

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



Academic Program and Course Description Guide

2025

Introduction:

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

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

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

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

Concepts and Terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Samarra
Faculty/Institute: College of Education
Scientific Department: English Department
Academic or Professional Program Name: Bachelor of English Language
Final Certificate Name: Bachelor in English Language
Academic System: Semester
Description Preparation Date: 25/7/2025
File Completion Date: 25/7/2025

Signature:

Head of Department Name:

أ.م.د. أحمد حساني ياسين
رئيس قسم اللغة الانكليزية

Date: 17/8/2025

Signature:

Scientific Associate Name:

Asst. prof. Hussam A. Hussein

Date:

17/8/2025

The file is checked by:

Department of Quality Assurance and University Performance

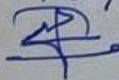
Director of the Quality Assurance and University Performance Department

Date:

Mohammed Dahime hamed

Signature:

17/8/2025



Approval of the Dean

أ.م.د. عبد الحميد مزاحم شاكر
العميد



1. Program Vision

1. To achieve academic and professional excellence and leadership, based on a scientific and practical approach that keeps pace with the times and meets the needs of society and the requirements of scientific research.
2. To provide academic programs characterized by quality in education and scientific research in language and literature.

2. Program Mission

The mission of the English Department is focused on two aspects:

1. Focus on the English language and literature.

Focusing on the language includes attention to all linguistic aspects, including grammar, phonetics, and other aspects, including helping students understand the social aspects of the language and its connotations, while also acquainting themselves with the history of the language and its various dialects.

2. Focusing on the literary aspect, the department focuses on all aspects of literature, including poetry, short stories, drama, comparative world literature, and American literature.

3. Program Objectives

The goal of the linguistic component is to graduate students capable of using the language effectively and efficiently, while also being able to communicate with modern technology. This stems from the belief that the English language is an effective means for students to adapt to the era of globalization.

In addition to linguistic focus, the literary component provides students with a comprehensive background in English literature, enabling them to appreciate English literature and compare it to other Western and Arabic literatures.

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	44	164	100%	
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
2024/2025				
First Stage		English Grammar	3	
		Better English Pronunciation	3	

		Listening and speaking	2	
		Reading I	2	
		Composition Writing	2	
		An Introduction to English Literature	3	
		Human Rights	1	
		Educational Psychology	2	
		Fundamentals of Education	2	
		Computer Sciences	2	
		The Arabic Language	2	
2024/2025				
Second Stage		Morphology and Syntax	3	
		English Phonology	3	
		Advanced Reading	2	
		An Introduction to Academic Writing	2	
		Elizabethan Drama	2	
		Short Story	2	
		16 th to 17 th Century Poetry	2	
		Listening and Speaking 2	2	
		An Introduction to ELT	3	
		Adult Education	2	
		Baa'th Crimes	2	
		Computer Sciences	2	
2024/2025				
Third Stage		Contemporary Grammar of English	3	
		Introduction to Linguistics	3	
		Writing Academic English	2	
		Listening and Speaking 3	2	
		Victorian Nover 1830–1900	3	
		Renaissance Drama 16–18 th Century	3	
		Romantic and Victorian Poetry	2	
		Pedagogical and Curriculum Innovation	3	
		Guidance and Psychological Health	2	
2024/2025				
Fourth Stage		Contemporary Grammar of English	3	
		Linguistics II	3	

		Modern Novel	3	
		Modern Drama	3	
		Modern Poetry	2	
		Translation	2	
		Advanced Listening and Speaking	2	
		Test Design and Assessment	2	
		Practicum and EFL Classroom Practices	3	
		Graduation Research	-	

8. Expected learning outcomes of the program

Knowledge

1- Knowledge and exposure to modern linguistic theories, global changes, and the impact of these changes on language acquisition.

2- Exchange experiences with professors and teachers in various linguistic and literary disciplines.

1- Apply these theories in the future and discover their important aspects.

2- Benefit from these experiences, transfer them to students, and explore other literary genres.

Skills

1- Developing the ability to acquire a global language such as English.

2- Communicating with English speakers, exchanging teaching experiences, and learning the most important foundations that can develop vocabulary and linguistic structures.

3- Developing students' translation skills.

4- Expanding horizons by exploring literary genres such

Teaching and preparing students using correct structures and new vocabulary that can be added to the English language.

Cooperating between different departments and introducing students to the most important recent developments.

Supplying the job market and institutions with certified translators.

Working to develop literary works of various types.

as short stories, plays, novels, and poetry in English.	
Ethics	
Expanding students' awareness through the exchange of ideas and future opinions.	

9. Teaching and Learning Strategies
<ol style="list-style-type: none"> 1. Presenting the curriculum material to students through a comprehensive explanation of each subject within the curriculum. 2. Exchanging ideas between the professor and the student through discussing the curriculum material and presenting discussion points during the lecture. 3. Engaging students by offering their opinions on the topic. 4. Field visits for fourth-year students during the observation and application period in schools.

10. Evaluation methods
<ol style="list-style-type: none"> 1- Daily and weekly exams, first semester exams, second semester exams, and final exams for each subject. 2- Monitoring fourth-grade students during the implementation period, visiting them, and evaluating them academically and educationally.

11. Faculty

Faculty Members

Academic Rank		Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
		General	Special			Staff	Lecturer
1	Asst. Prof. Dr. Ahmed Hassany Yassen	English Language	Linguistics			Staff	
2	Asst. Prof. Dr. Saif Habeeb Hasan	English Language	Linguistics			Staff	
3	Prof. Dr. Yasser Muhammed Salih	English Language	Linguistics			Staff	
4	Inst. Dr. Asmaa Bade' Alwan	English Language	Methodology			Staff	
5	Asst. Prof. Dr. Ghazwan Jassim	English Language	Literature			Staff	
6	Asst. Prof. Dr. Adhwaa Muhammed Salman	English Language	Methodology				
7	Inst. Dr. Othman Sajid Juma'	English Language	Translation			Staff	
8	Asst. Prof. Dr. Afaf Hafedh Shakir	English Language	Literature			Staff	
9	Asst. Prof. Dr. Ali Shamel Hussein	Physical Education and Sports Science	Gymnastics			Staff	
10	Asst. Prof. Dr. Maysem Baha Salih	English Language	Literature			Staff	
11	Asst. Prof. Dr. Jihad Hassan Aziz	English Language	Methodology			Staff	
12	Asst. Lect. Alaa Hameed Jasim	English Language	Linguistics			Staff	

13	Asst. Prof. Dr. Waad Adel Lateef	English Language	Literature			Staff	
14	Asst. Lect. Ghassan Dhahid Kawan	English Language	Literature			Staff	
15	Inst. Nibras Muhammed Salih	English Language	Linguistics			Staff	
16	Asst. Prof. Harith Abdullah Mahmood	English Language	Translation			Staff	
17	Asst. Lect. Nisreen Khalid Abbas	English Language	Linguistics			Staff	
18	Inst. Dr. Rana Younis Ahmed	Qur'an Sciences	Jurisprudence			Staff	
19	Asst. Lect. Jihan Kareem Abdullah	English Language	Linguistics			Staff	
20	Asst. Lect. Aya Qasim Hassan	English Language	Linguistics			Staff	
21	Asst. Prof. Enas Muhammed Salih	English Language	Literature			Staff	
22	Asst. Lect. Abdullah Ali Daleel	English Language	Literature			Staff	
23	Asst. Lect. Athraa Muhammed Salih	English Language	Literature			Staff	
24	Asst. Lect. Israa Ezat Muhammed	English Language	Literature			Staff	
25	Asst. Lect. Atyaf Abdulrazak Hamad	English Language	Literature			Staff	
26	Inst. Ali Musaab Hameed	English Language	Linguistics			Staff	
27	Asst. Lect. Abdulrahman Abdullah Yassen	English Language	Translation			Staff	
28	Asst. Lect. Elaf Fikran Ismail	English Language	Linguistics			Staff	
29	Asst. Prof. Abdulateef Khaleel Ibrahim	English Language	Linguistics			Staff	
30	Asst. Prof. Sufiyan Awad Hasson	English Language	Literature			Staff	
31	Asst. Lect. Basim Salim Khalaf	English Language	Literature			Staff	

32	Inst. Dr. Sadam Felayeh Hassan	History	Modern History			Staff	
33	Asst. Lect. Shireen Salim Muhammed	English Language	Linguistics			Staff	
34	Inst. Muhammed Abdullah Hussein	English Language	Literature			Staff	
35	Asst. Lect. Musaeed Dawood Muhamed	English Language	Translation			Staff	

Professional Development

Mentoring new faculty members

- 1- Informing new faculty members about the department's system and vision.
- 2- Holding seminars and courses for new faculty members to familiarize them with their role in the educational process and assign them future tasks within the department.
- 3- Providing guidance to new faculty members on the work of the deanship and how to handle references when submitting their applications.

Professional development of faculty members

1. Training professors and involving them in the work of the department's internal committees.
2. Obliging professors to adhere to the curriculum prescribed by the Ministry.
3. Encouraging professors to submit research according to their specialization.
4. Requiring professors to offer courses, seminars, and workshops in English for students and for faculty members.
5. Encouraging professors to participate in external discussions and the need to activate academic cooperation with other universities and departments.

12. Acceptance Criterion

The applicant must be accepted through the Ministry's central admission process and must have a preparatory school certificate in the scientific or literary branch.

13. The most important sources of information about the program

- 1- Approved textbooks.
- 2- Books on English grammar and some English literary sources.
- 3- Educational websites for teaching English.
- 4- Iraqi university websites containing English language teaching resources.

14. Program Development Plan

- 1- Monitoring academic subjects according to the approved curriculum.
- 2- Monitoring changes to academic curricula.
- 3- Monitoring the holding of seminars, courses, workshops, and conferences related to the English language.
- 4- Monitoring other similar departments at Iraqi universities.

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
2024/2025 First Stage		English Grammar	Basic	↗				↗	↗			↗	↗		
		Better English Pronunciation	Basic	↗				↗				↗	↗		
		Listening and speaking	Basic	↗				↗				↗	↗		
		Reading I	Basic	↗				↗	↗			↗	↗		
		Writing	Basic	↗					↗			↗	↗		
		Literature	Basic	↗				↗	↗			↗	↗		
		Human Rights	Basic	↗					↗					↗	
		Psychology	Basic		↗	↗			↗					↗	
		Fundamentals of Education	Basic				↗	↗			↗			↗	
	Computer Sciences	Basic				↗	↗				↗				

		The Arabic Language	Basic	↗				↗				↗	↗		
2024/2025 Second Stage		Morphology and Syntax	Basic	↗				↗				↗	↗		
		Phonetics and Phonology	Basic	↗					↗			↗	↗		
		Advanced Reading	Basic	↗				↗				↗	↗		
		Academic Writing	Basic	↗				↗	↗			↗	↗		
		Drama	Basic	↗				↗	↗						
		Short Story	Basic	↗				↗	↗			↗	↗		
		English Poetry	Basic	↗				↗	↗			↗	↗		
		Listening and Speaking	Basic	↗				↗				↗	↗		
		Introduction to ELT	Basic	↗				↗				↗	↗		
		Adults Education	Basic	↗	↗			↗			↗	↗	↗		
		Baa'th Crimes	Basic	↗				↗				↗	↗		
		Computer Sciences	Basic	↗								↗	↗		

2024/2025 Third Stage		Contemporary English Grammar	Basic	↗				↗	↗			↗	↗		
		Linguistics	Basic	↗				↗	↗			↗	↗		
		English Academic Writing	Basic	↗				↗	↗			↗	↗		
		Listening and Speaking	Basic	↗				↗	↗			↗	↗		
		English Novel	Basic	↗				↗	↗			↗	↗		
		English Drama	Basic	↗				↗	↗			↗	↗		
		English Poetry	Basic	↗				↗	↗			↗	↗		
		Methodology	Basic	↗				↗	↗			↗	↗		
		Psychology and Health Guidance	Basic	↗				↗				↗			
2024/2025 Fourth Stage		Contemporary English Grammar	Basic	↗				↗				↗			
		Linguistics II	Basic	↗				↗	↗			↗	↗		
		Modern Novel	Basic	↗				↗	↗			↗	↗		
		Modern Drama	Basic	↗				↗	↗			↗	↗		
	Modern Poetry	Basic	↗				↗	↗			↗	↗			

		Translation	Basic	↗				↗	↗				↗		
		Advanced Listening and Speaking	Basic	↗				↗				↗	↗		
		Assessment Design	Basic	↗					↗			↗			
		Practicum and EFL Classroom Practices	Basic	↗	↗			↗				↗	↗		
		Graduation Research	Basic	↗					↗			↗			

