

**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 English Department

2026

Introduction:

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

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

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 Programme Description

University Name: University of Samarra

Faculty/ Institution: College of Education for Humanities

The Scientific Department: English Department

Academic or Professional Programme Name: Bachelor of English Language

Final Certificate Name: Bachelor in English Language

Academic System: Semester

Description Preparation Date: 19/7/2026

File Completion Date: 19/7/2026

Signature:

Yasir M. Saleh

Head of the Department Name:

Date:

19-7-2026

Signature

Scientific Associate Name

Date:

19-7-2026

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance

Department : *Esmat Abbas*

Date:

19/7/2026

Signature:

BADR

A / Approval of the Dean

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	43	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	
2026/2025			Theoretical	Practical
First Stage	Eng 101	English Grammar	3	
	Eng 102	Better English Pronunciation	3	
	Eng 103	Listening and speaking	2	
	Eng 104	Reading I	2	
	Eng 105	Composition Writing	2	
	Eng 106	An Introduction to English Literature	3	
	UOS 104	Human Rights	1	
	COE 102	Educational Psychology	2	
	Eng 109	Fundamentals of Education	2	
	UOS 108	Computer Sciences	2	
	Eng 111	The Arabic Language	2	
2026/2025	Course Code	Course Name	Credit Hours	
Second Stage	Eng 201	Morphology and Syntax	3	
	Eng 202	English Phonology	3	
	Eng 203	Advanced Reading	2	
	Eng 204	An Introduction to Academic Writing	2	
	Eng 205	Elizabethan Drama	2	
	Eng 206	Short Story	2	
	Eng 207	16 th to 17 th Century Poetry	2	
	Eng 208	Listening and Speaking 2	2	
	Eng 209	An Introduction to ELT	3	
	UOS 204	Adult Education	2	
	Eng 211	Baa'th Crimes	2	
	Eng 212	Computer Sciences	2	
	Eng 213	The Arabic Language	2	
2026/2025				
Third Stage	Eng 301	Contemporary Grammar of English	3	
	Eng 302	Introduction to Linguistics	3	
	Eng 303	Writing Academic English	2	
	Eng 304	Listening and Speaking 3	2	
	Eng 305	Victorian Nover 1830–1900	3	

	Eng 306	Renaissance Drama 16–18 th Century	3	
	Eng 307	Romantic and Victorian Poetry	2	
	Eng 308	Pedagogical and Curriculum Innovation	3	
	COE 301	Guidance and Psychological Health	2	
2026/2025				
Fourth Stage	Eng 401	Contemporary Grammar of English	3	
	Eng 402	Linguistics II	3	
	Eng 403	Modern Novel	3	
	Eng 404	Modern Drama	3	
	Eng 405	Modern Poetry	2	
	Eng 406	Translation	2	
	Eng 407	Advanced Listening and Speaking	2	
	Eng 408	Test Design and Assessment	2	
	Eng 409	Practicum and EFL Classroom Practices	3	
	Eng 410	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

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.

can develop vocabulary and linguistic structures. 3– Developing students' translation skills. 4– Expanding horizons by exploring literary genres such 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

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

- 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	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	Asst. Prof. 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	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	Lect. Ghassan Dhahid Kawan	English Language	Literature			Staff	

15	Inst. Nibras Muhammed Salih	English Language	Linguistics			Staff	
16	Asst. Lect. 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	Jurisprudenc e			Staff	
19	Asst. Lect. Jihan Kareem Abdullah	English Language	Linguistics			Staff	
20	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	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	Lect. Elaf Fikran Ismail	English Language	Linguistics			Staff	
29	Asst. Prof. Abdulateef Khaleel Ibrahim	English Language	Linguistics			Staff	
30	Asst. Prof. Dr. Sufiyan Awad Hasson	English Language	Literature			Staff	
31	Asst. Lect. Basim Salim Khalaf	English Language	Literature			Staff	
32	Asst. Prof. 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	
36	Asst. Lect. Ghufran Ahmed Fadhil	English Language	Phonetics			Staff	
37	Prof. Dr. Hadher Hussein Abood	English Language	Applied Linguistics			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
2025/2026 First Stage	Eng 101	English Grammar	Basic	↗				↗	↗			↗	↗		
	Eng 102	Better English Pronunciation	Basic	↗				↗				↗	↗		
	Eng 103	Listening and speaking	Basic	↗				↗				↗	↗		
	Eng 104	Reading I	Basic	↗				↗	↗			↗	↗		
	Eng 105	Writing	Basic	↗					↗			↗	↗		
	Eng 106	Literature	Basic	↗				↗	↗			↗	↗		
	UOS 104	Human Rights	Basic	↗					↗					↗	
	COE 102	Psychology	Basic		↗	↗			↗					↗	
	Eng 109	Fundamentals of Education	Basic				↗	↗			↗			↗	
	UOS 108	Computer Sciences	Basic				↗	↗				↗			
	Eng 111	The Arabic Language	Basic	↗				↗				↗	↗		
2025/2026 Second Stage	Eng 201	Morphology and Syntax	Basic	↗				↗				↗	↗		
	Eng 202	Phonetics and Phonology	Basic	↗					↗			↗	↗		
	Eng 203	Advanced Reading	Basic	↗				↗				↗	↗		
	Eng 204	Academic Writing	Basic	↗				↗	↗			↗	↗		
	Eng 205	Drama	Basic	↗				↗	↗						
	Eng 206	Short Story	Basic	↗				↗	↗			↗	↗		
	Eng 207	English Poetry	Basic	↗				↗	↗			↗	↗		
	Eng 208	Listening and speaking	Basic	↗				↗				↗	↗		

	Eng 209	Introduction to ELT	Basic	↗				↗				↗	↗		
	UOS 204	Adults Education	Basic	↗	↗			↗			↗	↗	↗		
	Eng 211	Baa'th Crimes	Basic	↗				↗				↗	↗		
	Eng 212	Computer Sciences	Basic	↗								↗	↗		
	Eng 213	The Arabic Language	Basic	↗								↗	↗		
2025/2026 Third Stage	Eng 301	Contemporary English Grammar	Basic	↗				↗	↗			↗	↗		
	Eng 302	Linguistics	Basic	↗				↗	↗			↗	↗		
	Eng 303	English Academic Writing	Basic	↗				↗	↗			↗	↗		
	Eng 304	Listening and Speaking	Basic	↗				↗	↗			↗	↗		
	Eng 305	English Novel	Basic	↗				↗	↗			↗	↗		
	Eng 306	English Drama	Basic	↗				↗	↗			↗	↗		
	Eng 307	English Poetry	Basic	↗				↗	↗			↗	↗		
	Eng 308	Methodology	Basic	↗				↗	↗			↗	↗		
	COE 301	Psychology and Health Guidance	Basic	↗				↗				↗			
2025/2026 Fourth Stage	Eng 401	Contemporary English Grammar	Basic	↗				↗				↗			
	Eng 402	Linguistics II	Basic	↗				↗	↗			↗	↗		
	Eng 403	Modern Novel	Basic	↗				↗	↗			↗	↗		
	Eng 404	Modern Drama	Basic	↗				↗	↗			↗	↗		
	Eng 405	Modern Poetry	Basic	↗				↗	↗			↗	↗		
	Eng 406	Translation	Basic	↗				↗	↗				↗		

