of poetry : descriptive Shakespeare's " Winter "	Defining this type with full explanation of the poem	=	Questions and answers
Eighth 4/1/2026	2	Narrative poetry : Wordsworth's " Strange Fits of passion have I known "	=	=	Power point
Ninth 11/1/2026	2	Lyric: Shelley's " To a Skylark "	=	=	Questions and answers
Tenth 18/1/2026	2	Petrarchan sonnet : Wordsworth's " The World is too much with us "	Explanation and analysis	Theoretical +videos	Power point
Eleventh 25/1/2026	2	Ballad : " Lord Randal " by anonymous	=	=	=
Twelfth 1/2/2026	2	Shakespeare's "Let me not to the marriage of true minds "	=	=	Monthly examination
Thirteenth 8/2/2026	2	Prose : introduction	explanation	Power point	Questions and answers
Fourteenth 15/2/2026	2	T. S . Eliot's from Modern Education and the Classics	=	Theoretical + video	Power point
Fifteenth 22/2/2026	2	Narrative : from Emily Bronte's Wuthering Heights	=	=	=

Sixteenth 8/3/2026	2	V.S Pritchett Mr. Beluncle	=	=	=
Seventeenth 15/3/2026	2	Structural and sense devices	=	Power point	Monthly examination
Eighteenth 29/3/2026	2	D H Lawrence's England My England	=	Theoretical +video	Questions and answers
Nineteenth 5/4/2026	2	Charles Dickens's Great Expectations =			
Twentieth 12/4/2026	2	Descriptive : Katherine Mansfield's The Garden Party	explanation	Theoretical and video	Power point
Twenty-First 19/4/2026	2	Argumentative : E M Foster's Abinger Harvest	=	=	Questions and answers
Twenty-Second 26/4/2026	2	Drama : Introduction	explanation	Power point	=
Twenty-Third 29/4/2026	2	Types of Drama	=	Theoretical and video	Power point
Twenty-Fourth 3/5/2026	2	Medieval drama : Everyman	=	=	=
Twenty-Fifth 10/5/2026	2	Elizabethan drama :Shakespeare's Macbeth	=	=	=
Twenty-Sixth 17/5/2026	2	Elizabethan drama :Shakespeare's Macbeth	=	=	=
Twenty-Seventh 24/5/2026	2	Elizabethan drama :Shakespeare's Macbeth	=	=	=
Twenty-Eighth 31/5/2026	2	Sentiment and melodrama : George Lillo The London Merchant	=	=	=
Twenty-Ninth 2/6/2026	2	Modern stage :the growth of naturalism : Ibsen's An Enemy of the people	=	=	Monthly examination
Thirtieth 4/6/2026	2	Verse drama : Eliot's Murder in the Cathedral	=	=	Questions and answers

11. Course Evaluation

The annual grade consists of two components:

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

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

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$
 This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-Alexander's Poetry and Prose Appreciation for Overseas Students & Understanding the Elements of Literature & -Whitfield's An Introduction to Drama
Main references (sources)	Hill's Mastering English Literature Wilson's English Literature : A Survey for Students
Recommended books and references (scientific journals, reports...)	Dictionary of Literary Terms
Electronic References, Websites	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

2025–2026

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

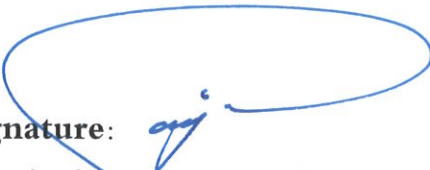
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

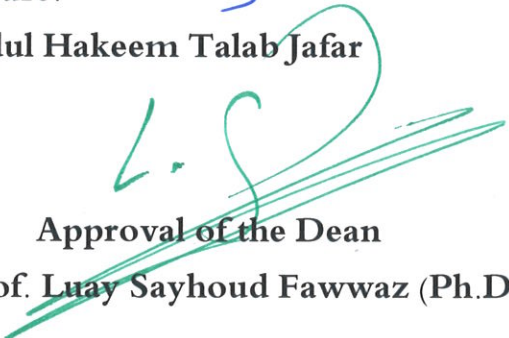
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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
(Third stage)	-----	(Victorian Novel)	2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 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	
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Instr. Dr. Amjed Lateef Jabbar	English	Poetry			<u>47</u>	<u>5</u>
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				
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Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
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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				
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Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				

Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. 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:	
Victorian Novel	
2. Course Code:	

3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
"Full attendance/ Third year students"	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Prof. Rana Maudhir Dakheel Assist. Instr. Mohammed Munir Abdul Jabbar Assist. Instr. Marwa Taha Abdul Email: Rana.maudhir@gmail.com mohammedm.env.hum@uodiyala.edu.iq Marwah.en.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	• Raising awareness about the importance of literary material and appreciate it. • Fostering positive interaction with life events and ways to confront human challenges. • Identifying the most important global literary figures and the impact of their writings on the sensory appreciation of the reader, as well as the judgment and derived lessons.
9. Teaching and Learning Strategies	
Strategy	Preparation of university students psychologically and culturally derive lessons and insights from novels and human stories, a

	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 & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 21/9/2025	1+2	Victorian Literature	Introduction Victorian Writing	Theoretical visual.	Discussion
Second 28/9/2025		Victorian Literature	Wuthering Heights Chapters 1-4	Theoretical visual.	
Third 5/10/2025		Victorian Literature	Chapters 5-8	Theoretical visual.	Discussion
Fourth 12/10/2025		Victorian Traditions	Chapters 9-12	Theoretical visual.	Discussion
Fifth 19/10/2025		Victorian Literature	Chapters 13-16	Theoretical visual.	Discussion
Sixth 26/10/2025		Written Exam	Written Exam	Written Exam	Written Exam
Seventh 2/11/2025		Victorian Literature	Chapters 17-19	Theoretical visual.	Discussion
Eighth 9/11/2025		Victorian Literature	Chapters 20-22	Theoretical reading and video evidence	Discussion
Ninth 16/11/2025		Inheritance Problem	Chapters 23-25	Theoretical reading and video evidence	Discussion
Tenth 23/11/2025		Victorian Literature	Chapters 26-28	Theoretical visual	Discussion
Eleventh 30/11/2025		Victorian Literature	CHAPTERS 29-31	Theoretical visual.	Discussion
Twelfth 7/12/2025		Victorian Literature	Chapters 32-33	Theoretical visual.	Discussion
Thirteenth 14/12/2025		Victorian Literature	Chapter 34	Theoretical visual.	Discussion
Fourteenth 21/12/2025		Written Exam	Written Exam	Written Exam	Written Exam
Fifteenth 28/12/2025		Victorian Literature	Overall analysis	Theoretical visual.	Discussion
Sixteenth 4/1/2026		Industrial Revolution View	Hard Times, The Effects of Industrial Revolution on Literature.	Theoretical visual.	Discussion
Seventeenth 11/1/2026		Victorian Literature	Hard Times, Part 0	Theoretical reading and video evidence	Discussion

Eighteenth 1/2/2026		Victorian Literature	Chapters I-III	Theoretical read and video evidenc	Discussion
Nineteenth 8/2/2026		Victorian Literature	Chapters I V-VI	Theoretical reading and video evidenc	Discussion
Twentieth 15/2/2026		Victorian Literature	Chapters VII-IX	Theoretical read and video evidenc	Discussion
Twenty-First 22/2/2026		Victorian Literature	Chapters X-XIII	Theoretical read and video evidenc	Discussion
Twenty-Second 1/3/2026		Victorian Literature	Chapter XIII	Theoretical read and video evidenc	Discussion
Twenty-Third 8/3/2026		Written Exam	Written Exam	Written Exam	Written Exam
Twenty-Fourth 15/3/2026		Victorian Literature	XIV-XVI	Theoretical read and video evidenc	Discussion
Twenty-Fifth 22/3/2026		Victorian Literature	Part Two, Chapters IV	Theoretical read and video evidenc	Discussion
Twenty-Sixth 29/3/2026		Victorian Literature	Chapters V-VIII	Theoretical read and video evidenc	Discussion
Twenty-Seventh 5/4/2026		Victorian Literature	Chapters IX-XII	Theoretical read and video evidenc	Discussion
Twenty-Eight 12/4/2026		Victorian Literature	Part Three, I-V	Explanation analysis	Discussion
Twenty-Ninth 19/4/2026		Victorian Literature	Chapters VI-IX	Explanation analysis	Discussion
Thirtieth 26/4/2026		Witten Exam	Witten Exam	Witten Exam	Witten Exam

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Wuthering Heights By Emily Bronte. -Hard Times by Charles Dickens.
Main references (sources)	A Collection of research papers published in Journal.
Recommended books and references (scientific journals, reports...)	Some Collections of books and journals.
Electronic References, Websites	wwhttps://wuthering-heights.co.uk/ wwhttps://www.globalgreybooks.com/hard-times-ebook.html

**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

2025–2026

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

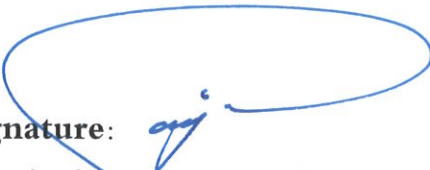
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

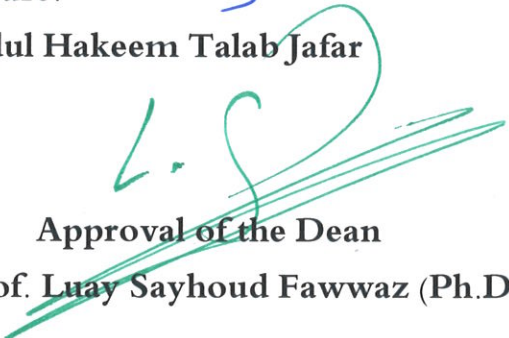
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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 stage)	-----	(Modern English Novel)	2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 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			<u>47</u>	<u>5</u>
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				
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Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
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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 English Novel	
2. Course Code:	