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

Course Description Form

1. Course Name: English Grammar/ First stage					
2. Course Code:					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
24-7-2025					
5. Available Attendance Forms:					
Weekly face-to-face only					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 hours / 5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Aya Qasim Hasan Abas					
Email: aya.qasim@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives	<ul style="list-style-type: none"> • Knowing and acquiring the most important rules of the English language, including tenses and other verb conjugations. 				
9. Teaching and Learning Strategies					
Strategy	1-Cooperative Concept Mapping Strategy. 2-Brainstorming Strategy. 3-Note-taking Strategy.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction	Introduction of English tenses	Explaining the topic with examples	Involving students and discussing information
2	3	Unit one	Present simple	Explaining the topic with examples	Involving students and discussing information

3	3	Two	Present continuous	Explaining the topic with examples	Involving students and discussing information
4	3	three	Past simple	Explaining the topic with examples	Involving students and discussing information
5	3	four	Past continuous	Explaining the topic with examples	Involving students and discussing information
6	3	five	Present perfect	Explaining the topic with examples	Involving students and discussing information
7	3	six	Present perfect continuous	Explaining the topic with examples	Involving students and discussing information
8	3	seven	past perfect	Explaining the topic with examples	Involving students and discussing information
9	3	exam			
10	3	Eight	Modal verbs	Explaining the topic with examples	Involving students and discussing information
11	3	Nine	Modal verbs	Explaining the topic with examples	Involving students and discussing information
12	3	Ten	Modal verbs	Explaining the topic with examples	Involving students and discussing information
13	3	Eleven	Modal verbs	Explaining the topic with examples	Involving students and discussing information

14	3	Twelve	If clauses	Explaining the topic with examples	Involving students and discussing information
15	3	Thirteen	If clauses	Explaining the topic with examples	Involving students and discussing information
16	3	Fourteen	If clauses	Explaining the topic with examples	Involving students and discussing information
17	3	Fifteen	If clauses	Explaining the topic with examples	Involving students and discussing information
18	3	Sixteen	Review If clauses	Explaining the topic with examples	Involving students and discussing information
19	3	Seventeen	Wish	Explaining the topic with examples	Involving students and discussing information
20	3	Eighteen	Wish	Explaining the topic with examples	Involving students and discussing information
21	3	Nineteen	Reported speech	Explaining the topic with examples	Involving students and discussing information
22	3	twenty	Reported speech	Explaining the topic with examples	Involving students and discussing information
23	3	Twenty-one	Reported speech	Explaining the topic with examples	Involving students and discussing information
24	3	Twenty-two			

25	3	Twenty three	Passive voice	Explaining the topic with examples	Involving students and discussing information
26	3	Twenty four	Passive voice	Explaining the topic with examples	Involving students and discussing information
27	3	Twenty five	Passive voice	Explaining the topic with examples	Involving students and discussing information
28	3	Twenty six	Passive voice	Explaining the topic with examples	Involving students and discussing information
29	3	Twenty seven	Passive voice	Explaining the topic with examples	Involving students and discussing information
30		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)	English grammar in use (4th) ed. By Raymond Murphy
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:	
Listening and speaking 2	
2. Course Code:	
3. Semester / Year:	
Year	
4. Description Preparation Date:	
24/7/2025	
5. Available Attendance Forms:	
Regularity	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours / 3 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Harith Abdullah Mahmood	
Email: Harith.edu.iq@uosamarra.edu.iq	
8. Course Objectives	
<ol style="list-style-type: none"> 1. Develop academic education at universities and colleges in accordance with higher education quality standards, enabling universities to produce graduates capable of entering the labor market. 2. Clarify basic English language concepts. 3. Develop students' English language skills, such as listening, speaking, and writing. 4. Explain the importance of the English language. 	
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1- Explanation and clarification. 2- Lecture method. 3- Discussion method.

10- The course structure					
Evaluation method	Teaching method	outcomes Name of unit/or subject	Required learning	hours	week
Oral and exams	Explanation and clarification	Listening and speaking	Introduction	1th	1
Oral and exams	Explanation and clarification	Listening and speaking	How do you know mark?	1th	2
Oral and exams	Explanation and clarification	Listening and speaking	exercises	1th	3
Oral and exams	Explanation and clarification	Listening and speaking	Did you know?	1th	4
Oral and exams	Explanation and clarification	Listening and speaking	Exercises of listening	1th	5
Oral and exams	Explanation and clarification	Listening and speaking	I'm phoning for a house	1th	6
Oral and exams	Explanation and clarification	Listening and speaking	Abbreviations	1th	7
Oral and exams	Explanation and clarification	Listening and speaking	Exercises about the topic	1th	8
Oral and exams	Explanation and clarification	Listening and speaking	Focus on	1th	9
Oral and exams	Explanation and clarification	Listening and speaking	Exercises problems and solutions	1th	10
Oral and exams	Explanation and clarification	Listening and speaking	Listening	1th	11
Oral and exams	Explanation and clarification	Listening and speaking	How to buy a ticket?	1th	12
Oral and exams	Explanation and clarification	Listening and speaking	Exercises	1th	13
Oral and exams	Explanation and clarification	Listening and speaking	Exercises of listening	1th	14

		Listening and speaking	First semester exam	1th	15
Oral and exams	Explanation and clarification	Listening and speaking	Did you know?	1th	16
Oral and exams	Explanation and clarification	Listening and speaking	Types of tickets	1th	17
Oral and exams	Explanation and clarification	Listening and speaking	Shall we go out for a dinner?	1th	18
Oral and exams	Explanation and clarification	Listening and speaking	Suggestions	1th	19
Oral and exams	Explanation and clarification	Listening and speaking	Exercises about suggestions	1th	20
Oral and exams	Explanation and clarification	Listening and speaking	Exercises of listening	1th	21
Oral and exams	Explanation and clarification	Listening and speaking	Types of restaurants	1th	22
Oral and exams	Explanation and clarification	Listening and speaking	You should call the police	1th	23
		Listening and speaking	Second semester exam	1th	24

11. Course Evaluation

1. Semester exam (theory 25 +25) = 50%
2. Final exam (practical 50) = 50%

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Listening and speaking2 CAMBRIDGE
Main references (sources)	Listening and speaking2 CAMBRIDGE
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:	
Arabic language	
2. Course Code:	
3. Semester / Year:	
Year	
4. Description Preparation Date:	
27/7/2025	
5. Available Attendance Forms:	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours / 4 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Rana Yunes Ahmed Email: rana.y.ah@uosamarra.edu.iq	
8. Course Objectives	
<ol style="list-style-type: none"> 1. Develop academic education at universities and colleges in accordance with higher education quality standards, enabling universities to produce graduates capable of entering the labor market. 2. Clarify basic English Arabic concepts. 3. Develop students' Arabic language skills, such as listening, speaking, and writing. 4. Explain the importance of the Arabic language. 	.
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1- Explanation and clarification. 2- Lecture method. 3- Discussion method.

10- The course structure					
Evaluation method	Teaching method	outcomes Name of unit/or subject	Required learning	hours	week
Oral and exams	Explanation and clarification	Arabic language	Introduction	1th	1
Oral and exams	Explanation and clarification	Arabic language	Unite one	1th	2
Oral and exams	Explanation and clarification	Arabic language	The Difference Between the Inflected and the Inflected Arabic Rhetoric	1th	3
Oral and exams	Explanation and clarification	Arabic language	The Holy Quran	1th	4
Oral and exams	Explanation and clarification	Arabic language	Poetry in the Pre-Islamic Era	1th	5
Oral and exams	Explanation and clarification	Arabic language	Unite two	1th	6
Oral and exams	Explanation and clarification	Arabic language	Spelling Rules	1th	7
Oral and exams	Explanation and clarification	L Arabic language	The Middle and Disjointed Hamza	1th	8
Oral and exams	Explanation and clarification	Arabic language	The letter Wāw, Its Types, and the Difference Between Them	1th	9
Oral and exams	Explanation and clarification	Arabic language	A Text on the Importance of the Arabic Language in Our Sciences and Our World	1th	10
Oral and exams	Explanation and clarification	Arabic language	Explaining the Difference	1th	11

			Between Inflected and Inflected Verbs		
Oral and exams	Explanation and clarification	Arabic language	Unite three	1th	12
Oral and exams	Explanation and clarification	Arabic language	The Difference Between Transitive and Intransitive Verbs	1th	13
Oral and exams	Explanation and clarification	Arabic language	Rhetoric	1th	14
		Arabic language	First semester exam	1th	15
Oral and exams	Explanation and clarification	Arabic language	Spelling Rules	1th	16
Oral and exams	Explanation and clarification	Arabic language	Arabic language	1th	17
Oral and exams	Explanation and clarification		Modern Arabic Poetry	1th	18
Oral and exams	Explanation and clarification		Suggestions	1th	19
Oral and exams	Explanation and clarification	Arabic language	Exercises about suggestions	1th	20
Oral and exams	Explanation and clarification	Arabic language	Conjunctions	1th	21
Oral and exams	Explanation and clarification	Arabic language	Types of problems	1th	22
Oral and exams	Explanation and clarification	Arabic language	Arabic Literature	1th	23
		Arabic language	Second semester exam	1th	24
11. Course Evaluation					
1. Semester exam (theory 25 +25) = 50%					
2. Final exam (practical 50) = 50%					

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1 – Anis Ibrahim, From the Secrets of Language, 3rd ed., Cairo, Anglo–Egyptian Library, 1978
Main references (sources)	1 – Anis Ibrahim, From the Secrets of Language, 3rd ed., Cairo, Anglo–Egyptian Library, 1978
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name: Better English Pronunciation					
First Stage					
2. Course Code:					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
23/7/2025					
5. Available Attendance Forms: Attendance					
Daily Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 Hours / 5 Units					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Abdulateef Khaleel Ibrahim (M.A.)					
Email: Latif.kh13@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives	<p>1. To provide students with the skill of applying English pronunciation concepts in general and English language pronunciation in particular by teaching students' English sounds.</p> <p>2. To develop the skills of thinking, sound analysis, and phonetic writing.</p> <p>3. To discuss the most important and recent ideas in English phonetics and phonetic writing.</p>				
9. Teaching and Learning Strategies					
Strategy	<p>1- Teaching strategy using collaborative concept mapping.</p> <p>2- Teaching strategy using brainstorming.</p> <p>3- Teaching strategy using feedback loops.</p>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction to Phonetics	The difference between physical phonetics and linguistic phonetics	Explain the topic with examples	Involving students and discussing information
2	3	Introduction to Linguistic Sounds	The origins and development of linguistic phonetics	Explain the topic with examples	Involving students and discussing information

3	3	Basic Sounds	Basic sounds in English	Explain the topic with examples	Involving students and discussing information
4	3	The Difference Between Letters and Sounds	The difference between writing a letter and pronouncing a sound	Explain the topic with examples	Involving students and discussing information
5	3	Sounds and Sound Groups	The difference between a single sound and a group of sounds	Explain the topic with examples	Involving students and discussing information
6	3	Words and Expressions	The difference between the written word and the spoken word	Explain the topic with examples	Involving students and discussing information
7	3	Words and Expressions	The difference between the written word and the spoken word	Explain the topic with examples	Involving students and discussing information
8	3	What are the organs of speech?	Types of active and passive speech organs	Explain the topic with examples	Involving students and discussing information
9	3	How do the organs of speech work?	Mechanism of speech organs	Explain the topic with examples	Involving students and discussing information
10	3	English consonant sounds	Fricative	Explain the topic with examples	Involving students and discussing information
11	3	English consonant sounds	Plosives/Stops	Explain the topic with examples	Involving students and discussing information
12	3	English consonant sounds	Nasals	Explain the topic with examples	Involving students and discussing information
13	3	English consonant sounds	Lateral Sound	Explain the topic with examples	Involving students and discussing information
14	3	English consonant sounds	Sound Set	Explain the topic with examples	Involving students and discussing information
15	3	English consonant sounds	Approximants	Explain the topic with examples	Involving students and discussing information
16	3	First -Course Examination		written exam	
17	3	Consonant Alternation	Alternation of two consonants	Explain the topic with examples	Involving students and discussing information
18	3	Consonant Alternation	Alternation of three consonants	Explain the topic with examples	Involving students and discussing information
19	3	Consonant Alternation	Alternation of more than three consonants	Explain the topic with examples	Involving students and discussing information
20	3	Consonant Alternation	Alternation of more than three consonants	Explain the topic with examples	Involving students and discussing information
21	3	English Vowel Sounds	Types of vowels in the English sound system	Explain the topic with examples	Involving students and discussing information
22	3	English Vowel Sounds	Description of the basic vowel sounds in the English language	Explain the topic with examples	Involving students and discussing information
23	3	English Vowel Sounds	Description of compound vowel sounds in English	Explain the topic with examples	Involving students and discussing information
24	3	English Vowel Sounds	Description of trilateral/consecutive vowel sounds in English	Explain the topic with examples	Involving students and discussing information
25	3	Stress in English	What is stress in English	Explain the topic with examples	Involving students and discussing information