	Eng 407	Advanced Listening and Speaking	Basic	↗				↗				↗	↗		
	Eng 408	Assessment Design	Basic	↗					↗			↗			
	Eng 409	Practicum and EFL Classroom Practices	Basic	↗	↗			↗				↗	↗		
	Eng 410	Graduation Research	Basic	↗					↗			↗			

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

Course Description Form

1. Course Name:	
An Introduction to English Literature	
2. Course Code:	
Eng 106	
3. Semester / Year:	
2025–2026	
4. Description Preparation Date:	
2026–7–14	
5. Available Attendance Forms:	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours / 5 Credits	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Enas Mohammed Saleh	
Email: enas.m@uosamarra.edu.iq	
8. Course Objectives	
Course Objectives	–Essentially to sustain students appreciation of English poetry, prose, and drama. –To introduces them also the major literary genres and their distinguishing features. –Providing students with the skill of applying the ideas of English literature –Enable students to analyze literary texts using appropriate literary terminology.

9. Teaching and Learning Strategies

Strategy

- 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 Literature	Explaining the scientific material by reading selected literary types and giving the most important critical analyses.	Question-and-answer sessions.
2	3 hours	It provides the students with information about the various types of drama	Introduction to poetry	Write a review that summarizes the most important ideas presented during the lectures.	Question-and-answer sessions.
3	3 hours	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	types of Poetry (Lyric, Ballad, Narrative, Sonnet)	Write a review that summarizes the most important ideas presented during the lectures.	Question-and-answer sessions.

4	3 hours	The lecture intends also to widen the students' cultural awareness and improve their critical insight	Poetic Devices (Imagery, Symbolism, Simile, Metaphor, Personification) 4	Standard method	Short writing assignments
5	3 hours	the students are supposedly acquainted with the meaning, plot, characters, and major themes	5 The Sick Rose – William Blake	Analyze poems critically	Short writing assignments
6	3 hours	the students are supposedly acquainted with the meaning, plot, characters, and major themes	6 Lord Randal	Analyze poems critically	Short writing assignments
7	3 hours	the students are supposedly acquainted with the meaning, plot, characters, and major themes	Break, Break, 7 Break – Alfred Tennyson	Analyze poems critically	Short writing assignments
8	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	8 Ozymandias – P. B. Shelley	Analyze poems critically	Textual analysis

9	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	9 Winter	Analyze poems critically	Textual analysis
10	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	10 First Monthly Exam	Standard method	Textual analysis
11	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	11 Introduction to Prose Appreciation	Standard method	Textual analysis
12	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	12 Elements of Fiction (Plot, Character, Setting, Theme)	Standard method	Textual analysis
13	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	13 Point of View, Style and Tone	Standard method	Textual analysis
14	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	14 General Revision (Poetry & Prose)	Standard method	Textual analysis

15	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	15 Second Monthly Exam (End of Course I)	Standard method	Textual analysis
16	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	16 Introduction to Drama	Standard method	Textual analysis
17	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	17 Elements of Drama	Standard method	Textual analysis
18	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	18 Greek Theatre and Greek Tragedy	Standard method	Textual analysis
19	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	19 Sophocles and Oedipus Rex (Background & Plot)	Standard method	Textual analysis
20	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	20 Oedipus Rex: Prologue & Parodos	Standard method	Textual analysis

21	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	21 Episode I	Standard method	Textual analysis
22	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	22 Episode II	Standard method	Textual analysis
23	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	23 Episode III	Standard method	Textual analysis
24	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	24 Episode IV & Exodos	Standard method	Textual analysis
25	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	25 Characters and Themes	Standard method	Textual analysis
26	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	26 Hamartia, Hubris, Catharsis and Dramatic Irony	Standard method	Textual analysis

27	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	27 Fate versus Free Will	Standard method	Class performance and exams
28	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	General Critical 28 Appreciation of Oedipus Rex	Standard method	Class performance and exams
29	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	29 Comprehensive Revision	Standard method	Class performance and exams
30	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	30 Final Examination	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 (<i>Poetry and prose appreciation for overseas students</i> (1965) and <i>An introduction to drama</i> (1937)).	1– Alexander, L. G. (1965). <i>Poetry and prose appreciation for overseas students</i> . Longman. 2– Hubbell, J. B., & Beaty, J. O. (1937). <i>An introduction to drama</i> . The Macmillan Company.

Recommended books and references (scientific journals, reports...)	1-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	The British Library – Discovering Literature (Primary texts, historical context, and critical materials on English literature.)

Course Description Form

1. Course Name:	
Computer 1	
2. Semester / Year:	
annually for the year 2025/2026	
3. Description Preparation Date:	
1/9/2025	
4. Available Attendance Forms:	
Daily	
5. Number of Credit Hours (Total) /	
30	
6. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Ahmed I. Turki	
7. Course Objectives	
Course Objectives	Enabling the student to become familiar with computer parts and ready-made programs in addition to enabling him to use the Windows 10 operating system.
9. Learning outcomes and methods of teaching, learning and evaluation	
A- Knowledge and understanding: ١- How to employ the theoretical or practical side of (computer) concepts in the educational process. ٢- That the student understands the basic concepts in (computer), especially the recent developments occurring in these sciences. ٣- Identify the parts of the computer. ٤- Use basic computer operating systems.	
B- Teaching and learning methods Developing learning outcomes in the various areas of learning shown below: 1- It provides a quick summary of the knowledge or skills that the course seeks to develop. 2- A description of the teaching strategies used in the course in order to develop that knowledge or skills.	

3– The methods used to evaluate the student in the course to evaluate the learning outcomes in this field of study.

C – The skills objectives of the course

- ١– The student applies educational and scientific concepts within the classroom.
- ٢– Using strategies and means of explanation when teaching.
- ٣– Perfect classroom management.
- ٤– Understanding the developmental and developmental aspect of the student.