3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
"Full attendance/ Fourth-grade students"	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Luma Ibrahim Shakir Asst. Prof. Hadeel Hatif Jassam Asst. Inst. Fatima Mohamad Theyab Email: luma.en.hum@uodiyala.edu.iq hadeel.en.hum@uodiyala.edu.iq Fatima.env.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	- Raising awareness about the importance of literary material and appreciating it. - Fostering positive interaction with life events and ways to confront human challenges. - Identifying the most important global literary figures and the impact of their writings on 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 & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 21/9/2025	1+2	An introduction to the time period of the novel.	Lord of the Flies	Theoretical and visual.	"Writing an analytical article.
Second 28/9/2025		The life of the author, their literary philosophy, overview of the novel and its characters.	Lord of the Flies	Theoretical and visual.	The life of the author, their literary philosophy, overview of the novel, and its characters.
Third 5/10/2025		Connecting the culture specific to the novel's society with global current events.	Lord of the Flies	Connecting culture specific to the novel's society with global current events.	Lord of the Flies
Fourth 12/10/2025		Reviewing the political and social philosophy of the events in the novel for the first chapter."	Chapter one	Theoretical and visual.	Reviewing political and social philosophy of events in the novel for the first chapter
Fifth 19/10/2025		The social and family background of the main characters in the novel and its relation to the events of the story.	Chapter Two	Critical Analysis	Monthly Exam
Sixth 26/10/2025		The human nature of good and evil, analyzing psychologically, linking this nature to religious and moral motivations.	Chapter Two	Theoretical and visual.	Asking questions. di
Seventh 2/11/2025		Examining the religious influence and its impact on social and moral consciousness, relying on characters from the novel as living examples.	Chapter Three	Theoretical reading and video evidence	Writing inferential
Eighth 9/11/2025		Emphasizing the meaning of ideal leadership and the selection of a character with charisma that represents all social	Chapter Four	Theoretical reading and video evidence	Asking questions di

		classes as the best representation, rely on the main character in the novel.			
Ninth 16/11/2025		Emphasizing the meanings of good and evil, and the triumph of the former despite life's hardships and harsh conditions.	Chapter Five	Theoretical reading and video evidence	Asking questions
Tenth 23/11/2025		The first monthly test: Evaluating students' comprehension, analysis, and objective criticism skills.	Test on the previous chapters.	Written Exam	Exam
Eleventh 30/11/2025		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 questions
Twelfth 7/12/2025		The importance of human principles and the consistency of standards regardless of circumstances.	Chapter Eight and Nine	Discussion	Writing a one-page article.
Thirteenth 14/12/2025		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 questions
Fourteenth 21/12/2025		The second monthly test: Assessing students' comprehension, analysis, and objective criticism skills.	Test on the remaining chapters of the		The second monthly test: Assessing students' comprehension, analysis, objective criticism skills.
Fifteenth 28/12/2025		Introduction to the history of the novel, reasons 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 questions
Sixteenth 4/1/2026		Understanding the surrounding circumstances that influenced the political society, which directly affected the choice of non-realistic characters (animals) instead of	Chapters One & two	Theoretical reading and video evidence	Asking questions

		real characters (humans)			
Seventeenth 11/1/2026		Introducing the goal of the Russian Revolution in 1917 and the impact of the Marxist concept and other political movements that emerged, such as communism, socialism, and capitalism	Chapters three & four	Theoretical reading and video evidence	Writing an article
Eighteenth 1/2/2026		Reminding of the hypocrisy of global political movements whose economies prioritize theoretical ideals over practical individual lives.	Chapters five & six	Theoretical reading and video evidence	Examining students orally
Nineteenth 8/2/2026		The shift of goals from general to specific when personal benefits replace public interests, emphasizing political hypocrisy when slogans change to suit individual interests rather than the public good	Chapters seven & eight	Theoretical reading and video evidence	Examining students orally
Twentieth 15/2/2026			4 th stage Practicum		
Twenty-First 22/2/2026			4 th stage Practicum		
Twenty-Second 1/3/2026			4 th stage Practicum		
Twenty-Third 8/3/2026			4 th stage Practicum		
Twenty-Fourth 15/3/2026			4 th stage Practicum		
Twenty-Fifth 22/3/2026			4 th stage Practicum		
Twenty-Sixth 29/3/2026			4 th stage Practicum		
Twenty-Seventh 5/4/2026		Reminding of divine justice concerning reward and punishment	Chapters nine & ten	Theoretical reading and video evidence	Writing a one-page article."
Twenty-Eight 12/4/2026		Continuous self-assessment	Whole novel	Theoretical reading and video evidence	Asking questions
Twenty-Ninth 19/4/2026		Reviewing the moral objectives and goals derived from the novel	Whole novel	Explanation analysis	Asking questions

		and their application in practical life			
Thirtieth 26/4/2026		The second month test: Assessing students' 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

2025–2026

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: 9/11/2025

File Completion Date: 9/11/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 10/11/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 11/11/2025

The file is checked by:

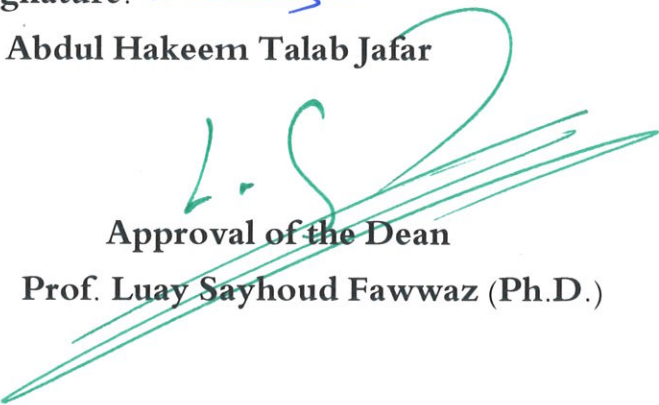
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 12/11/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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 grade)	-----	(Pronunciation)	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			<u>47</u>	<u>5</u>
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 Hameed 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				
Asst. Prof. 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. 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:					
Pronunciation					
2. Course Code:					

3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
9/11/2025					
5. Available Attendance Forms:					
First 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: all professors and their institutional emails Asst. Prof. Dr. Zainab S. Mohammed / Asst. Inst. Reham Abdulkareem Email: Zainab.en.hum@uodiyala.edu.iq : reham.en.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 isolation and in context.			
9. Teaching and Learning Strategies					
Strategy		Lectures Discussions Demonstrations Practice activities Student Presentations			
10. Course Structure					
Week & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

First 9/11/2025	3	Introduction to Phonetics	Introduction to Phonetics	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Second 16/11/2025	3	The International Phonetic Alphabet (IPA)	Introduction to Phonetics	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Third 23/11/2025	3	Organs of speech	Organs of speech	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Fourth 30/11/2025	3	The larynx and the vocal cords	Organs of speech	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Fifth 7/12/2025	3	The palate and The teeth	Organs of speech	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Sixth 14/12/2025	3	The tongue and The lips	Organs of speech	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Seventh 21/12/2025	3	plosives	Consonants in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Eighth 28/12/2025	3	plosives	Consonants in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Ninth 4/1/2026		Fricatives:	Consonants in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Tenth 11/1/2026	3	Affricates	Consonants in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Eleventh 18/1/2026	3	Affricates	Consonants in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Twelfth 25/1/2026	3	Nasals	Consonants in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Thirteenth 1/2/2026	3	Lateral	Consonants in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Fourteenth 8/2/2026	3	Glides	Consonants in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Fifteenth 15/2/2026	3	Consonant Clusters in English	Consonant Clusters in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Sixteenth 22/2/2026	3	Initial Clusters	Consonant Clusters in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Seventeenth 1/3/2026	Mid- term holiday				
Eighteenth 8/3/2026	3	Medial clusters	Consonant Clusters in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Nineteenth 15/3/2026		Final clusters	Consonant Clusters in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Twentieth 22/3/2026	3	pure vowels – short	Vowels in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Twenty-First 29/3/2026	3	pure vowels - long	Vowels in English	Introduction to the topic - Discussion and dialogue	Oral tests Homework

				- Presentations	Class participations
Twenty-Second 5/4/2026	3	diphthongs: closing diphthongs	Vowels in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Twenty-Third 12/4/2026	3	centring diphthongs	Vowels in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Twenty-Fourth 19/4/2026	3	centring diphthongs	Vowels in English	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Twenty-Fifth 26/4/2026	3	weak forms	Weak and Strong Forms	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Twenty-Sixth 3/5/2026	3	strong forms	Weak and Strong Forms	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Twenty-Seventh 10/5/2026	3	Sound in contexts	Sound in contexts	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Twenty-Eighth 17/5/2026	3	Assimilation	Sound contexts	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Twenty-Ninth 24/5/2026	3	Elision	Sound in contexts	Introduction to the topic - Discussion and dialogue - Presentations	Oral tests Homework Class participations
Thirtieth 31/5/2026	3	Linking	Sound in contexts	Introduction to the topic - Discussion and 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:

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- O'Connor, J. D. (1980). <i>Better English Pronunciation</i> . Cambridge: Cambridge University Press. Marks, J. (2007). <i>English pronunciation in use: self-study and classroom use</i> . Cambridge: Cambridge University Press
Main references (sources)	-----
Recommended books and references (scientific journals, reports...)	-----
Electronic References, Websites	1. 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

2025–2026

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

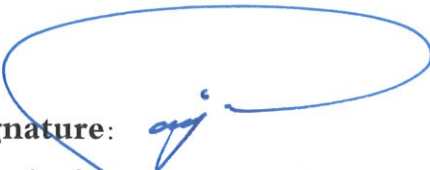
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

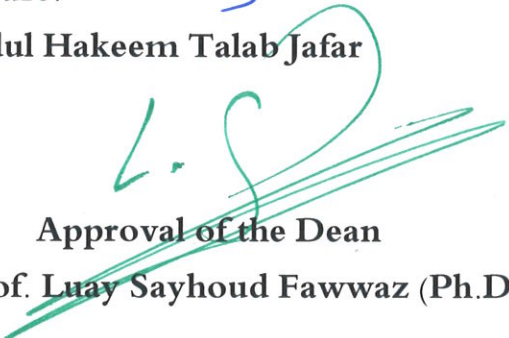
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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)	-----	(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. – 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			<u>47</u>	<u>5</u>
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 Hameed 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				
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Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
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:	
Introducing Phonology	
2. Course Code:	

3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
2nd Year	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Arwa Abdulrasoul Salman (Ph.D) Inst. Khuloud Ibrahim (Ph.D) Asst. Prof. Abdulkareem Yaseen (Ph.D) Email: abdulkareem.env.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	To introduce students to the fundamental concepts and goals of phonology as a branch of linguistics. To enable students to distinguish between phonetics and phonology and understand the role of phonological representations. To train students in identifying and analyzing morphophonological alternations in natural languages. To develop students' ability to write, formalize, and order phonological rules. To familiarize students with the system of distinctive features and their application in phonological analysis. To equip students with the tools to analyze syllable structure using the sonority hierarchy and syllabification principles. To develop students' understanding of stress and its assignment through metrical phonology, including feet, grids, and trees.

	To introduce students to tone and autosegmental phonology, including vowel harmony and feature spreading. To introduce students to Optimality Theory as a constraint-based approach to phonological analysis. To explore the interfaces between phonology and morphology, including lexical phonology and prosodic morphology.

9. Teaching and Learning Strategies

Strategy	Strategy: Lectures The instructor presents core theoretical concepts from Hayes' <i>Introducing Phonology</i>, supplemented with examples from English and other languages. Strategy: Problem Sets Students work through phonological data sets, practise rule writing, feature analysis, syllabification, stress assignment, and Optimality Theory (OT) tableaux. Strategy: Class Discussion Students engage critically with course content, discuss competing analyses, and evaluate theoretical arguments presented in the textbook. Strategy: Collaborative Learning Group activities and peer work are used to solve phonological problems and compare analyses. Strategy: Self-directed Study Students are encouraged to revisit textbook chapters independently, consult supplementary references, and complete assigned readings before each session. Strategy: Formative Assessment Regular quizzes, homework assignments, and in-class exercises are used to monitor student progress and reinforce learning outcomes.