26	3	Stress in English	Location and types of stress	Explain the topic with examples	Involving students and discussing information
27	3	Explanation of the concept of intonation	Definition of the concept of intonation and its importance	Explain the topic with examples	Involving students and discussing information
28	3	Types of tones	Types of tones in English	Explain the topic with examples	Involving students and discussing information
29	3	Second semester exam		written exam	
30	3	Final exam		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 50 marks for monthly and daily exams and 50 marks for final exams.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1- Better English Pronunciation. By: J.D. O'Connor 2- English Pronunciation in Use. By: Jonathan Marks
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://www.internationalphoneticassociation.org/content/links-phonetics-resources https://dictionary.cambridge.org/help/phonetics.html

Course Description Form

1. Course Name: Reading Comprehension					
2. Course Code:					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
23/7/2025					
5. Available Attendance Forms:					
Weekly					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 Hours / 3 Units					
7. Course administrator's name (mention all, if more than one name)					
Name: Othman Sajid Jumaah					
Email: chatothman@yahoo.com					
8. Course Objectives					
Course Objectives	<ul style="list-style-type: none"> • Understand and utilize context clues • Make conclusions and learn new vocabularies • Develop critical reading skills 				
9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Learn new vocabularies and know the correct pronunciation	Answering 6 common interview questions	Read and translate the passage	Vocabulary in context, oral practice and translation process
2	2	Focus on new synonyms and learn how to	Understand the text of the above-	Focus on the new vocabularies	Written responses, homework and

		answer comprehension questions	mentioned passage	and give them synonyms, answer and explain the textbook exercises	reading compression qu
3	2	Learn new vocabularies and know the correct pronunciation	Young Women Changing the World	Read and translate the passage	Vocabulary in context, oral practice and translation process
4	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written respons homework and reading compression qu
5	2	Learn new vocabularies and know the correct pronunciation	Student Learning Teams	Read and translate the passage	Vocabulary in context, oral practice and translation process
6	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written respons homework and reading compression qu
7	2	Learn new vocabularies and know the correct pronunciation	Learning to Speak	Read and translate the passage	Vocabulary in context, oral practice and translation process

8	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written responses homework and reading comprehension questions
9	2	Learn new vocabularies and know the correct pronunciation	The Man in the Moon Has Company	Read and translate the passage	Vocabulary in context, oral practice and translation process
10	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written responses homework and reading comprehension questions
11	2	Learn new vocabularies and know the correct pronunciation	Culture Shock	Read and translate the passage	Vocabulary in context, oral practice and translation process
12	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written responses homework and reading comprehension questions
13	2	Learn new vocabularies and know the	Private Lives	Read and translate the passage	Vocabulary in context, oral practice and

		correct pronunciation			translation process
14	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written response homework and reading comprehension questions
15	2	Learn new vocabularies and know the correct pronunciation	A Young Blind Whiz	Read and translate the passage	Vocabulary in context, oral practice and translation process
16	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written response homework and reading comprehension questions
17	2	Learn new vocabularies and know the correct pronunciation	How to Make a Speech	Read and translate the passage	Vocabulary in context, oral practice and translation process
18	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written response homework and reading comprehension questions

19	2	Learn new vocabularies and know the correct pronunciation	Conversational Ball Games	Read and translate the passage	Vocabulary in context, oral practice and translation process
20	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written response homework and reading comprehension questions
21	2	Learn new vocabularies and know the correct pronunciation	Letters of Application	Read and translate the passage	Vocabulary in context, oral practice and translation process
22	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written response homework and reading comprehension questions
23	2	Learn new vocabularies and know the correct pronunciation	Out to Lunch	Read and translate the passage	Vocabulary in context, oral practice and translation process
24	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the	Written response homework and reading comprehension questions

				textbook exercises	
25	2	Learn new vocabularies and know the correct pronunciation	Public Attitudes Toward Science	Read and translate the passage	Vocabulary in context, oral practice and translation process
26	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written responses, homework and reading comprehension questions
27	2	Learn new vocabularies and know the correct pronunciation	The Art of Genius	Read and translate the passage	Vocabulary in context, oral practice and translation process
28	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written responses, homework and reading comprehension questions
29	2	Learn main ideas, vocabulary in context and answering comprehension questions accurately	General Review	Explain and give examples	
30	2	Make inferences and draw	General Review	Explain and clarify the	

		conclusions, and learn summarizing and paraphrasing techniques		key words and answers	
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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)	
Main references (sources)	English-Arabic Dictionary
Recommended books and references (scientific journals, reports...)	"Q: Skills for Success – Reading and Writing" (Oxford University Press)
Electronic References, Websites	https://www.englishclub.com/reading/

Course Description Form

1. Course Name: An introductory English Grammar	
2. Course Code:	
3. Semester / Year:	
2024/2025	
4. Description Preparation Date:	
24/7/2025	
5. Available Attendance Forms:	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours / 5 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect Alaa Hameed Jasim Email: alaa.hameed@uosamarra.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">● Explore the internal structure of words and sentences● Expanding the skill of critical analysis of the English Grammar.● Trying to link the grammatical structure with real world interaction
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none">● using interactive lectures and class participation.● oral and written quizzes with teacher 's guide.● Teaching strategy using the observation series.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Define morphemes and its types	Morpheme	Explanation via board supported with examples	Question and answers
2	3	Identify free vs. bound morphemes	Morpheme	Divide students into work groups	Oral quiz
3	3	Distinguish derivational and inflectional morphemes	Morpheme	EXplanation via board supported with	Written quiz
4	3	Define word and its types	Word	Explanation via board + examples	Class participation
5	3	Analyze structure and formation of words	Word	Explanation via board + examples	Class participation
6	3	Understanding the ways by which words are formed	Processes of word formation	Lecture + examples	Worksheet
7	3	Understand affixation, compounding	Processes of word formation	Lecture + Discussion	Worksheets
8	3	Study conversion, clipping, blending etc.	Processes of word formation	Lecture + Discussion	Worksheet
9	3	Identify inflectional morphemes	Inflectional paradigm	Lecture + examples	Oral quiz
10	3	Understand grammatical categories (tense, number, etc.)	Inflectional paradigm	Lecture + Discussion	Questions and answers

11	3	Explore the inflectional paradigm	Inflectional paradigm	Lecture + Discussion	Questions and answers
12	3	Define and identify noun, verb, adjective, adverb	Parts of speech Form classes	Lecture + Examples	Quiz
13	3	Examine morphological and syntactic behavior	Parts of speech Form classes	Lecture + Examples	Homework
14	3	Study function words (prepositions, pronouns, auxiliaries)	Parts of speech structure classes	Explanation via board + examples	Class participation
15	3	Analyze grammatical function of structure words	Parts of speech structure classes	Explanation via board + examples	Oral quiz
16	3	Test on Chapters 8-13	8-13	Written exam	Written exam
17	3	Analyze NP structure and modifiers	Noun and verb phrases	Explanation via board + examples	Quiz
18	3	Determine NP positions in sentences	Noun and verb phrases	Explanation via board + example	Discussion
19	3	Recognize embedded and coordinated noun phrases	Noun and verb phrases	Explanation via board + example	Quiz
20	3	Understand verb phrase structure	Noun and verb phrases	Explanation via board + example	Questions and answers
21	3	Identify auxiliaries and verb combinations	Noun and verb phrases	Explanation via board + example	Questions and answers
22	3	Practice verb phrase construction	Noun and verb phrases	Explanation via board + example	Questions and answers

23	3	Learn five basic sentence patterns	Basic sentence patterns	Lecture + Examples	Questions and answers
24	3	Identify subject, verb, object, complement, modifier	Basic sentence patterns	Lecture + Discussion	Class participation
25	3	Diagram sentence patterns	Basic sentence patterns	Lecture + Examples	Quiz
26	3	Define form, position, function classes	Parts of speech positional classes	Explanation via board + example	Quiz
27	3	Categorize parts of speech by position	Parts of speech positional classes	Explanation via board + example	Class participation
28	3	Understanding the role of position	Parts of speech positional classes	Lecture + Discussion	Questions and answers
29	3	Review from morpheme to sentence structure	Parts of speech positional classes	Explanation via board + example	Quiz
30	3	Apply full grammar knowledge	Exam	Final.exam	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)	An introductory English grammar by Norman C. Stageberg, Dallin D. Oaks, 1965, Holt, Rinehart and Winston edition, in English
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:					
Adult education					
2. Course Code:					
3. Semester / Year:					
2025\2024					
4. Description Preparation Date: 23/7/2025					
5. Available Attendance Forms:					
In person only					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2hours\2units					
7. Course administrator's name (mention all, if more than one name)					
Name: Basim Salim Khalaf					
Email: basem.sa21@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives	1- Providing students with the skill of using modern technologies to teach adults 2- Expanding thinking skills and discovering new ways to teach adults 3- Explaining the most important modern ideas for adult education....				
9. Teaching and Learning Strategies					
Strategy	1- Education strategy using collaborative concept planning. 2- Teaching strategy using brainstorming. 3- Teaching strategy using the observation series.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2hours	A. The definition of A dult education according to Uk. B. The definition of Adults according the usa.	1-Adult education and the education of adults	Give a lecture	Exchange of information between students

2	2hours	A.The definition of Learning. B. what is the term adult learner?	1-The Adult learner and adult learning	Give a lecture	Exchange of information between students
3	2hours	A.wloodkowskis major factors that Affect motivation.	1-Characteristics of the adult learner	Give a lecture	Exchange of information between students
4	2hours	A.Burgess basic orientations to adult education.	1-The motives for self directed learning which are explained by john stone and rivial	Give a lecture	Exchange of information between students
5	2hours	A. Hoper and osborn. B. Tight.	1-important viewpoints for famous resarchers belong to adulteducation	Give a lecture	Exchange of information between students
6	2hours	A.Beinarts and smith. B.common persuits and phrases for the two a bove style.	1-How to encourage self directed learning practicesin students.	Give a lecture	Exchange of information between students
7	2hours	A.step 1:Assess reading to learn. B. step 2: set learning goals.	1-self_ddirected Learning A four step process	Give a lecture	Exchange of information between students
8	3hours	A.what is self_directed learning? B.The mindsets that prevent self_directed learning:Motivatin Ability type.	1-How to encourage self directed learning practicesin students.	Give a lecture	Exchange of information between students
9	2hours	A.overview of learning styles. B.visual (spatial)style	1-Overview of learning styles	Give a lecture	Exchange of information between students
10	2hours	A.common persuits and phrases for the two a bove styles	1-physical kinesthetic style 2-logical mathematical style	Give a lecture	Exchange of information between students
11	2hours	A.common pur suits and phrases for the bove styles	1-social interpersonal style	Give a lecture	Exchange of information

			2-solitary intrapersonal style		between students
12	2hours	A.multiple intelligence theories	1-Definition of intelligence	Give a lecture	Exchange of information between students
13	2hours	A.linguistic intelligence B.give examples for very intelligence above and explain them	1-gardners theory of multiple intelligences.	Give a lecture	Exchange of information between students
14	2hours	A.linguistic intelligence B.logical mathematical.	1-musical intelligence. 2-Bodily_kinesthetic intelligence	Give a lecture	Exchange of information between students
15	2hours	A.give examples for every intelligence above and explain them	1-spatial intelligence 2- interpersonal intelligence	Give a lecture	Exchange of information between students
16	2hours	exam			
17	2hours	A.give examples for every one above and explain them.	1-intrapersonal Intelligence. 2-Naturalis intelligence	Give a lecture	Exchange of information between students
18	2hours	A.sharing students for doing the same job	1-make practical lesson for teaching any english material by using the visual style	Give a lecture	Exchange of information between students
19	2hours	A.sharing students for doing the same job	1-make practical lesson for teaching any english material by using the verbal style	Give a lecture	Exchange of information between students
20	2hours	A.sharing students for doing the same job	1-make practical lesson for teaching any english material by using the Aural style	Give a lecture	Exchange of information between students
21	2hours	A.sharing students for doing the same job	1-Make apractical lesson for any English material by using physical style	Give a lecture	Exchange of information between students