Evaluation methods:

Daily exams and assignments

- Monthly exams
- Annual exams.
- Daily participation during the lecture.

10– Course Structure

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Hours	The week
Weekly and monthly exams	Lecture with dialogue and discussion	Computer	The students understanding of the vocabulary presented in the lecture	2	1
Weekly and monthly exams	Lecture with dialogue and discussion	Physical parts	The students understanding of the vocabulary presented in the lecture	2	2
Weekly and monthly exams	Lecture with dialogue and discussion	Computer memories	The students understanding of the vocabulary presented in the lecture	2	3
Weekly and monthly exams	Lecture with dialogue and	Main memories	The students understanding of the vocabulary presented in	2	4

	discussion		the lecture		
Weekly and monthly exams	Lecture with dialogue and discussion	Secondary memories	The students understanding of the vocabulary presented in the lecture	2	5
Weekly and monthly exams	Lecture with dialogue and discussion	Representing data in a computer	The students understanding of the vocabulary presented in the lecture	2	6
Weekly and monthly exams	Lecture with dialogue and discussion	Mother Board unit	The students understanding of the vocabulary presented in the lecture	2	7
Weekly and monthly exams	Lecture with dialogue and discussion	Ports on the motherboard	The students understanding of the vocabulary presented in the lecture	2	8
Weekly and monthly exams	Lecture with dialogue and discussion	INPUT UNITS	The students understanding of the vocabulary presented in the lecture1	2	9
Weekly and monthly exams	Lecture with dialogue and discussion	OUTPUT UNITS	The students understanding of the vocabulary presented in the lecture	2	10
Weekly and monthly exams	Lecture with dialogue and discussion	OUTPUT UNITS	The students understanding of the vocabulary presented in the lecture	2	11
Weekly and monthly	Lecture with	Types of printers	The students understanding of the	2	12

exams	dialogue and discussion		vocabulary presented in the lecture		
Weekly and monthly exams	Lecture with dialogue and discussion	Types of screens	The students understanding of the vocabulary presented in the lecture	2	13
Weekly and monthly exams	Lecture with dialogue and discussion	Monthly exam	The students understanding of the vocabulary presented in the lecture	2	14
	Lecture with dialogue and discussion	POWER UNIT	The students understanding of the vocabulary presented in the lecture	2	15
	Lecture with dialogue and discussion	Cards added to the computer HARDWARE CARDS	The students understanding of the vocabulary presented in the lecture	2	16
Weekly and monthly exams	Lecture with dialogue and discussion	Factors affecting computer performance speed	The students understanding of the vocabulary presented in the lecture	2	17
Weekly and monthly exams	Lecture with dialogue and discussion	Software	The students understanding of the vocabulary presented in the lecture	2	18
Weekly and monthly exams	Lecture with dialogue and discussion	Operating System	The students understanding of the vocabulary presented in the lecture	2	19

Weekly and monthly exams	Lecture with dialogue and discussion	Application programs	The students understanding of the vocabulary presented in the lecture	2	20
Weekly and monthly exams	Lecture with dialogue and discussion	Desktop icons	The students understanding of the vocabulary presented in the lecture	2	21
Weekly and monthly exams	Lecture with dialogue and discussion	Daily exam	The students understanding of the vocabulary presented in the lecture	2	22
	Lecture with dialogue and discussion	Stop running unresponsive programs	The students understanding of the vocabulary presented in the lecture	2	٢٣
Weekly and monthly exams	Lecture with dialogue and discussion	Learn about the contents of the control panel	The students understanding of the vocabulary presented in the lecture	2	٢٤
Weekly and monthly exams	Lecture with dialogue and discussion	How to arrange and control interfaces (windows).	The students understanding of the vocabulary presented in the lecture	2	٢٥
	Lecture with dialogue and discussion	Learn about the effectiveness of screen saver	The students understanding of the vocabulary presented in the lecture	2	٢٦

Weekly and monthly exams	Lecture with dialogue and discussion	Practical exam	The students understanding of the vocabulary presented in the lecture	2	27
Weekly and monthly exams	Lecture with dialogue and discussion	Identify the contents of the programs file	The students understanding of the vocabulary presented in the lecture	2	28
Weekly and monthly exams	Lecture with dialogue and discussion	Learn about programming languages	The students understanding of the vocabulary presented in the lecture	2	29
Weekly and monthly exams	Lecture with dialogue and discussion	Monthly exam	The students understanding of the vocabulary presented in the lecture	2	30

11– Learning and Teaching Resources

Required textbooks (curriculum books, if any)	Basics of using a computer/Part One
Main references:	
Recommended books and references (scientific journals, reports...)	https://www.scopus.com/sourceid/#1110.103313tabs=2
Electronic References, Websites	https://www.uobabylon.edu.iq/eprints/publication_31454_6.32.pdf

Course Description Form

1. Course Name: Better English Pronunciation					
First Stage					
2. Course Code:					
Eng 102					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
15/7/2026					
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. Lect. Jihan Kareem Abdullah (M.A.)					
Email: jihan.kareem@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives		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. 2. To develop the skills of thinking, sound analysis, and phonetic writing. 3. To discuss the most important and recent ideas in English phonetics and phonetic writing.			
9. Teaching and Learning Strategies					
Strategy		1- Teaching strategy using collaborative concept mapping. 2- Teaching strategy using brainstorming. 3- Teaching strategy using feedback loops.			
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:	
Listening and speaking 2	
2. Course Code:	
Eng 103	
3. Semester / Year:	
2026-2025	
4. Description Preparation Date:	
15/7/2026	
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: Asst. Prof. Dr. Adhwaa Muhammed Salman (Ph.D.) Email: Adhwaa.m@uosamarra.edu.iq	
8. Course Objectives	
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	1- Explanation and clarification. 2- Lecture method. 3- Discussion method.