10. Course Structure

Week & Date	Hours	Required Learning Outcomes	Unit or subject name
First 06/10/2025		Identify concepts phonology;	Introduction to Phonology; The Patterns of Language

		distinguish phonology from phonetics		
Second 13/10/2025		Understand underlying representations and surface forms	Phonological Representations; Underlying Forms	Underlying
Third 20/10/2025		Analyze morphophonological alternations in English	Morphophonological Alternations	
Fourth 27/10/2025		Write and apply phonological rules in formal notation	Phonological Rules; Rule Formalization	on
Fifth 03/11/2025		Explain rule ordering; identify bleeding and feeding relationships	Ordering of Rules; Rule Interaction	
Sixth 10/11/2025		Use distinctive features to classify and describe sounds	Distinctive Features I; Feature Geometry	etry
Seventh 17/11/2025		Apply feature matrices in phonological analysis	Distinctive Features II; Feature Matrices	ces
Eighth 24/11/2025		Describe syllable structure and apply the sonority hierarchy	Syllable Structure; Sonority Hierarchy	y
Ninth 01/12/2025		Apply syllabification principles to English and other languages	Syllabification Rules; Onset Maximization	ation
Tenth 08/12/2025		Understand and assign lexical stress using metrical theory	Stress: Basic Concepts; Metrical Theory	ry
Eleventh 15/12/2025		Apply stress assignment rules to English words	Metrical Phonology; Stress Assignment in English	ment
Twelfth 22/12/2025		Construct metrical trees and grids for stress assignment	Feet, Grids, and Trees in Metrical Phonology	phonology
Thirteenth 29/12/2025		Identify and analyze tone in tonal languages	Tone: Phonemic Tone; Tonal Languages	ges
Fourteenth 05/01/2026		Apply autosegmental analysis to tonal phenomena	Tonal Melody; Autosegmental Phonology	logy
Fifteenth 12/01/2026		Analyze vowel harmony using autosegmental representation	Autosegmental Phonology: Vowel Harmony	harmo
Sixteenth 02/02/2026		Describe feature spreading and delinking rules formally	Feature Spreading and Delinking	
Seventeenth 09/02/2026		Distinguish cyclic and post-cyclic phonological rules	Lexical Phonology; Cyclic vs. Post-cyclic Rules	cyclic

Eighteenth 16/02/2026		Apply the stratal hypothesis in word-level phonological analysis	Lexical Phonology: Stratal Hypothesis
Nineteenth	Understand basic principles and constraints of OT		Optimality Theory: Introduction and Basic Constraints
Twentieth 02/03/2026		Construct OT tableaux and rank constraints	Optimality Theory: Ranking Constraints and Tableaux
Twenty-First 09/03/2026		Identify natural classes and predict phonological processes	Natural Classes and Phonological Processes
Twenty-Second 16/03/2026		Construct arguments for underlying representations	Underlying Representations: Evidence and Arguments
Twenty-Third 23/03/2026		Explain phonological opacity and derived-environment effects	Opacity and Derived Environments
Twenty-Fourth 30/03/2026		Classify phonological processes cross-linguistically	Typology of Phonological Processes
Twenty-Fifth 06/04/2026		Analyze the interaction between phonological and morphological rules	Phonology-Morphology Interface
Twenty-Sixth 13/04/2026		Apply prosodic morphology to reduplication patterns	Prosodic Morphology: Reduplication
Twenty-Seventh 20/04/2026		Analyze templatic morphology using prosodic constraints	Prosodic Morphology: Templates
Twenty-Eighth 27/04/2026		Relate phonological representations to phonetic outputs	Phonetics-Phonology Phonetic Implementation
Twenty-Ninth 04/05/2026		Consolidate knowledge of all major course topics	Revision and Comprehensive Review of Topics
Thirtieth 11/05/2026		Synthesize course content; prepare for final exam	Final Review; Course Synthesis and Exam Preparation

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-Hayes, Bruce. (2009). Introduction to Phonology. Cambridge: Cambridge University Press. & -
Main references (sources)	Kenstowicz, M. (1994). Phonology in Generative Grammar. Oxford: Blackwell. Goldsmith, J. (1995). The Handbook of Phonological Theory. Oxford: Blackwell.
Recommended books and references (scientific journals, reports...)	Roca, I. & Johnson, W. (1999). Course in Phonology. Oxford: Blackwell. Journal of Phonology (Cambridge University Press)
Electronic References, Websites	1. Linguistics Society of America www.linguisticsociety.org LLBA (Linguistics and Language Behavior Abstracts): www.proquest.com Cambridge www.cambridge.org/core

**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

2025–2026

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

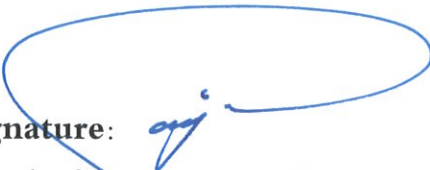
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

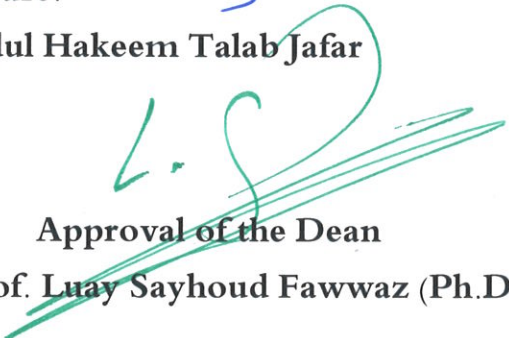
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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	-----	16 th – 18 th century poetry	2	0

8. Expected learning outcomes of the program

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

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

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

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			<u>47</u>	<u>5</u>
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 Hameed 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:					
16 th – 18 th Century Poetry					
2. Course Code:					

3. Semester / Year:					
2025–2026					
4. Description Preparation Date:					
21/9/2025					
5. Available Attendance Forms:					
Full time (Second year students)					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Total Hours: 60 Hours / Number of Weeks: 30 Weeks					
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. Zainab Ali Jawad			Email: zainabali.en.hum@uodiyala.edu.iq		
8. Course Objectives					
Course Objectives		• To analyze major poetic forms and movements from the 16th to 18th century • To interpret poems using close reading strategies and critical thinking skills • To identify poetic devices such as imagery, symbolism, meter, and rhyme • To relate poems to their historical, cultural, and literary contexts			
9. Teaching and Learning Strategies					
Strategy		• Definition of Poetry and its major elements • Study of selected poems by the most important poets of the 16th–18th century • Strategies for reading, interpreting, and analyzing poetry • Techniques for effective recitation of poetry • Identifying and understanding unfamiliar or archaic vocabulary in poems • Developing students' poetic appreciation and analytical skills			
10. Course Structure					
Week & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 21/9/2025	2	An Introduction English Poetry	Introduction	Lecturing and Discussion	Conducting tests

Second 28/9/2025	2	Pre-16th cen poetry	Introduction	Lecturing Discussion	Conducting tests
Third 5/10/2025	2	An Introduction to the 16th cen Poetry	Introduction	Lecturing Discussion	Conducting tests
Fourth 12/10/2025	2	Courtly love	Introduction	Lecturing Discussion	Conducting tests
Fifth 19/10/2025	2	Sir Tho Wyatt's Whoso to Hunt	Poem	Lecturing Discussion	Conducting tests
Sixth 26/10/2025	2	William Shakespeare's Sonnet 18	Poem	Lecturing Discussion	Conducting tests
Seventh 2/11/2025	2	Edmund Spenser Sonnet 75	Presentation	Discussion	Conducting tests
Eighth 9/11/2025	2	Students' presentations	Presentation	Discussion	Conducting tests
Ninth 16/11/2025	2	Monthly Exam	Exam	Lecturing Discussion	Conducting tests
Tenth 23/11/2025	2	The Passionate Shepherd to His love and the pastoral poetry	Poem	Lecturing Discussion	Conducting tests
Eleventh 30/11/2025	2	The Nymph Reply to the Shepherd	Poem	Lecturing Discussion	Conducting tests
Twelfth 7/12/2025	2	An Introduction to Metaphysical Poetry	17th-century poetry	Lecturing Discussion	Conducting tests
Thirteenth 14/12/2025	2	Love iii	Poem	Lecturing Discussion	Conducting tests
Fourteenth 21/12/2025	2	Students' presentations	Presentation	Discussion	Conducting tests
Fifteenth 28/12/2025	2	Monthly Exam	Exam	Lecturing Discussion	Conducting tests
Sixteenth 4/1/2026	2	Introduction to Cavalier's Poetry	Introduction	Lecturing Discussion	Conducting tests
Seventeenth 11/1/2026	2	John Donne: To a Flea	Poem	Lecturing Discussion	Conducting tests
Eighteenth 8/2/2026	2	Katherine Philips: A Married State	Poem	Lecturing Discussion	Conducting tests
Nineteenth 15/2/2026	2	An Introduction to the Restoration Age	Introduction	Lecturing Discussion	Conducting tests
Twentieth 22/2/2026	2	Presentations	Students' presentation	Lecturing Discussion	Conducting tests
Twenty-First 1/3/2026	2	Mac Flecknoe	Poem	Lecturing Discussion	Conducting tests
Twenty-Second 8/3/2026	2	Monthly Exam	Exam	Lecturing Discussion	Conducting tests
Twenty-Third 15/3/2026	2	An Introduction to the Neo-Classical Period	Introduction	Lecturing and Discussion	Conducting tests
Twenty-Fourth 22/3/2026	2	Alexander Pope: The Rape of the Lock	Introduction	Lecturing Discussion	Conducting tests
Twenty-Fifth 29/3/2026	2	Introduction to the age of Sensibility	Introduction	Lecturing Discussion	Conducting tests

Twenty-Sixth 5/4/2026	2	New forms of poetry: Elegy and Ode	Introduction	Lecturing Discussion	Conducting tests
Twenty-Seventh 12/4/2026	2	Thomas Gray: London	Poem	Lecturing Discussion	Conducting tests
Twenty-Eight 19/4/2026	2	William Collins Ode to Evening	Introduction	Lecturing Discussion	Conducting tests
Twenty-Ninth 26/4/2026	2	revision	revision	Discussion	revision
Thirtieth 3/5/2026	2	revision	revision	Discussion	revision

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 Century)
Main references (sources)	Concise anthology of English poetry for second year students
Recommended books and references (scientific journals, reports...)	World and Iraqi periodical
Electronic References, Websites	https://www.poetryfoundation.org https://www.poets.org https://www.poetryarchive.org https://www.britannica.com/art/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

2025–2026

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

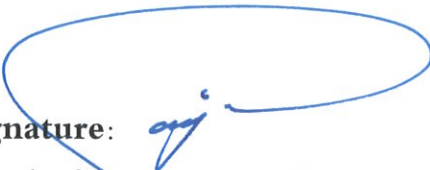
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

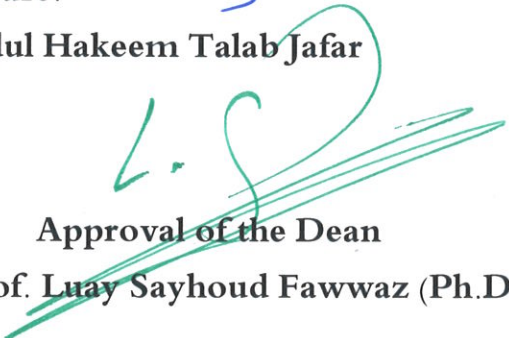
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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
(third)	-----	(poetry)		

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	1. **reading skills: ** – Developing students' ability to understand texts more deeply and effectively.

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.	– 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			<u>47</u>	<u>5</u>
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.
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– Academic and Professional Guidance:

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

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

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

14. Program Development Plan

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:	
Romantic and Victorian Poetry (Stage Three)	
2. Course Code:	

3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
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. Inst. Al-Yamama Qais Youssef Email: alyamamah.en.hum@uodiyala.edu.iq Name: Assist. Inst. Rebin Bahrouz Ameen Email: rebeen.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. Learn about the prominent Romantic and Victorian poets and poems Written in these two periods. 3. Students learn how to analyze poems rhetorically and stylistically. 4. Students learn how to extract meanings and ideas from poetic texts.
9. Teaching and Learning Strategies	
Strategy	-Reading the text -presenting critics' analysis of the poetic text -participating students in the analysis and understanding of the poetic text by making discussion during the lecture.