22	2hours	A.sharing students for doing the same job	1-Make apractical lesson for any English material By using logical sty	Give a lecture	Exchange of information between students
23	2hours	A.sharing students for doing the same job	1-make apractical lesson for by using social style	Give a lecture	Exchange of information between students
24	2hours	A.sharing students for doing the same job	1-Make apractical lesson..... by using solitary style	Give a lecture	Exchange of information between students
25	2hours	A.adult education and education of adults.	1-Revision of first section	Give a lecture	Exchange of information between students
26	2hours	A.self_directed learning a four_step process	1-Revision of second section	Give a lecture	Exchange of information between students
27	2hours	A. The seven learning styles.	1-Revision of the third section	Give a lecture	Exchange of information between students
28	2hours	A.The intelligencies	1-Revision of the fourt section	Give a lecture	Exchange of information between students
29	2hours	Exam for the scond section			
30	2hours	Final exam			

11. Course Evaluation

Distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

12. Learning and Teaching Resources

Main references (sources)	English novel: 1- Lord of the Flies by William Golding. 2- Animal Farm by George Orwell.
Recommended supporting books and references (scientific journals, reports....)	Golding, W. (1987). Lord of the flies: Casebook

Course Description Form

1. Course Name:	
Teaching English as a foreign and second Language	
2. Course Code:	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
24/7/2025	
5. Available Attendance Forms:	
Weekly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2Hours -four units	
7. Course administrator's name (mention all, if more than one name)	
Name: INST/DR Asmaa Badea Alwan (PH, D) Email: asmaa.badea@uosamaraa.edu.Iq	
8. Course Objectives	
Course Objectives; 1- Understanding the difference between foreign and second language. 2- Identifying the factors influencing the classroom management. 3- What are the goals of teaching English as a foreign and second language.	<ul style="list-style-type: none"> • • •
9. Teaching and Learning Strategies	
Strategy	1 - presenting lectures and engaging students. 2-written and oral test given by the course instructor. 3- Teaching method using series of lectures.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Self development	The self developed language teacher	Explanation the topics with examples	Presented questions between the doctor and the students.
2	2	Exploration	Exploration of teaching.	Explanation the topics with examples	Presented questions between the doctor and the students.
3	2	Settings	EFL -ESL teaching settings	Explanation the topics with examples	Presented questions between the doctor and the students.
4	2	Teaching language skills	Teaching students to comprehend spoken English	Explanation the topics with examples	Presented questions between the doctor and the students.
5	2	Teaching language skills	Teaching the conversation class	Explanation the topics with examples	Presented questions between the doctor and the students.
6	2	Teaching language skills	Teaching the students to read the meaning	Explanation the topics with examples	Presented questions between the doctor and the students.
7	2	Teaching language skills	Teaching students the steps of the writing process”	Explanation the topics with examples	Presented questions between the doctor and the students.
8	2	Principles of EFL and ESL Teaching	What is the main goal of the	Explanation the topics	Presented questions between the

			communicative classroom?"	with examples	doctor and the students.
9	2	Principles of EFL and ESL Teaching	What makes the classroom more communicative?	Explanation the topics with examples	Presented questions between the doctor and the students.
10	2	Principles of EFL and ESL Teaching	How can the teacher provide students with opportunities to communicate in the classroom?"	Explanation the topics with examples	Presented questions between the doctor and the students.
11	2	Principles of EFL and ESL Teaching	What are the problems that teachers face while teaching communication?	Explanation the topics with examples	Presented questions between the doctor and the students.
12	2	Classroom management"	"Definition of classroom management"	Explanation the topics with examples	Presented questions between the doctor and the students.
13	2	Classroom management"	How can the teacher gain opportunities by using knowledge of classroom management?	Explanation the topics with examples	Presented questions between the doctor and the students.
14	2	Classroom management"	What problems does the teacher face in managing interaction inside the classroom?"	Explanation the topics with examples	Presented questions between the doctor and the students.
15	2	Classroom management"	How can teachers create a learning environment for students inside the classroom?"	Explanation the topics with examples	Presented questions between the doctor and the students.
16	2	First semester exam"			Written exam

17	2	Materials, media, and techniques for foreign language and second language”	Who develops the educational materials for the English language teacher as a foreign language and second language?”	Explanation the topics with exam Explanation the topics with examples	Presented questions between the doctor and the students.
18	2	Materials, media, and techniques for foreign language and second language”	Definition of authentic materials and their types”	Explanation the topics with examples	Presented questions between the doctor and the students.
19	2	Materials, media, and techniques for foreign language and second language”	What are the advantages and disadvantages of using authentic materials?”	Explanation the topics with examples	Presented questions between the doctor and the students.
20	2	Materials, media, and techniques for foreign language and second language”	How can the teacher use authentic materials and media?”	Explanation the topics with examples	Presented questions between the doctor and the students.
21	2	Materials, media, and techniques for foreign language and second language”	What types of technologies does the teacher use?”	Explanation the topics with examples	Presented questions between the doctor and the students.
22	2	Materials, media, and techniques for foreign language and second language”	What problems do teachers face when using technologies, media, and materials?”	Explanation the topics with examples	Presented questions between the doctor and the students.

23	2	Culture and the language teacher”	Definition of culture”	Explanation the topics with examples	Presented questions between the doctor and the students.
24	2	Culture and the language teacher”	What are the benefits of adapting to another culture?”	Explanation the topics with examples	Presented questions between the doctor and the students.
25	2	Culture and the language teacher”	What are the cultural principles that the teacher teaches to the students?”	Explanation the topics with examples	Presented questions between the doctor and the students.
26	2	Culture and the language teacher”	What problems do teachers face in learning and teaching culture?”	Explanation the topics with examples	Presented questions between the doctor and the students.
27	2	Teaching students to understand spoken language	What is included in the listening class?”	Explanation the topics with examples	Presented questions between the doctor and the students.
28	2	Teaching students to understand spoken language	What problems do language teachers face in teaching spoken language?”	Explanation the topics with examples	Presented questions between the doctor and the students.
29	2	Second semester exam”			Written test
30	2	Final exam”			Written test

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)

Teaching English as a foreign language and second language
Jeer ,G-Gehard

Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:	
Short Story	
2. Course Code:	
3. Semester / Year: year	
2024-2025	
4. Description Preparation Date:	
23/7/2025	
5. Available Attendance Forms:	
Weekly/Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 Hours/ 4 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Afaf Hadedh Shakir Darraji	
Email: afaf.h19@uosamarra.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • To enhance the students abilities to master the four skills of understanding English language • Throughout reading and analyzing the short stories the student's capabilities in critical thinking will thrive. • To master the genre od short story and novella
9. Teaching and Learning Strategies	
Strategy	<p>Read the text in class after the student has listened to it on YouTube channel.</p> <p>2. Analyze the story's elements, including events, character settings, and the historical period in which the text was written and their relationship to the text.</p> <p>3. Conduct a daily oral exam for all students.</p> <p>4. Conduct four monthly exams, two per semester.</p>

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The student understands the principles of the short story: its ancestors;	Introduction to the short story	Blended learning : the material is available on my you tub channel and Ii also explain the material to the students in the classroom	Oral exam
2	2	The most important short story writers in the world and its types	Introduction to the short story		Oral exam
3	2	Reading the text	The Black Cat by Edger Allen Poe and the gothic fiction		
4	2	The characters, the plot , and themes and genre	The Black Cat by Edger Allen Poe and the gothic fiction		
5	2	Reading the text	The Open Window by Saki		
6	2	The characters, the plot , and themes and genre	The Open Window by Saki		
7	2		Monthly examination		
8	2	Reading the text	The Happy Prince by Oscar Wilde		

9	2	The characters, the plot , and themes and genre	The Happy Prince by Oscar Wilde		
10	2	Reading the text	The Doll's House by Katherine Mansfield		
11	2	The characters, the plot , and themes and genre	The Doll's House by Katherine Mansfield		
12	2		Monthly exam		
13	2	Reading the text	Cat in the Rain by Ernest Hemingway		
14	2	The characters, the plot , and themes and genre	Cat in the Rain by Ernest Hemingway		
15	2	Reading the text	The Old man and the Sea by Ernest Hemingway		
16	2	Reading the text	The Old man and the Sea by Ernest Hemingway		
17	2	Reading the text	The Old man and the Sea by Ernest Hemingway		
18	2	The plot	The Old man and the Sea by Ernest Hemingway		
19	2		Monthly examination		
20	2	Characters	The Old man and the Sea by Ernest Hemingway		
21	2	themes	The Old man and the Sea by Ernest Hemingway		
22	2		Monthly examination		
23	2		Revision		

24	2		Revision		
25	22		Revision		
26	2	Reading and analyzing	"A Rose for Emily" by William Faulkner		
27	2	Reading and analyzing	"The Magic Shop" by H.G. Wells		
28	2	Reading and analyzing	"The Lottery" by Shirley Jackson:		
29	2		Revision		
30	2		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)	The original texts as required by the ministry of higher education
Main references (sources)	Short story for students
Recommended books and references (scientific journals, reports...)	The written lectures I provide to the students
Electronic References, Websites	My you tube channel https://www.youtube.com/@SpiralMinaret

Course Description Form

1. Course Name: Listening and Speaking	
2. Course Code:	
3. Semester / Year:	
2025/2024	
4. Description Preparation Date:	
24/7/2025	
5. Available Attendance Forms:	
Regularity	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours / 3 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Abdullah Ali	
Email: Abdulla.ali@uosamarra.edu.iq	
8. Course Objectives	
<p>1. Develop academic education at universities and colleges in accordance with higher education quality standards, enabling universities to produce graduates capable of entering the labor market.</p> <p>2. Clarify basic English language concepts.</p> <p>3. Develop students' English language skills, such as listening, speaking, and writing.</p> <p>4. Explain the importance of the English language.</p>	
9. Teaching and Learning Strategies	
Strategy	<p>1- Explanation and clarification.</p> <p>2- Lecture method.</p> <p>3- Discussion method.</p>

10– The course structure					
Evaluation method	Teaching method	outcomes Name of unit/or subject	Required learning	hours	week
Oral and exams	Explanation and clarification	Listening and speaking	Introduction	1th	1
Oral and exams	Explanation and clarification	Listening and speaking	Unite one	1th	2
Oral and exams	Explanation and clarification	Listening and speaking	Exercises	1th	3
Oral and exams	Explanation and clarification	Listening and speaking	Did you know?	1th	4
Oral and exams	Explanation and clarification	Listening and speaking	Exercises of listening	1th	5
Oral and exams	Explanation and clarification	Listening and speaking	Unite two	1th	6
Oral and exams	Explanation and clarification	Listening and speaking	Abbreviations	1th	7
Oral and exams	Explanation and clarification	Listening and speaking	Exercises about the topic	1th	8
Oral and exams	Explanation and clarification	Listening and speaking	Focus on	1th	9
Oral and exams	Explanation and clarification	Listening and speaking	Exercises problems and solutions	1th	10
Oral and exams	Explanation and clarification	Listening and speaking	Listening	1th	11
Oral and exams	Explanation and clarification	Listening and speaking	Unite three	1th	12
Oral and exams	Explanation and clarification	Listening and speaking	Exercises	1th	13
Oral and exams	Explanation and clarification	Listening and speaking	Exercises of listening	1th	14

		Listening and speaking	First semester exam	1th	15
Oral and exams	Explanation and clarification	Listening and speaking	Did you know?	1th	16
Oral and exams	Explanation and clarification	Listening and speaking	Diseases	1th	17
Oral and exams	Explanation and clarification	Listening and speaking	What is the problem	1th	18
Oral and exams	Explanation and clarification	Listening and speaking	Suggestions	1th	19
Oral and exams	Explanation and clarification	Listening and speaking	Exercises about suggestions	1th	20
Oral and exams	Explanation and clarification	Listening and speaking	Exercises of listening	1th	21
Oral and exams	Explanation and clarification	Listening and speaking	Types of problems	1th	22
Oral and exams	Explanation and clarification	Listening and speaking	Unite four	1th	23
		Listening and speaking	Second semester exam	1th	24

11. Course Evaluation

1. Semester exam (theory 25 +25) = 50%
2. Final exam (practical 50) = 50%

12. Learning and Teaching Resources

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

Course Description Form

1. Course Name: Academic Writing					
Second Stage					
2. Course Code:					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
23-7-2025					
5. Available Attendance Forms:					
Weekly face-to-face only					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours / 3 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Athraa Mohammed Saleh					
Email: athraa.m@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives	1-To equip students with the skill of writing in English. 2-To expand the writing and reading skills of English language students. 3-To clarify the importance of writing for language learning.				
9. Teaching and Learning Strategies					
Strategy	1-Cooperative Concept Mapping Strategy. 2-Brainstorming Strategy. 3-Note-taking Strategy.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding the basics of academic writing	Academic Writing	Lecture	Written Assignment
2	3	Understanding the basics of academic writing	Academic Writing	Lecture	Written Assignment