10- The course structure					
Evaluation method	Teaching method	outcomes Name of unit/or	Required learning	hours	week
		subject			
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

Oral and exams	Explanation and clarification	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
Oral and exams	Explanation and clarification	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: English Grammar in Use/ First stage					
2. Course Code:					
Eng 101					
3. Semester / Year:					
2025–2026					
4. Description Preparation Date:					
15–7–2026					
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: Ass. Prof. Dr. Saif Habeeb Hasan (Ph.D.)					
Email: saif.habeeb@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 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:	
The Arabic language	
2. Course Code:	
Eng 111	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
15/7/2025	
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: Lect. Dr. Shaymaa Muhammed Mustafa (Ph.D.)	
Email: shima.m.m@uosamarra.edu.iq	
8. Course Objectives	
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	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 Between Inflected and Inflected Verbs	1th	11
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	

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: Reading Comprehension					
2. Course Code:					
Eng 104					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
15/7/2026					
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: Lect. Dr. Othman Sajid Jumaah (Ph.D.)					
Email: chatothman@yahoo.com					
8. Course Objectives					
Course Objectives	- 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 response 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 response 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 response 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 response 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 response 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 response 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 response 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	
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 :	
Educational Psychology	
.2 Course code :	
COE 102	
.3 Semester/Year: Annual	
annual	
.4 This description was prepared	
12-7-2026	
.5 : Available attendance formats	
presence only	
.6 :Number of study hours (total) / Number of units (total)	
units4 / hours60	
.7 Name of course coordinator (if applicable) More than one name is (mentioned	
Prof. Dr. Saheb Asaad Wais Al-Shammari	
.8 Course objectives	
..... • • •	Understanding the historical development of psychology To identify the most prominent intellectual currents in psychology Identifying educational objectives, their fields, levels, and how they are derived Understanding the concept of learning, education ,teaching, and the factors that influence them Learn about the most prominent learning theories Identifying the most prominent methods for achieving effective learning and avoiding forgetting as much as possible Learn about the most prominent theories of forgetting and how to deal with it Identifying ways to improve the memory process Understanding the concept of learning transfer, its theories and the factors that influence it Understanding the concept of thinking, its tools, the factors that influence it, and its steps Identifying ways to utilize feedback in developing learning within classrooms -1 -2 -3 -4 -5 -6 -7 -8 -9 -10 -11

		Understanding e-learning, its approaches, types, and -12 .characteristics			
		Understanding the concepts and principles of human -13 .development			
		Understanding the stages of human development and their -14 .requirements			
Teaching and learning strategies .9					
.A teaching strategy using discussion and collaborative learning -1 .A teaching strategy using brainstorming -2 .teaching strategy using Format -3				strategy	
Course structure .10					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Various ,activities ,questions and tests ,Daily ,weekly monthly oral and written assessments and end-of- . year exam	,Lectures .1	Historical development		Two hours	1
	theoretical	Psychology		Two hours	2
	,lessons	The nature and fields of psychology		Two hours	3
	,presentations	educational goals		Two hours	4
	classroom	Formulating educational objectives		Two hours	5
	,discussions	as and levels of educational .objectives		Two hours	6
	and virtual	earning and the factors that influence it		Two hours	7
	activities	arning, teaching instruction, and .training		Two hours	8
	Writing a -2	Associative theories in .learning		Two hours	9
	review sheet	Field theories in .learning		Two hours	10
	for each	.learning		Two hours	11
	chapter	,Memory		Two hours	12
	summarizing	uencing factors and ways to .improve it		Two hours	13
	the most	forgetting and its theories		Two hours	14
	important			Two hours	15
	ideas that	The transfer of earning and the factors that influence it		Two hours	16
	were			Two hours	17
	presented			Two hours	18
	during the			Two hours	19
	.lectures			Two hours	20
	Brainstorming .3			Two hours	21
				Two hours	22
				Two hours	23
				Two hours	24
				Two hours	25
				Two hours	26
				Two hours	27
				Two hours	28
				Two hours	29
				Two hours	30

		Theories of transfer of .learning inking, its tools the factors that .influence it The steps and processes of .thinking eedback and its .functions pes of feedback .ways to utilize .it learning and its .types Designing e-.learning ,Growth ,maturation velopment, and principles of .growth tages of human .development Growth requirements at different developmental .stages			
Course evaluation .11					
The 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 the final exam					
Learning and teaching resources .12					
Educational Psychology by Raouf Mahmoud Al-Qaisi		Required textbooks (methodology, if applicable)			
Educational Psychology, Saleh Muhammad Ali Abu Jadu Educational Psychology, Hanaa Hussein Al-Falfi		Main references (sources)			
Journal of Educational and Psychological Sciences The Scientific Journal of Educational Sciences Journal of Educational Studies		Recommended supporting books and references (scientific journals, reports...)			
Websites of peer-reviewed scientific journals interested in psychology		Electronic references, websites			

Course Description Form

1. Course Name: An introductory English Grammar	
2. Course Code:	
Eng 201	
3. Semester / Year:	
2025/2026	
4. Description Preparation Date:	
12/7/2026	
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 (M.A.) Email: alaa.hameed@uosamarra.edu.iq	
8. Course Objectives	
Course Objectives	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	- 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: Academic Writing					
Second Stage					
2. Course Code:					
Eng 204					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
15-7-2026					
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: Lect. Aya Qasim Hassan					
Email: aya.qasim@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:					
Adult Education					
2. Course Code:					
Eng 212					
3. Semester / Year:					
2025\2026					
4. Description Preparation Date: 12/7/2026					
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: Asst. Lect. Basim Salim Khalaf (M.A.)					
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 Adult education according to 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 reversal	Give a lecture	Exchange of information between students
5	2hours	A. Hoper and Osborn. B. Tight.	1-important viewpoints for famous researchers belong to adult education	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 2-solitary intrapersonal style	Give a lecture	Exchange of information 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 intelligene 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 jop	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 jop	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 jop	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 jop	1-Make apractical lesson for any English material	Give a lecture	Exchange of information

			by using physical style		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 scnd 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:	
Short Story	
2. Course Code:	
3. Semester / Year: year	
2025–2026	
4. Description Preparation Date:	
15/7/2026	
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: Asst. Prof. Dr. Afaf Hafidh Shakir Darraji (Ph.D.)	
Email: afaf.h19@uosamarra.edu.iq	
8. Course Objectives	
Course Objectives	• 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	Read the text in class after the student has listened to it on YouTube channel. 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. 3. Conduct a daily oral exam for all students. 4. Conduct four monthly exams, two per semester.

