

**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.

نموذج وصف البرنامج الأكاديمي

اسم الجامعة: الجامعة العراقية

الكلية/ المعهد: كلية الآداب

القسم العلمي: قسم اللغة الانكليزية.

اسم البرنامج الأكاديمي او المهني: بكالوريوس لغة انكليزية

اسم الشهادة النهائية: بكالوريوس اللغة الانكليزية وآدابها

النظام الدراسي: سنوي

تاريخ اعداد الوصف:

تاريخ ملء الملف: ٢٠٢٥/٧/١



التوقيع :

اسم المعاون العلمي: أ. ر. مشعل فاضل زيد

التاريخ :



التوقيع :

اسم رئيس قسم اللغة الانكليزية

رئيس قسم اللغة الانكليزية

التاريخ : ٢٠٢٥ / ٧ / ١

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي:

التاريخ

التوقيع



مختار شفيق العميد

مختار شفيق العميد

1. Program Vision				
"Leadership and excellence in the field of the English language to achieve quality and keep up with the latest technologies in scientific research."				
2. Program Mission				
"Preparing qualified and trained competencies in the field of English language that keep pace with scientific and technological developments in accordance with the labor market's requirements."				
3. Program Objectives				
1. Preparing distinguished graduates in the English language who possess scientific knowledge in the fields of language, literature, translation, and critical and creative thinking skills, and who meet the requirements of the labor market in Iraq.				
2. Developing academic programs in line with the latest developments in the field of the English language.				
3. Enhance and develop communication skills in writing, reading and speaking.				
4. To promote scientific research in the fields of English language, literature and culture.				
5. Meeting the needs of the labor market and modern developments.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
No				
5. Other external influences				
Is there a sponsor for the program?				
6. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	1			
College Requirements				
Department Requirements				

Summer Training				
Other				

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

7. Program Description

First stage

Number of units	number Watches	Curriculum	Study material	T
3	3	Rapid Review of English Grammar by Jean Praninskas	Grammar	.1
3	3	Select Readings (Pre-intermediate) / Linda Lee + Erik Gundersen	Reading	.2
3	3	Writing in paragraphs By Dorothy E. Zemach and Carlos Islam	Writing	.3
3	3	Better English Pronunciation	pronunciation	.4
3	3	Types of literature Book 1 /Amy A. Sequeira Shake ashjian, MA Mayyada Al-Gallani, MA	Introduction to English Poetry and Prose	.5
2	2	Course of French language and civilization 1	Second language (French)	.6
2	2	the language Arabic For sections not Specialization, For the doctor Reviver crescent moon Daydreaming	Arabic	.7

2	2	Person to Person 1	Communication skills(conversation)	.8
2	3 ² theoretical + 1 practical	basics Computer And its applications Office (Part the first The second)	Computer	.9
1	1	rights man And the child And democracy / Mr. Dr Maher righteous Alawi Al-Jubouri	Human rights and democracy	.10

Second Stage

Number of units	number Watches	The decision Academic	Study material	T
3	3	Oxford Practice Grammar by George Yule	Grammar	1.
3	3	- Select readings (intermediate) / Linda Lee + Erik Gundersen - Effective academic writing 2: the short essay	Reading and writing	2.
3	3	English Phonetics and Phonology: A Practical Course by Peter Roach	Sound	3.
2	2	- English Poetry: The Sixteenth Century - English Poetry: The Seventeenth Century	the hair	4.
2	2	- <i>Dr. Faustus</i> by Christopher Marlowe - <i>Twelfth Night</i> by William Shakespeare	The play	5.
2	2	- <i>Joseph Andrews</i> by Henry Fielding - <i>Emmaly</i> Jane Austen	The novel	6.

2	2	Person to person 2	Communication skills (conversation)	7.
2	2	the language Arabic For sections not Specialization, For the doctor Reviver crescent moon Daydreaming	Arabic	8.
2	2	Course of French language and civilization 1	the language Second (the language French)	9.
2	3 (2 theoretical + 1 practical)	-Computer Basics and Office Applications1 (Part Three) -Computer Basics and Office Applications2 (Part Four)	Computer	10.

Third stage

Number of units	number Watches	The decision Academic	Study material	T
3	3	An introductory English grammar / Norman C. Stageberg (Fourth Edition)	Grammar	1.
3	3	Essay	The article	2.
2	2	The study of language / 4th ed. George Yule	linguistics	3.
3	3	Seventeenth and Eighteenth century by Dhla AH AlJubouri MA .Ph.D and Falzj.Abbas M.A Ph.D	the hair	4.
3	3	- Hamlet by William Shakespeare - She Stoops to Conquer by Oliver Goldsmith	The play	5.

		- The Devil's Disciple by George Bernard Shaw (Homework)		
3	3	- Wuthering Heights by Emily Bronte - The Scarlet Letter by Nathaniel Hawthorne - Great Expectations by Charles Dickens (Homework)	The novel	6.
2	2	Course of French language and civilization 1	the language Second (the language French)	7.
2	2	Principles of Translation by Dr. Aziz and Dr. Letyosh	Translation	8.

Fourth stage

Numb er of units	number Watches	The decision Academic	Study material	T
3	3	An Introductory Transformational Grammar by Bruce L. Liles	Transformational grammar	1.
3	3	The Study of Language 4th ed. George Yule	science the language	2.
3	3	- Victorian Poetry	the hair	3.
3	3	- Waiting for Godot by Samuel Beckett - Death of a Salesman by Arthur Miller - Look back in anger by John Osborne (Homework)	The play	4.
3	3	- Sons and Lovers by D. H. Lawrence	The novel	5.

		- A portrait of the artist as a young man by James Joyce - The Great Gatsby by F. Scott Fitzgerald (Homework)		
2	2	Course of French language and civilization 1	the language Second (the language French)	6.
2	2	Translation as Problems and Solutions by Dr. Hasan Ghazala	Literary and scientific translation	7.
2	2	Literary Criticism: An Introduction to Theory and Practice (Fifth Edition) by Charles E. Bressler	Literary criticism	8.
2	2	Research Project	9- Graduation research	

8. Expected learning outcomes of the program

Knowledge	
	We intend to graduate students through: .1a The ability to read, teach and analyze literature and culture across different eras. .2A Proficiency in writing and speaking English fluently. .3a To make students familiar with linguistics, its sub-branches, applications and relationships with other disciplines. .4a Acquire appropriate knowledge of areas relevant to the field of study, including literature, literary history and critical outlook; linguistic structures of modern English and the history of the English language.
Skills	
	The department aims to: 1.b To enable students to master effective communication skills. .2b Develop students' critical thinking skills and enhance their ability to present logical and well-organized arguments.

	3b Research skills that enable them to expand, from different aspects, their own reading of literature and understanding of language.
Ethics	
	1- Realizing the importance of self-learning and facing academic pressures and challenges, as well as the skills of time management, discipline, and perseverance associated with that. 2- Developing students' abilities to share ideas, work within a team, benefit from the viewpoints of others, and cooperate with classmates to benefit from various learning resources.
9. Teaching and Learning Strategies	
- Theoretical lectures - Pop quizzes after every lecture - Conduct scientific discussions - Conduct various researches during the semester - Trying to deal with the scientific material in a way that makes the student highly focused through questions and knowledge exchange between students - Lectures. - External readings on the topics of the curriculum.	
10. Evaluation methods	
1. Surprise written and oral tests 2. Weekly, monthly, daily and end of year exams. 3. Writing reports or scientific research on specific topics 4. Ask questions during lectures and mark students. 5. The lecture 6. Dialogue and interaction 7. Constructive criticism 8. brainstorming 9. Knowledge Maps	

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
2024-2025					1. Prof Dr. Mahmoud Aref Eidan 2. 2.Mohammed Sabbar Abdul-Baqi 3. Mohammed Al-Alusi 4. Prof. Dr. Adnan Ali Hamza Ali 5. Prof. Dr. Serab Qader Mughher Abbas 6. 5.Dr Jassim Mohammed Abbas Hussein Al-Halbousi 7. Prof. Hatem Jassim Khader Abbas Al-Janabi 8. 7.Asst. Prof. Dr. Shamaa Mustafa Hamid Khamis Al-Janabi	

					9. A.M.D. Mansour Kazim Hijel Jahr Al-Sudani	
					10. A.M. Jadli Ahmed Malmoud Hayawi Al-Douri	
					11. A.M. Suad Hussein Ali Abbas Al- Khafaji	
					12. A.M.D. Mushtaq Abdul Halim Mohammed Fattah	
					13. Asst. Prof. Dr. Mohamed Haqi Khalil	
					14. A.M.D. Atyaf Hassan Ibrahim Abbas Al- Mahdawi	
					15. Mr. Ahmed Weiss Hajem	
					16. Asst. Prof. Dr. Nibras Ahmed Abdullah Faris Al-Khazarji	
					17. Dr. Ali Naeem Dotuli Mahoudar	

					18. Asst. Prof. Dr. Alaa Mohammed Khalaf Abdul Halbousi	
					19. Ms. Khawla Muzahim Ali Hussein Al- Karim	
					20. Dr. Ahmed Rashid Majeed	
					21. Mr. Abdul Rahman Suleiman Khalil Ibrahim Al- Jabouri	
					22. A.M.D. Nour Abdel Karim Sabry Ali	
					23. M.M. Salama Saeed Aswad Abbas	
					24. Mr. Yasser Ahmed Mohammed Reda Jassim Al- Sabbagh	
					25. Ms. Taiba Abdul Karim Abdul Sattar Jabbar	
					26. Mr. Taha Talib Ali Abdul	

					Rahman Al- Jubouri	
					27. M.M. Qais Mohammed Rahim Khalaf	
					28. M.M. Lights Mustafa Hamid Al-Janabi	
					29. M.M. Dhu al- Fiqr Muhaibis Abdul Razzaq Ghulam	
					30. M.M. Mayada Hassan Ali Hussein	
					31. Asst. Prof. Dr. Hassan Abdul Jabbar Naji	
					32. A.M.D. Awatif Naseef Jassim Marouh	
					33. 32. Prof. Bushra Ne'ma Rashid Hazam	

Professional Development

Mentoring new faculty members

- Follow the program carefully
- Many assignments are presented that require external information.

Professional development of faculty members

- Increase practical discussions and continue to follow the latest scientific research.
- Good knowledge of the importance of the process of how to conduct practical experiments

12. Acceptance Criterion

- To have a secondary school certificate or its equivalent from another country.
- To be willing to study in the department of his choice.
- To meet the admission requirements set by the Ministry of Higher Education and Scientific Research.
- To pass the aptitude test, personality tests, and tests for readiness to work in the teaching profession.
- To be accepted centrally
- - Conducting an interview with students and testing for applicants

13. The most important sources of information about the program

- Searching for modern sources from reliable websites, as well as diversifying lecture methods and using all modern teaching methods.
- The curriculum, materials and software appropriate for the specialization.
- Relevance of learning resources to the specialization.
- Availability of books and periodicals, their diversity, modernity and coverage of all areas of knowledge in the specialty
- It provides an integrated library in terms of information containers, equipment and specialized technical personnel to serve
- Good use of learning resources in the educational process.
- Teaching staff and specialization
- Subscribe to electronic databases in the field of specialization

- Provides an electronic system for searching for information in the library in addition to electronic libraries
- Using the electronic library and the Internet for international publications
- Using internal and external book fairs

14. Program Development Plan

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 stage 2024-2025				☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
				☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Stage Second 2024-2025				☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
				☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Third stage 2024-2025				☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
				☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Fourth stage 2024-2025				☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
				☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒

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

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews *
Institution Requirements				
College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Faculty Members

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

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members
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Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
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State briefly the sources of information about the program.