3	3	Learning how to write an introduction	Academic Writing	Discussion and Exercise	Weekly Quiz
4	3	Learning how to write an introduction	Academic Writing	Discussion and Exercise	Weekly Quiz
5	3	Understanding how to write the main body	Academic Writing	Lecture and Exercise	Written Assignment
6	3	Understanding how to write the main body	Academic Writing	Lecture and Exercise	Written Assignment
7	3	Learning how to write a conclusion	Academic Writing	Discussion and Exercise	Weekly Quiz
8	3	Learning how to write a conclusion	Academic Writing	Discussion and Exercise	Weekly Quiz
9	3	Understanding the importance of referencing	Academic Writing	Lecture and Exercise	Written Assignment
10	3	First exam	Academic Writing		
11	3	Learning how to write references	Academic Writing	Discussion and Exercise	Weekly Quiz
12	3	Learning how to write references	Academic Writing	Discussion and Exercise	Weekly Quiz
13	3	Understanding how to write an academic essay	Academic Writing	Lecture and Exercise	Written Assignment
14	3	Understanding how to write an academic essay	Academic Writing	Lecture and Exercise	Written Assignment
15	3	Learning how to analyze texts	Academic Writing	Discussion and Exercise	Written Assignment
16	3	Learning how to analyze texts	Academic Writing	Discussion and Exercise	Weekly Quiz
17	3	Understanding how to write an abstract	Academic Writing	Lecture and Exercise	Weekly Quiz
18	3	Understanding how to write an abstract	Academic Writing	Lecture and Exercise	Written Assignment
19	3	Learning how to write a research paper	Academic Writing	Discussion and Exercise	Written Assignment
20	3	Learning how to write a research paper	Academic Writing	Discussion and Exercise	Weekly Quiz
21	3	Understanding how to evaluate sources	Academic Writing	Lecture and Exercise	Weekly Quiz
22	3	Second exam	Academic Writing		
23	3	Learning how to avoid plagiarism	Academic Writing	Discussion and Exercise	Written Assignment
24	3	Learning how to avoid plagiarism	Academic Writing	Discussion and Exercise	Written Assignment
25	3	Understanding how to write an academic project	Academic Writing	Lecture and Exercise	Weekly Quiz

26	3	Understanding how to write an academic project	Academic Writing	Lecture and Exercise	Written Assignment
27	3	Learning how to present academic work	Academic Writing	Discussion and Exercise	Weekly Quiz
28	3	Learning how to present academic work	Academic Writing	Discussion and Exercise	Written Assignment
29	3	Reviewing and assessing academic writing	Academic Writing	Lecture and Exercise	Written Assignment
30	3	Final exam	Academic Writing		Final 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)	Introduction to Academic writing
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://zlibrary-asia.se/ https://www.researchgate.net/ https://scholar.google.com/

Course Description Form

1. Course Name: Reading	
Second Stage	
2. Course Code:	
3. Semester / Year:	
2024–2025	
4. Description Preparation Date:	
23/7/2025	
5. Available Attendance Forms: Attendance	
weekly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours 3 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Inst. Ali Musaab Hameed (M.A.)	
Email: alimusaab@uosamarra.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • 1. To equip students with the skill of reading correctly, corresponding to the reading of texts by native speakers of English. • 2. To enhance their skills of inference and comprehension through reading English texts. Students learn new vocabulary and develop their use of synonyms and antonyms. • 3. To review the latest texts published in books, magazines, and newspapers.
9. Teaching and Learning Strategies	
Strategy	<p>1- Spaced repetition strategy: Distributing study sessions over spaced time intervals .</p> <p>2- Summarization strategy: Condensing the main information and main ideas of the text.</p> <p>3- Reflective thinking strategy: Asking "why" and "how" questions to connect facts and concepts.</p>

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Chapter 1	The Youngsters Behind YouTube	Read and explain the text to the students	Allow all students read
2	2	Chapter 1	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
3	2	Chapter 2	When to Use Female Nouns	Read and explain the text to the students	Allow all students read
4	2	Chapter 2	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
5	2	Chapter 3	Your Negative Attitude can Hurt Your Career	Read and explain the text to the students	Allow all students read
6	2	Chapter 3	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
7	2	Chapter 4	The Colorful World of Synesthesia	Read and explain the text to the students	Allow all students read
8	2	Chapter 4	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
9	2	Chapter 5	What Is Creative Thinking	Read and explain the	Allow all students read

				text to the students	
10	2	Chapter 5	Solve exercises with review	Solve a specific point of each .exercise	Encourage students to solve exercises in .class
11	2	Chapter 6	Listen Up	Read and explain the text to the students	Allow all students read
12	2	Chapter 6	Solve exercises with review	Solve a specific point of each .exercise	Encourage students to solve exercises in .class
13	2	Chapter 7	Students Won't Give Up Their French Fries	Read and explain the text to the students	Allow all students read
14	2	Chapter 7	Solve exercises with review	Solve a specific point of each .exercise	Encourage students to solve exercises in .class
15	2	Chapter 8	Why I Quit the Company	Read and explain the text to the students	Allow all students read
16	2	The first term exam			Writing exam
17	2	Chapter 8	Solve exercises with review	Solve a specific point of each .exercise	Encourage students to solve exercises in .class
18	2	Chapter 9	East Meets West on Love's Risky Cyberhighway	Read and explain the text to the students	Allow all students read
19	2	Chapter 9	Solve exercises with review	Solve a specific point	Encourage students to solve exercises in .class

				of each .exercise	
20	2	Chapter 10	Don't Let Stereotypes Warp Your Judgment	Read and explain the text to the students	Allow all students read
21	2	Chapter 10	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
22	2	Chapter 11	The Art of Reading	Read and explain the text to the students	Allow all students read
23	2	Chapter 11	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
24	2	Chapter 12	When E.T. Calls	Read and explain the text to the students	Allow all students read
25	2	Chapter 13	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
26	2	The second term exam			Writing exam
27	2	Review ch1- 4			
28	2	Review ch5- 8			
29	2	Review ch9-12			
30	2	Final exam			

11. Course Evaluation

Quiz + first term exam = 25
 Quiz + second term exam = 25
 The final exam= 50

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Select Reading Teacher - approved reading for today students By Linda Lee +Jean Bernard 2 nd Edition
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name: Drama	
2. Course Code:	
3. Semester / Year: Third	
2024-2025	
4. Description Preparation Date:	
23/7/2025	
5. Available Attendance Forms: Weekly	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours / 5 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Enas Mohammed Saleh	
Email: enas.m@uosamarra.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">-Essentially to give the third-year students a knowledge in depth of Shakespearean drama in terms of world, language and dramatic skill.-To introduces them also to the Elizabethan age and theatre.-Providing students with the skill of applying the ideas of English literature -Expanding the skill of critical analysis of the English classic and Modern Literature
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none">1- The standard method (giving lectures)2- Education strategy using collaborative concept planning.3- Teaching strategy using brainstorming.4- Teaching strategy using the observation series.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Introduction to Elizabethan Drama	Explaining the scientific material by reading selected literary Texts and giving the most important critical analyses.	Class performance and exams
2	3 hours	It provides the students with information about the various types of drama	Introduction to Shakespearean Drama	Write a review paper for each chapter that summarizes the most important ideas presented during the lectures.	Class performance and exams
3	3 hours	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Act 1, Sce. 1 and 2	Linking well-known critical ideas with the critical and analytical opinions of students.	Class performance and exams
4	3 hours	The lecture intends also to widen the students' cultural awareness and improve their critical insight	Scene 3+4	Standard method	Class performance and exams
5	3 hours	the students are supposedly acquainted with	Scene 5 Act 2, Scene 1	Standard method	Class performance and exams

		the meaning, plot, characters, and major themes			
6	3 hours	the students are supposedly acquainted with the meaning, plot, characters, and major themes	Act 2, Scene 2+3	Standard method	Class performance and exams
7	3 hours	the students are supposedly acquainted with the meaning, plot, characters, and major themes	Scene 4+5	Standard method	Class performance and exams
8	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act 3, scene 1+2	Standard method	Class performance and exams
9	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 3+4	Standard method	Class performance and exams
10	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Monthly Exam	Standard method	Class performance and exams
11	3 hours	Providing students with the skill of	Act 4, Scene 1+2	Standard method	Class performance and exams

		comprehending, analyzing and appreciating literary texts.			
12	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene, 3+4	Standard method	Class performance and exams
13	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 4+5	Standard method	Class performance and exams
14	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act 5, scene 1	Standard method	Class performance and exams
15	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Second exam	Standard method	Class performance and exams
16	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act 5. Scene 2	Standard method	Class performance and exams
17	3 hours	Providing students with the skill of comprehending,	Introduction to Shakespeare an comedy	Standard method	Class performance and exams

		analyzing and appreciating literary texts.			
18	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act 1, scene 1+2	Standard method	Class performance and exams
19	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 3+4	Standard method	Class performance and exams
20	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 5	Standard method	Class performance and exams
21	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act2 scene 1+2+3	Standard method	Class performance and exams
22	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 4+5	Standard method	Class performance and exams
23	3 hours	Providing students with the skill of comprehending, analyzing and	Act3 scene 1+2	Standard method	Class performance and exams

		appreciating literary texts.			
24	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 3+4	Standard method	Class performance and exams
25	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act3,Scene 1+2	Standard method	Class performance and exams
26	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 4+5	Standard method	Class performance and exams
27	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act 4 scene 1	Standard method	Class performance and exams
28	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	2+3	Standard method	Class performance and exams
29	3 hours	Providing students with the skill of comprehending, analyzing and	Monthly exam	Standard method	Class performance and exams

		appreciating literary texts.			
30	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Final Exam	Standard method	Class performance and exams

11. Course Evaluation

First Course: Monthly Exam: 20 Daily homework: 5 Total: 25 Second Course: Monthly Exam: 20 Daily homework: 5 Total: 25 Total for the 1st and 2nd Courses: 50 Final Exam: 50 Final Grade: 100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1-An Introduction to Drama.
Main references (Hamlet and Twelfth Night)	-Hamlet by William Shakespeare - Twelfth Night by William Shakespeare
Recommended books and references (scientific journals, reports...)	1-Shakespearean Tragedy by A. C. Bradley 2-Harcourt, Brace.(1946) Adventures in English Literature 3- STEFANIE LETHBRIDGE AND JARMILA MILDORF (2023).Basics of English Studies: An introductory course for students of literary studies in English.
Electronic References, Websites	https://www.goodreads.com/book/show/1503850.The_Meaning_of_Shakespeare_Volume_1

Course Description Form

1. Course Name:					
Curriculum and Methods of Teaching					
2. Course Code:					
3. Semester / Year:					
2024–2025					
4. Description Preparation Date:					
24\7\2025					
5. Available Attendance Forms:					
Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 Hours/ 4 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Jihad Hasan Azeez					
Email: jihada97@gmail.com					
8. Course Objectives					
Course Objectives	<ul style="list-style-type: none"> • Knowing the ancient and modern methods of teaching from a living person, knowing what is the role of the teacher or the teacher in each method, its advantages and disadvantages/goals, as well as the teaching steps for each method..... • Distinguishing the difference between curriculum, vocabulary, vocabulary types, and Bloom's taxonomy • Learn about curricula and their types 				
9. Teaching and Learning Strategies					
Strategy	-Ancient and modern methods of teaching -The role of the teacher in each method, its disadvantages a advantages/goals -Teaching steps for each method.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Explaining the scientific material through	Introduction to Teaching Methods	Reading and writing with explanation	orally

		reading curriculum chapters			
2	3	Writing a review paper for each chapter summarizing the most important ideas presented during lectures	Teaching Methods (Grammar Translation Method - GTM)	Reading and writing with explanation	Questions and Answers orally
3	3	lecture The student knows the role of the teacher or instructor in Old methods, their disadvantages and advantages/goals	Teaching Methods (Grammar Translation Method - GTM)	Reading and writing with explanation	Questions and Answers orally
4	3	Knowing the extent of students' Comprehension of the material content and linking it to Adopting critical Thinking	Teaching Methods (Grammar Translation Method - GTM)	Reading and writing with explanation	Questions and Answers orally
5	3	Comprehensive Review of the material	Teaching Methods (Grammar Translation Method - GTM)	The student knows the role of the teacher or instructor in Old methods, their disadvantages and advantages/goals	Questions
6	3	Linking it with previous and new material	Teaching Methods - The Direct Method	Introduction to the topic	Questions and Answers orally
7	3	Knowing and understanding the differences; Students' awareness and reason for its	Teaching Methods - The Direct Method	Taking techniques used for the topic through oral question and answer	Questions and Answers orally
8	3	Knowing the characteristics and the difference between it and the previous	Teaching Methods - The Direct Method	Taking techniques used for the topic through oral question and	Questions and Answers Orally