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:					
16 th and 17 th century poetry					
2. Course Code:					
Eng 207					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
14-7-2026					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 Hours/ 4 Credits					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst.lect. Atyaf Abdulrazzaq Hamad Email: atyaf.a.hamd@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives			Identifying the major literary movements of the 16th and 17th centuries, including the English Renaissance and Metaphysical traditions. Analyzing poetic language, imagery, symbolism, and figurative devices used by Renaissance and Metaphysical poets. Apply literary theories and critical approaches to the interpretation of selected poems		
9. Teaching and Learning Strategies					
Strategy	Close Reading Group Discussion Textual Analysis Student Presentation Think-Pair-Share				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1_2	2	Explaining the historical context of the period.	Introduction to 16th- and 17th-Century Poetry	Lecture, class discussion, and historical overview.	Short quiz and class participation
3-4		Analyzing Spenser's use of imagery and symbolism.	Edmund Spenser – Sonnet 34	Close reading, textual analysis, and guided discussion	Textual analysis assignment and discussion.
5-6		Discussing Renaissance views of love and morality.	Sir Philip Sidney – Leave Me, O Love	Lecture, poem analysis, and group discussion	Short written response and participation
6-7		Analyzing the theme of beauty and immortality.	William Shakespeare- Sonnet 18	Close reading, Q&A, and comparative analysis.	Quiz and close-reading exercise.
7-8		Explain pastoral elements in poetry.	Christopher Marlowe – The Passionate Shepherd to His Love	Lecture, discussion, and thematic analysis	Class discussion and analytical paragraph.
8-9		Identifying features of Metaphysical poetry.	John Donne – Death, Be Not Proud	Guided reading, group work, and analysis of	Group presentation and textual analysis

				poetic devices.	
10-11		Discussing religious conflict in poetry.	George Herbert – The Collar	Lecture, discussion, and religious/thematic analysis	Written interpretation and discussion.

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)	16 th and 17 th century poetry by Prof. Dr. Hamdi H aldoory
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	www.enotes.com

Course Description Form

1. Course Name: Listening and Speaking	
Second Stage	
2. Course Code:	
Eng 208	
3. Semester / Year:	
2025/2026	
4. Description Preparation Date:	
15/7/2026	
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: Asst. Lect. Shireen Salim Muhammed (M.A.)	
Email: shireen.master199@uosamarra.edu.iq	
8. Course Objectives	
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	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	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

Oral and exams	Explanation and clarification	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:

English Phonetics and phonology

2. Course Code:

Eng 202

3. Semester / Year:

2024–2026

4. Description Preparation Date:

14/7/2026

5. Available Attendance Forms:

Daily

6. Number of Credit Hours (Total) / Number of Units (Total)

3 Hours

5 Credits

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

- 1. Introduce the sounds of human language
 - – Help learners understand how speech sounds are produced, classified, and described.
- 2. Explain the organs of speech and articulation
 - – Describe how different parts of the vocal tract (tongue, lips, vocal cords, etc.) contribute to sound production.
- 3. Teach the International Phonetic Alphabet (IPA)
 - – Enable students to read and transcribe speech sounds.

9. Teaching and Learning Strategies

Strategy

1. Progressive learning approach
2. Integration of phonetics and phonology
3. Emphasis on Practice and application
4. Use of Diagrams and visual aids.

5. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Explain consonants and vowels.	Introduction	Explain the introduction And give examples	Involving students and discussing information
2		Accents and dialects	Introduction	Explain the introduction And give examples	Involving students and discussing how
3	3	Articulators above the larynx	The production of speech sounds	Explain in detail	Facilitating students' involvement and open information exchange
4	3	Long and short vowels	Long vowels, diphthongs and triphthongs	Explain with examples	Weekly test
5	3	diphthongs	Long vowels, diphthongs and triphthongs	explain	Facilitation
6	3	triphthongs	Long vowels, diphthongs and triphthongs	explain	Weekly test
7	3	Voicing and consonants	Respiration and voicing	Explain with examples	Oral test
8	3	Symbols and transcription	The phoneme	Explain with examples	Involving students and discussing information
9	3	Production of fricative of English	Fricative and affricates	Explain with examples	Put marks for active students
10	3	Nasals	Nasal and other consonants	Explain with examples	Weekly written test
11	3	The syllables	The syllable	Explain in detail	Involving students and discussing information

12	3	Syllabic consonants	Strong and weak syllables	Explain in detail	Involving students and discussing information
13	3	The nature of stress	Stress in simple words	Explain in detail	Involving students and discussing information
14	3	Complex words	Complex word stress	Explain	Training
15	3	Compound words	Complex word stress	Explain in detail	Training
16	3	First-course examination	Written exam		
17	3	Weak forms	Weak forms	Full explanation	Put marks for active students
18	3	affricative	Problems in phonetics analysis	Clarification	Training
19	3	Schwa	Problems in phonetics analysis	clarification	Training
20	3	Clusters of s with plosives	Problems in phonetics analysis	Explain with examples	Oral exam
21	3	Rhythm Assimilation Elision Linking	Aspects of connected speech	Explain	Oral test
22	3	Form and function of intonation	Intonation1	Explain in detail	Put marks for active students
23	3	The tone-unit	Intonation 2	Explain	Oral test
24	3	First course examination	Written exam		
25	3	Fall-rise and rise -fall tones followed by a tail	Intonation 3	Explain	Training
26		The attitudinal function of	Function of intonation1	Explain	Training

		intonation			
27	3	The accentual function of intonation	Function of intonation 2	Explain	Oral test
28	3	Distinctive features Experimental phonetics	Further areas of study in phonetics and phonology	Explain with examples	Put marks for active students
29	3	Second semester	Written exam		
30	3	Final exam	Written exam		

6. 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.

7. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English phonetics and phonology A practical course By-peter Roach Fourth edition
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://www.cambridge.org/highereducation/books/english-phonetics-and-phonology/70DA321F274B7A14D475C9856D23F490 https://archive.org/download/42512460F2fln/intermediate_201901/45343607-PETER-ROACH-English-Phonetics-and-Phonology-A-practical-course-Fourth-edition.pdf

Course Description Form

1. Course Name:	
English as a Foreign Language	
2. Course Code:	
Eng 209	
3. Semester / Year:	
2025–2026	
4. Description Preparation Date:	
15/7/2026	
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: Lect. Athra’a Muhammed Salih (M.A.) Email: athraa.m@uosamarraiedu.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.	• • •
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 communicative classroom?”	Explanation the topics with examples	Presented questions between the

					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:	
Advanced Reading	
2. Course Code:	
Eng 203	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
15/7/2026	
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	• 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	1- Spaced repetition strategy: Distributing study sessions over spaced time intervals . 2- Summarization strategy: Condensing the main information and main ideas of the text. 3- Reflective thinking strategy: Asking "why" and "how" questions to connect facts and concepts.