10. Course Structure					
Week & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 28/9/2025	2 hours	Understanding of romantic poetry	An introduction to Romantic Poetry	Get Knowledge about the transformation of concept of poetry	Discussion
Second 5/10/2025	2 hours	Understanding the pre-romantic period	Elegy Written in a Country Church Yard	Close reading And textual analysis	Discussion and questioning
Third 12/10/2025	2 hours	Blake's Poetry	Songs of Innocence (The Lamb)	Close reading And textual analysis	Discussion and questioning
Fourth 19/10/2025	2 hours	Blake's Poetry	Songs of Experience (The Tyger) London	Close reading And textual analysis	Discussion and questioning
Fifth 26/10/2025	2 hours	Wordsworth's Poetry	The Solitary Reaper	Close reading And textual analysis	Discussion and questioning
Sixth 2/11/2025	2 hours	Wordsworth's Poetry	The World is too much with us	Close reading And textual analysis	Discussion and questioning
Seventh 9/11/2025	2 hours	Exam			Test
Eighth 16/11/2025	2 hours	Coleridge's poetry	Khubla Khan	Close reading And textual analysis	Discussion and questioning
Ninth 23/11/2025	2 hours	Coleridge's poetry	Frost At Midnight	Close reading And textual analysis	Discussion and questioning
Tenth 30/11/2025	2 hours	Shelley's Poetry	Ode to the West Wind	Close reading And textual analysis	Discussion and questioning
Eleventh 7/12/2025	2 hours	Shelley's Poetry	Ode to the West Wind	Close reading And textual analysis	Discussion and questioning
Twelfth 14/12/2025	2 hours	Keats' Poetry	Ode To a Nightingale	Close reading And textual analysis	Discussion and questioning
Thirteenth 21/12/2025	2 hours	Keats' Poetry	La belle Dame Sans Merci	Close reading And textual analysis	Discussion and questioning
Fourteenth 28/12/2025	2 hours	Byron's Poetry	She Walks in Beauty	Close reading And textual analysis	Discussion and questioning
Fifteenth 4/1/2026	2 hours	Exam			Test
Sixteenth 11/1/2026	2 hours	Main Features of Victorian Poetry	Introduction to Victorian Poetry	Get Knowledge about the transformation of concept of poetry	Discussion and questioning
Seventeenth	2 hours	Main Features of	Introduction		Discussion

1/2/2026		Victorian Poetry	to Victorian Poetry		and questioning
Eighteenth 8/2/2026	2 hours	Tennyson's Poetry	Tithonus	Close reading And textual analysis	Discussion and questioning
Nineteenth 15/2/2026	2 hours	Tennyson's Poetry	Tithonus	Close reading	textual analysis
Twentieth 22/2/2026	2 hours	Tennyson's Poetry	Crossing the Bar	Close reading And textual analysis	Discussion and questioning
Twenty-First 1/3/2026	2 hours	Browning's Poetry	My Last Duchess	Close reading And textual analysis	Discussion and questioning
Twenty-Second 8/3/2026	2 hours	Browning's Poetry	My Last Duchess	Close reading And textual analysis	Discussion and questioning
Twenty-Third 15/3/2026	2 hours		Arnold's Poetry	Dover Beach	Close reading And textual analysis
Twenty-Fourth 22/3/2026	2 hours	Arnold's Poetry	Dover Beach	Close reading And textual analysis	Discussion and questioning
Twenty-Fifth 29/3/2026	2 hours	Arnold's Poetry	Dover Beach	Close reading And textual analysis	Discussion and questioning
Twenty-Sixth 5/4/2026	2 hours	Elizabeth brownir poetry	The Cry of the Children	Close reading And textual analysis	Discussion and questioning
Twenty-Seventh 12/4/2026	2 hours	Rossetti's Poetry	A Birthday	Close reading And textual analysis	Discussion and questioning
Twenty-Eight 19/4/2026	2 hours	Morris's Poetry	The Day Coming	Close reading And textual analysis	Discussion and questioning
Twenty-Ninth 26/4/2026	2 hours	Exam			Test
Thirtieth 3/5/2026	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...)	*The Review of English Studies *Victorian Poetry [Journal]
Electronic References, Websites	*Poem analysis.com *Poetry Foundation.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

2025–2026

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: 9/11/2025

File Completion Date: 9/11/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 10/11/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 11/11/2025

The file is checked by:

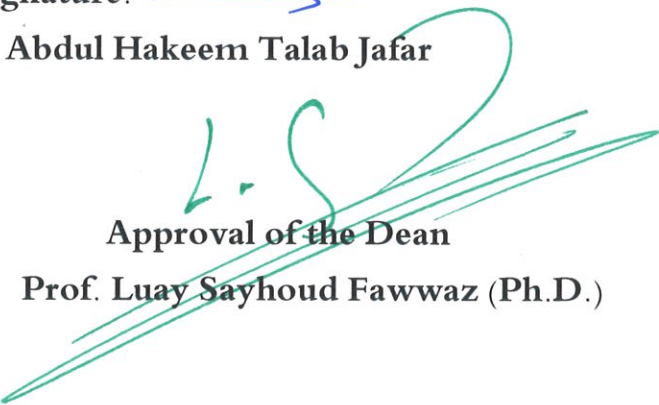
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 12/11/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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)	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,	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			<u>47</u>	<u>5</u>
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. Eman Riyadh Adeeb	English	Linguistics				
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.

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13. The most important sources of information about the program

- Teaching staff.
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- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

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

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- 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:	

3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
9/11/2025	
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: Prof. Dr. Eman Riyadh Adeeb (m. studies) & Asst. Inst. Waqid Maki Numan(E.studies) Email: emanr.en.hum@uodiyala.edu.iq Waqid.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 deeper understanding of written materials. 5. Develop students' summarization and analytical writing skills to ensure they can articulate and logically structured ideas. 6. Enhance students' ability to use language effectively in various communicative contexts, 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 9/11/2025	2	Unit One part 1	"Character: The hero within?"	- Conducting a comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating in-depth discussion and dialogues - Identifying and extracting pertinent synonyms	- Written and oral assessments - Routine daily assignments - Discussions accompanied by audio and video clips
Second 16/11/2026	2	Unit one , part 2	Unit One "Character: The hero within"	- Conducting comprehensive reading the text and introducing key vocabulary and new lexicon - Facilitating in-depth discussions and dialogues - Identifying and extracting pertinent synonyms	- Written and oral assessments - Routine assignments - Discussions accompanied by audio and video clips
Third 23/11/2025	2	Assignment			
Fourth 30/11/2025	2	Unit 2 part1	"Time: A matter of Time"	Conducting comprehensive reading the text and introducing	- Written and oral assessments

				key vocabulary and new lexicon Facilitating in-depth discussions and dialogues Identifying and extracting pertinent synonyms	- Routine assignments - Discussions accompanied by audio and video clips	
Fifth 7/12/2025	2	Unit 2 part 2	"Time: What time is it?"	Conducting comprehensive reading of the text and introducing key vocabulary and new lexicon Facilitating in-depth discussions and dialogues Identifying and extracting pertinent synonyms	- Written assessments - Routine assignments - Discussions accompanied by audio and video clips	
Sixth 14/12/2025	2	First Month Examination				
Seventh 21/12/2025	2	Unit 3 part 1	"Home: Home where the heart is"	Conducting comprehensive reading of the text and introducing key vocabulary and new lexicon Facilitating in-depth discussions and dialogues Identifying and extracting pertinent synonyms	- Written assessments - Routine assignments - Discussions accompanied by audio and video clips	
Eighth 28/12/2025	2	Unit 3 part 1	"Home: Home automation"	- Conducting comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating in-depth discussions and dialogues - Identifying and extracting pertinent synonyms	- Written assessments - Routine assignments - Discussions accompanied by audio and video clips	
Ninth 4/1/2026	2	Unit 4 part 1	"Size: Fuel of sea"	- Conducting comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating in-depth discussions and dialogues	- Written assessments - Routine assignments - Discussions accompanied by audio and video clips	

				- Identifying extracting pertinent synonyms	
Tenth 11/1/2026	2	Unit 4 part 2	"Size doesn't mat	- Conducting comprehensive reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussion and dialogues - Identifying extracting pertinent synonyms	- Written and assessments - Routine assignments - Discussions accompanied audio and vi clips
Eleventh 18/1/2026	2	Assignment			- Assessment test
Twelfth 25/1/2026	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 discussion and dialogues - Identifying extracting pertinent synonyms	- Written and assessments - Routine assignments - Discussions accompanied audio and vi clips
Thirteenth 1/2/2026	2	Unit 5 part 2	"Patterns: The Fibonacci sequen	- Conducting comprehensive reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussion and dialogues - Identifying extracting	- Written and assessments - Routine assignments - Discussions accompanied audio and vi clips

				pertinent synonyms	
Fourteenth 8/2/2026	2	Second Month Exam			- Assessment test
Fifteenth 15/2/2026	2	Unit 6 part	Speed: Hurry up and slow down	- Conducting comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating depth discussions and dialogues - Identifying and extracting pertinent synonyms	- Written and oral assessments - Routine assignments - Discussions accompanied by audio and video clips
Sixteenth 22/2/20	2	Unit 6 part 2	""Speed: Keeping up with the Tarahumara	- Conducting comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating depth discussions and dialogues - Identifying and extracting pertinent synonyms	- Written and oral assessments - Routine assignments - Discussions accompanied by audio and video clips
Seventeenth 1/3/2026	Mid-year holiday				-
Eighteenth 8/3/2026	2	Unit 7 part "Vision: Is seeing really believing		- Conducting a comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating in-depth discussions and dialogues	- Written and oral assessments - Routine daily assignments - Discussions accompanied by audio and video clips

				- Identifying extracting pertinent	
Nineteenth 15/3/2026h	2	assignment			- Assessment test
Twentieth 22/3/2026	2	Unit 7 part 2	“Vision: Color flags”	- Conducting comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating depth discussions and dialogues - Identifying extracting pertinent synonyms	- Written and assessments - Routine assignments - Discussions accompanied audio and video clips
Twenty-First 29/3/2026	2	Third monthly exam			- Assessment test
Twenty-Second 5/4/2026	2	Unit 8 part 1	“Extremes: Earth’s frontier”	- Conducting comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating depth discussions and dialogues - Identifying extracting pertinent synonyms	- Written and assessments - Routine assignments - Discussions accompanied audio and video clips
Twenty-Third 12/4/2026	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	- Written and assessments - Routine assignments - Discussions accompanied audio and video clips

				discussions and dialogues	
				- Identifying and extracting pertinent synonyms	
Twenty-Fourth 19/4/2026	2	Unit 9 part 1	"Life: Coming age"	- Conducting comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating depth discussions and dialogues - Identifying and extracting pertinent synonyms	- Written and oral assessments - Routine assignments - Discussions accompanied by audio and video clips
Twenty-Fifth 26/4/2026	2	Unit 9 part 2	"Life: Garden 380 kilometers above earth"	- Conducting comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating depth discussions and dialogues - Identifying and extracting pertinent synonyms	- Written and oral assessments - Routine assignments - Discussions accompanied by audio and video clips
Twenty-Sixth 3/5/2026	2	Assignment 4			
Twenty-Seventh 10/5/2026	2	Unit 10 part 1	"Work: The farmer's lazy son"	- Conducting comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating depth discussions and dialogues	- Written and oral assessments - Routine assignments - Discussions accompanied by audio and video clips

				- Identifying extracting pertinent synonyms	
Twenty-Eight 17/5/2026	2	Unit 10 part 2	"Work: Leave it the robot"	- Conducting comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating depth discussions and dialogues - Identifying extracting pertinent synonyms	Written and oral assessments Routine assignments Discussions accompanied by audio and video clips
Twenty-Ninth 24/5/2026	2	Third monthly exam			- Assessment
Thirtieth 31/5/2026	2	Semester Two Overall Review			