				answer	
9	3	Setting general points; Writing the topic and concluding the method and material in final form	Teaching Methods - The Direct Method	Taking techniques used for the topic through oral question and answer	Questions and Answers orally
10	3	Finding important differences between the two methods by students	Teaching Methods - The Direct Method	Taking techniques used for the topic through oral question and answer	and Answers oral
11	3	Monthly exam covering teaching methods; Each section separately for both methods		written	written
12	3	Introduction to the method and reason for its emergence	Teaching Methods - Audio Lingual Method (ALM)	Reading and writing with explanation	Questions and Answers orally
13	3	General characteristics of the method	Teaching Methods - Audio Lingual Method (ALM)	Reading and writing with explanation	Questions and Answers orally
14	3	Techniques used in the method	Teaching Methods - Audio Lingual Method (ALM)	Reading and writing with explanation	Questions and Answers orally
15	3	Focused review of the material	Teaching Methods - Audio Lingual Method (ALM)	Reading and writing with explanation	Questions and Answers orally
16	3	Paper exam for the material	(ALM)	written	
17	3	Mid-year break			
18	3	Mid-year break			
19	3	Introduction to the method	Teaching Methods - The Silent Way	Reading and writing with explanation	Questions and answers
20	3	Most important Characteristics and why it was named this way	The Silent Way	Reading and writing with explanation	Questions and answers
21	3	Most important techniques used in	The Silent Way	Reading and writing with	Questions and answers

		the method and questions		explanation	
22	3	General and focused review	The Silent Way	Reading and writing with explanation	Questions and Answers orally
23	3	Paper exam for the method	The Silent Way	Reading and writing with explanation	
24	3	Introduction to the method and its importance	Teaching Methods - Communicative Language Teaching (CLT)	Reading and writing with explanation	Questions with answers
25	3	Most important characteristics of the method	(CLT)	Reading and writing with explanation	Questions With answers
26	3	Techniques used	(CLT)	Reading and writing with explanation	Questions with answers
27	3	Most important questions in the curriculum and answering them	(CLT)	Reading and writing with explanation	Questions with answers
28	3	Teaching students how to use this method in the future and knowing principles and characteristics of the method	(CLT)	Reading and writing with explanation	Questions with answers
29	3	Second semester exam with this method	(CLT)	Reading and writing with explanation	written
30	3	Review of all methods and their interconnections	All	Reading and writing with explanation	Questions with answers

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)	Techniques and Principles in Language Teaching. By: Diane Larsen-Freeman (2000). (2nd Edition). Oxford: Oxford UP.
Main references (sources)	Methods of Teaching English to Arab Students. By: Nejat Al-Mutawa and Taseer Kailani (1989). Longman
Recommended books and references (scientific journals, reports...)	Make reports on the methods studied It is discussed in front of the students

	and questions are asked Make reports on the daily plan
Electronic References, Websites	

Course Description Form

1. Course Name:					
Linguistics – Third year					
2. Course Code:					
3. Semester / Year:					
2024–2025					
4. Description Preparation Date:					
25/7/2025					
5. Available Attendance Forms:					
Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 hours / 5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Saif Habeeb Hasan					
Email: saif.habeeb@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives			<p>1– Make students more aware of their beliefs About the attitudes towards language and linguistics.</p> <p>2– Show students how surprisingly diverse Human language and yet how fundamentally similar they are in many ways.</p> <p>3– Acquaint students with the major areas of language that linguists concern themselves with.</p> <p>4– Teach students some of the tools and techniques used in linguistic analysis and to develop their reasoning abilities by application of these tools.</p>		
9. Teaching and Learning Strategies					
Strategy		<p>1– Education strategy using collaborative concept planning.</p> <p>2– Teaching strategy using brainstorming.</p> <p>3– Teaching strategy using the observation series.</p>			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	An introduction to linguistics	What is linguistics & who is a linguist	Explaining, discussing, and giving examples	Daily, weekly, monthly, written exams.
2	3	An introduction to linguistics	The differences between linguistic and traditional grammar	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.

3	3	An introduction to linguistics	The scope of linguistics	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
4	3	What is language	Definition of language and sound signal	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
5	3	What is language	The characteristics of human language	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
6	3	What is language	Human language versus animal communication	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
7	3	The study of the historical development of language	Historical linguistics/ nineteenth century	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
8	3	The study of the historical development of language	Twentieth century / descriptive linguistics	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
9	3	The study of the historical development of language	21 st century / future trends	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
10	3	The origins of language	The source of the language	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
11	3	The sounds of language	Types of sounds and their classifications	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
12	3	The sounds of language	Types of sounds and their classifications	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
13	3	The sound patterns of language	Definition of phonology	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
14	3	The sound patterns of language	Classifications of phonology	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
15	3	The sound patterns of language	Co-articulation effects	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
16	3	Words and word-formation processes	The processes of the words formation	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
17	3	Words and word-formation processes	The processes of the words formation	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
18	3	Words and word-formation processes	The processes of the words formation	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
19	3	Morphology	An introduction to morphology	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
20	3	Morphology	Types of morphemes	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
21	3	Morphology	Problems in morphological description	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
22	3	Phrases and sentences: grammar	An introduction to grammar and traditional grammar	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
23	3	Phrases and sentences: grammar	Parts of speech and the agreement	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
24	3	Phrases and sentences: grammar	The approaches to the analysis	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
25	3	Syntax	An introduction	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.

26	3	Syntax	Tree diagram	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
27	3	Syntax	Tree diagram	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
28	3	Sociolinguistics	An introduction to sociolinguistics	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
29	3	Sociolinguistics	Dialects	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
30	3	Sociolinguistics	Slangs	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.

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 ... 50 marks for monthly and daily exams and 50 marks for final exams.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1- George Yule, <i>The Study of Language</i> 2- Jean Aitchison, <i>Linguistics</i>
Main references (sources)	- Yule, G. (1996). <i>The Study of Language</i> , Cambridge University press, New York. Aitchison's <i>Linguistics: A practical</i> Aitchison, J. (2010). <i>-introduction to contemporary linguistics</i> . Hachette UK
Recommended books and references (scientific journals, reports...)	Crystal, D. (2011). <i>A dictionary of linguistics and phonetics</i> . John Wiley & Sons.
Electronic References, Websites	https://zlibrary-asia.se/

Course Description Form

1. Course Name: Victorian novel	
Third Stage	
2. Course Code:	
3. Semester / Year:	
2024_2025	
4. Description Preparation Date:	
23_7_2025	
5. Available Attendance Forms: Weekly	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours / 5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Israa Izat Mohammad Email: isrra.izaat@uosamarra.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Gain awareness into the social, political, and moral values of Victorian Britain by analyzing how novels reflect and respond to issues such as industrialization, gender roles, class divisions, and empire.• Improve critical reading and interpretation skills by exploring narrative techniques, character development, symbolism, and themes found in Victorian fiction.• Study how Charles Dickens and Emily Brontë contributed to the development of the novel as a literary form, including innovations in realism, gothic novel, and narrative voice.
9. Teaching and Learning Strategies	
Strategy	Education strategy using collaborative concept planning. Teaching strategy using brainstorming. Teaching strategy using the observation series

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction to English novel	Introduction	Explaining the origin of the novel, the elements of novel and the characteristics of Victorian novel	Involve students in the discussion
2	3	Introduction to Emily Bronte and Wuthering Heights	Introduction to Wuthering Heights	Describe the most important points about the author and the novel in general	Involve students in the discussion and then ask them some questions to test their understanding
3	3	Understanding of Chapter 1, 2, 3	wuthering heights chapter 1, 2, 3	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
4	3	Understanding of Chapter 4,5,6,7	wuthering heights chapter 4,5,6,7	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
5	3	Understanding of Chapter 8,9,10	wuthering heights chapter 8,9,10	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion at the end of the lecture give them a pop quiz to test their understanding
6	3	Understanding of Chapter 11,12,13	wuthering heights chapter 11, 12, 13	reading the chapters then analyze them and show the	Involve students in the discussion and then give them the chance to give

				most important critiques' opinions	their own opinion
7	3	Understanding of Chapter 14, 15, 16	wuthering heights chapter 14, 15, 16	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
8	3	Understanding of Chapter 17, 18, 19	wuthering heights chapter 17, 18, 19	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
9	3	Understanding of Chapter 20, 21, 22	wuthering heights chapter 20, 21, 22	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
10	3	Understanding of Chapter 23, 24, 25	wuthering heights chapter 23, 24, 25	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
11	3	Understanding of Chapter 26, 27, 28	wuthering heights chapter 26, 27, 28	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
12	3	Understanding of Chapter 29, 30, 31	wuthering heights chapter 29, 30, 31	reading the chapters then analyze them and show the most important	Involve students in the discussion and then give them the chance to give their own opinion

				critiques' opinions	
13	3	Understanding of Chapter 32, 33, 34	wuthering heights chapter 32, 33, 34	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
14	3	Understanding the themes and characters' analysis of Wuthering Heights	Wuthering Heights novel analysis	Explaining the critiques views and analysis and connect them to the events of the novel	Involve students in the discussion and then ask them to give examples from the novel that match the analysis
15	3	Monthly exam			
16	3	understanding the Biography of Charles Dickens and the most important information about his novel Hard Times	Introduction to Hard Times	Describe the most important points about the author and the novel in general	Involve students in the discussion and ask them oral questions to test their understanding
17	3	Understanding of Chapter 1, 2, 3, 4	Hard Times book 1 chapter 1, 2,3, 4	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
18	3	Understanding of Chapter 5,6,7	Hard Times chapter 5, 6, 7	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
19	3	Understanding of Chapter 8, 9, 10	Hard Times chapter 8, 9, 10	reading the chapters then analyze them and show the most important critiques'	Involve students in the discussion and then give them the chance to give their own opinion

				opinions	
20	3	Understanding of Chapter 11, 12, 13	Hard Times chapter 11, 12, 13	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
21	3	Understanding of Chapter 14, 15, 16	Hard Times chapter 14, 15, 16	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
22	3	Understanding of Chapter 1, 2, 3	Hard Times book 2 chapter 1, 2, 3	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
23	3	Understanding of Chapter 4, 5, 6	Hard Times chapter 4, 5, 6	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
24	3	Understanding of Chapter 7, 8, 9	Hard Times chapter 7, 8, 9	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
25	3	Understanding of Chapter 10, 11, 12	Hard Times chapter 10, 11, 12	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion

26	3	Understanding of Chapter 1, 2, 3	Hard Times book3 chapter 1, 2, 3	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
27	3	Understanding of Chapter 4, 5, 6	Hard Times chapter 4,5,6	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
28	3	Understanding of Chapter 7, 8, 9	Hard Times chapter 7, 8, 9	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion
29	3	Understanding the themes and characters' analysis of Hard Times	Hard Times novel analysis	Explaining the critiques views and analysis and connect them to the events of the novel	Involve students in the discussion and then ask them to give examples from the novel that match the analysis
30	3	Monthly Exam			

11. Course Evaluation

daily preparation 5, daily oral 5, monthly exams 40, final exam 50

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English novels: 1- wuthering heights by Emily Bronte. 2-Hard times by Charles Dickens.
Main references (sources)	. Brontë, Emily (1976). Wuthering Heights. Oxford: Clarendon Press . Allen, Walter (1965), Introduction, Hard Times, by Dickens, Charles, Harper & Row,
Recommended books and references (scientific journals, reports...)	- Thoroddsen, Anna Margrjet. "The Theme of Facts and Fancy in Hard Times by Charles

	Dickens." BA Essay. University of Iceland. School of Humanities (2011): 1-21 Drew, Philip. "Charlotte Brontë as a critic of Wuthering heights." Nineteenth-Century Fiction (1964): 365-381.
Electronic References, Websites	https://zlibrary-asia.se/ https://www.researchgate.net/ https://scholar.google.com/

Course Description Form

1. Course Name:					
Linguistics/ fourth year					
2. Course Code:					
3. Semester / Year:					
2024/2025					
4. Description Preparation Date: 23/7/2025					
5. Available Attendance Forms:					
weekly					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 hours/5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: assist professor Ahmed Hasani Yaseen Email: ayaseen20131@gmail.com					
8. Course Objectives					
Course Objectives		The objectives of studying this subject is to deeply know the main branches of linguistics and understanding the way of dealing with their vocabularies and diversions.			
9. Teaching and Learning Strategies					
Strategy		Teaching the students and discussing them, then answering th inquiries and questions			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Having an overview on semantics	Semantics	Introducing some significant definitions	Written tests and quizzes
2	3	Knowing Meaning, semantic features, semantic roles	Meaning, semantic features, semantic roles	Discussion during the lecture	=
3	3	Knowing Lexical relations	Lexical relations	Discussion during the lecture	=

