

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



Academic Program and Course Description Guide

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 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
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program	
Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the	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

most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	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				
Assist. Prof. Dr.	English	Methodology				

Ghazwan Adnan Mohammed						
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	English	Linguistics				

Ibrahim Ahmed						
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	Arabic	Arabic Literature				

Abbas						
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				

Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				

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

Professional Development

Mentoring new faculty members

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

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

Professional development of faculty members

- Identifying Needs and Setting Goals:
 1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
 2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.
- Developing Educational and Teaching Strategies:
 1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
 2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
 3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.
- Assessing Learning and Teaching Outcomes:
 1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
 2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.
- Professional Development:
 1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
 2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

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

of knowledge within the specialization.

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

14. Program Development Plan

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

ensure the continuous improvement of the program.

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

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

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

Course Description Form

1. Course Name:	
English Grammar	
2. Course Code:	

3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
21/9/2025	
5. Available Attendance Forms:	
2 nd grade	
6. Number of Credit Hours (Total) / Number of Units (3)	
90	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst.Inst.Wassan H. Abdulameer Email: wasan.en.human@uodiyala.edu.iq Name: Asst.Inst.Abeer Hadi Mukhief Email:	
8. Course Objectives	
Course Objectives	A-Cognitive objectives 1-recognizing and understanding the types of tenses in present and past times(simple, perfective, progressive) and how they are are used to talk about various situations in English. develop students' 2-recognizing and understanding the basic structure of tenses and the types of auxiliaries in English language . 3-recognizing and understanding the rules governing the use of these tenses in wide range of sentences to serve different functions and ideas in English. B. The skills objectives 1-Contributing to develop qualified English language students to teach English effectively at the intermediate and secondary levels. 2 – preparing students to be able to analyze various sentences with reference to the tense and time used. 3 – develop students' ability to use all types of auxiliaries and tenses

(simple, progressive and perfective)in meaningful and well-formed sentences to distinguish and describe wide range of situations in English

9. Teaching and Learning Strategies

Strategy

- Presenting the material on PowerPoint in detail, supported by examples and the required rules, directing questions to the students, discussing with them the information presented, and helping them participate by giving examples and asking questions in turn.
- Helping students learn and self-explore knowledge by visiting the college library and websites to obtain additional knowledge of the curriculum .
- Dividing the students into groups work and assigning them to prepare and present a lesson under the subject teacher's supervision . These lessons cover the curriculum and assign scores for their performance. This represents the practical aspect of the lesson, where the students experience their future work as teachers.
- Presenting the material in different ways, such as dividing the section into two groups (A & B) and asking questions about the lecture, such as changing the tense of given sentences or giving example of the preferable occurrence of a certain tense in selected situations
- scores are given to encourage students and are counted as part of their daily performance .
- Forming discussion groups during lectures to discuss the material to help them think, analyze, and deduce

10. Course Structure

Week & Date	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First 22/9/2025	3	Recognize & understand the use of be and have English	Sec.one Be & have	-Presenting the topic -Discussing the essential points -Brainstorming discussion - let student extrapolate the material -Divide students into groups assigned to present lessons about the materials they've studied	Doing homework True-false questions MCQ quiz Questions & answers
Second 28/9/2025	3	Know and understand use of present tenses	Sec.two Present tenses	=	=

Third 5/10/2025	3	Recognize and understand the tenses used to talk about future like simple present and present progressive	Sec.three Talking about future	=	=
Fourth 12/10/2025	3	Know and understand past simple progressive	Sec.four Past tenses	=	=
Fifth 19/10/2025	3	Know and understand use of present and perfect tenses	Sec.five perfect tenses	=	=
Sixth 26/10/2025	3	Know and understand use of modals	Sec.six modal verbs	=	=
Seventh 2/11/2025	3	Know and understand structure and use of passives of different tenses	Sec.seven Passives	=	=
Eighth 9/11/2025	3		Sec.1 st monthly exam	=	=
Ninth 16/11/2025	3	Know and understand construction of questions	Sec.eight questions	=	=
Tenth 23/11/2025	3	Know and understand constructing negatives	Sec.eight Negatives	=	=
Eleventh 30/11/2025		Know and understand the use of infinitives	Sec.nine Infinitives	=	=
Twelfth 7/12/2025		Know and understand use of- ing forms	Sec.nine Gerund	=	=
Thirteenth 14/12/2025			Sec.2 nd monthly exam	=	=
Fourteenth 21/12/2025	3	Know and understand these structures	Sec. ten Special structure with verbs	=	=
Fifteenth 28/12/2025	3	Understand the types and use of the articles (a, an, the)	Sec. eleven articles	=	=
Sixteenth 4/1/2026	3	Know some determiners such as demonstratives and quantifiers	Sec. twelve Determiners	=	=
Seventeenth 11/1/2026	3	Recognize different types of determiners (pronouns, specifiers,...)	Sec. twelve determiners	=	=
Mid-year holiday 18/1/2026– 1/2/2026			////////////////	=	=
Eighteenth 1/2/2026	3	Recognize personal pronouns	Sec.thirteen Personal pronouns	=	=
Nineteenth 8/2/2026		Know and understand possessive pronouns and possessive (s) use .	Sec.thirteen Possessives	=	=
Twentieth 15/2/2026	3	Know and understand how nouns are formed and used in English	Sec.fourteen nouns	=	=

Twenty-First 22/2/2026	3	Know the use of adjectives and adverbs English	Sec. fifteen Ajectives adverbs	=	=
Twenty-Second 1/3/2026	3	Recognize the means of comparison in english	Sec.sixteen Comparison	=	=
Twenty-Third 8/3/2026	3	Know and understand conjunctions	Sec.seventeen conjunctions	=	=
Twenty-Fourth 15/3/2026	3	Understand the use of clause	Sec.eighteen Conditional if	=	=
Eid AlFitr holiday 22/3/2026			////////	=	=
Twenty-Fifth 29/3/2026	3	/	Sec. 3 rd monthly exam	=	=
Twenty-Sixth 5/4/2026	3	Recognie the relative pronouns and their use	Sec.nineteen Relative pronoun	=	=
Twenty-Seventh 12/4/2026	3	Know and understand how direct speech is changed into indirect o and for what purpose	Sec.twenty Indirect speech	=	=
Twenty-Eight 19/4/2026	3	Know and understand prepositions and their u	Sec.twenty one preposition	=	=
Twenty-Ninth 26/4/2026	3	Recognize what is spol grammar	Sec.twenty two Spoken grammar	=	=
Thirtieth 3/5/2026	3		4 th Monthly exam	=	=

11.Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%):** This portion is distributed among various activities including daily and monthly 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

The text book required	- Oxford English Grammar by Michael Sw Second level
Main references (sources)	practical English Usage by Michael Swan
Recommended books and references (scientific journals, reports...)	The elements of style by E. B. White and William Strunk Jr.
Electronic references and websites	A.Learning English Youtube channels like:

	1.Oxford English Grammar 2.Learning English grammar with Adam 3.Learning English grammar with podcasts B.slideshare c.easyenglish.com
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