14. Program Development Plan

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

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

Course Description Form

1. Course Name:	
Transformational Generative Grammar	
2. Course Code:	
3. Semester / Year:	
Semester wise 1 st semester	
4. Description Preparation Date:	
1/10/2023	
5. Available Attendance Forms:	
Lectures in class	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90/90	
7. Course administrator's name (mention all, if more than one name)	
Name: Inst. Assist. Kais Mohammed Raheem Email: kais.m.raheem@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- Understanding the linguistic schools of English grammar rules. - Learning the generative-transformative approach of its pioneer Noam Chomsky, including its principles and foundations. - Enabling the student to analyze sentences of various types and categories using the tree diagram method. - Recognizing the deep structure of sentences and how to transform them into surface structure following the generative-transformative approach.
9. Teaching and Learning Strategies	
Strategy	1. Using technological educational tools to facilitate the comprehension of the lecture material, incorporating both explanation and discussion. 2. Emphasizing the practical aspect and encouraging student

- participation in each lecture.
3. Encouraging students to use the prescribed course materials or listen to English language content on various online platforms.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	6	Learning the stages of the historical development of syntax studies	Traditional Grammar, Structural Grammar, and Transformational Grammar (Chapter One)	Discussion and explanation	Daily oral and written questions.
3-4	6	Understanding sentence structures in the English language	English Sentence Structure (Chapter Two)	Utilizing the whiteboard and illustrative diagrams	Daily oral and written questions
5-7	9	Applying the rules of phrase structures to auxiliary verbs	Auxiliary (Chapter Three)	Using examples on the whiteboard	Questions and exercises
8-10	6	Recognizing the semantic properties of vocabulary	Lexical features (Chapter Four)	Using examples on the whiteboard	Discussion and exercises
11-12	6	Learning how to use transformational rules and applying them to negative sentences	Transformation of Negative Sentences (Chapter Five)	Creating an illustrative table for the sounds	Questions and discussion
13-15	9	Learning how to use transformational rules and applying them to interrogative sentences.	Transformation of Interrogative Sentences (Chapter Six)	Using examples on the whiteboard	Discussion and exercises
16-17	6	Enabling students to recognize various transformational	Transformational Processes (Chapter Seven)	Discussion and explanation	Daily oral and written questions.

		processes			
18-19	6	Introducing the student to the transformational processes of passive sentences	Transformation of Passive Sentences (Chapter Eight)	Utilizing the whiteboard and illustrative diagrams	Daily oral and written questions
20-22	9	Learning the principles of generative transformational rules	Transformational Rules (Chapter Nine)	Using examples on the whiteboard	Questions and exercises
23-24	6	Enabling the student to apply transformational rules to compound sentences	Compound Sentences (Chapter Ten)	Using examples on the whiteboard	Discussion and exercises
25-26	6	Enabling the student to apply transformational rules to relative constructions	Relative constructions (Chapter Eleven)	Creating an illustrative table for the sounds	Questions and discussion
27-29	9	Learning how to treat sentences as noun phrases	Sentences and Noun Phrases	Using examples on the whiteboard	Discussion and exercises

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	An introductory transformational grammar, Bruce L. Liles, 1971.
Main references (sources)	- Bobaljik, J. (2000). A-chains at the PF-interface: Copies and "covert" movement. Supersedes Bobaljik (1996). - Chomsky, N. (1995). <i>The minimalist program</i>. Cambridge, MA: MIT Press. - Chomsky, N. (1998). <i>Minimalist inquiries: The framework</i>. Cambridge, MA: MIT Working Papers in Linguistics.
Recommended books and references (scientific journals, reports...)	- Liliane Haegeman (1994). <i>Introduction to Government and Binding Theory</i>. Oxford: Blackwell - Andrew Radford (1988). <i>Transformational Grammar: A First Course</i>. Cambridge: Cambridge

	University Press Ian Roberts (1997). <i>Comparative Syntax</i> . London: Edwin Arnold.
Electronic References, Websites	- https://ocw.mit.edu/courses/find-by-topic/#cat=humanities&subcat=linguistics&spec=syntax - https://www.everand.com/book/470246012/Evolution-of-Chomsky-s-Transformational-Grammar - https://literariness.org/2020/11/07/transformational-generative-grammar/

Course Description Form

1. Course Name:					
Types of Literature					
2. Course Code:					
3. Semester / Year:					
First year					
4. Description Preparation Date:					
February 2024					
5. Available Attendance Forms:					
In –person Lectures					
6. Number of Credit Hours (Total) / Number of Units (Total)					
120 H.					
7. Course administrator's name (mention all, if more than one name)					
Name: Dr. Ahmed Rasheed Majeed Email: ahmed.r.majeed @aliraqia.edu.iq					
8. Course Objectives					
Course Objectives	- Introducing students to the basics of poetry and prose by analyzing various literary texts. - Encouraging students to use the language through discussions concerned with analyzing texts. - Using the English language as a means of communication to express thoughts and feelings. - Encouraging students to express their opinions, which gives them more self-confidence.				
9. Teaching and Learning Strategies					
Strategy	Teaching literature is to introduce students to the different literary genres (poetry and prose) so that students become familiar with the characteristics, qualities, and techniques of each literary genre through studying various literary. And also: - Introducing students to literary terms in the fields of poetry and prose. - Helping the student understand the literary text and how to deal with it. - Training students to analyze literary texts. - Improving students' reading skills by reading selected texts in the classroom. - Encouraging students to use language to express themselves and their opinions through discussing and analyzing these texts.				
10. Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
			name	method	

		Outcomes			method
1-2	3 h per a week		Introduction to Poetry The Poet Why do we read Poetry Poetry and Prose Poetry and Verse How to read a Poem	In -person Lectures, Discussion	Quiz , Test and Discussion
3-4	---		The Essentials of Poetry Daily exam The main types of poetry The Lyric	---	---
5-6	---		Lord Alfred Tennyson's "Sweet and Low" ** Ben Jonson's "To Celia" S.T. Coleridge "Dreaming"	---	---
7-8	---		Review of the above Items + Term Exam Types of Poetry Blank Verse	Revision	---
9-10	---		The Sonnet Shakespearean Sonnet "18" Ozymandias"" Percy Bysshe Shelley	---	---
11-12	---		Narrative Poetry Dramatic Poetry Blank Verse English Poetry Its Background and Development; Anglo Saxon Poetry	---	---
13-14	---		Medieval period The Geoffrey Chaucer 16 th -17 th century John Dryden 17 th Century 18 th - The Romantics The Victorians Literary Appreciation of Poetry	---	---
15-16	---		The Modern Period Review of the above Items An Introduction to Prose + Term Exam	Revision	---
17-18	---		Types of Prose Part One: The Essay Part Two: The Short Story	---	---

19-20			Samuel Johnson "Letter to Lord Chesterfield" Charles Lamb "The Two Races of Men"		
21-22			John Henry Newman The Educated Man™ Ralph Waldo Emerson From Friendship™ Review of the Above Items	Revision	
23-24			Edward Weeks "Hemingway at his Best" Anonymous The Moon" George Orwell "Shooting An Elephant" Edgar Allan Poe "The Tell-Tale Heart" James Jones Clay™		
25-26			William Carlos Williams The Use of Force™ Katherine Mansfield Miss Brill™ Ernest Hemingway "Old Man at the Bridge" Review of the Above Items + Term Exam	Revision	

11- Course Evaluation:

- 1- The discussions held in the classroom reflect the extent to which students benefit from studying literary texts and the teacher's ability to listen to the student's language.
- 2- Asking students to write short essays on a selected texts to express their opinions and defend them while discussing them in the classroom.
- 3- Conducting daily and monthly oral and written examinations.
- 4- The active participation of all students in discussion, analysis, exchange of opinions, and commentary on literary texts.

12- Learning and Teaching Resources:

-Required textbooks:

-Sequeira, Amy, Shake Ashjian and Mayyada AlGailani, *Types of Literature* .St. Paul Press Ltd., 1967

-Meyer, Michael. *The Bedford Introduction to Literature*. Bedford Books of St. Martin's Press, 1990.

-Poetry and Prose: Appreciation for Overseas Students by : G . A. Alexander

-Main References: Internet Literary Sites

-Recommended books and References: CliffsNotes, Sparks Notes

-Electronic Reference, Websites: https://en.wikipedia.org/wiki/English_Wikipedia

1. Program Vision

The program aspire to be a distinguished scientific edifice,for Arab and international level, as a forefront of the internationally ranked universities.

2. Program Mission

to satisfy the needs of society and provide it with specialists in all fields, and takes care to redouble efforts to collect knowledge and benefit from its abundance in building scientific, cultural and ethical thought, seeks a permanent continuous presence in the field of social activities and the development of internal and administrative systems, including meeting the quality standards and qualifies university, colleges or scientific departments to obtain academic and institutional accreditation.

3. Program Objectives

Developing the ability to learn English language in the proper way including the ability to recognize the different dialects and pronounce all sounds correctly.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	2	2		
College Requirements	2	2		

Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
Second grade		Phonetics and Phonology	theoretical	practical

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor	Linguistics	Pragmatics			30	

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

English Phonetics and Phonology: A practical course

By: Peter Roach

14. Program Development Plan

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

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

Course Description Form

1. Course Name:					
English language					
2. Course Code:					
3. Semester / Year:					
2023-2024					
4. Description Preparation Date:					
23/2/2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2					
7. Course administrator's name (mention all, if more than one name)					
Name: Atyaf Hasan Ibrahim Email: atyafatyaf2000@yahoo.com					
8. Course Objectives					
Course Objectives			○ Teach the students the sounds of English language ○ Enable them to transcribe correctly		
9. Teaching and Learning Strategies					
Strategy		Explaining the material using diagrams and listening to audio recording Giving the students the chance to participate by giving examples			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
15	2		Phonetics and Phonology	Interactive lectures	Oral and written tests

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			English Phonetics and Phonology: practical course by Peter Roach		
Main references (sources)			Libraries and electronic websites		
Recommended books and references (scientific journals, reports...)			A Dictionary of Linguistics and Phonetics by: David Crystal		
Electronic References, Websites			Oxford electronic library		

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	

Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Faculty Members

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

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

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

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

Course Description Form

1. Course Name:					
2. Course Code:					
3. Semester / Year:					
Yearly (annual)					
4. Description Preparation Date:					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Sarab Kadir Mugair					
Email: sarab.k.mugair@aliraqia.edu.iq					
8. Course Objectives					
Course Objectives		-To familiarize students with the most important characteristics of English grammar in - To Strengthen students' linguistic and analytical ability and developing critical ability Preparing students scientifically and educationally -To be able to teach the language through English grammar.			
9. Teaching and Learning Strategies					
Strategy	1. Using technological educational means for the purpose of facilitating the comprehension of the material, explanation and discussion interspersed between them 2. Emphasis on the practical aspect and student participation in every lecture 3. Urging students to use the tablets prescribed for the subject or listen to the English language in Various websites on the Internet				
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation method

12. Learning and Teaching Resources

Required textbooks (curricular books, if a	- English Grammar in Use (fifth edition, 2019) by Raymond Murphy, University Printing House, Cambridge CB2 8BS, United Kingdom. - Rapid Review of English Grammar (2nd edition, 1975) by Jean Praninskas. Englewood Cliffs, New Jersey.
Main references (sources)	Aldahesh A Y (2013) Teaching English Phrasal Verbs to Nonnative Speakers of English Arab World English Journal Volume.4 Number.1. Abudalbuh , M. (2016). The Acquisition of English Articles by Arabic L2-English learners: A Semantic Approach. Arab World English Journal, 7 (2). Alabaeji, S. A. J. (2017). Non-Verbal Predicate in English: Evidence from Iraqi Nominal Sentences. Arab World English Journal, 8 (3).
Recommended books and references (scientific journals, reports...)	https://www.learnamericanenglishonline.com
Electronic References, Websites	https://www.learnamericanenglishonline.com Using information technology and Internet references and changing the curriculum to English Grammar in Use It is more detailed and contains many tenses and rules

students who aspire to pursue postgraduate studies to obtain a Master's degree in English language. The academic year 2024-2025 will witness the commencement of the first cycle of study

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

The English Language Department aims to enhance the intellectual, cultural, and educational levels of students by developing their linguistic, intellectual, and research skills. The department aims to prepare outstanding graduates to serve the community and promote the region, as well as to prepare researchers capable of keeping pace with scientific progress through scientific research and community service. The department also seeks to promote dialogue, understanding, and communication between cultures internally and externally, and to keep up with the changes of the times. The English Language Department aspires to be a beacon of knowledge and learning in the region, and a meeting point for different cultures

3. Program Objectives

General statements describing what the program or institution intends to achieve.