4	3	What is Collocation	Collocation	=	=
5	3	Knowing Pragmatics	Pragmatics	=	=
6	3	Knowing Context	Context	Explanation and discussion during the lecture	=
7	3	Knowing Reference	Reference	Explanation and discussion during the lecture	=
8	3	What are speech acts?	Speech acts	=	=
9	3	Knowing Politeness	Politeness	=	=
10	3	Knowing Discourse analysis	Discourse analysis	=	=
11	3	The way of interpreting discourse	Interpreting discourse	=	=
12	3	The way of Conversational analysis	Conversational analysis	=	=
13	3	What are Co-operative principles	Co-operative principles, background knowledge	=	=
14	3	Remembering what have been already explained previously	Review	=	=
15	3		Written test		
16	3	Knowing First language acquisition	First language acquisition	=	=
17	3	What is the concept of acquisition?	acquisition	=	=
18	3	Knowing Acquisition schedule	Acquisition schedule	=	=
19	3	Understanding Acquisition process	Acquisition process	=	=
20	3	What are the ways of Acquisition development?	Acquisition development	=	=

21	3	Knowing Second language acquisition/learning	Second language acquisition/learning	=	=
22	3	What is the way of Second language learning	Second language learning	=	=
23	3	What is the way of Focus on method	Focus on method	=	=
24	3	What is the way of Focus on learner	Focus on learner	=	=
25	3	What is Communicative competence	Communicative competence	=	=
26	3	Knowing Applied linguistics	Applied linguistics	=	=
27	3	What are Gestures and signs of language	Gestures and signs of language	=	=
28	3	Knowing the Types of Gestures and signs	Types of Gestures and signs	=	=
29	3	What are the way of Structure, meanings, and representation of signs	Structure, meanings, and representation of signs	=	=
30	3		Written test		

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)	The study of language
Main references (sources)	Linguistics
Recommended books and references (scientific journals, reports...)	General linguistics
Electronic References, Websites	

Course Description Form

1. Course Name: English Grammar/ fourth stage					
2. Course Code:					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
24-7-2025					
5. Available Attendance Forms:					
Weekly face-to-face only					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 hours / 5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Aya Qasim Hasan Abas					
Email: aya.qasim@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives		Knowing and acquiring the most important rules of the English language, including tenses and other verb conjugations.			
9. Teaching and Learning Strategies					
Strategy		1-Cooperative Concept Mapping Strategy. 2-Brainstorming Strategy. 3-Note-taking Strategy.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction	Introduction of English sentences	Explaining the topic with examples	Involving students and discussing information

2	3	Unit one	Simple sentence	Explaining the topic with examples	Involving students and discussing information
3	3	Two	Simple sentence	Explaining the topic with examples	Involving students and discussing information
4	3	three	Simple sentence	Explaining the topic with examples	Involving students and discussing information
5	3	four	Simple sentence	Explaining the topic with examples	Involving students and discussing information
6	3	five	Simple sentence	Explaining the topic with examples	Involving students and discussing information
7	3	Six	Simple sentence	Explaining the topic with examples	Involving students and discussing information
8	3	Seven	Simple sentence	Explaining the topic with examples	Involving students and discussing information
9	3	Exam			
10	3	Eight	Clauses	Explaining the topic with examples	Involving students and discussing information
11	3	Nine	Clauses	Explaining the topic with examples	Involving students and discussing information
12	3	Ten	Clauses	Explaining the topic with examples	Involving students and discussing information

13	3	Eleven	concord	Explaining the topic with examples	Involving students and discussing information
14	3	Twelve	concord	Explaining the topic with examples	Involving students and discussing information
15	3	Thirteen	concord	Explaining the topic with examples	Involving students and discussing information
16	3	Fourteen	concord	Explaining the topic with examples	Involving students and discussing information
17	3	Fifteen	Negation	Explaining the topic with examples	Involving students and discussing information
18	3	Sixteen	Negation	Explaining the topic with examples	Involving students and discussing information
19	3	Seventeen	Negation	Explaining the topic with examples	Involving students and discussing information
20	3	Eighteen	Questions	Explaining the topic with examples	Involving students and discussing information
21	3	Nineteen	Questions	Explaining the topic with examples	Involving students and discussing information
22	3	twenty	Questions	Explaining the topic with examples	Involving students and discussing information

23	3	Twenty one	Reported speech	Explaining the topic with examples	Involving students and discussing information
24	3	Exam			
25	3	Twenty three	Commands	Explaining the topic with examples	Involving students and discussing information
26	3	Twenty four	Commands	Explaining the topic with examples	Involving students and discussing information
27	3	Twenty five	Complex sentence	Explaining the topic with examples	Involving students and discussing information
28	3	Twenty six	Complex sentence	Explaining the topic with examples	Involving students and discussing information
29	3	Twenty seven	Complex sentence	Explaining the topic with examples	Involving students and discussing information
30		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)	A University Grammar of English
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name: Contemporary Grammar of English					
2. Course Code:					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
23/7/2025					
5. Available Attendance Forms:					
Weekly					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 Hours / 5 Units					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Yassir Mohammed Salih (Ph.D.)					
Email: yasirmohammed@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives		1- Identify different sentence structures. 2- Develop the writing and grammar of English sentences. 3- Develop and enhance the connection of different sentences using English grammar.			
9. Teaching and Learning Strategies					
Strategy		1- Presenting lectures and engaging students. 2- Oral and written tests given by the course instructor. 3- Teaching method using a series of lectures.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Simple Sentence	What is a simple sentence and its components?	Explain the topic with examples	Presented Questions between the professor and the students
2	3	Simple Sentence	Types of simple sentences and their importance	Explain the topic with examples	Presented Questions between the professor and the students
3	3	Types of Paraphrases	Definition of a quasi-sentence	Explain the topic with examples	Presented Questions between the professor and the students

4	3	Types of Paraphrases	Types of quasi-sentences	Explain the topic with examples	Presented Questions between the professor and the students
5	3	Sentence Elements and Their Meanings	The most important elements in sentences	Explain the topic with examples	Presented Questions between the professor and the students
6	3	Sentence Elements and Their Meanings	The most important meanings of sentences	Explain the topic with examples	Presented Questions between the professor and the students
7	3	Grammar Agreement	Definition of agreement	Explain the topic with examples	Presented Questions between the professor and the students
8	3	Grammar Agreement	Types of agreement	Explain the topic with examples	Presented Questions between the professor and the students
9	3	Negation	Definition of negation	Explain the topic with examples	Presented Questions between the professor and the students
10	3	Negation	Types of negation	Explain the topic with examples	Presented Questions between the professor and the students
11	3	Question Formation	How to form a question	Explain the topic with examples	Presented Questions between the professor and the students
12	3	Question Formation	The most important elements in forming a question	Explain the topic with examples	Presented Questions between the professor and the students
13	3	Imperative Form	Basic structure of the imperative form	Explain the topic with examples	Presented Questions between the professor and the students
14	3	Imperative Form	Different types of imperative forms	Explain the topic with examples	Presented Questions between the professor and the students
15	3	Complex Sentences	Definition of complex sentences	Explain the topic with examples	Presented Questions between the professor and the students
16	3	First Semester Exam			
17	3	Finite and Infinite in Grammar	Definition of finite and infinite	Explain the topic with examples	Presented Questions between the professor and the students
18	3	Responsive Sentences and Their Meanings	What are dependent clauses?	Explain the topic with examples	Presented Questions between the professor and the students
19	3	Dependent Sentences and Their Meanings	Types of dependent clauses	Explain the topic with examples	Presented Questions between the professor and the students
20	3	Nominal Sentences	Definition of a nominal sentence	Explain the topic with examples	Presented Questions between the professor and the students
21	3	Types of Nominal Sentences	Different types of nominal sentences	Explain the topic with examples	Presented Questions between the professor and the students
22	3	Adverbial Sentences	Definition of an adverbial sentence	Explain the topic with examples	Presented Questions between the professor and the students
23	3	Types of Adverbial Sentences	Different types of adverbial sentences	Explain the topic with examples	Presented Questions between the professor and the students
24	3	Comparing Sentences	Definition of comparison between sentences	Explain the topic with examples	Presented Questions between the professor and the students

25	3	Comparing Sentences	What is the difference between sentence types?	Explain the topic with examples	Presented Questions between the professor and the students
26	3	Verbal Phrase	Definition of a verbal phrase	Explain the topic with examples	Presented Questions between the professor and the students
27	3	Direct and Indirect Speech	What are direct and indirect speech in grammar?	Explain the topic with examples	Presented Questions between the professor and the students
28	3	Direct and Indirect Speech	Types of direct and indirect speech	Explain the topic with examples	Presented Questions between the professor and the students
29	3	Second Semester Exam			
30	3	Final 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)	A University Grammar of English, By Randolph Quirk & Sidney Greenbaum 1973.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name: Academic skills–listening and speaking and study skills					
Fourth Stage					
2. Course Code:					
3. Semester / Year:					
2024–2025					
4. Description Preparation Date:					
23/7/2025					
5. Available Attendance Forms: weekly					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 Hours/ 3 Units					
7. Course administrator's name (mention all, if more than one name)					
Name: Assist lecturer Shireen Salim Mohammed					
Email: shireen.salim@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives	<ul style="list-style-type: none"> . Developing students' academic skills, including essay notes and presentations, . including strategies for conducting research, . dealing with unfamiliar academic vocabulary, and enabling students to speak. 				
9. Teaching and Learning Strategies					
Strategy	Listening, speaking and study skills are developed to take notes in lectures, give presentations and express opinions				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	How to be a successful student?	Learning and intelligence	Some information is just listening and some is enough talking	Instant sharing and Interaction
2	2	How do you	Learning and	Listen to	Oral evaluation

		listen to important information?	intelligence	audio about intelligence	
3	2	Talk about personal evaluation	Learning and intelligence	Define (intelligence)	Weekly test
4	2	Healthy body: healthy mind	Health and fitness	Make a presentation about healthy alternative	Put marks for active students
5	2	Expressing opinions	Health and fitness	Grammar notes	Deep discussion
6	2	Techniques in writing notes	Health and fitness	Discuss(why students don't have healthy routine)	Weekly written test
7	2	Ways to express opinions	Changing cites	Positive and negative change in cities	A presentation between (fact and opinion)
8	2	What are the ways to write a successful presentation?	Changing cites	What are eco-cites?	Weekly oral test
9	2	Discuss(facts-opinions)	Changing cites	Discuss (change in cites)	Intense discussion And participation
10	2	Recognizing (causes and solutions)	Issues in agriculture	Discuss (pros and cons)	Daily test about the subject
11	2	References to earlier comments	Issues in agriculture	Take the African town (Malawi) as model	Discussion about the subject
12	2	Listen to audio about an agriculture	Issues in agriculture	Grammar points used in this chapter	Make Presentation about agriculture
13	2	Ask(Are we the same)	Global culture	Listen to audio show the link between	Open lecture about global cultural

				culture and coffee.	
14	2	How do you recognize the important information from a subject?	Global culture	How do you make results in a presentation?	Discuss
15	2	Presenting in graphics	Global culture	Listen to audio	Oral test
16	2	definition (heritage)	History and heritage	Listen to audio	Make presentation by using Google
17	2	How to write (conclusion) in a presentation	History and heritage	Ask some questions	Written test
18	2	Difference between history and heritage	History and heritage	Open discussion	Oral test
19	2	Airports around the world	Development in architecture	Listen to audio about Development in architecture	Make a test about architecture development in Iraq
20	2	Define the term(inference)	Development in architecture	Define and discuss(mind mapping)	discuss
21	2	Define (architecture)	Development in architecture	Listen to audio	written test
22	2	How do you make successful interview?	The sport industry	Listen to audio about the most famous sports in the world	Discuss about how many ports do you have?
23	2	Define the term (logical organization)	The sport industry	Does every who plays sports have physical health?	discuss
24	2	What are the types of a presentation	The sport industry	How many sports do you play?	Make presentation about sports

25	2	Describe the (results) of a presentation	Global statistics	Is life getting better?	Full discussion
26	2	The steps to make a presentation	Global statistics	Listen to audio	Discuss and oral test
27	2	Establishing rapport	Global statistics	Recognizing lecture style	Written test
28	2	Giving and supporting opinions	Technological advance	Dealing with fast speech-active listening-asking questions	Giving a presentation in new technology
29	2	Positive and negative of technology	Technological advance	Listen to audio of technology	discuss
30	2	Define (technology)	Technological advance	How technology help you when you want to make a presentation?	Written test