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 in .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 in .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 in .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 in .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 to 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 to 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 to 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 to read

19	2	Chapter 9	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
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	Computers / Second Year
2. Course Code	
3. Semester / Academic Year	2025/2026
4. Date This Description Was Prepared	3 September 2025
5. Available Forms of Attendance	Daily
6. Total Study Hours / Total Units	90 hours
7. Course Coordinator	Asst. Prof. Dr. Ahmed Ibrahim Turki

8. Course Objectives
• Introduce the basic concepts of programming languages and enable students to study C++. • Understand the nature of programming languages and learn how to write code and analyze data. • Develop students' computer-use skills in the field of physics. • Apply and study the symbols and commands used in programming languages. • Develop students' ability to analyze and examine data obtained from laboratory reports.

9. Teaching and Learning Strategies	
Strategy	Lectures, student discussion, and questions posed to students.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Introduction to programming	Basic programming language concepts	Lecture	Daily and monthly examinations, assignments, and reports
2	3	C++ fundamentals	Symbols and reserved words in code	Lecture	Daily and monthly examinations, assignments, and reports
3	3	Programming language fundamentals	Identifiers and numbers; strings and characters	Lecture	Daily and monthly examinations, assignments, and reports
4	3	Basic concepts of C++	Variables in program code	Lecture	Daily and monthly examinations, assignments, and reports
5	3	Programming language fundamentals	Constants	Lecture	Daily and monthly examinations, assignments, and reports
6	3	Programming language fundamentals	Variables in programming-language statements	Lecture	Daily and monthly examinations, assignments, and reports
7	3	Programming language fundamentals	Operators	Lecture	Daily and monthly examinations, assignments, and reports
8	3	Basic structure of computer languages	Comments	Lecture	Daily and monthly examinations, assignments, and reports
9	3	Basic structure of computer languages	Directives	Lecture	Daily and monthly examinations, assignments, and reports
10	3	Basic structure of computer languages	The main function	Lecture	Daily and monthly examinations, assignments, and reports

Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
11	3	Basic structure of computer languages	Data input and output	Lecture	Daily and monthly examinations, assignments, and reports
12	3	Basic structure of computer languages	Exercises on the structure of C++	Lecture	Daily and monthly examinations, assignments, and reports
13	3	Conditional structures	Simple conditional structure	Lecture	Daily and monthly examinations, assignments, and reports
14	3	Conditional structures	Complete conditional structure	Lecture	Daily and monthly examinations, assignments, and reports
15	3	Conditional structures	Conditional operator	Lecture	Daily and monthly examinations, assignments, and reports
16	3	Conditional structures	Selection structure with practice exercises	Lecture	Daily and monthly examinations, assignments, and reports
17	3	Iteration structures in code	Loop structure	Lecture	Daily and monthly examinations, assignments, and reports
18	3	Iteration structures in code	Branching statements	Lecture	Daily and monthly examinations, assignments, and reports
19	3	Iteration structures in code	The break statement	Lecture	Daily and monthly examinations, assignments, and reports
20	3	Iteration structures in code	The continue statement in code	Lecture	Daily and monthly examinations, assignments, and reports
21	3	Iteration structures in code	The exit statement, goto commands, and practice exercises	Lecture	Daily and monthly examinations, assignments, and reports
22	3	Arrays for data input	One-dimensional arrays	Lecture	Daily and monthly examinations, assignments, and reports
23	3	Arrays for data input	Two-dimensional arrays	Lecture	Daily and monthly examinations, assignments, and reports
24	3	Arrays for data input	Character arrays	Lecture	Daily and monthly examinations, assignments, and reports
25	3	Arrays for data input	Practice exercises in data input	Lecture	Daily and monthly examinations, assignments, and reports
26	3	Functions for data analysis	Mathematical functions	Lecture	Daily and monthly examinations, assignments, and reports
27	3	Functions for data analysis	External variables	Lecture	Daily and monthly examinations, assignments, and reports
28	3	Functions for data analysis	Functions and arrays in program code	Lecture	Daily and monthly examinations, assignments, and reports
29	3	Functions for data analysis	Data analysis using code	Lecture	Daily and monthly examinations, assignments, and reports
30	3	Functions for data analysis	Practice exercises	Lecture	Daily and monthly examinations, assignments, and reports

11. Course Evaluation

Daily examinations: 5 marks; assignments and reports: 10 marks; monthly examinations: 35 marks; final examination: 50 marks.

12. Learning and Teaching Resources

Required textbook(s)	Introduction to Programming: C++
Main reference(s)	Learn to Program with C / Noel Kalicharan
Recommended supporting books and references	C++: From the Beginning to Object-Oriented Programming / Dr. Eng. Nidal Khudair Al-Abadi

Course description form

1- Name of Course
Educational guidance
2- Course code
COE 301
3- Term / Year
2025-2026
4- Date this description was prepared
14-7-2026
5- Available forms of attendance
Mandatory attendance / Absence
6- Number of study hours (total) / Number of units (total)
Guidance: Hours: (2 hours) weekly/ 4 Credits
7- Name of the course coordinator (if there is more than one name, mention it)
Name: Dr. Ali Shamel Hussein Email: ali.shamel@uosamarra.edu.iq
8- Course Objectives
Course Objectives: .1To introduce students to the fundamental principles and theories of counseling. .2To introduce students to the basic concepts of mental health. .3To familiarize students with the importance of mental health in all aspects of life. 4. To demonstrate to students the effectiveness of counseling and guidance within the educational setting.

9- Teaching and learning strategies

Strategy:

The curriculum provides students with the means to increase their efficiency and enhance their compatibility to the fullest extent possible. The strategy includes the necessary procedures that will enable normal and average students to reach normal intellectual growth during their various developmental stages in order to achieve the highest possible level of maturity, psychological health and psychological compatibility. This is done by studying the individual's potential, aptitudes and abilities and guiding them in the right direction psychologically, educationally and professionally.