1. The department aims to prepare distinguished graduates in English language with high-quality scientific knowledge in language, literature, and translation fields, meeting the requirements of the job market in Iraq. The department aims to equip students with language and communication skills necessary for success in their professional and personal lives
2. Providing a rich and interactive learning environment based on teaching competencies and modern technologies, with a focus on research activities. The department aims to offer students a unique educational experience that meets their needs and helps them achieve their academic and personal goals
3. Developing students' communication skills in listening, speaking, reading, and writing, and encouraging them to understand modern cultures and the English-speaking world. The department aims to provide students with language skills needed to communicate with others from different cultures and understand the world around them
4. Developing students' critical and creative thinking skills and enhancing their research abilities in the field of specialization. The department aims to provide students with skills needed to analyze information, solve problems, make decisions, and innovate in their field
5. Developing the capabilities of academic staff in research areas, scientific inquiry, as well as enhancing skills in using modern academic technologies. The department aims to provide faculty members with skills needed to conduct and publish scientific research and to use modern technologies in teaching
6. Regularly evaluating the department's performance to enhance educational and research practices. The department aims to ensure that students receive high-quality education, and faculty members engage in relevant and impactful scientific research
7. Attracting teaching staff with distinguished scientific experiences. The department aims to provide students with the best possible education and conduct relevant and impactful scientific research

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?no

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
		Reading and writing	theoretical	practical

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

Using eclectic method and strategies mostly derived from the intraction method

10. Evaluation methods

Implemented at all stages of the program in general.

Quizzes,Monthly and final exams

11. Faculty

Faculty Members

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

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline															
Year/Level	Course Code	Course Name	Basic or optional	Required program Learning outcomes											
				Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

- 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: annual system					
4. Description Preparation Date: 24-2-2024					
5. Available Attendance Forms: daily attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 hours-3 credits weekly					
7. Course administrator's name (mention all, if more than one name)					
Name: Assist. Prof. Shamma Mustafa Hameed (Phd.)					
Email: shamma_hameed@aliraqia.edu.iq					
8. Course Objectives					
Course Objectives			• • •		
9. Teaching and Learning Strategies					
Strategy		Using different methods and strategies			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1			Answering 6 common interview questions		Quiz mon fin exa
2			Using context		
3			Understanding phrasal verbs		
4			Making a difference in the world		
5			Making inferences		
6			Understanding suffixes		
7			Believing academic success through team work		
8			Skimming and scanning		

9			Learning collocations		
10			How children learn languages		
11			Distinguishing facts from opinions		
12			Understanding connecting words		
13			Review		
14			Quiz		
15			Report assignment		
16			Types of English sentences		
17			Types of paragraphs		
18			Paragraph to short essay\The paragraph		
19			Unity and coherence		
20			From paragraph to short essay		
21			Editing your writing+ putting it together		
22			Descriptive essay\simulating ideas		
23			Brainstorming and outlining		
24			Developing your ideas		
25			Editing your writing\using adjectives in		
26			descriptive essays		
27			Editing your writing\ formation of		
28			adjectives		
29			Editing your writing\describing feelings		
30			Editing your writing\order of adjectives		
			putting it together		
			revision		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

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

1. Program Vision

The English Language Department at Al-Iraqia University aspires to be a leader in English language education, achieving excellence in educational fields, and producing distinguished academic research locally and internationally. To realize this vision, the department works on exploring areas of scientific and cognitive development, keeping pace with emerging technologies, supporting innovative scientific research and its needs, creating effective educational strategies, offering educational programs that include a wide range of activities and content, and establishing collaboration with national and international educational and research institutions. It is committed to providing students with the language skills they need for success in their professional and personal lives because it believes that language is a crucial tool for communication, interaction, and learning.

2. Program Mission

The English Language Department at Al-Iraqia University aims to elevate the intellectual, cultural, and educational levels of students, fostering their linguistic, cognitive, and research capabilities. Its objectives include producing distinguished researchers who contribute to society and can keep up with scientific progress through their own research and volunteer work. The department also aims to stay abreast of contemporary changes by encouraging discussion, understanding, and communication among cultures both domestically and internationally. It seeks to bring together various cultures and become a regional center for knowledge and information.

3. Program Objectives

1. The department aims to produce outstanding English language graduates who master language, literature, and translation, ready to meet the demands of the Iraqi job market. It seeks to provide students with the linguistic and communication skills they need to excel in both their personal and professional lives.
2. The department offers a comprehensive and engaging learning environment that incorporates modern technology and educational competencies. Emphasis is placed on research activities, providing students with a distinctive educational experience that meets their demands and helps them achieve their academic and personal goals.
3. The department enhances students' skills in verbal communication, listening, reading, and writing, while simultaneously developing their awareness of contemporary cultures and English-speaking countries. This prepares them to interact with people from different cultures and understand their surroundings.
4. It improves students' critical and creative thinking abilities, as well as their research skills, enabling them to analyze data, find solutions to problems, make decisions, and innovate in their respective fields.
5. The department enhances the scientific capabilities of faculty members in research and inquiry fields, while also building their skills in using modern academic technology. This equips them with the knowledge and abilities necessary to conduct, publish, and employ cutting-edge technology in the classrooms.

4. Program Accreditation

No

5. Other external influences

No

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
	2	2		basic
	2	2		basic

Department Requirements	2	2		basic
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
Second		English Novel	theoretical	practical
			√	

8. Expected learning outcomes of the program

Knowledge	
Learning Output 1	Expanding the students' cultural and historical horizons and developing their literary taste.
Skills	
Learning Output 2	Providing the students with important cultural information about Western countries in various time periods
Learning Output 3	Learning how to deal with literary texts in terms of comprehension, analysis, criticism, and critical thinking.
Ethics	
Learning Output 4	Educational Results 4
Learning Output 5	Educational Results 5

9. Teaching and Learning Strategies

The strategies include text analysis, idea discussion, the use of literary techniques, and the application of participatory and interactive learning methods among students. These strategies enhance understanding of the narrative, stimulate students to engage in critical thinking, and facilitate error correction.

10. Evaluation methods

Exams, quizzes, presentations, and questions

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor	English	literature			34	

Professional Development

Mentoring new faculty members

Providing training courses and workshops is aimed at assisting new faculty members in developing their educational and research skills. This includes offering resources and support to help them achieve their academic and professional goals, as well as contributing to curriculum development and research advancement.

Professional development of faculty members

Briefly describing the plan and arrangements for the academic and professional development of faculty members, including teaching and learning strategies, learning outcomes assessment, professional development, and more.

12. Acceptance Criterion

Must hold a certificate of completion of a high school or its equivalent from other countries.
Should have a desire to study in the chosen department.
Must meet the admission requirements set by the Ministry of Higher Education and Scientific Research.
Must pass the aptitude test, personal interviews, and tests prepared for teaching profession readiness.
Acceptance is contingent upon central admission approval.
An interview and testing process will be conducted for applicants.

13. The most important sources of information about the program

- The curriculum and courses should be suitable for the specialization.
- Adaptation of learning resources to the specialization.
- Availability of books, journals, diversity, up-to-dateness, and coverage for all knowledge areas in the field of specialization.
- Provision of a comprehensive library with facilities, equipment, and specialized technical staff for service.
- Effective use of learning resources in the educational process.
- Qualified teaching staff.
- Specialization.
- Subscription to electronic databases in the field of specialization.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

Program Skills Outline															
Year/Level	Course Code	Course Name	Basic or optional	Required program Learning outcomes											
				Knowledge				Skills				Ethics			
				A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4
Second		Novel	Basic	√	√			√	√			√	√		

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

Course Description Form

1. Course Name:	
English Novel	
2. Course Code:	
3. Semester / Year:	
2023/2024	
4. Description Preparation Date:	
24/2/2024	
5. Available Attendance Forms:	
In person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60	
7. Course administrator's name (mention all, if more than one name)	
Asst. Prof. Dr Alaa Mohammed Al-Halbosy	
8. Course Objectives	
Course Objectives	- Understanding and critically analyzing events and characters in the novel. - Developing students' reading skills and critical comprehension. - Enhancing their creative and analytical abilities through discussing complex and challenging topics. - Introducing students to important literary values and applying them in their daily lives. - Encouraging students to take an interest in English and global literature and culture. - Boosting students' critical and creative writing skills. - Strengthening students' analysis and critical thinking skills through discussing intriguing and controversial topics in the novels.
9. Teaching and Learning Strategies	

Strategy	• Using short stories to motivate students, enhance their reading skills, and develop their understanding of story concepts and writing skills. • Encouraging students to systematically and organizedly discuss the novel's content for a better understanding of characters, events, and presented themes. • Strengthening students' analytical and critical thinking skills through analyzing the narrative text and understanding its messages and meanings. • Promoting group discussions: Stimulating students to participate in group discussions about the novel, expressing their opinions, and interacting with the text. • Utilizing diverse educational resources: Incorporating various educational tools such as videos, images, and graphics to illustrate concepts and spark interest. • Encouraging students to engage in creative writing and crafting their own stories to enhance their creative skills and express their ideas.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understanding	Literature: Definitions, Importance, and Genres	Application	Quiz
2	2	Understanding	An introduction to the English Novel	Application	Questions
3	2	Understanding	An introduction to Joseph Andrews BI Chapter 1-5	Application	Quiz
4	2	Understanding	Joseph Andrews BI Chapter 6-10	Application	Questions
5	2		Joseph Andrews BI Chapter 11-15		
6	2	Understanding	Joseph Andrews BI Chapter 16-18	Application	Questions

7	2		Joseph Andrews BII _Chapter 1-5		Questions
8	2		Joseph Andrews BII _Chapter 6-10		Quiz
9	2		Joseph Andrews BII _Chapter 11- 17		Questions
10	2		A review of Boo I and II in addition to 1 st Monthly Test		
11	2		Joseph Andrews BIII _Chapter 1-5		Questions
12	2		Joseph Andrews BIII _Chapter 6-10		Quiz
13	2		Joseph Andrews BIII _Chapter 11- 13		Questions
14	2		Joseph Andrews B IV _Chapter 1-5		Quiz
15	2		Joseph Andrews B IV _Chapter 6-11		
16	2		Joseph Andrews B IV _Chapter 12-16		Questions
17	2		2 nd Monthly Test		Quiz
18	2		Spring Holiday		Questions
19	2		The Start of the Second Course		Quiz
20	2		An Introduction to Emma		