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-1. Bixby, J., & Simson, D. (2016). Skillful Reading and Writing, Macmillan Education. & -
Main references (sources)	-1. Bixby, J., & Simson, D. (2016). Skillful Reading and 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 : • Purdue OWL: https://owl.purdue.edu • The WAC Clearinghouse: https://wac.colostate.edu • The Academic Word List (AWL): https://www.wgtn.ac.nz/lals/resources/academicwordlist • Open Oregon Active Reading: https://openoregon.pressbooks.pub/collegereading/

**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

2025–2026

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

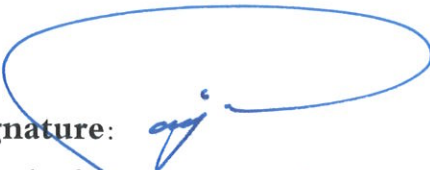
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

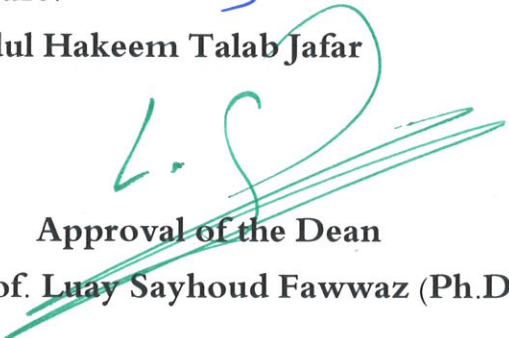
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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)	-----	(short story)	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			<u>47</u>	<u>5</u>
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:	
Novel	
2. Course Code:	

3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
2 nd stage	
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: Asist.Prof. Wallada Abdul Razzaq Eyada (ph.D) 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 important Eng stories. D- The ability of students to understand literary theories and schools of literature
9. Teaching and Learning Strategies	
Strategy	1. - E-learning method using PowerPoint and video presentation. 2. - Discussion method. 3. - Encourage students to make discussion groups during lectures.
10. Course Structure	

Week & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 17/9/2025	2	Understanding	Definition of terms	Lecture& and performances	Quizzes, papers and discussions
Second 24/9/2025	2	Understan	Definition of terms	Lecture& performances	Quizzes, pa and discussions
Third 30/9/2025	2	Understanding,Analyzing, Criticizing	The Open Window	Lecture& performances	Quizzes, pa and discussions
Fourth 7/10/2025	2	Understanding,Analyzing, Criticizing	The Open Window	Lecture& performances	Quizzes, pa and discussions
Fifth 14/10/2025	2	Understanding,Analyzing, Criticizing	The Open Window	Lecture& performances	Quizzes, pa and discussions
Sixth 21/10/2025	2	Understanding,Analyzing, Criticizing	The Happy Prince	Lecture& performances	Quizzes, pa and discussions
Seventh 28/10/2025	2	Understanding,Analyzing, Criticizing	The Happy Prince	Lecture& performances	Quizzes, pa and discussions
Eighth 4/11/2025	2	Understanding,Analyzing, Criticizing	The Happy Prince	Lecture& performances	Quizzes, pa and discussions
Ninth 11/11/2025	2	Understanding,Analyzing, Criticizing	The Black Cat	Lecture& performances	Quizzes, pa and discussions
Tenth 18/11/2025	2	Understanding,Analyzing, Criticizing	The Black Cat	Lecture& performances	Quizzes, pa and discussions
Eleventh 25/11/2025	2	Understanding,Analyzing, Criticizing	The Black Cat	Lecture& performances	Quizzes, pa and discussions
Twelfth 2/12/2025	2	Understanding,Analyzing, Criticizing	A Doll's House	Lecture& performances	Quizzes, pa and discussions
Thirteenth 9/12/2025	2	Understanding,Analyzing, Criticizing	A Doll's House	Lecture& performances	Quizzes, pa and discussions
Fourteenth 16/12/2025	2	Testing & Evaluation	Monthly exam	Testing Evaluation	Testing Evaluation
Fifteenth 23/12/2025	2	Understanding,Analyzing, Criticizing	Cat in The Rain	Lecture& performances	Quizzes, pa and discussions
Sixteenth 30/12/2025	2	Understanding,Analyzing, Criticizing	Cat in The Rain	Lecture& performances	Quizzes, pa and discussions
Seventeenth 6/1/2026	2	Understanding,Analyzing, Criticizing	Cat in The Rain	Lecture& performances	Quizzes, pa and discussions
Eighteenth 13/1/2026	2	Testing & Evaluation	Monthly exam	Testing Evaluation	Testing Evaluation
Nineteenth 20/1/2026	/	Mid-year holiday			
Twentieth 1/2/2026	/	Mid-year holiday	Mid-year holiday	Mid-year holiday	
Twenty-First 3/2/2026	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& performances	Quizzes, pa and discussions
Twenty-Second 10/2/2026	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& performances	Quizzes, pa and discussions
Twenty-Third 17/2/2026	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& and performances	Quizzes, pa and discussions

Twenty-Fourth 24/2/2026	2	Understanding, Analyzing, Criticizing	Old Man and The Sea	Lecture & performances	Quizzes, papers and discussions
Twenty-Fifth 3/3/2026	2	Understanding, Analyzing, Criticizing	Old Man and The Sea	Lecture & performances	Quizzes, papers and discussions
Twenty-Sixth 10/3/2026	2	Understanding, Analyzing, Criticizing	Old Man and The Sea	Lecture & performances	Quizzes, papers and discussions
Twenty-Seventh 17/3/2026	2	Understanding, Analyzing, Criticizing	Old Man and The Sea	Lecture & performances	Quizzes, papers and discussions
Twenty-Eighth 24/3/2026	2	Testing & Evaluation	Monthly exam	Testing Evaluation	Testing Evaluation
Twenty-Ninth 31/3/2026	2	Understanding, Analyzing, Criticizing	Old Man and The Sea	Lecture & performances	Quizzes, papers and discussions
Thirtieth 7/4/2026	2	Testing & Evaluation	Monthly exam	Testing Evaluation	Testing Evaluation

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Abdul-Razzak, F. and Al- Muttalibi, A. (1990). A Book of Short Stories. Iraq: University of Baghdad. Hemingway, E. (1952). The Old Man and Sea. New York. -
Main references (sources)	TEXTS
Recommended books and references (scientific journals, reports...)	The Book of Short Stories + The Book of Old Man and the Sea Diyala Journal of Humanities
Electronic References, Websites	1- The happy prince: themes and analysis (https://study.com) chapter 3: lesson 2 2. The open window: the open window summary and analysis of the open window. www.gradesaver.com

**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

2025–2026

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

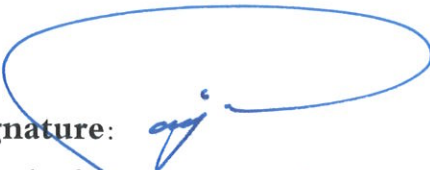
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

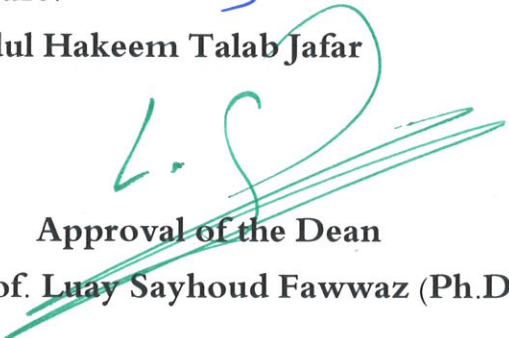
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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)	-----	(tesol)	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			<u>47</u>	<u>5</u>
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 Hameed 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:	

3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
Third Year (attended Classes)	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 Teaching hours (90 hours) and 4 Credits (120 Credits)	
7. Course administrator's names	
Instr. Shurooq Talap Jaafar - Email: shorouq.en.hum@uodiyala.edu.iq Assist. Instr. Nargis Abdul Karim Ismail- Email: narjis.en.hum@uodiyala.edu.iq Assist. Instr. Mohammed Qais Abdul Rahim- Email: mohammedq.env.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	- Understanding the old and new methods of teaching in terms of the role of the teacher in each method, its advantages and disadvantages/goals, and the teaching steps for each method. - Knowing how to teach the four skills of speaking, listening, reading and comprehension, as well as how to teach other skills such as vocabulary, sounds and grammar. - Distinguishing the difference between the curriculum and vocabulary, types of vocabulary and Bloom's taxonomy. - Getting to know the different types of curricula and their characteristics.
9. Teaching and Learning Strategies	
Strategy	- Understanding teaching methodologies, their various types, and the pros and cons. - Recognize the specific role of the instructor within each teaching methodology. - Understanding the differences between "curriculum" and "syllabus," alongside types of curricula and Bloom's Taxonomy. - Curriculum frameworks and their diverse classifications. - Skill-based objectives specific to the course: listening, speaking, reading, and writing. - Mastering Methods and approaches of teaching and learning.

	• In-person lecturing techniques utilizing posters and multimedia display equipment. • Written examinations and routine quizzes/daily assessments. • General, transferable, and professional skills (including employability and personal development skills). • Communicating and speaking fluently in English. • Enhancing English listening comprehension to actively develop speaking and listening skills. • Engaging in continuous and consistent writing practice. • Fostering a habit of continuous and sustained reading.

10. Course Structure

Week & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 28/9/2025	3	General Terms in Teaching Methods	Definitions of basic Terms	In-person lecture	Oral and written assessments
Second 5/10/2025	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Old method: Grammar Translation method	In-person lecture	Oral and written assessments
Third 12/10/2025	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Old method: Grammar Translation method	In-person lecture	Oral and written assessments
Fourth 19/10/2025	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Old method: Direct Method	In-person lecture	Oral and written assessments
Fifth 26/10/2025	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Old method: Direct Method	In-person lecture	Oral and written assessments
Sixth 2/11/2025	3	Measure students' knowledge and comprehension of the material through testing.	Monthly Exam1	In-person exam	Formal Written Test
Seventh 9/11/2025	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Audio-Lingual Method	In-person lecture	Oral and written assessments

Eighth 16/11/2025	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Audio-Lingual Method	In-person lecture	Oral and written assessments
Ninth 23/11/2025	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	The Silent Way Method	In-person lecture	Oral and written assessments
Tenth 30/11/2025	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	The Silent Way Method	In-person lecture	Oral and written assessments
Eleventh 7/12/2025	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Desuggestopedia Method	In-person lecture	Oral and written assessments
Twelfth 14/12/2025	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Desuggestopedia Method	In-person lecture	Oral and written assessments
Thirteenth 21/12/2025	3	Measure students' knowledge and comprehension of the material through testing.	Monthly Exam2	In-person exam	Formal Written Test
Fourteenth 28/12/2025	3	Teaching the students, the best methods of how to write different lesson plans	Lesson Plan	In-person lecture	Oral and written assessments
Fifteenth 4/1/2026	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	The Silent Way Method	In-person lecture	Oral and written assessments
Sixteenth 11/1/2026	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	The Silent Way Method	In-person lecture	Oral and written assessments
Seventeenth 1/2/2026	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Total Physical Response	In-person lecture	Oral and written assessments
Eighteenth 8/2/2026	3	Student's Perception of the Teacher's Role in This Method, Its	Total Physical Response	In-person lecture	Oral and written assessments