10- Course structure

Evaluation method	Learning method	Unit name and topic	Required educational outcomes	Watches	week
Written or oral tests	Discussion and presentation	Guidance	theoretical	2	1
Written or oral tests	Discussion and presentation	Guidance foundations	theoretical	2	2
Written or oral tests	Discussion and presentation	Counseling theory	theoretical	2	3
Written or oral tests	Discussion and presentation	Information needed for guidance	theoretical	2	4
Written or oral tests	Discussion and presentation	Guidance and counseling in school	theoretical	2	5
Written or oral tests	Discussion and presentation	Problems addressed by educational guidance	theoretical	2	6
Written or oral tests	Discussion and presentation	The educational counselor and his functions	theoretical	2	7
Written or oral tests	Discussion and presentation	The meaning of mental health in counseling	theoretical	2	8
Written or oral tests	Discussion and presentation	Appropriate and educational behavior in guidance	theoretical	2	9

Written or oral tests	Discussion and presentation	Psychological crises in counseling	theoretical	2	10
Written or oral tests	Discussion and presentation	Rifa'i mechanisms in guidance	theoretical	2	11
Written or oral tests	Discussion and presentation	Defensive approach in guidance	theoretical	2	12
Written or oral tests	Discussion and presentation	Symptoms in guidance	theoretical	2	13
Written or oral tests	Discussion and presentation	The meaning of compatibility in guidance	theoretical	2	14
Written or oral tests	Discussion and presentation	Types of compatibility in guidance	theoretical	2	15
Written or oral tests	Discussion and presentation	Adaptation and its relationship to guidance	theoretical	2	16
Written or oral tests	Discussion and presentation	Rational and Emotive Counseling Theories	theoretical	2	17
Written or oral tests	Discussion and presentation	Case study in counseling	theoretical	2	18
Written or oral tests	Discussion and presentation	Problem description in guidance	theoretical	2	19
Written or oral tests	Discussion and presentation	Information needed for guidance	theoretical	2	20
Written or oral tests	Discussion and presentation	Abnormal and normal personality in counseling	theoretical	2	21
Written or oral tests	Discussion and presentation	Principles of guidance and counseling	theoretical	2	22
Written or oral tests	Discussion and presentation	Normal and abnormal personality in counseling	theoretical	2	23
Written or oral tests	Discussion and presentation	Principles of guidance and counseling	theoretical	2	24

Written or oral tests	Discussion and presentation	Guidance magazines	theoretical	2	25
Written or oral tests	Discussion and presentation	Indicative routes	theoretical	2	26
Written or oral tests	Discussion and presentation	Individual differences in guidance	theoretical	2	27
Written or oral tests	Discussion and presentation	Behavioral disorder in counseling	theoretical	2	28
Written or oral tests	Discussion and presentation	Learning through imitation and simulation in guidance	theoretical	2	29
Written or oral tests	Discussion and presentation	The relationship between guidance and other sciences	theoretical	2	30

11- Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

A. First semester: (25 marks) (5 marks: for attendance and preparation, and 20 marks for the test).

b. Second semester: (25 marks) (5 marks for attendance and preparation, and 20 marks for the exam).

c. Final exam: (50 marks).

12- Sources of education and teaching

Principles of Psychological and Educational Counseling: Saleh Hassan Al-Dahri Psychological Guidance and Counseling: Hamed Abdel Salam Zahran	(Required textbooks (methodology, if applicable)
Education and Society: Modern Trends in the Social Application of Education: Maha Abdul-Baqi Juwaili. Psychological Counseling in Education: Laith Karim Hamad.	Main references (sources)

Fundamentals of Counseling and Mental Health: Amal Ibrahim Al-Khaldi Foundations of Social Education in Islam: Muhammad Al-Shadhli	Recommended mainstream books and references ((scientific journals, reports))
Iraqi academic scientific journals	Electronic references, website

Course Description Form

1. Course Name: Drama	
Third Stage	
2. Course Code:	
Eng 306	
3. Semester / Year: Third	
2025-2026	
4. Description Preparation Date:	
15/7/2026	
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: Asst. Prof. Dr. Ghazwan Abid Jassim (Ph.D.)	
Email: ghazwan.a.jasim@uosamarra.edu.iq	
8. Course Objectives	
Course Objectives	-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	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 Shakespearian 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, Sc.. 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 the meaning, plot, characters, and major themes	Scene 5 Act 2, Scene 1	Standard method	Class performance and exams
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 comprehending, analyzing and appreciating literary texts.	Act 4, Scene 1+2	Standard method	Class performance and exams
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, analyzing and appreciating literary texts.	Introduction to Shakespeare an comedy	Standard method	Class performance and exams
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 appreciating literary texts.	Act3 scene 1+2	Standard method	Class performance and exams
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 appreciating literary texts.	Monthly exam	Standard method	Class performance and exams
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: Victorian Novel	
Third Stage	
2. Course Code:	
Eng 305	
3. Semester / Year:	
2025–2026	
4. Description Preparation Date:	
15–7–2026	
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: Lect. Dr. Ghassan Dhahid Kawan (Ph.D.)	
Email: gasan.thahid@uosamarra.edu.iq	
8. Course Objectives	
Course Objectives	- 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

Course Name: .1	
pre– romantic, romantic and Victorian poetry	
Course Code: .2	
Eng 307	
Semester / Year: .3	
2025–2026	
Description Preparation Date: .4	
14/7/2026	
Available Attendance Forms: .5	
Attendance	
Number of Credit Hours (Total) / Number of Units (Total) .6	
60 hours / 4 units	
Course administrator's name (mention all, if more than one name) .7	
Name: Abdullah Ali Dalil Abdulla.ali@uosamarra.edu.iq	
Course Objectives .8	
Course Objectives	– Providing students with the skill of applying the ideas of English literature in general and romantic poetry in particular. 2– Expanding the skill of critical analysis of romantic poetry. 3– Informing students about the importance of critical theories in the pre– romantic, romantic and Victorian poetry
Teaching and Learning Strategies .9	
Strategy	1- Education strategy using collaborative concept planning. 2- Teaching strategy using brainstorming. 3- Teaching strategy using the observation series.

Course Structure .10

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hours	1 - Providing students with the skill of analyzing poems by applying literary theories. 2- Informing students about the importance of critical theories in each era, such as pre-romantic, romantic and Victorian poetry. 3-study Analysis the poems 4- themes of the poems 5- summary of the poems 6- images of the poems	<i>Modern novel</i>	1- Explaining the scientific material by reading texts of selected poems and giving the most important critical analyses. 2- Write a review paper for each poem to summarize the most important ideas presented during the lectures. 3- Linking well-known critical ideas with the critical and analytical opinions of students.	<i>Daily, weekly, monthly, written exams, and the end-of-year exam.</i>
2	2 hours				
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				
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				

Course Evaluation .11	
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	
Learning and Teaching Resources .12	
Required textbooks (curricular books, if any)	Pre- Romantic, Romantic and Victorian Poetry Compiled by Prof. Hamdi Hameed Aldoury
Main references (sources)	Pre- Romantic, Romantic and Victorian Poetry Compiled by Prof. Hamdi Hameed Aldoury
Recommended books and references (scientific journals, reports...)	None
Electronic References, Websites	https://zlibrary-asia.se/ https://www.researchgate.net/ https://scholar.google.com/

Course Description Form

1. Course Name:	
Listening and speaking 4	
2. Course Code:	
3. Semester / Year:	
2026-2025	
4. Description Preparation Date:	
14/7/2026	
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: Lect. Athra'a Muhammed Sali (M.A.)	
Email: athraa.m@uosamarrai.edu.iq	
8. Course Objectives	
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	1- Explanation and clarification. 2- Lecture method. 3- Discussion method.