21	2		Emma: Chapter 1-5		Questions
22	2		Emma: Chapter 6-11		Quiz
23	2		Emma: Chapter 12-17		Questions
24	2		Emma: Chapter 18-23		Quiz
25	2		Emma: Chapter 24-29		
26	2		Emma: Chapter 30-35		Questions
27	2		3 rd Monthly Test and Chapter 36-41		Quiz
28	2		Emma: Chapter 42-47		Questions
29	2		Emma: Chapter 48-55		
30	2		Emma: Full Review		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation 5 marks and monthly, or written exams 15 marks for each 15 weeks.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Required Textbooks: Henry Feilding's Joseph Andrews by Jane Austen's Emma
Main references (sources)	- Novels for Students 30 volumes by Kathleen Wilson, Editor. - Modern essays in criticism Oxford
Recommended books and references (scientific journals, reports...)	1. Ivsl.org 2. Ebscohost.co 3. Galepowersearch.net 4. Booksrags.com
Electronic References, Websites	https://www.library.manchester.ac.uk/ https://z-lib.is

	https://www.narcis.nl/ http://search.ndltd.org/ http://bdt.d.ibt.d.br/vufind/ http://pr.h.ec.gov.pk/jspui/ https://escholarship.org/ https://ethos.bl.uk http://libgen.rs/ https://libgen.lc/ http://sci-hub.ren/ https://ir.lib.uwo.ca/ http://links.giveawayoftheday.com/b-ok.org https://www.proquest.com/?defaultdiss=true https://scholarsarchive.byu.edu/ https://www.rcaap.pt/results.jsp https://archive.org/ https://www.pdfdrive.com/
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1. Program Vision

The English Language Department at Al-Iraqia University aspires to be a leader in English language education, achieving excellence in educational fields, and producing distinguished academic research locally and internationally. To realize this vision, the department works on exploring areas of scientific and cognitive development, keeping pace with emerging technologies, supporting innovative scientific research and its needs, creating effective educational strategies, offering educational programs that include a wide range of activities and content, and establishing collaboration with national and international educational and research institutions. It is committed to providing students with the language skills they need for success in their professional and personal lives because it believes that language is a crucial tool for communication, interaction, and learning.

2. Program Mission

The English Language Department at Al-Iraqia University aims to elevate the intellectual, cultural, and educational levels of students, fostering their linguistic, cognitive, and research capabilities. Its objectives include producing distinguished researchers who contribute to society and can keep up with scientific progress through their own research and volunteer work. The department also aims to stay abreast of contemporary changes by encouraging discussion, understanding, and communication among cultures both domestically and internationally. It seeks to bring together various cultures and become a regional center for knowledge and information.

3. Program Objectives

1. The department aims to produce outstanding English language graduates who master language, literature, and translation, ready to meet the demands of the Iraqi job market. It seeks to provide students with the linguistic and communication skills they need to excel in both their personal and professional lives.
2. The department offers a comprehensive and engaging learning environment that incorporates modern technology and educational competencies. Emphasis is placed on research activities, providing students with a distinctive educational experience that meets their demands and helps them achieve their academic and personal goals.
3. The department enhances students' skills in verbal communication, listening, reading, and writing, while simultaneously developing their awareness of contemporary cultures and English-speaking countries. This prepares them to interact with people from different cultures and understand their surroundings.
4. It improves students' critical and creative thinking abilities, as well as their research skills, enabling them to analyze data, find solutions to problems, make decisions, and innovate in their respective fields.
5. The department enhances the scientific capabilities of faculty members in research and inquiry fields, while also building their skills in using modern academic technology. This equips them with the knowledge and abilities necessary to conduct, publish, and employ cutting-edge technology in the classrooms.

4. Program Accreditation

No

5. Other external influences

No

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
	3	3		basic
	3	3		basic

Department	3	3		basic
Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
Third		Essay and Letter Writing	theoretical	practical
			3	

8. Expected learning outcomes of the program

Knowledge

Learning Output 1	Developing students' abilities to enhance their writing skills and familiarize them with different types of writing
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Skills

Learning Output 2	Expanding students' awareness scientifically, intellectually, culturally, and historically, and fostering their creative writing skills
Learning Output 3	Providing students with essential cultural information about essay writing and introducing them to its various types.

Ethics

Learning Output 4	Educational Results 4
Learning Output 5	Educational Results 5

9. Teaching and Learning Strategies

This involves text analysis, discussing ideas, utilizing literary techniques, and applying interactive learning methods that encourage student participation and interaction. These strategies enhance understanding of the essay, stimulate creative thinking, and correct errors.

10. Evaluation methods

Exams, quizzes, presentations, and questions

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor	English	literature			34	

Professional Development

Mentoring new faculty members

Providing training courses and workshops is aimed at assisting new faculty members in developing their educational and research skills. This includes offering resources and support to help them achieve their academic and professional goals, as well as contributing to curriculum development and research advancement.

Professional development of faculty members

Briefly describing the plan and arrangements for the academic and professional development of faculty members, including teaching and learning strategies, learning outcomes assessment, professional development, and more.

12. Acceptance Criterion

Must hold a certificate of completion of a high school or its equivalent from other countries.
Should have a desire to study in the chosen department.
Must meet the admission requirements set by the Ministry of Higher Education and Scientific Research.
Must pass the aptitude test, personal interviews, and tests prepared for teaching profession readiness.
Acceptance is contingent upon central admission approval.
An interview and testing process will be conducted for applicants.

13. The most important sources of information about the program

- The curriculum and courses should be suitable for the specialization.
- Adaptation of learning resources to the specialization.
- Availability of books, journals, diversity, up-to-dateness, and coverage for all knowledge areas in the field of specialization.
- Provision of a comprehensive library with facilities, equipment, and specialized technical staff for service.
- Effective use of learning resources in the educational process.
- Qualified teaching staff.
- Specialization.
- Subscription to electronic databases in the field of specialization.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4
Third		Essay Writing	Basic	√	√			√	√			√	√		

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

Course Description Form

1. Course Name:	
Essay and Letter Writing	
2. Course Code:	
3. Semester / Year:	
2023/2024	
4. Description Preparation Date:	
24/2/2024	
5. Available Attendance Forms:	
In person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60	
7. Course administrator's name (mention all, if more than one name)	
Asst. Prof. Dr Alaa Mohammed Al-Halbosy	
8. Course Objectives	
Course Objectives	- Identifying types of English sentences. - Understanding the method of paragraph writing. - Pre-planning for essay writing. - Intellectual development of writing and organizing its structure. - Recognizing thematic unity and creative focus. - Understanding brainstorming and its use in writing.
9. Teaching and Learning Strategies	
Strategy	- Using short articles to motivate students and enhance their reading skills, as well as understanding the elements of articles and developing writing skills. - Encouraging students to systematically discuss written content to comprehend common mistakes and avoid them. - Enhancing students' analytical and critical thinking skills through text analysis, understanding its messages and meanings.

- Utilizing diverse educational tools: Various educational tools like videos, images, and graphs can be employed to clarify concepts and stimulate interest.
- Encouraging students to practice creative writing and create their own stories to develop their creative skills and express their ideas.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding	The Sentence	Application	Quiz
2	3	Understanding	The Sentence	Application	Questions
3	3	Understanding	The Paragraph	Application	Quiz
4	3	Understanding	The Paragraph	Application	Questions
5	3		The Essay		
6	3	Understanding	The Essay	Application	Questions
7	3		e-mail Writing		Questions
8	3		e-mail Writing		Quiz
9	3		The Literary Essay		Questions
10	3		1 st Monthly Test		
11	3		The Short Story		Questions

12	3		The Short Story		Quiz
13	3		The Reflective Essay		Questions
14	3		The Reflective Essay		Quiz
15	3		The Argumentative Essay		
16	3		The Argumentative Essay		Questions
17	3		2nd Monthly Test		Quiz
18	3		Spring Holiday		Questions
19	3		The Start of the Second Course		Quiz
20	3		The Literary Essay		
21	3		Intro to Research Writing		Questions
22	3		Writing Introduction		Quiz
23	3		Writing The Abstract		Questions
24	3		Research Plan		Quiz
25	3		Research Question		

26	3		Data Analysis		Questions
27	3		Conclusion		Quiz
28	3		Reference writing		Questions
29	3		Styles		
30	3		Full Review		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation 5 marks and monthly, or written exams 15 marks for each 15 weeks.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Required Textbooks: Essay and Letter Writing by L.G. Alexander Recommended books and references:
Main references (sources)	- Academic Writing - Essay Writing
Recommended books and references (scientific journals, reports...)	1. Ivsl.org 2. Ebscohost.co 3. Galepowersearch.net 4. Booksrags.com
Electronic References, Websites	https://www.library.manchester.ac.uk/ https://z-lib.is https://www.narcis.nl/ http://search.ndltd.org/ http://bdttd.ibict.br/vufind/ http://prh.hec.gov.pk/jspui/ https://escholarship.org/ https://ethos.bl.uk http://libgen.rs/ https://libgen.lc/ http://sci-hub.ren/ https://ir.lib.uwo.ca/ http://links.giveawayoftheday.com/b-ok.org https://www.proquest.com/?defaultdiss=true https://scholarsarchive.byu.edu/ https://www.rcaap.pt/results.jsp

https://archive.org/ https://www.pdfdrive.com/
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11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation 5 marks and monthly, or written exams 15 marks for each 15 weeks.

12. Required Textbooks: Essay and Letter Writing by L.G. Alexander

Recommended books and references:

- **Academic Writing**
- **Essay Writing**

1. Program Vision

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2. Program Mission

Department of English at Al-Iraqia University seeks to elevate students' intellectual, cultural, and educational levels, fostering their linguistic, intellectual, and research abilities. Its goals are to produce outstanding researchers who will benefit society and can stay up with scientific advancement through their own research and volunteer work. It also aims to keep up with the times' changes by promoting debate, comprehension, and communication between cultures both internally and abroad. It seeks to bring together many cultures and serve as a regional hub for science and information.

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2. It offers a comprehensive and engaging learning and teaching environment built on contemporary technology and teaching competencies, with a focus on research activities, giving students a standout educational experience that satisfies their demands and aids in the accomplishment of their academic and personal objectives.
3. It enhances students' communication skills in speaking, listening, reading, and writing while also promoting an awareness of contemporary cultures and English-speaking countries to interact with people from diverse cultures and comprehend their surroundings.
4. It improves students' ability to think critically and creatively, as well as their research abilities so they can analyze data, find solutions to issues, make choices, and be creative in their area of concentration.
5. It enhances faculty members' scientific capacities in the areas of research and fact-finding as well as building skills in the use of contemporary academic technology, providing them with the knowledge and abilities necessary to carry out, publish, and employ cutting-edge technology in the classroom.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews *
Institution Requirements	1	30		basic
College Requirements	1	30		basic
Department Requirements	1	30		basic
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		French language	√	

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	Apprendre les bases de la langue française
Skills	
Learning Outcomes 2	L'étudiant a la capacité de se présenter en français pour se communiquer avec l'autre (le francophone)
Learning Outcomes 3	Parler français de sujets personnels de manière simple et avec des phrases simples
Ethics	
Learning Outcomes 4	(Évaluer la capacité d'apprendre une langue étrangère supplémentaire et son importance sur le marché du travail)
Learning Outcomes 5	(Communiquer avec d'autres cultures)

9. Teaching and Learning Strategies

C1 – Attirer l'attention des étudiants grâce à l'utilisation de diverses méthodes pédagogiques.

C2– Encourager les étudiants à participer et à communiquer en utilisant la langue.

C3– Les étudiants participent à l'explication des cours et fournissent des synthèses des sujets expliqués.

C4– Les étudiants soumettent des rapports et des recherches liés aux sujets expliqués.

C5– Divisez les étudiants en groupes et donnez-leur la possibilité de poser des questions et d'y répondre entre eux.

10. Evaluation methods

– Réaliser des tests quotidiens sous diverses formes, entre oral et écrit, et donner des devoirs.

– Prendre en compte, lors de la notation des étudiants, l'activité, l'assiduité, les diverses participations et les performances de l'étudiant au sein de la classe.