		Advantages and Disadvantages/Objectives			
Nineteenth 15/2/2026	3	Measure students' knowledge and comprehension of the material through testing.	Monthly Exam1	In-person exam	Formal Written Test
Twentieth 22/2/2026	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Communicative Language Teaching	In-person lecture	Oral and written assessments
Twenty-First 1/3/2026	3	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Communicative Language Teaching	In-person lecture	Oral and written assessments
Twenty-Second 8/3/2026	3	Student's Perception of the Teacher's Role in Teaching Listening	Teaching Listening	In-person lecture	Oral and written assessments
Twenty-Third 15/3/2026	3	Student's Perception of the Teacher's Role in Teaching Speaking	Teaching Speaking	In-person lecture	Oral and written assessments
Twenty-Fourth 22/3/2026	3	Student's Perception of the Teacher's Role in Teaching Reading	Teaching Reading	In-person lecture	Oral and written assessments
Twenty-Fifth 5/4/2026	3	Student's Perception of the Teacher's Role in Teaching Writing	Teaching Writing	In-person lecture	Oral and written assessments
Twenty-Sixth 12/4/2026	3	Measure students' knowledge and comprehension of the material through testing.	Monthly Exam2	In-person exam	Formal Written Test
Twenty-Seventh 19/4/2026	3	Student's Perception of the Teacher's Role in Teaching Grammar	Teaching Grammar	In-person lecture	Oral and written assessments
Twenty-Eight 26/4/2026	3	Student's Perception of the Teacher's Role in Teaching Culture and Vocabulary	Teaching Culture and Vocabulary	In-person lecture	Oral and written assessments
Twenty-Ninth 3/5/2026	3	Student's Perception of the Teacher's Role in Teaching Pronunciation	Teaching Pronunciation	In-person lecture	Oral and written assessments
Thirtieth 10/5/2026	3	Student's Perception of the Teacher's Role in Teaching Technology in EFL Classroom	Teaching Technology in EFL Classroom	In-person lecture	Oral and written assessments

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	A. Techniques and Principles in Language Teaching. By Diane Larsen-Freeman and Marti Anderson. (2000) 3rd edition. Oxford University Press. & B. Trends in ELT Syllabus Design. By: P Shatha Al-Saadi. (2012).
Main references (sources)	A. Methods of Teaching English to Arab Students. By: Nejat Al-Mutawa and Taseer Kailani (1989). Longman. B. Richards Jack and Raymond Renandya (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press. C. Practical English Language Teaching. By: David Nunan (ed.) (2003). Boston: McGraw Hill D. Curriculum Development in Language Teaching. By: Jack C. Richards (2001) Cambridge: Cambridge UP. E. Approaches and Methods in Language Teaching. By: Jack C. Richards and Theodore S. Rodgers (1986). Cambridge: Cambridge UP.
Recommended books and references (scientific journals, reports...)	A. Richards Jack and Raymond Renandya (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press.
Electronic References, Websites	Oxford University Press Website: https://elt.oup.com/teachers/tplt/

Online Retailers:

<https://www.amazon.com/dp/0194423603>

Book Review:

scholarship.richmond.edu

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



Academic Program and Course Description Guide

2025–2026

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

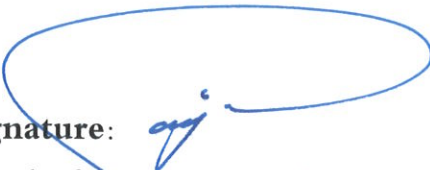
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

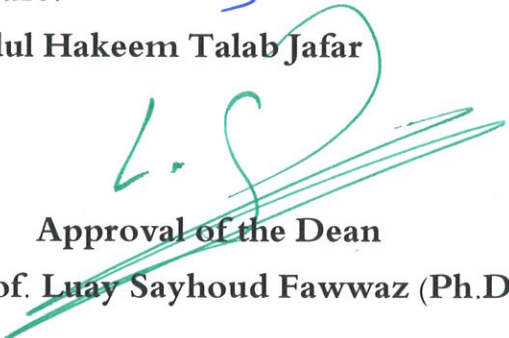
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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 STAGE	-----	INTRODUCTION TO TESOL	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			<u>47</u>	<u>5</u>
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 Hameed 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 TESOL	
2. Course Code:	

3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
2 ND 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: Asistant Instructor Elaf Saad Bustan Email: elaf.en.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	- To introduce students to the principles and theories of teaching English to speakers of other languages. - To develop an understanding of modern methods and approaches to English language teaching. - To enhance students' skills in teaching listening, speaking, reading, and writing. - To equip students with the skills needed to teach vocabulary, pronunciation, and language structures. - To enable students to plan lessons and design appropriate instructional activities. - To familiarize students with language assessment methods and test techniques and apply them effectively.
9. Teaching and Learning Strategies	
Strategy	- Interactive lectures to explain key concepts and fundamental principles. - Group discussions and collaborative dialogue. - Cooperative learning and group-based activities. - Task-Based Learning (TBL). - Role-playing and communicative situations.

	• Student presentations and classroom activities. • The use of instructional materials and modern educational technologies. • Self-directed learning through assignments and guided readings.

10. Course Structure

Week & Date	H o u r s	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week 1 (17/9/2025)	2	Recognize the concept objectives of TESOL	Introduction to TESOL	Lecture and discussion	Oral questions
Week 2 (24/9/2025)	2	Recognize the concept objectives of TESOL	Introduction to TESOL	Lecture discussion	Oral questions
Week 3 (1/10/2025)	2	Distinguish between different language teaching methods	Language Teaching Methodology	Lecture presentation	Quiz
Week 4 (8/10/2025)	2	Explain the principles of learner-centered instruction	Learner-Centered Language Teaching	Cooperative learning	Class participation
Week 5 (15/10/2025)	2	Identify the characteristics and importance of listening skills	Teaching Listening Principles	Lecture listening applications	In-class assignment
Week 6 (22/10/2025)	2	Apply listening teaching strategies	Teaching Listening Activities	Listening activities	Quiz
Week 7 (29/10/2025)	2	Recognize the principles of teaching speaking	Teaching Speaking: Principles	Role-play discussion	Performance assessment
Week 8 (5/11/2025)	2	Use oral communication activities in the classroom	Speaking Activities Interaction	Cooperative learning	Class participation
Week 9 (12/11/2025)		Develop reading instruction skills	Teaching Reading Principles	Lecture and analysis	Quiz
Week 10 (19/11/2025)	2	Apply reading comprehension strategies	Reading Strategies	Active learning	Homework
Week 11 (26/11/2025)	2	Recognize approaches to teaching writing	Teaching Writing Principles	Workshop	Written assessment
Week 12 (7/12/2025)	2	Apply academic writing skills	Writing Activities	Practical training	Written assignment
Week 13 (14/12/2025)	2	Distinguish English speech sounds	Teaching Pronunciation Sounds	Practical training	Oral test
Week 14 (21/12/2025)	2	Apply techniques to improve pronunciation and intonation	Pronunciation Practice	Simulation practice	Oral assessment
Week 15 (28/12/2025)	2	Acquire strategies for teaching vocabulary and synonyms	Teaching Vocabulary and Synonyms	Lecture language activities	Quiz
Week 16 (4/1/2026)	2	Use vocabulary and synonyms in communication and writing	Vocabulary Development Activities	Cooperative learning	Applied assignment
Week 17 (11/1/2026)	2	Integrate listening, speaking, reading, and writing skills	Integrating Language Skills	Discussion group activities	Classroom project
Week 18 (1/2/2026)	2	Apply task-based language teaching	Task-Based Language Teaching	Workshop	Practical assessment
Week 19 (8/2/2026)		Design lessons for different language skills			
Week 20 (15/2/2026)	2	Recognize language assessment methods	Assessment in TESOL	Lecture and analysis	Quiz
Week 21 (22/2/2026)	2	Prepare tests for language skills	Language Testing	Practical application	Mini-project
Week 22 (4/3/2026)	2	Conduct a comprehensive review and student presentations	Review and Student Presentations	Presentations discussions	Final assessment

Week 23 (11/3/2026)	Hour	Intended Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
Week 24 (25/3/2026)	2	Recognize the concept and objectives of TESOL	Introduction to TESOL	Lecture discussion	Oral questions
Week 25 (5/4/2026)	2	Distinguish between different language teaching methods	Language Teaching Methodology	Lecture presentation	Quiz
Week 26 (12/4/2026)	2	Explain the principles of learner-centered instruction	Learner-Centered Language Teaching	Cooperative learning	Class participation
Week 27 (19/4/2026)	2	Identify the characteristics and importance of listening skills	Teaching Listening Principles	Lecture listening applications	In-class assignment
Week 28 (26/4/2026)	2	Apply listening teaching strategies	Teaching Listening Activities	Listening activities	Quiz
Week 29 (3/5/2026)	2	Recognize the principles of teaching speaking	Teaching Speaking Principles	Role-play discussion	Performance assessment
Week 30 (5/5/2026) Monthly Examination	2	Use oral communication activities in the classroom	Speaking Activities and Interaction	Cooperative learning	Class participation

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

Course Assessment	Course Assessment
12. Learning and Teaching Resources	12. Learning and Teaching Resources
Required Textbook:	Required Textbook:
Nunan, David. Introduction to TESOL.	Nunan, David. <i>Introduction to TESOL</i> .

**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

2025–2026

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

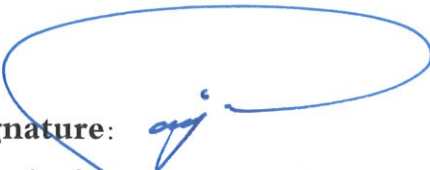
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

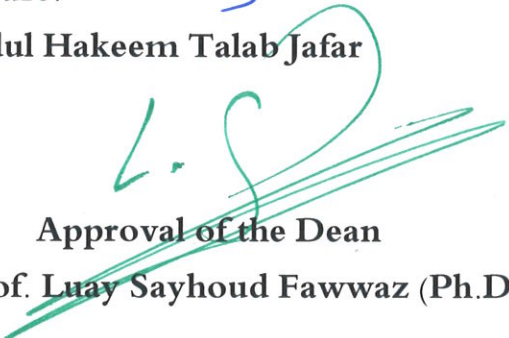
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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)	-----	(Language Testing)	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			<u>47</u>	<u>5</u>
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 Hameed 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:	
Language Testing	
2. Course Code:	

3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
Stage Four	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Nuha Amir Kamel (Ph.D) Asst. Inst. Dhuha Ismael Khalil Email: nuha.en.hum@uodiyala.edu.iq dhuha.en.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	The primary aim of language testing is to measure a learner's ability to understand and communicate in a given language. It provides critical data to evaluate learning progress, assess instructional effectiveness, and make informed placement and hiring decisions
9. Teaching and Learning Strategies	
Strategy	Test Anxiety Reduction Strategies • Clear Instructions: Formulating direct questions free from ambiguity or convolutions to avoid confusing the student. • Gradual Difficulty: Arranging questions from easiest to hardest to build the student's self-confidence during the exam. Strategies for Training Students to Handle the Exam Paper

10. Course Structure

Week & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 2025/9/25	6	Utilizing them for graduation project development	Testing and what language test	In-person lecture	In-person exam
Second 2025/10/8	6	Utilizing them for graduation project development	Types of test, test purpose	In-person lecture	In-person exam
Third 2025/10/15	6	Utilizing them for graduation project development	Communication and design of language test	In-person lecture	In-person exam
Fourth 2025/10/20	6	Utilizing them for graduation project development	Models of communicative ability	In-person lecture	In-person exam
Fifth 2025/11/2	6	Utilizing them for graduation project development	Monthly exam	In-person lecture	In-person exam
Sixth 2025/11/9	6	Utilizing them for graduation project development	The testing cycle	In-person lecture	In-person exam
Seventh 2025/11/17	6	Utilizing them for graduation project development	Test content and test method	In-person lecture	In-person exam
Eighth 2025/11/30	6	Utilizing them for graduation project development	Authenticity of response test specifications	In-person lecture	In-person exam
Ninth 2025/12/7	6	Utilizing them for graduation project development	The rating procedure establishing a rating procedure	In-person lecture	In-person exam
Tenth 2025/12/21	6	Utilizing them for graduation project development	The problem with rating scales	In-person lecture	In-person exam
Eleventh 2025/12/28	6	Utilizing them for graduation project development	Validity The impact of tests	In-person lecture	In-person exam
Twelfth 2026/1/5	6	Utilizing them for graduation project development	Measurement Investigating the properties of individual test items	In-person lecture	In-person exam

Thirteenth 2026/2/2	6	Utilizing them for graduation project development	Test exam	In-person lecture	In-person exam
Fourteenth 2026/2/9	6	Utilizing them for graduation project development	Norm referenced and criterion referenced	In-person lecture	In-person exam
Fifteenth 2026/2/12	6	Utilizing them for graduation project development	Assessment	In-person lecture	In-person exam
Sixteenth	6				
Seventeenth	6				
Eighteenth	6				
Nineteenth	6				
Twentieth					
Twenty-First					
Twenty-Second					
Twenty-Third					
Twenty-Fourth					
Twenty-Fifth					
Twenty-Sixth					
Twenty-Seventh					
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 = $(0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

-Language Testing by
McNamara.
&
Assessment and Testing by Doug
Brown.