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)	Listening and Speaking and study skills, Level 3 (Student's Book) A curriculum CD with audio tracks on the curriculum, divided according to the book's chapters.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:					
An Introduction to Translation					
2. Course Code:					
3. Semester / Year: 2024-2025					
Year					
4. Description Preparation Date:					
12/ 07/ 2025					
5. Available Attendance Forms:					
Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours / 3 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Abdulrahman Abdullah Yaseen					
Email: abd.yaseen@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives	<ul style="list-style-type: none"> • Providing students with the skill of transferring the language from the source to the recipient in the correct manner • Expanding the analysis skill by analyzing vocabulary according to context • Explaining the most important modern ideas in translation because they are part of the rest of the other English sciences 				
9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none"> • A brief history of translation • Translating types of English and Arabic sentences • Translating different types of English texts into Arabic and vice versa • Dealing with the problems facing the translator during the translation process. 				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hours		An Introduction		

2	2 hours	<ul style="list-style-type: none"> • A brief history of translation • Translating types of English sentences • Translating different types of English texts into Arabic • Dealing with the problems facing the translator during the translation process 	to Translation	<ul style="list-style-type: none"> • A general overview of translation and what will be studied during the academic year • Translation at the word level (articles - nouns - adjectives - adverbs) • Interrogative translation • Translating the imperative form • Translation of negation • Translation of exclamation • Translating the passive voice • Translating the coherence in the English sentence • Translating the compound English sentence • Translating complex English sentences 	<ul style="list-style-type: none"> • Attendance mandatory, taking into account politeness and respect for the lecture. • Encouraging students to participate daily. • Obliging all students to fulfill their assigned duties • Using the Power Point slide presentation method in the lecture. • Weekly, monthly, daily and written exams and the end-of-year exam.
3	2 hours				
4	2 hours				
5	2 hours				
6	2 hours				
7	2 hours				
8	2 hours				
9	2 hours				
10	2 hours				
11	2 hours				
12	2 hours				
13	2 hours				
14	2 hours				
15	2 hours				
16	2 hours				
17	2 hours				
18	2 hours				
19	2 hours				
20	2 hours				
21	2 hours				
22	2 hours				
23	2 hours				
24	2 hours				
25	2 hours				

26	2 hours				
27	2 hours				
28	2 hours				
29	2 hours				
30	2 hours				

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)	1- Introduction to Translation (Part One: Translation into Arabic), written by professors (Abdul Wahab Al-Wakil, Dr. Salman Al-Wasiti, Dr. Yoel Youssef Aziz, Karam Habib), 1979 edition, Ministry of Higher Education and Scientific Research. University of Al Mosul. -2Aziz, Y. & Lataiwish, M. (2000), Principles of Translation, Benghazi: Dar Annahda Alarabiya
Main references (sources)	1- Introduction to Translation (Part One: Translation into Arabic), written by professors (Abdul Wahab Al-Wakil, Dr. Salman Al-Wasiti, Dr. Yoel Youssef Aziz, Karam Habib), 1979 edition, Ministry of Higher Education and Scientific Research. University of Al Mosul. 2- Unilingual and bilingual dictionaries
Recommended books and references (scientific journals, reports...)	1- Unilingual and bilingual dictionaries 2- Translator Training Manual in General Translation (Talal Abu Ghazaleh Translation and Publishing) 2007

Electronic References, Websites

Using external books in the field of translation and taking advantage of Internet sites as a scientific means to follow the course of language development at the present time.

Course Description Form

1. Course Name: Assessment					
Fourth Stage					
2. Course Code:					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
23-7-2025					
5. Available Attendance Forms:					
Weekly face-to-face only					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours / 4 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Athraa Mohammed Saleh					
Email: athraa.m@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives		1- Understanding the basic concepts of testing. 2- Identifying types of tests in language teaching. 3- Designing effective tests for the English language. 4- Understanding the characteristics of a good test.			
9. Teaching and Learning Strategies					
Strategy		1-Cooperative Concept Mapping Strategy. 2-Brainstorming Strategy. 3-Note-taking Strategy.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding the basics of testing	Assessment	Lecture and Exercise	Written Assignment
2	3	Understanding the basics of testing	Assessment	Discussion and Exercise	Weekly Quiz
3	3	Learning how to design tests	Assessment	Lecture and Exercise	Written Assignment

4	3	Learning how to design tests	Assessment	Discussion and Exercise	Weekly Quiz
5	3	Understanding types of tests	Assessment	Lecture and Exercise	Written Assignment
6	3	Understanding types of tests	Assessment	Discussion and Exercise	Weekly Quiz
7	3	Learning how to evaluate tests	Assessment	Lecture and Exercise	Written Assignment
8	3	Learning how to evaluate tests	Assessment	Discussion and Exercise	Weekly Quiz
9	3	Understanding the importance of testing in education	Assessment	Lecture and Exercise	Written Assignment
10	3	1 st exam	Assessment		
11	3	Learning how to write test items	Assessment	Lecture and Exercise	Written Assignment
12	3	Learning how to write test items	Assessment	Discussion and Exercise	Weekly Quiz
13	3	Understanding how to analyze test results	Assessment	Lecture and Exercise	Written Assignment
14	3	Understanding how to analyze test results	Assessment	Discussion and Exercise	Weekly Quiz
15	3	Learning how to score tests	Assessment	Lecture and Exercise	Written Assignment
16	3	Learning how to score tests	Assessment	Discussion and Exercise	Weekly Quiz
17	3	Understanding how to use tests in student assessment	Assessment	Lecture and Exercise	Written Assignment
18	3	Understanding how to use tests in student assessment	Assessment	Discussion and Exercise	Weekly Quiz
19	3	Learning how to design English language tests	Assessment	Lecture and Exercise	Written Assignment
20	3	Learning how to design English language tests	Assessment	Discussion and Exercise	Weekly Quiz
21	3	2 nd exam	Assessment		
22	3	Understanding how to evaluate English language tests	Assessment	Discussion and Exercise	Weekly Quiz
23	3	Learning how to avoid common errors in testing	Assessment	Lecture and Exercise	Written Assignment

24	3	Learning how to avoid common errors in testing	Assessment	Discussion and Exercise	Weekly Quiz
25	3	Understanding how to use technology in testing	Assessment	Lecture and Exercise	Weekly Quiz
26	3	Understanding how to use technology in testing	Assessment	Discussion and Exercise	Written Assignment
27	3	Learning how to design online tests	Assessment	Lecture and Exercise	Weekly Quiz
28	3	Learning how to design online tests	Assessment	Discussion and Exercise	Written Assignment
29	3	Reviewing and assessing testing	Assessment	Lecture and Exercise	Weekly Quiz
30	3	Final exam	Assessment		

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)	A Language Teacher's Guide to Assessment
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://zlibrary-asia.se/ https://www.researchgate.net/ https://scholar.google.com/

Course Description Form

1. Course Name: Modern English Poetry					
Fourth Stage					
2. Course Code:					
3. Semester / Year:					
2024 / 2025					
4. Description Preparation Date:					
23 / 7 / 2025					
5. Available Attendance Forms:					
Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 hours / 4 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst.Lect. Ghassan Dhahed Kawan					
Email: drghassankhazraji@gmail.com					
8. Course Objectives					
Course Objectives	1- Providing students with the skill of applying the ideas of English literature in general and the poem in particular by writing an analysis that imitates the English poem. 2- Expanding the skill of critical analysis of the English poem of poetry. 3- Explaining the most important modern ideas in the English poem, such as post-modernism and psychoanalytic theory.				
9. Teaching and Learning Strategies					
Strategy	1- Education strategy using collaborative concept planning. 2- Teaching strategy using brainstorming. 3- Teaching strategy using the observation series.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hours	Introduction the poetry.	An introduction of 20th century English and American poetry		Involving students and discussing information

2	2 hours	Introduction the poetry.	An introduction of 20th century English and American poetry		Involving students and discussing information
3	2 hours	Providing students with the skill of analyzing the verses of the poem	W. B. Yeats	Explanation of the poet's life	Involving students and discussing information
4	2 hours	Providing students with the skill of analyzing the verses of the poem	Sailing to Byzantium	Explanation of the poem's verses	Involving students and discussing information
5	2 hours	Introduction the Second coming	The Second Coming	Explanation of the poem's verses	Involving students and discussing information
6	2 hours	Introduction the Eliot	T.S. Eliot	Explanation of the poet's life	Involving students and discussing information
7	2 hours	Providing students with the skill of analyzing the verses of the poem	The Love Song of Alfred Prufrock	Explanation of the poem's verses	Involving students and discussing information
8	2 hours	Explain the poem	The Georgian School Walter de la Mare	Explanation of the poet's life	Involving students and discussing information
9	2 hours	Explain the poem	The Listeners	Explanation of the poem's verses	Involving students and discussing information
10	2 hours	Explain the poem	The Socialist School	Explanation this school	Involving students and discussing information

11	2 hours	Explain the poem	W.H.Auden	Explanation of the poem's verses	Involving students and discussing information
12	2 hours	Explain the poem	The Unknown Citizen	Explanation of the poem's verses	Involving students and discussing information
13	2 hours	Explain the poem	Neo-Romanticism		Involving students and discussing information
14	2 hours	Explain the poem	Dylan Thomas	Explanation of the poem's verses	Involving students and discussing information
15	2 hours	Explain the poem	Fern Hill	Explanation of the poem's verses	Involving students and discussing information
16	2 hours	Explain the poem	The Movement		Involving students and discussing information
17	2 hours	Explain the poem	Philip Larkin	Explanation of the poem's verses	Involving students and discussing information
18	2 hours	Explain the poem	At Grass	Explanation of the poem's verses	Involving students and discussing information
19	2 hours	Explain the poem	Church Going	Explanation of the poem's verses	Involving students and discussing information
20	2 hours	Explain the poem	Extremist Art		Involving students and discussing information
21	2 hours	Explain the poem	Ted Hughes	Explanation of the poem's	Involving students and discussing

				verses	information
22	2 hours	Explain the poem	Ted Hughes	Explanation of the poem's verses	Involving students and discussing information
23	2 hours	Explain the poem	Thought Fox	Explanation of the poem's verses	Involving students and discussing information
24	2 hours		Review		
25	2 hours		Review		
26	2 hours		Review		
27	2 hours		Review		
28	2 hours		Review		
29	2 hours		Review		
30	2 hours		Review		

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)	Krasner, David, ed. A Companion to Twentieth American Drama (2005)
Main references (sources)	Sanders, Andrew. The Short Oxford History of English Literature (1999).
Recommended books and references (scientific journals, reports...)	DiYanni, Robert. Literature: Reading Poetry, Fiction and Drama, 5th ed. (2002).
Electronic References, Websites	https://www.researchgate.net/ https://scholar.google.com/

Course Description Form

1. Course Name:					
Modern English Novel / Fourth Stage					
2. Course Code:					
3. Semester / Year:					
2024 / 2025					
4. Description Preparation Date:					
23 / 7 / 2025					
5. Available Attendance Forms:					
Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
90 hours / 5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Waad Adil Lateef (Ph.D)					
Email: waad.adel@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives	1- Providing students with the skill of applying the ideas of English literature in general and the novel particular by writing a novel that imitates the English novel. 2- Expanding the skill of critical analysis of the English novel. 3- Explaining the most important modern ideas in the English novel, such as post-modernism and psychoanalytic theory.				
9. Teaching and Learning Strategies					
Strategy	1- Education strategy using collaborative concept planning. 2- Teaching strategy using brainstorming. 3- Teaching strategy using the observation series.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	- To equip students with the skills to analyze the novel through the application of literary theories. - To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
2	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
3	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion

4	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
5	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
6	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
7	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
8	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
9	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
10	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
11	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
12	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
13	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
14	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
15	3	- To familiarize students with the significance of modern critical theories, such as	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion

		Postmodernism and Psychoanalytic Theory.			
16	3	First Monthly Examination			Written Examination
17	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
18	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
19	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
20	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
21	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
22	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
23	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
24	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
25	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
26	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
27	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion

28	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
29	3	Second Monthly Examination			Written Examination
30	3	Final Examination			Written Examination

1. Course Evaluation

- Daily Assessments and First Monthly Examination – 25%
- Daily Assessments and Second Monthly Examination – 25%
- Comprehensive Final Examination – 50%

2. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English novel: 1- Lord of the Flies by William Golding. 2- Animal Farm by George Orwell.
Main references (sources)	- Golding, W. (1987). <i>Lord of the flies: Casebook edition</i> . Penguin. - Orwell, G. (2021). <i>Animal farm and 1984</i> . Fusion Books.
Recommended books and references (scientific journals, reports...)	- Bufkin, E. C. (1965). <i>Lord of the flies: An analysis</i> . <i>The Georgia Review</i> . - Bloom, H. (Ed.). (2009). <i>George Orwell's Animal Farm</i> . Infobase Publishing.
Electronic References, Websites	https://zlibrary-asia.se/ https://www.researchgate.net/ https://scholar.google.com/