- Réaliser des tests mensuels pour les étudiants et s'assurer que les questions sont diversifiées en termes de composition et de difficulté.
- Donner des notes supplémentaires aux étudiants qui souhaitent effectuer leurs devoirs dans les délais et participent activement à la rédaction de résumés et à la ré explication des cours à leurs camarades de classe.

11. Faculty

Faculty Members Dr. Awatif Nsief Jassim AL SAADI

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

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Découvrir les méthodes et méthodes d'éducation modernes

Accès aux derniers développements pédagogiques et culturels dans le domaine de spécialisation

Faire le suivi des recherches et conférences et passer en revue les expériences dans divers pays dans le domaine de spécialisation.

12. Acceptance Criterion

- Entrée centrale
- Réaliser un entretien avec les étudiants

– Test pour les candidats

13. The most important sources of information about the program

Ouvrages méthodologiques français

Sites Internet

14. Program Development Plan

Changer le manuel pédagogique – mettre à jour les programmes – former les professeurs aux méthodes d'enseignement des langues étrangères modernes – suivre le rythme de l'e-learning avec l'enseignement présentiel

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		French language	Basic	√	√			√	√			√	√		

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

Course Description Form

1. Course Name: French language	
2. Course Code:	
3. Semester / Year: First	
4. Description Preparation Date: 2023-2024	
5. Available Attendance Forms: 22-6-2024	
6. Number of Credit Hours (Total) / Number of Units (Total) 30	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Awatif Nsief Jassim AL SAADI	
Email:	
8. Course Objectives	
Course Objectives	Le cours vise à initier les étudiants aux concepts de base de la langue française et à ses différentes règles
9. Teaching and Learning Strategies	
Strategy	Attirez l'attention des étudiants grâce à l'utilisation de diverses méthodes pédagogiques. - Encourager les étudiants à participer et à communiquer utilisant la langue. - Les étudiants participent à l'explication des cours et fournissent des synthèses des sujets expliqués. - Les étudiants soumettent des rapports et des recherches liés aux sujets expliqués. - Divisez les étudiants en groupes et donnez-leur la possibilité de poser des questions et d'y répondre entre eux.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1	Comprehension	Leçon zero Information sur la France	Conférence et discussion	Évaluation diagnostique
2	1	Comprehension	Lettres de l'alphabet français	Conférence et discussion	Épreuve orale
3	1	Production orale écrite	Applications sur lettres de l'alphabet français	Conférence et discussion	Épreuve écrite
4	1	Comprehension	Vocabulaire de la classe	Conférence et discussion	Évaluation diagnostique
5	1	Production orale écrite	applications	Conférence et discussion	Épreuve orale
6	1	Production orale écrite	Exercices	Conférence et discussion	Épreuve écrite
7	1	Production orale écrite	Examen	Conférence et discussion	Évaluation diagnostique
8	1	Comprehension	Nombres de 1 à 10	Conférence et discussion	Épreuve orale
9	1	Production orale écrite	applications	Conférence et discussion	Épreuve écrite
10	1	Production orale écrite	Conjugaison de verbes être et avoir	Conférence et discussion	Évaluation diagnostique
11	1	Comprehension	La négation	Conférence et discussion	Épreuve orale
12	1	Comprehension	Les articles indéfinis	Conférence et discussion	Épreuve écrite
13	1	Comprehension	Des verbes 1er groupe	Conférence et discussion	Évaluation diagnostique
14	1	Comprehension	Articles définis singuliers	Conférence et discussion	Épreuve orale
15	1	Comprehension	Articles définis pluriels	Conférence et discussion	Épreuve écrite
16	1	Production orale écrite	applicatifs	Conférence et discussion	Évaluation diagnostique
17	1	Comprehension	Vocabulaire sur les genres	Conférence et discussion	Épreuve orale
18	1	Comprehension	Former des phrases	Conférence et discussion	Épreuve écrite
19	1	Production orale écrite	Exercices	Conférence et discussion	Évaluation diagnostique
20	1	Production orale écrite	Examen	Conférence et discussion	Épreuve orale
21	1	Comprehension	Les jours de la semaine	Conférence et discussion	Épreuve écrite
22	1	Production orale écrite	applicatifs	Conférence et discussion	Évaluation diagnostique
23	1	Comprehension	Les mois de l'année	Conférence et discussion	Épreuve orale

24	1	Comprehension	La conjugaison du v. Aller	Conférence et discussion	Épreuve écrite
25	1	Comprehension	Le futur proche	Conférence et discussion	Évaluation diagnostique
26	1	Production orale écrite	applications	Conférence et discussion	Épreuve orale
27	1	Production orale écrite	Présentez-vous	Conférence et discussion	Épreuve écrite
28	1	Comprehension	La conjugaison du v. Venir	Conférence et discussion	Évaluation diagnostique
29	1	Production orale écrite	Le passé récent Applications	Conférence et discussion	Épreuve orale
30	1	Production orale écrite	Examen global	Conférence et discussion	Épreuve écrite

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Cours de civilisation française
Main references (sources)	Totem A1
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://www.tv5mondeplus.com/en/langue-francaise

الوصف الأكاديمي_ مترجمة_ باللغة_ الانكليزية

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1. Program Vision

Faculty of Arts seeks to be one of the most leading institutions of higher education in Al- Inqia University , particularly in the field of modern education and scientific research. This can be done through its scientific research, administrative activities, and working to provide an integrated path for both students and professors in well to make them active and creative in the Iraqi community concerning teaching English language and its literature.

2. Program Mission

The mission of Faculty lies on the following :

- ✦ To produce graduates who have specialist knowledge and an understanding of English language and its literature.
- ✦ To develop graduates to be highly qualified leaders in their community.
- ✦ To grow the graduates' skills in scientific research.
- ✦ To emphasize on values and Iraqi traditions.

3. Program Objectives

The Faculty aims at achieving the following :

- ✦ Embodying the vision, mission and objectives of Al- Inqia University , via applying the best educational practices with a focus on quality assurance , performance and enhancement.
- ✦ Preparing specialized staffs who are capable of playing vital role in the the community throughout preparation of future specializations.
- ✦ Spreading the culture of human diversity in society, transferring knowledge and language skills, writing academic research and creative scientific achievement through activities that focus on the student and teacher.

5

- ✦ Seeking to create scientific and cultural agreements and partnerships with the corresponding colleges and departments to achieve the best practices in the fields of teaching and learning.
- ✦ Focusing on the educational and moral aspect of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the country.
- ✦ Paying attention to intellectual and cultural construction by being open to the experiences of other countries in the fields of languages, literature and translation.
- ✦ Focusing on the educational and moral aspect of the student and spreading the spirit of dedication, tolerance and commitment.

4. Program Accreditation

None

5. Other external influences

None

6. Program Structure

Program Structure	Number of Courses	Credit hours	Examinations	Reviews

1. Program Vision

Faculty of Arts seeks to be one of the most leading institutions of higher education in Al- Iraqia University , particularly in the field of modern education and scientific research. This can be done through its scientific research, administrative activities, and working to provide an integrated path for both students and professors as well to make them active and creative in the Iraqi community concerning teaching English language and its literature.

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- ❖ Paying attention to intellectual and cultural construction by being open to the experiences of other countries in the fields of languages, literature and translation
- ❖ Focusing on the educational and moral aspect of the student and spreading the spirit of dedication, tolerance and commitment.

4. Program Accreditation

None

5. Other external influences

None

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	60	60		
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	None			
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2023/2024			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Expanding the student's critical skill for literary texts
Skills	
Learning Outcomes 2	Developing students' abilities to share ideas and how to analyze human behavior
Learning Outcomes 3	Disclosure of thoughts and feelings towards life matters, including scientific material , and the extent of his conviction in the principles of this or that critical school
Ethics	
Learning Outcomes 4	Acquiring values through moral lessons
Learning Outcomes 5	Well-educated personality

9. Teaching and Learning Strategies

- ❖ Explain the scientific material by simplifying the principles of critical schools attached with giving some literary texts so that the student can understand the clearest and possibility of analyzing the text .
- ❖ Writing a review paper for each lecture by summarizing the most important ideas which have been mentioned in the lectures
- ❖ Linking famous critics' ideas with students' critical opinions

10. Evaluation methods

Weekly , monthly exams and the course exams.

11. Faculty

Faculty Members

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

Professional Development

Mentoring new faculty members

Professional development of faculty members

12. Acceptance Criterion

13. The most important sources of information about the program

14. Program Development Plan

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
2023/2024		Literary Criticism													

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

Course Description Form

1. Course Name: literary criticism					
2. Course Code:					
3. Semester / Year: Semester					
4. Description Preparation Date: 20/02/2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Mohammed Haqi Khaleel					
Email: mohammed.al-azzawi@aliraqia.edu.iq					
8. Course Objectives					
Course Objectives				❖ General idea about literary criticism ❖ Exploring the ability of analysis ❖ Develop the mental flexibility	
9. Teaching and Learning Strategies					
Strategy		❖ Planning of cooperative concept ❖ The brainstorming method ❖ Writing/making notice			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	1-Having general	Literary criticism		Weekly, monthly and
2-	2				
3-	2				

4-	2	idea			yearly
5-	2	about			exams
6-	2	literary			
7-	2	criticism			
8-	2				
9-	2	2- Acquiring			
10-	2	good skills of how			
11-	2	to analyze			
12-	2	literary texts			
13-	2				
14-	2				
15-	2				
16-	2				
17-	2				
18-	2				
19-	2				
20-	2				
21-	2				
22-	2				
23-	2				
24-	2				
25-	2				
26-	2				
27-	2				
29-	2				
30-	2				

11. Course Evaluation

40 marks for monthly exam for each course, and 60 marks for final exam for each course

12. Learning and Teaching Resources

1. Patricia Waugh (Ed), *Literary Theory and Criticism*, (London, Oxford University Press, 2006)
2. Halliwell. S, *The Aesthetics of Mimesis: Ancient Texts and Modern Problems*, (Princeton: Princeton University Press, 2002)
3. Dr. Pradeep Kumar, Dr Sreepriya R, *Literary Criticism*, (Calicut University, University of Calicut, Publication Division, 2020)
4. Peter Barry, *Beginning Theory*, (NewDelhi, Viva Books, 2010)
5. M H Abrams, Geoffrey Galt, *A Glossary of Literary Terms*, (New Delhi, Cinegaga Private Limited, 2015)
6. Pramod k Nayar, *Contemporary Literary and Cultural Theory*, (Chennai, Pearson, 2009)

7. Sreekumar. P, Dr. Sajitha , *Literary Criticism and Theory* (SLM), (Calicut University, School of Distance Education, 2011)

Web Resources

1. <https://www.britannica.com/>
2. <https://www.wikipedia.org/>
3. <https://www.poetryfoundation.org/>
4. <https://sites.udel.edu/britlitwiki/the-restoration-and-the-18th-century/>

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giving students a standout educational experience that satisfies their demands and aids in the accomplishment of their academic and personal objectives.

3. It enhances students' communication skills in speaking, listening, reading, and writing while also promoting an awareness of contemporary cultures and English-speaking countries to interact with people from diverse cultures and comprehend their surroundings.
4. It improves students' ability to think critically and creatively, as well as their research abilities so they can analyze data, find solutions to issues, make choices, and be creative in their area of concentration.
5. It enhances faculty members' scientific capacities in the areas of research and fact-finding as well as building skills in the use of contemporary academic technology, providing them with the knowledge and abilities necessary to carry out, publish, and employ cutting-edge technology in the classroom.
6. It assesses the faculty members' performance regularly to enhance instruction and research methods to guarantee that they carry out pertinent and significant scientific research and that students receive a high-quality education.
7. It attracts professors with exceptional scientific backgrounds. It also seeks to perform pertinent and useful scientific research and to offer students the greatest education possible.