-

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

2025–2026

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

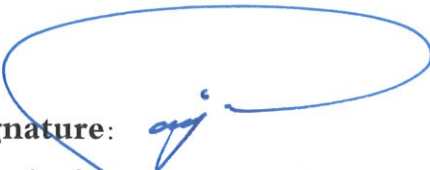
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

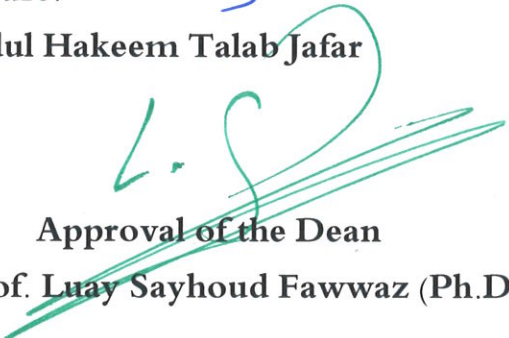
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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 Year	-----	TRANSLATION	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	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.

testing methods used in teaching and assessing the English language.	– 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

	– 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			<u>47</u>	<u>5</u>
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:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
Full in-person attendance \ Fourth-Year Students	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hrs	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Amthal Mohammed Abbas \ Asst. Lect. Hadeer Abbas Mohammed Email: amthal.mohammed@uodiyala.edu.iq \ hadeer.en.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	- Enable students to understand the fundamental principles of translation between Arabic and English, with a focus on context, accuracy, and fidelity. - Identify the grammatical, linguistic, and cultural differences that affect translation between the two languages, and apply appropriate strategies to bridge these gaps. - Improve linguistic competence and vocabulary through practical translation exercises. - Enhance editing and proofreading skills to identify errors in translated texts and correct them.
9. Teaching and Learning Strategies	
Strategy	- Focus on written and simultaneous translation strategies - Understanding structural, cultural, and social differences - Utilizing technology

10. Course Structure					
Week & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 21/9/2025	1 +1	Basic Concepts	Theoretical Lectures	Discussion and Note-taking	Discussion and Brainstorming
Second 28/9/2025	1 +1	Identifying forming structure of simple sentences in both languages	Simple sentences in both Arabic and English	A blended learning approach focusing on the learner	Assessing students through sentence formation, transformation between sentence types, translation.
Third 2025/10/5	1 +1	Identifying forming structure of simple sentences in both languages	Simple sentences in both Arabic and English	A blended learning approach focusing on the learner	Assessing students through sentence formation, transformation between sentence types, translation.
Fourth 2025/10/12	1 +1	Identifying forming structure of simple sentences in both languages	Simple sentences in both Arabic and English	A blended learning approach focusing on the learner	Assessing students through sentence formation, transformation between sentence types, translation.
Fifth 2025/10/19	1 +1	Students provide examples of simple and compound sentences.	Simple and compound sentences in both Arabic and English	In-class translation, homework translation, interactive discussion sessions	Assessing students' understanding through explaining lecture content.
Sixth 2025/10/26	1 +1	Identifying forming structure of compound sentences in both languages	Compound sentences in both languages	In-class translation, homework translation, interactive discussion sessions	Assessing students through sentence formation, transformation between sentence types, translation.

Seventh 2025/11/2	1 +1	Translating short texts	Short texts	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation
Eighth 2025/11/9	1 +1	Translating short texts	Short texts	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation
Ninth 2025/11/16	1+1	Translating short texts	Short texts	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation
Tenth 2025/11/23	1 +1	Translating short texts	Short texts	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation
Eleventh 2025/11/30	1 +1	Translating a literary text – a short story	Selected short stories	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation
Twelfth 2025/12/7	1 +1	Translating a literary text – a short story	Selected short stories	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation
Thirteenth 2025/12/14	1 +1	Translating a literary text – excerpts from a novel	Selected excerpts from novels	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation

Fourteenth 2025/12/21	1 +1	Translating a religious text	Selected religious texts	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation book
Fifteenth 2025/12/28	1 +1	Translating a journalistic text	Selected journalistic texts from newspaper	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation book
Sixteenth 2026/1/4	1 +1	Translating a journalistic text	Selected journalistic texts from newspaper	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation book
Seventeenth 2026/1/11	1 +1	Translating a commercial text	Selected commercial texts	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation book
Eighteenth(Mid-year break)					
Nineteenth(Mid-year break)					
Twentieth 2026/2/1	1 +1	Translation of official document	Selected official documents	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation book
Twenty-First 2026/2/8	1 +1	Medical Translation	Selected medical texts	In-class translation, homework translation, interactive discussion sessions	Assessment translated paper and translation book
Twenty-Second(Practicum)					
Twenty-Third(Practicum)					
Twenty-Fourth(Practicum)					
Twenty-Fifth(Practicum)					

Twenty-Sixth(Practicum)					
Twenty-Seventh(Practicum)					
Twenty-Eight(Practicum)					
Twenty-Ninth2026/4/5	1 +1	Free Translation	Student-selected te	In-class translation, homework translation, interactive discussion sessions	Assessment translated pap and bo translation
Thirtieth2026/4/12	1 +1	Free Translation	Student-selected te	In-class translation, homework translation, interactive discussion sessions	Assessment translated pap and bo translation

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

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

**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

2025–2026

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

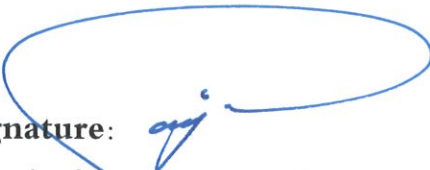
Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 21/9/2025

File Completion Date: 21/9/2025

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

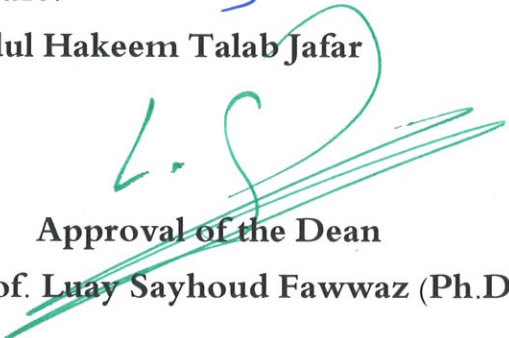
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature: 

Dr. Abdul Hakeem Talab Jafar


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	
Third stage	-----	Academic Writing	theoretical	practical
			2	0

8. Expected learning outcomes of the program

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

	– The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	Learning Outcomes
– Students are trained in basic language skills such as precise sentence writing. – Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** – Understanding and applying basic linguistic and grammatical rules in sentence writing. – The ability to construct coherent and accurate sentences. – Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** – Developing listening skills to effectively understand content. – Improving oral expression skills and the ability to communicate clearly and effectively. – Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
– Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. – Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of	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			<u>44</u>	<u>5</u>
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				

Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
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:	
2025–2026	
4. Description Preparation Date:	
9/11/2025	
5. Available Attendance Forms:	
Third stage	
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: Asst.Inst : Muthanna Kareem Mohaisen muthanna.en.hum@uodiyala.edu.iq Asst . inst : Mayada khudyer Yas Email: mayada.en.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	Develop listening and speaking skills Improving student* 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 2/11/2025	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit1 The Youngs behind youTube	Play reading audio + Explanation of speaking strategies and the expressions used those readings + Training in speaking strategies Explain and solve exercises	Tests:Oral and written: daily& monthly
Second 9/11/2025	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 reading audio + Explanation of speaking strategies and the expressions used those readings+ Training in speaking strategies Explain solve exercises	Tests:Oral and written: daily& monthly
Third 16/11/2025	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	Unit3 Your Negative Attitude can Hurt your Career	Play audio + Explanation of speaking strategies and the expressions used those readings + Training in speaking strategies	Tests:Oral and written: daily& monthly

		appropriate vocabulary in any type of conversation improve pronunciation		Explain solve exercises	
Fourth 23/11/2025	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 Color World Synthesis	Play audio + Explanation of speaking strategies and the expressions used those reading + Training in speaking strategies Explain solve exercises	Tests: Oral and written: daily & monthly
Fifth 30/11/2025	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 5 What is creative thinking	Play audio + Explanation of speaking strategies and the expressions used those Reading + Training in speaking strategies Explain solve exercises	Tests: Oral and written: daily & monthly
Sixth 7/12/2025	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 5 What is creative thinking Part 2	Play reading audio + Explanation of speaking strategies and the expressions used those readings + Training in speaking strategies Explain solve exercises	Tests: Oral and written: daily & monthly
Seventh 14/11/2025	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 6 Listen Up Part 1	Play reading audio + Explanation of speaking strategies and the expressions used those reading + Training in speaking strategies Explain solve exercises	Tests: Oral and written: daily & monthly
Eighth 21/12/2025	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 6 Listen Up Part 2	Play reading audio + Explanation of speaking strategies and the expressions used those reading + Training in speaking strategies Explain solve exercises	Tests: Oral and written: daily & monthly