4. Program Accreditation

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

No

5. Other external influences

Is there a sponsor for the program?

NO

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	3	3		
College Requirements	3	3		
Department Requirements	3	3		
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
Fourth class		Sons and lovers	theoretical	practical
		Great Gatsby	theoretical	

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	Developing students' abilities to use literary terms and employ them in understanding and understanding.
---------------------	--

Skills

Learning Outcomes 2	Expanding students' awareness scientifically, intellectually, culturally and historically and developing their literary taste.
---------------------	--

Learning Outcomes 3

Ethics

Learning Outcomes 4	Providing students with important cultural information about the modern novel in various time periods.
---------------------	--

Learning Outcomes 5

9. Teaching and Learning Strategies

It includes analyzing texts, discussing ideas, using literary techniques, and applying learning methods based on participation and interaction among students. These strategies enhance understanding of the novel and motivate students to think critically. And correct errors.

10. Evaluation methods

Daily questions, quizzes, and exams at the end of each month

11. Faculty

Faculty Members

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

Professional Development

Mentoring new faculty members

Providing training courses and workshops that help new faculty members develop their teaching and research skills. Providing resources and support to them to help achieve their academic and professional goals and contributing to curriculum development and research.

Professional development of faculty members

- He or she must have a certificate of completion of preparatory school or its equivalent from another country.
- He or she must be willing to study in the department of his choice.
- Must meet the admission requirements set by the Ministry of Higher Education and Scientific Research. –

- To succeed in the aptitude test, personal tests, and readiness tests to work in the teaching profession, and to be accepted for central admission
- Conducting an interview with students testing applicants

12. Acceptance Criterion

- Curriculum and materials appropriate to the specialization.
- Suitability of learning resources to the specialization.
- Availability of books and periodicals, their diversity, modernity, and coverage of all areas of knowledge in the specialty.
- Providing an integrated library in terms of information resources, equipment, and specialized technical staff to serve
- Good use of learning resources in the educational process.
- Teaching staff and specialization

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

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
Fourth		novel	basic			A3				A3				A3	

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

Course Description Form

Course Name: Novel	
Course Code:	
Semester / Year: 2023/2024	
Description Preparation Date: 22-2-2024	
Available Attendance Forms: Attendance	
Number of Credit Hours (Total) / Number of Units (Total)	
60	
Course administrator's name (mention all, if more than one name)	
Name: Nibras Ahmed Abdullah	
Email: eng.nibras89@gmail.com	
1. Course Objectives	
Course Objectives	1. Understand the events and characters in the novel and analyze them critically. 2. Developing students' reading and critical comprehension skills. 3. Enhancing their creative and analytical abilities by discussing complex and difficult topics. 4. Introducing students to important literary values and applying them to their daily lives. 5. Encourage students to take an interest in English and world literature and culture. 6. Enhancing students' critical and creative writing skills. Enhancing students' analytical and critical thinking skills by discussing interesting and controversial topics in the two novels.
2. Teaching and Learning Strategies	
Strategy	1. Use short stories to motivate students and enhance their reading skills, as well as to understand story concepts and develop writing skills. 2. Encouraging students to discuss the novel's content in a systematic and organized way to understand the characters, events, and themes presented in the novel. 3. Students' analytical and critical thinking skills can be enhanced by analyzing a fictional text and understanding its messages and meanings. 4. Encouraging group discussions and discussions: Students can be motivated to participate in group discussions about the novel and express their opinions and interaction with the text.

5. Using various educational methods: Various educational methods can be used, such as videos, pictures, and graphs, to clarify concepts and stimulate interest
6. Students can be encouraged to practice creative writing and create their own stories to develop their creative skills and express their ideas.

3. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding	Literature: Definitions, Importance, and Genres	Lecture and presentation	Written exam, oral exam
2	3	Understanding	An introduction to the English Novel	Lecture and presentation	Written exam, oral exam
3	3	Understanding	An introduction to the Sons and Lovers _ 1st Chapter	Lecture and presentation	Written exam, oral exam
4	3	Understanding	Sons and Lovers, Chapter 2+3	Lecture and presentation	Written exam, oral exam
5	3	Understanding	Sons and Lovers, Chapter	Lecture and presentation	Written exam, oral exam
6	3	Understanding	Sons and Lovers, Chapter	Lecture and presentation	Written exam, oral exam
7	3	Understanding	Sons and Lovers, Chapter	Lecture and presentation	Written exam, oral exam
8	3	Understanding	Sons and Lovers, Chapter	Lecture and presentation	Written exam, oral exam
9	3	Understanding	Sons and Lovers, Chapter	Lecture and presentation	Written exam, oral exam
10	3	Understanding	The Great Gatsby: Chapter One	Lecture and presentation	Written exam, oral exam
11	3	Understanding	The Great Gatsby: Chapter Two	Lecture and presentation	Written exam, oral exam
12	3	Understanding	The Great Gatsby: Chapter Three + Evaluation Test	Lecture and presentation	Written exam, oral exam
13	3	Understanding	The Great Gatsby: Chapter Four	Lecture and presentation	Written exam, oral exam
14	3	Understanding	The Great Gatsby: Chapter Five	Lecture and presentation	Written exam, oral exam
15	3	Understanding	The Great Gatsby: Chapter Six	Lecture and presentation	Written exam, oral exam
16	3	Understanding	The Great Gatsby: Chapter Seven	Lecture and presentation	Written exam, oral exam
17	3		2nd Course Final Tests	Lecture and presentation	Written exam, oral exam

4. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily exams, reports 10, monthly and written reports 30, and final exam 60

5. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. Sons and Lovers by D.H Lawrence. 2. A Portrait of the Artist as a Young Man by James Joyce. 3. The Great Gatsby by F. Scott Fitzgerald. Of Mice and Men by John Steinbeck (H.C. Study).
Main references (sources)	1. Novels for Students 30 volumes by Kathleen Wilson, Editor. 2. Modern essays in criticism Oxford
Recommended books and references (scientific journals, reports...)	1. Ivsl.org 2. Ebscohost.co 3. Galepowersearch.net 4. Booksrags.com
Electronic References, Websites	1. http://bdt.dlibict.br/vufind/ 2. http://pr.r.hec.gov.pk/jspui/ 3. https://escholarship.org/ 4. https://ethos.bl.uk 5. http://libgen.rs/ 6. https://libgen.lc/ 7. http://sci-hub.ren/ 8. https://ir.lib.uwo.ca/ 9. http://links.giveawayoftheday.com/b-ok.org 10. https://www.proquest.com/?defaultdiss=true 11. https://scholarsarchive.byu.edu/ 12. https://www.rcaap.pt/results.jsp 13. https://archive.org/ 14. https://www.pdfdrive.com/ 15. https://sci-hub.ee/ 16. https://booksee.org/

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: Al-Iraqia

Faculty/Institute: College of Arts.....

with the language skills they need to succeed in their professional and personal lives.

2. Program Mission

The English Department seeks to advance the intellectual, cultural and educational level of students by developing their linguistic, intellectual and research skills.

3. Program Objectives

Preparing students capable of reading, analyzing and understanding theatrical literary text

4. Program Accreditation

Ministry of Higher Education and Scientific Research / Department of Studies and Planning

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	3	3		basic
College Requirements	3	3		basic
Department Requirements	3	3		basic
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	
3 rd grade		Shakespeare's <i>Hamlet</i>	Theoretical 3	practical
3 rd grade		Goldsmith's <i>She Stops to Conquer</i>	3	

8. Expected learning outcomes of the program

Knowledge	
Understanding the basic elements of a play, such as: plot, characters, conflict,	Analyze theatrical text from a critical perspective, focusing on themes, style, and symbolism.
Skills	
Understand the language used in theatrical texts from different eras	Expressing thoughts and feelings clearly and accurately
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Develop critical and analytical thinking skills	Promote self-learning and interest in reading
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Communicative approach, reflective learning, PBL

10. Evaluation methods

Written Exam

11. Faculty

Faculty Members : Khawla Muzahim Ali Alkareem

Academic Rank	Specialization	Special Requirements/Skills	Number of the teaching staff
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			(if applicable)			
	General	Special			Staff	Lecturer
Instructor	English Literature	Drama			*	

Professional Development

Mentoring new faculty members

Full time

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

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
3 rd grade		Drama	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:					
24-2-2024					
4. Description Preparation Date:					
24-2-2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3					
7. Course administrator's name (mention all, if more than one name)					
Name: Khawla Muzahim Ali Alkareem Email: khawla.ali.alkareem@gmail.com					
8. Course Objectives					
Course Objectives			- Understanding the basic elements of a play, such as: plot, characters, conflict, and solution - Analyze the theatrical text from a critical perspective, focusing on themes, style, and symbolism. - Distinguishing different types of plays, such as comedy, tragedy, and poetic plays..... 		
9. Teaching and Learning Strategies					
Strategy		Communicative, reflective learning , reading , debate, simulation			
10. Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation

		Outcomes	name	method	method
1-10	3	Understanding And analyzing theatrical text	Shakespeare's <i>Hamlet</i>	Communicative	Written exam
10-20	3	Understanding And analyzing theatrical text	Goldsmith's <i>She Stoops conquer</i>	communicative	Written exam

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	William Shakespeare's <i>Hamlet</i> Oliver Goldsmith's <i>She Stoops to Conquer</i>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://dramaresource.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

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Academic Program and Course Description Guide

2024

Introduction:

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

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

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

1. Program Vision

Department of English at Al-Iraqia University strives to be preeminent in English language teaching, attaining excellence in the educational fields and making renowned academic research locally, and internationally. To realize this vision, the Department works to investigate the fields of scientific and cognitive development, stays current with emerging technologies, supports innovative scientific research and its needs, creates effective teaching strategies, offers educational programs with a wide range of activities and content, and establishes collaborations with national and international educational and research institutions. It is dedicated to giving students the language skills they need to thrive in their professional and personal lives since it is thought that language is a crucial instrument for communication, interaction, and learning.

2. Program Mission

Department of English at Al-Iraqia University seeks to elevate students' intellectual, cultural, and educational levels, fostering their linguistic, intellectual, and research abilities. Its goals are to produce outstanding researchers who will benefit society and can stay up with scientific advancement through their own research and volunteer work. It also aims to keep up with the times' changes by promoting debate, comprehension, and communication between cultures both internally and abroad. It seeks to bring together many cultures and serve as a regional hub for science and information.

3. Program Objectives

1. It produces excellent English-speaking graduates who are good at language, literature, and translation and who are ready for the demands of the Iraqi job market. It seeks to give students the communication and language skills they need to excel in both their personal and professional lives.
2. It offers a comprehensive and engaging learning and teaching environment built on contemporary technology and teaching competencies, with a focus on research activities, giving students a standout educational experience that satisfies their demands and aids in the accomplishment of their academic and personal objectives.
3. It enhances students' communication skills in speaking, listening, reading, and writing while also promoting an awareness of contemporary cultures and English-speaking countries to interact with people from diverse cultures and comprehend their surroundings.
4. It improves students' ability to think critically and creatively, as well as their research abilities so they can analyze data, find solutions to issues, make choices, and be creative in their area of concentration.
5. It enhances faculty members' scientific capacities in the areas of research and fact-finding as well as building skills in the use of contemporary academic technology, providing them with the knowledge and abilities necessary to carry out, publish, and employ cutting-edge technology in the classroom.

4. Program Accreditation

Qualified

5. Other external influences

No

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
	2	60		basic
	2	60		basic

Department Requirements	2	60		basic
Summer Training	Not Required			
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
Forth		Victorian and modern Poetry	theoretical	practical
			√	

8. Expected learning outcomes of the program

Knowledge	
	Expanding the students' cultural and historical horizons and developing their literary taste.
Skills	
	Providing the students with important cultural information about Western countries in various time periods
	Learning how to deal with literary texts in terms of comprehension, analysis, criticism, and critical thinking.
Ethics	
	Developing the students' literary sense and skills of listening, speaking, and writing.

9. Teaching and Learning Strategies

Model as you teach: Demonstrate how to use the English language in different contexts and situations, such as writing an email, giving a presentation, or having a conversation. Show examples of good and bad language use, and ask students to identify and correct the mistakes.

10. Evaluation methods

Exams, quizzes, presentations, and questions

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor	English	literature	TEFL certified		25	

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
Ten Twentieth Century poets by Maurice Wollman M.A.

14. Program Development Plan

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
Forth		Poetry	Basic	√	√			√	√			√	√		

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

Course Description Form

1. Course Name:	
Victorian and Modern Poetry	
2. Course Code:	
Not available	
3. Semester / Year:	
2023/2024	
4. Description Preparation Date:	
12/2/2024	
5. Available Attendance Forms:	
In person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60	
7. Course administrator's name (mention all, if more than one name)	
Asst. Prof. Suaad Hussein Ali Instructor: Ahmed Wais Hagim	
8. Course Objectives	
Course Objectives	Expanding the students' cultural and historical horizons and developing their literary taste. Providing the students with important cultural information about Western countries in various time periods. Learning how to deal with literary texts in terms of comprehension, analysis, criticism, and critical thinking. Developing the students' literary sense and skills of listening, speaking, and writing.
9. Teaching and Learning Strategies	
Strategy	Model as you teach: Demonstrate how to use the English language in different contexts and situations, such as writing an email, giving a presentation, or having a conversation. Show examples of good and bad language use, and ask students to identify and correct the mistakes.

- Work as a team: Divide the class into small groups and assign them different tasks that require them to use the English language in various ways, such as reading a text, summarizing it, asking and answering questions, or expressing opinions. Encourage students to collaborate and help each other.
- Use multimedia resources: Use presentations, videos, and posts that expose students to different aspects of Western culture and history, such as music, art, literature, or politics. Ask students to watch, listen, or play and then discuss or write about what they learned or liked.
- Create a positive classroom environment: Establish clear rules and expectations for behavior and language use in the class, such as being respectful, polite, and attentive. Praise students for their efforts and achievements, and provide constructive feedback and support. Use humor, stories, or anecdotes to make the class more engaging and fun.

10). Course Structure

Week		Required Learning	Unit or s name	Learning method	Evaluation method
1	3	Introduction of literary ages		Application	Quiz
2	3	Characteristics of Victorian age and Victorian poetry		Application	Questions

3	3	Tennyson's poetry/the main characteristics	Application	Quiz
4	3	The Lady of Shalott	Application	Questions
5	3	Exam		
6	3	Ulysses	Application	Questions

7	3	Dramatic Monologue Robert Browning		Questions
8	3	Dramatic Monologue Robert Browning		Quiz
9	3	Dover Beach Matthew Arnold		Questions
10	3	Review and Exam		
11	3	Darkling Thrush Thomas Hardy		Questions
12	3	Introduction of Modern age		Quiz
13	3	Characteristics of modern poetry and Modern schools of poetry		Questions
14	3	War poets school		Quiz
15	3	Exam and Presentations		
16	3	Wilfred Owen's Futility		Questions
17	3	Strange Meeting by Wilfred Owen		Quiz
18	3	Strange Meeting		Questions
19	3	William Butler Yeats The Second Coming part one		Quiz
20	3	The Second Coming part 2		

21	3	William Butler Yeats Sailing to Byzantium		Questions
22	3	William Butler Yeats Sailing to Byzantium		Quiz
23	3	Review and Exam		Questions
24	3	Characteristics of T.S. Eliot Poetry		Quiz
25	3	The Love Song of J. Alfred Profruck (1)		
26	3	The Love Song of J. Alfred Profruck (2)		Questions
27	3	The Love Song of J. Alfred Profruck (3)		Quiz
28	3	Robert Frost (Regional poetry)		Questions
29	3	Mending Wall		
30	3	Review and Exam		

11 . Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation 5 marks and monthly, or written exams 15 marks for each 15 weeks.

12. Required Textbooks: Ten Twentieth century poets by Maurice Wollman M.A.

Recommended books and references:

<https://www.poetryfoundation.org/>

<https://poets.org/texts>

<https://literarydevices.net/>

<https://literaryterms.net/glossary-of-literary-terms/>

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	2	2		
College Requirements	2	2		
Department Requirements	2	2		
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	
First 2024		The crimes of the Baath regime	theoretical	practical
			√	

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1 Identify the levels of public and private crimes committed against humanity.
Skills	
Learning Outcomes 2 Understanding the human cultural style of the individual and interpreting the most important criminal cases.	Learning Outcomes Statement 2 Identify the course of criminal events.
Learning Outcomes 3 Use multiple scientific programs	Learning Outcomes Statement 3 Learning method
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Scientific discussion, questions and answers, multiple competitions, presenting ideas, discussing them, and presenting them in a way that suits the students' levels and scientific tests.

10. Evaluation methods

- Daily tests in different ways.
- Academic degrees given to the student through his academic outputs.
- Monthly tests

-Notice my behaviour.

- Providing reinforcement, which corresponds to feedback, which gives support to the student in seeing landmarks

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
assistant teacher	General psychology	Personality psychology	Cognitive Behavioral Therapy (CBT)	EMDR Shock	Angel	

Professional Development

Mentoring new faculty members

Scientific discussions and following opinions and opinions of others.

Professional development of faculty members

Discussions, seminars and workshops

12. Acceptance Criterion

Central and parallel

13. The most important sources of information about the program

- websites
- Scientific libraries

14. Program Development Plan

Scientific method in discussions

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
				√	√	√		√	√	√		√	√	√	

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

Course Description Form

1. Course Name:					
The crimes of the Baath regime					
2. Course Code:					
3. Semester / Year:					
2024 annual					
4. Description Preparation Date:					
2024/6/25					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
The number of hours per week is 2 hours and the number of units is 30 per week per year					
7. Course administrator's name (mention all, if more than one name)					
Name: M.M. Salama Saeed Aswad Email: salamasaeed2017@gmail.com					
8. Course Objectives					
Course Objectives			1- Learning and teaching to recognize general and specific crimes 2- Gaining experience 3- Increase knowledge to understand the simplest ways to detect Criminal facts		
9. Teaching and Learning Strategies					
Strategy		Scientific discussion, questions and answers, multiple competitions, presenting ideas, discussing them, and presenting them in a way that suits the students' levels and scientific tests			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding comprehension	Introduction to the rule of the Baath	Lecture and discussion	Diagnostic evaluation

			regime		exam written exam
2-	3	Understanding comprehension	The emergence the Baathist regime	Lectureand discussion	Diagnostic evaluation C exam written exam
3	3	Understanding comprehension	Crimes of the Ba regime according the Criminal Co Law	Lectureand discussion	Diagnostic evaluation C exam written exam
4	3	Understanding comprehension	The concept crimes, their typ and definition	Lectureand discussion	Diagnostic evaluation C exam written exam
5	3	Understanding comprehension	Crime department	Lectureand discussion	Diagnostic evaluation C exam written exam
6	3	Understanding comprehension	Supplementary crime sections	Lectureand discussion	Diagnostic evaluation C exam written exam
7	3	Understanding comprehension	Crimes of the Ba regime according documentation the Criminal Court	Lectureand discussion	Diagnostic evaluation C exam written exam
8	3	Understanding comprehension	Types international crim	Lectureand discussion	Diagnostic evaluation C exam written exam
9	3	Understanding comprehension	Complementary the types international crim	Lectureand discussion	Diagnostic evaluation C exam written exam
10	3	Understanding comprehension	Monthly exam	Lectureand discussion	Diagnostic evaluation C exam written exam
11	3	Understanding comprehension	Decisions issued the criminal court	Lectureand discussion	Diagnostic evaluation C exam written exam

12	3	Understanding comprehension	supplement	Lecture and discussion	Diagnostic evaluation exam written exam
13	3	Understanding comprehension	Psychological social effects	Lecture and discussion	Diagnostic evaluation exam written exam
14	3	Understanding comprehension	Mechanisms psychological crime	Lecture and discussion	Diagnostic evaluation exam written exam
15	3	Understanding comprehension	Social crimes	Lecture and discussion	Diagnostic evaluation exam written exam
16	3	Understanding comprehension	Daily exam	Lecture and discussion	Diagnostic evaluation exam written exam
17	3	Understanding comprehension	Violations of Iraqi laws	Lecture and discussion	Diagnostic evaluation exam written exam
18	3	Understanding comprehension	Supplement to topic	Lecture and discussion	Diagnostic evaluation exam written exam
19	3	Understanding comprehension	United Nations report condemning Baath regime	Lecture and discussion	Diagnostic evaluation exam written exam
20	3	Understanding comprehension	Some decisions regarding military and political violations	Lecture and discussion	Diagnostic evaluation exam written exam
21	3	Understanding comprehension	Prison and detention places	Lecture and discussion	Diagnostic evaluation exam written exam
22	3	Understanding comprehension	Environmental crimes of the Baath regime	Lecture and discussion	Diagnostic evaluation exam

					written exam
23	3	Understanding comprehension	Use internationally prohibited weapons	Lecture and discussion	Diagnostic evaluation exam written exam
24	3	Understanding comprehension	Contamination with radioactive materials	Lecture and discussion	Diagnostic evaluation exam written exam
25	3	Understanding comprehension	Destruction of cities and villages	Lecture and discussion	Diagnostic evaluation exam written exam
26	3	Understanding comprehension	Drying the marshes	Lecture and discussion	Diagnostic evaluation exam written exam
27	3	Understanding comprehension	Cemetery Group	Lecture and discussion	Diagnostic evaluation exam written exam
28	3	Understanding comprehension	Chronological classification of genocide graves	Lecture and discussion	Diagnostic evaluation exam written exam
29	3	Understanding comprehension	Genocide graves of the Shaabi uprising	Lecture and discussion	Diagnostic evaluation exam written exam
30	3	Understanding comprehension	Cemetery locations and a review of the most important topics	Lecture and discussion	Diagnostic evaluation exam written exam

11. Course Evaluation

Assignments 2 degrees Activities 2 degrees Behavior 2 degrees Monthly exam 10 degrees Reports 2 degrees Discussions 2 degrees

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Human rights, children and democracy
Main references (sources)	– websites – Scientific libraries
Recommended books and references	International reports

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	2	2		
College Requirements	2	2		
Department Requirements	2	2		
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	
First 2024		The crimes of the Baath regime	theoretical	practical
			√	

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	Learning Outcomes Statement 1 Identify the levels of public and private crimes committed against humanity.
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Skills

Learning Outcomes 2 Understanding the human cultural style of the individual and interpreting the most important criminal cases.	Learning Outcomes Statement 2 Identify the course of criminal events.
---	--

Learning Outcomes 3 Use multiple scientific programs	Learning Outcomes Statement 3 Learning method
---	--

Ethics

Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Scientific discussion, questions and answers, multiple competitions, presenting ideas, discussing them, and presenting them in a way that suits the students' levels and scientific tests.

10. Evaluation methods

- Daily tests in different ways.
- Academic degrees given to the student through his academic outputs.
- Monthly tests

-Notice my behaviour.

- Providing reinforcement, which corresponds to feedback, which gives support to the student in seeing landmarks

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
assistant teacher	General psychology	Personality psychology	Cognitive Behavioral Therapy (CBT) EMDR Shock		Angel	

Professional Development

Mentoring new faculty members

Scientific discussions and following opinions and opinions of others.