Ninth 21/11/2025	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 and written: daily & monthly
Tenth 28/11/2025	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 and written: daily & monthly
Eleventh 4/1/2026	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 and written: daily & monthly
Twelfth 11/1/2026	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 8 This is your office Part1	Play reading audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests:Oral and written: daily & monthly
Thirteenth 14/1/2026	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 8 Why I quit the company Part2	Play reading audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests:Oral and written: daily & monthly
Fourteenth 8/2/2026	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit	Unit9 East meets West on Risky Cyberhighway	Play audio + Explanation of spea strategies and the expressions used those readings +	Tests:Oral and 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	Part1	Training in speaking strategies Explain solve exercises	
Fifteenth 15/2/2026	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 speaking strategies and the expressions used those + Training in speaking strategies Explain solve exercises	Tests :Oral and written: daily& monthly
Sixteenth 22/2/2026	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 speaking strategies and the expressions used those conversations + Training in speaking strategies Explain solve exercises	Tests:Oral and written: daily& monthly
Seventeenth 29/2/2026	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 speaking strategies and the expressions used those conversations + Training in speaking strategies Explain solve exercises	Tests:Oral and written: daily& monthly
Eighteenth 1/3/2026	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 speaking strategies and the expressions used those reading + Training in speaking strategies Explain solve exercises	Tests :Oral and written: daily& monthly
Nineteenth 8/3/2026	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	Unit11 The art of reading Part2	Play audio + Explanation of speaking strategies and the expressions used those conversations + Training in speaking strategies Explain solve exercises	Test s :Oral and written: daily &

		improve pronunciation			mon thly
Twentieth 15/3/2026	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 22/3/2026	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
Twenty-Second 29/3/2026	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 ReviewPa	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 5/4/2026	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit1 The Youngsters Part2	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests :Oral and written daily : & monthl y
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 spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests :Oral and written daily : & monthl y
Twenty-Fifth 12/4/2026	2	Students can actively listen to obtain and understand information and respond appropriately	Unit 14	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	Can you expand on that? Part2	Explanation of speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	written daily : & monthly
Twenty-Sixth 19/4/2026	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 speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests :Oral and written daily : & monthly
Twenty-Seventh 26/4/2026	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 speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests :Oral and written daily : & monthly
Twenty-Eighth 3/5/2026	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 audio + Explanation of speaking strategies and the expressions used in those reading + Training in speaking strategies Explain solve exercises	Tests :Oral and 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 Part2	Play audio + Explanation of speaking strategies and the expressions used in those + Training in speaking strategies Explain solve exercises	Tests :Oral and 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 while using key linguistic constructs in	Review units 7-1	Play audio + Explanation of speaking strategies and the expressions used in those conversations + Training in speaking strategies	Tests :Oral and written daily : & monthly

		oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation		Explain solve exercises	

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	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 English Pronunciation in use (self-study 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

2025–2026

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: 9/11/2025

File Completion Date: 9/11/2025

Signature:



Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 10/11/2025

Signature:



Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 11/11/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 12/11/2025

Signature:



Dr. Abdul Hakeem Talab Jafar

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)	-----	(Listening and Speaking)	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. – 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			<u>47</u>	<u>5</u>
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 Hameed 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:	
Listening and Speaking 1	
2. Course Code:	

3. Semester / Year:	
2025–2026	
4. Description Preparation Date:	
9/11/2025	
5. Available Attendance Forms:	
First year classes	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60	
7. Course administrator's name (Asst. Prof. Dr. Shawqi K. Ismail)	
Name: all professors and their institutional emails	
Email: shawqi.en.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	1. Develop basic listening comprehension skills for understanding spoken English in everyday and academic contexts. 2. Recognize the main ideas and supporting details in short conversations, discussions, and presentations. 3. Improve pronunciation, stress, rhythm, and intonation in spoken English. 4. Participate effectively in simple conversations and discussions using appropriate vocabulary and expressions.
9. Teaching and Learning Strategies	
Strategy	1. Interactive Lecture: Used to introduce the fundamental concepts and skills of listening and speaking. 2. Communicative Language Teaching (CLT): Implemented through situations and activities that simulate authentic communication.

	3. Class Discussions: Designed to develop students' oral expression and critical thinking skills. 4. Pair and Group Work: Encourages interaction, collaboration, and active participation among students. 5. Role-Play: Provides opportunities to practice language in a variety of real-life and academic contexts.
6. Course Structure	

Week and Date	Hours	Intended Learning Outcomes	Unit / Topic	Teaching and Learning Methods	Assessment Method
Week 1 (2/11/2025)	2	Identify the course objectives and requirements and use basic greetings.	Course Introduction and Greetings	Interactive lecture and pair work	Participation observation
Week 2 (9/11/2025)	2	Understand and use expressions for introductions.	Introducing Yourself and Others	Dialogue and role play	Oral activity
Week 3 (16/11/2025)	2	Exchange and understand simple personal information.	Personal Information	Cooperative learning	Oral questions
Week 4 (23/11/2025)	2	Describe daily routines using the present tense.	Daily Routines	Discussion and pair work	Oral performance
Week 5 (30/11/2025)	2	Understand conversations about family and friends.	Family and Friends	Listening and discussion	Oral assignment
Week 6 (7/12/2025)	2	Describe people and places in simple terms.	Describing People and Places	Communicative learning	Performance assessment
Week 7 (14/12/2025)	2	Use vocabulary related to study and university life.	University Life	Interactive activities	Quiz
Week 8 (21/12/2025)	2	Develop listening skills for identifying main ideas.	Listening for Main Ideas	Guided listening	Classroom activity

Week 9 (28/12/2025)	2	Extract important details from spoken texts.	Listening for Detail	Task-based learning	Listening test
Week 10 (4/1/2026)	2	Conduct short conversations about hobbies.	Hobbies and Interests	Role-play	Oral assessment
Week 11 (11/1/2026)	2	Express likes, dislikes and preferences.	Likes and Dislikes	Group discussion	Class participation
Week 12 (18/1/2026)	2	Talk about food and eating habits.	Food and Eating Habits	Cooperative learning	Short presentation
Week 13 (25/1/2026)	2	Understand simple instructions and directions.	Following Instructions	Listening activities	Practical assessment
Week 14 (1/2/2026)	2	Improve pronunciation, stress, and intonation skills.	Pronunciation Practice	Individual and group practice	Pronunciation assessment
Week 15 (8/2/2026)	2	Review previous units comprehensively.	Review	Discussion and exercises	Midterm test
Week 16 (15/2/2026)	2	Take the midterm examination.	Midterm Examination	Examination	Written and oral test
Week 17 (22/2/2026)	2	Talk about travel and transportation.	Travel and Transportation	Dialogue and role play	Oral activity
Week 18 (1/3/2026)	2	Understand announcements and short audio messages.	Listening to Announcements	Guided listening	Quiz
Week 19 (8/3/2026)	2	Express simple opinions.	Giving Opinions	Group discussion	Performance assessment
Week 20 (15/3/2026)	2	Ask and answer questions effectively.	Asking and Answering Questions	Communicative learning	Classroom observation
Week 21 (22/3/2026)	2	Talk about simple past events.	Talking about Past Events	Task-based learning	Oral activity
Week 22	2	Understand short interviews.	Listening to Interviews	Listening and discussion	Listening test

Week 23 (29/3/2026)	2	Deliver a short oral presentation.	Short Oral Presentations	Individual presentation	Presentation assessment
Week 24 (5/4/2026)	2	Develop group communication skills.	Group Discussions	Cooperative learning	Participation assessment
Week 25 (12/4/2026)	2	Understand short conversational programs.	Listening to Conversations	Interactive listening	Classroom activity
Week 26 (19/4/2026)	2	Express future plans.	Future Plans	Discussion and role play	Oral assignment
Week 27 (26/4/2026)	2	Practice basic academic communication skills.	Academic Communication Skills	Communicative learning	Practical assessment
Week 28 (3/5/2026)	2	Review listening and speaking skills.	Comprehensive Review	Various activities	Quiz
Week 29 (10/5/2026)	2	Apply skills in integrated communicative situations.	Integrated Speaking Tasks	Project-based learning	Performance assessment
Week 30 (17/5/2026)	2	Conduct a comprehensive course evaluation.	Final Review and Assessment	Review and examination	Final examination

Course Assessment

- **Coursework (50%):** Distributed among quizzes, monthly tests, attendance, class participation, daily activities, and reports.
- **Final Examination (50%).**

Teaching and Learning Resources

Required Textbook

- *Real Listening and Speaking 2*

Main References

- Attached sound tracks

Recommended Supporting References

- *English File Level 2*

- TOEFL preparation materials
- IELTS preparation materials

Electronic Resources and Websites

- BBC Learning English: <https://www.bbc.co.uk/learningenglish/english/home>

**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

2025–2026

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: 21/9/2025

File Completion Date: 21/9/2025

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 22/9/2025

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date: 23/9/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24/9/2025

Signature:

Dr. Abdul Hakeem Talab Jafar

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
(third year)	-----	(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 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	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.

testing methods used in teaching and assessing the English language.	– 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			<u>47</u>	<u>5</u>
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.
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 - Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.
 - Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.
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Program Skills Outline															
				Required program Learning outcomes											
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				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:					
Drama					
2. Course Code:					

3. Semester / Year: 2025-2026					
2025-2026					
4. Description Preparation Date:					
21/9/2025					
5. Available Attendance Forms:					
here write the stage					
6. Number of Credit Hours (Total) / Number of Units (Total)					
90 hrs					
7. Course administrator's name (mention all, if more than one name)					
Name: Assit Instr. Zainab Qutaiba Abd Ali zainabalhamdani40@gmail.com					
8. Course Objectives					
Course Objectives	1.				
9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
الاسبوع الاول 17 --- /9/2025	2	Understanding a knowledge of ba theatrical terminology	Definitions of theatri terms	Uploading video, aud and written lectures, discussion and dialogue, or showing film	Attending and participating in t lecture via the electronic class - homework
24/9	2	Understanding t features of the a		=	=

			Traditions, Features, costumes		
الاسبوع الثاني 29/9	2	Understanding the play and the playwright's achievements	<i>Hamlet</i>	=	=
الاسبوع الثالث 5/10	2	Explain important features of the theater in Elizabethan age	An introductory about Shakespeare's theater	=	=
الاسبوع الرابع 12/10	2	Explain Shakespeare's contribution to theater	Tragedy Play Comedy Play Historical Play	=	=
اسبوع الخامس 19/10	2	Understanding main themes of the play and scenes	The opening scene	=	=
اسبوع السادس 26/10	2	=	The nunnery scene	=	=
الاسبوع الثامن 2/11	2	First Exam	First Term		
9/11	2	Understanding the main themes in play and scenes	The Closet scene	=	=
16/11	2	Understanding the main themes in play and scenes	The Grave digger scene	=	=
23/11	2	Understanding the main themes in play and scenes	The last scene	=	=
30/11	2	Identify the characteristics of the tragic hero in Shakespeare's Play	Is Hamlet a tragic hero?	=	=
5/12	2	Identify Hamlet's madness	Is Hamlet really a mad person?	=	=
12-12		Identify the role of women in Elizabethan age	Ophelia & Gertrud	=	=
19/12		Second Exam	First Term		
26/12		Identify the characteristics of the comedy in Elizabethan era	An introductory to William Shakespeare's comedy plays	=	=
23/1		=	<i>Twelfth Night</i>	=	=

30/1		Explain the them	Love Social classes Gender Disguises	=	=
6/2		First Exam (Second Term)			
13/2		Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Act one Drowning	=	=
20/2		Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Act Two Disguises	=	=
27/2		Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Act Three Massages and revenge	=	=
5/3		Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Act Four Duel	Play audio + Explanation speaking strategies a the expressions used those conversations Training in speak strategies Explain and solve exercises	Tests:Oral and written: daily& monthly
12/3		Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize			
14/2		=		=	=
21/2		=	The important of the ma characters in the play	=	=
28/2		=	The importance of Malva	=	=

29/3		=	What is the relationship between the end of the play and meaning	=	=
5/4		Review			
Thirtieth		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)	William Shakespeare: <i>Hamlet</i> William Shakespeare: <i>Twelfth Night</i>
Main references (sources)	Developing Reading and speaking skills English Pronunciation in class (study and classroom)
Recommended books and references (scientific journals, reports...)	/www.sparknotes.com/shakespeare/hamlet/plot-analysis .com/guides/hamlet/summary/hamlet_summary.htm#google_vignette
Electronic References, Websites	William Shakespeare: <i>Hamlet</i> William Shakespeare: <i>Twelfth Night</i>