Professional development of faculty members

Discussions, seminars and workshops

12. Acceptance Criterion

Central and parallel

13. The most important sources of information about the program

- websites
- Scientific libraries

14. Program Development Plan

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
				√	√	√		√	√	√		√	√	√	

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

Course Description Form

1. Course Name:					
The crimes of the Baath regime					
2. Course Code:					
3. Semester / Year:					
2024 annual					
4. Description Preparation Date:					
2024/6/25					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
The number of hours per week is 2 hours and the number of units is 30 per week per year					
7. Course administrator's name (mention all, if more than one name)					
Name: M.M. Salama Saecd Aswad Email: salamasaeed2017@gmail.com					
8. Course Objectives					
Course Objectives			1- Learning and teaching to recognize general and specific crimes 2- Gaining experience 3- Increase knowledge to understand the simplest ways to detect Criminal facts		
9. Teaching and Learning Strategies					
Strategy		Scientific discussion, questions and answers, multiple competitions, presenting ideas, discussing them, and presenting them in a way that suits the students' levels and scientific tests			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding comprehension	Introduction to the rule of the Baath	Lecture and discussion	Diagnostic evaluation

			regime		exam written exam
2-	3	Understanding comprehension	The emergence the Baathist regime	Lectureand discussion	Diagnostic evaluation exam written exam
3	3	Understanding comprehension	Crimes of the Baath regime according the Criminal Code Law	Lectureand discussion	Diagnostic evaluation exam written exam
4	3	Understanding comprehension	The concept crimes, their types and definition	Lectureand discussion	Diagnostic evaluation exam written exam
5	3	Understanding comprehension	Crime department	Lectureand discussion	Diagnostic evaluation exam written exam
6	3	Understanding comprehension	Supplementary crime sections	Lectureand discussion	Diagnostic evaluation exam written exam
7	3	Understanding comprehension	Crimes of the Baath regime according documentation the Criminal Code	Lectureand discussion	Diagnostic evaluation exam written exam
8	3	Understanding comprehension	Types international crimes	Lectureand discussion	Diagnostic evaluation exam written exam
9	3	Understanding comprehension	Complementary the types international crimes	Lectureand discussion	Diagnostic evaluation exam written exam
10	3	Understanding comprehension	Monthly exam	Lectureand discussion	Diagnostic evaluation exam written exam
11	3	Understanding comprehension	Decisions issued the criminal court	Lectureand discussion	Diagnostic evaluation exam written exam

12	3	Understanding comprehension	supplement	Lecture and discussion	Diagnostic evaluation exam written exam
13	3	Understanding comprehension	Psychological social effects	Lecture and discussion	Diagnostic evaluation exam written exam
14	3	Understanding comprehension	Mechanisms psychological crimes	Lecture and discussion	Diagnostic evaluation exam written exam
15	3	Understanding comprehension	Social crimes	Lecture and discussion	Diagnostic evaluation exam written exam
16	3	Understanding comprehension	Daily exam	Lecture and discussion	Diagnostic evaluation exam written exam
17	3	Understanding comprehension	Violations of Iraqi laws	Lecture and discussion	Diagnostic evaluation exam written exam
18	3	Understanding comprehension	Supplement to a topic	Lecture and discussion	Diagnostic evaluation exam written exam
19	3	Understanding comprehension	United Nations report condemning Baath regime	Lecture and discussion	Diagnostic evaluation exam written exam
20	3	Understanding comprehension	Some decisions regarding military and political violations	Lecture and discussion	Diagnostic evaluation exam written exam
21	3	Understanding comprehension	Prison and detention places	Lecture and discussion	Diagnostic evaluation exam written exam
22	3	Understanding comprehension	Environmental crimes of the Baath regime	Lecture and discussion	Diagnostic evaluation exam

					written exam
23	3	Understanding comprehension	Use internationally prohibited weapons	Lecture and discussion	Diagnostic evaluation exam written exam
24	3	Understanding comprehension	Contamination with radioactive materials	Lecture and discussion	Diagnostic evaluation exam written exam
25	3	Understanding comprehension	Destruction of cities and villages	Lecture and discussion	Diagnostic evaluation exam written exam
26	3	Understanding comprehension	Drying the marshes	Lecture and discussion	Diagnostic evaluation exam written exam
27	3	Understanding comprehension	Cemetery Group	Lecture and discussion	Diagnostic evaluation exam written exam
28	3	Understanding comprehension	Chronological classification of genocide graves	Lecture and discussion	Diagnostic evaluation exam written exam
29	3	Understanding comprehension	Genocide graves at the Shaab uprising	Lecture and discussion	Diagnostic evaluation exam written exam
30	3	Understanding comprehension	Cemetery location and a review of the most important topics	Lecture and discussion	Diagnostic evaluation exam written exam

11. Course Evaluation

Assignments 2 degrees Activities 2 degrees Behavior 2 degrees Monthly exam 10 degrees Reports 2 degrees Discussions 2 degrees

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Human rights, children and democracy
Main references (sources)	– websites – Scientific libraries
Recommended books and references	International reports

College Requirements	2	2		
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
Second grade		Conversation	theoretical	practical

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instructor	Linguistics	Linguistics			1	

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

Person to person book 2

R. C. Richards

Program Skills Outline															
Year/Level	Course Code	Course Name	Basic or optional	Required program Learning outcomes											
				Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

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

Course Description Form

1. Course Name:					
Arabic language					
2. Course Code:					
3. Semester / Year:					
2023-2024					
4. Description Preparation Date:					
23/2/2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2					
7. Course administrator's name (mention all, if more than one name)					
Name: Tiba Abdulkareem					
Email:					
8. Course Objectives					
Course Objectives			• Teach the students skill of speech. • Teach them daily English language		
9. Teaching and Learning Strategies					
Strategy		Let the students speak and communicate through lectures to Learn the skill of conversation Learning new terms and idioms			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
15	2		Conversation skills	Speaking and communicating	Tests orally and written form

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Text book (person to person book 2)		
Main references (sources)			Libraries and electronic websites		
Recommended books and references (scientific journals, reports...)			Person to person 2		
Electronic References, Websites			Oxford electronic library		

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

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

Professional Development**Mentoring new faculty members**

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline															
Year/Level	Course Code	Course Name	Basic or optional	Required program Learning outcomes											
				Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

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

Course Description Form

1. Course Name:	
Phonetics and phonology	
2. Course Code:	
3. Semester / Year:	
2023 – 2024, yearly	
4. Description Preparation Date:	
1/10/2023	
5. Available Attendance Forms:	
Lectures in class	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90/90	
7. Course administrator's name (mention all, if more than one name)	
Name: Inst. Assist. Kais Mohammed Raheem	
Email: kais.m.raheem@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- Recognizing the physiological aspect of articulatory organs involved in producing speech sounds for the English language. - Learning the phonetic symbols for correct consonant and vowel sounds in the English language. - Studying the rules and patterns governing sound organization, syllabic structure, and its components. - Studying the theory of phonemes and allophones.
9. Teaching and Learning Strategies	
Strategy	- Using technological educational tools to facilitate the comprehension of the lecture material, incorporating both explanation and discussion. - Emphasizing the practical aspect and encouraging student participation in each lecture. - Encouraging students to use the prescribed course materials or listen to English language content on various online platforms.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	If the student learns the basics of sound, voice, and the science of sound systems.	Introduction to phonetics	Discussion and explanation	Daily oral and written questions.
2	3	Recognizing the articulatory organs and how they are formed during pronunciation	Articulatory Organs	Utilizing the whiteboard and illustrative diagrams	Daily oral and written questions
3	3	Teaching phonetic symbols in English	Phonemic and spelling alphabets	Using examples on the whiteboard	Questions and exercises
4	3	Defining consonants in the English language	Introduction to consonants	Using examples on the whiteboard	Discussion and exercises
5	3	Recognizing the types of consonant sounds and their classifications	Describing the consonant sounds	Creating an illustrative table for the sounds	Questions and discussion
6	3	Explanation of fricative sounds and their pronunciation	Fricative consonants	Using examples on the whiteboard	Discussion and exercises
7	3	Explanation of	Plosive (stop)	Using examples	Discussion and

		plosive sounds and their pronunciation	consonants	on the whiteboard	exercises
8	3	Explanation of affricate sounds and their pronunciation	Affricate consonants	Using examples on the whiteboard	Discussion and exercises
9	3	Explanation of nasal sounds and their pronunciation	Nasal consonants	Using examples on the whiteboard	Discussion and exercises
10	3	Explanation of lateral sounds and their pronunciation	Lateral consonants	Using examples on the whiteboard	Discussion and exercises
11	3	Explanation and definition of vowel sounds	Vowel sounds in English	Using the whiteboard and illustrative diagrams	Questions and exercises
12	3	Clarification and explanation of short vowel sounds	Short vowels	Discussion and explanation	Questions and discussion
13	3	Clarification and explanation of Long vowel sounds	Long vowels	Discussion and explanation	Questions and discussion
14	3	Explaining and illustrating diphthongs in English	English Diphthongs	Using the whiteboard and illustrative diagrams	Questions and exercises
15	3	Explaining and illustrating Triphthongs in English	English Triphthongs	Using the whiteboard and illustrative diagrams	Questions and exercises
16	3	Explanation of an introduction to the study of phonology	Scope of phonology	Discussion and explanation	Daily oral and written questions

17	3	Understanding the theory of phoneme	Phoneme and allophones	Discussion and explanation	Questions and discussion
18	3	Accurate identification of the syllable structure	The English syllable	Using the whiteboard and illustrative diagrams	Questions and discussion
19	3	Explanation of the concept of phonotactics in the English language	Patterns of sounds	Discussion and explanation	Questions and discussion
20	3	Illustrating the consonant clusters in English	Consonant clusters	Discussion and explanation	Questions and discussion
21	3	Teaching and explaining the types of syllable (weak and strong)	Types of syllables	Discussion and explanation	Questions and discussion
22	3	Explaining syllabic consonants	Syllabicity	Using the whiteboard and illustrative diagrams	Questions and discussion
23	3	Recognition of stress and its use at the level of simple words	Stress	Discussion and explanation	Questions and discussion
24	3	Recognition of stress and its use at the level of compound words	Stress	Discussion and explanation	Questions and discussion
25 - 26	6	Explanation of the concept of weak forms of function words	Weak forms	Discussion and explanation	Daily oral and written questions
27-28	6	Learning the pronunciation aspects of	Sound rhythm, assimilation, elision, linking	Using examples on the whiteboard	Discussion and exercises

29-30	6	connected speech Explanation and clarification of aspects of sound intonation	Intonation	Discussion and explanation	Daily oral and written questions
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11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Roach, P. (2009) English Phonetics and Phonology Practical Course. 4th Edition, Cambridge University Press, Cambridge.
Main references (sources)	Practical Phonetics and Phonology: A Resource Book for Students (Routledge English Language Introductions) 3rd Edition, 2013
Recommended books and references (scientific journals, reports...)	- Illustrations of the <u>International Phonetic Alphabet</u> & phonological features. - <u>English phonemic transcription chart</u> for matching symbols across conventions. - <u>Master Phonological Features Chart</u> by Jason Riggle. - <u>IPA Phonetics</u>: An iOS app for the International Phonetic Alphabet - <u>Interactive IPA Chart</u> from the University of Victoria, Canada - <u>The real-time MRI IPA chart</u> from USC's span group - <u>Seeing Speech</u> MRI IPA chart - <u>Interactive map of Illustrations of the IPA</u>
Electronic References, Websites	https://e-pron.com/ https://www.soundsofenglish.org/ https://accent.gmu.edu/ https://www.englishclub.com/pronunciation/