10- The course structure					
Evaluation method	Teaching method	outcomes Name of unit/or	Required learning	hours	week
		subject			
Oral and exams	Explanation and clarification	Listening and speaking	Introduction	1th	1
Oral and exams	Explanation and clarification	Listening and speaking	How's it going	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 looking for a camera	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	I need to see a doctor	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	Red tape	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:					
Linguistics – Third year					
2. Course Code:					
Eng 302					
3. Semester / Year:					
2025–2026					
4. Description Preparation Date:					
12/7/2026					
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: Prof. Dr. Ahmed Hasany Yassin (PH.D.)					
Email: ahmeed.h.yaseen@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives			1– Make students more aware of their beliefs About the attitudes towards language and linguistics. 2– Show students how surprisingly diverse Human language and yet how fundamentally similar they are in many ways. 3– Acquaint students with the major areas of language that linguists concern themselves with. 4– Teach students some of the tools and techniques used in linguistic analysis and to develop their reasoning abilities by application of these tools.		
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	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:					
Curriculum and Methods of Teaching					
2. Course Code:					
Eng 308					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
15\7\2026					
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: Lect. Muhammed Abdul-Razak Ismail (M.A.)					
Email: muhammad.abdr20@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives	- 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 orally
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: academic writing/ third stage					
2. Course Code:					
Eng 303					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
20-6-2026					
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: 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 academic writing.		
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 academic writing	Explaining the topic with	Involving students and discussing

				examples	information
2	3	Unit one	Finding sources	Explaining the topic with examples	Involving students and discussing information
3	3	Two	Developing critical process	Explaining the topic with examples	Involving students and discussing information
4	3	three	Plagiarism	Explaining the topic with examples	Involving students and discussing information
5	3	Four	Titles	Explaining the topic with examples	Involving students and discussing information
6	3	Five	Paraphrasing	Explaining the topic with examples	Involving students and discussing information
7	3	Six	Summarizing	Explaining the topic with examples	Involving students and discussing information
8	3	Seven	References and quotation	Explaining the topic with examples	Involving students and discussing information
9	3	Exam	Combining sources		
10	3	Eight		Explaining the topic with examples	Involving students and discussing information
11	3	Nine	Organizing the paragraph	Explaining the topic with examples	Involving students and discussing information
12	3	Ten	Introduction and conclusion	Explaining the topic with examples	Involving students and discussing information

13	3	Eleven	Rewriting	Explaining the topic with examples	Involving students and discussing information
14	3	Twelve	Discussion	Explaining the topic with examples	Involving students and discussing information
15	3	Thirteen	Cause and effect	Explaining the topic with examples	Involving students and discussing information
16	3	Fourteen	Cohesion	Explaining the topic with examples	Involving students and discussing information
17	3	Fifteen	Comparisons	Explaining the topic with examples	Involving students and discussing information
18	3	Sixteen	Definitions	Explaining the topic with examples	Involving students and discussing information
19	3	Seventeen	Examples	Explaining the topic with examples	Involving students and discussing information
20	3	Eighteen	Generalization	Explaining the topic with examples	Involving students and discussing information
21	3	Nineteen	Numbers	Explaining the topic with examples	Involving students and discussing information
22	3	twenty	Problems	Explaining the topic with examples	Involving students and discussing information
23	3	Twenty one	Style	Explaining the topic with	Involving students and discussing

				examples	information
24	3	Twenty two	Working in groups		
25	3	Twenty three		Explaining the topic with examples	Involving students and discussing information
26	3	Twenty four	Abbreviations	Explaining the topic with examples	Involving students and discussing information
27	3	Twenty five	Academic vocabulary	Explaining the topic with examples	Involving students and discussing information
28	3	Twenty six	Articles	Explaining the topic with examples	Involving students and discussing information
29	3	Twenty seven	Conjunctions	Explaining the topic with examples	Involving students and discussing information
30		Exam			

11. Course Evaluation

Distributing the score out of 100 according to the ta+ skills 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)	Academic Writing
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:	
Modern English Drama / Fourth Stage	
2. Course Code:	
Eng 404	
3. Semester / Year:	
2026–2025	
4. Description Preparation Date:	
16–7–2026	
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: Lect. Dr. Jebreel Abdullatif Ibrahim (Ph.D.)	
Email: jibril.abdualatif@uosamarra.edu.iq	
8. Course Objectives	
Course Objectives	• Introduce students to modern and contemporary theatre. • Familiarize students with the importance of theatre by placing it within its historical, political, cultural, and social contexts. • Use the English language through the reading of literary (dramatic) texts. • Develop students' ability to analyze dramatic literary texts. • Enrich students' linguistic competence by adding vocabulary and expressions used in these texts. • Enhance students' language skills through reading, discussion, and writing. • Foster students' ability to write essays related to these dramatic texts.
9. Teaching and Learning Strategies	
Strategy	• Lecture method and use of the interactive whiteboard.

- Explanation and clarification.
 - Providing students with the basic and additional topics related to the outcomes of critical thinking and literary text analysis for the purpose of interpretation and discussion.
 - Forming discussion groups during lectures to discuss the assigned plays that require reflection and analysis, such as character development, moral lessons, as well as significant passages and quotations.
 - Asking students a set of critical-thinking questions during lectures, such as “what,” “how,” and “when,” about specific topics.
 - Assigning homework that requires students to provide self-explanations with causal reasoning and illustrative examples.
- Using audiovisual aids such as showing illustrative films about the plays, listening to dramatic texts, and presenting explanatory PowerPoint slides.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding the theoretical aspects of the course material	Definitions of theatrical terms	Practical and theoretical application	Daily and oral te
2	=	=	An introduction to nineteenth-century theatre	=	=
3	=	=	Elements and characteristics of drama	=	=
4	=	=	An introduction to English and Irish theatre	=	=
5	=	=	The life and works of Bernard Shaw	=	=

6	=	=	The characters of the play	=	=
7	=	=	A summary of the main plot of the play	=	=
8	=	=	Review and examination	=	=
9	=	=	Arms and the Man – Act One	=	=
10	=	=	Arms and the Man – Act Two	=	=
11	=	=	Arms and the Man – Act Three	=	=
12	=	=	Themes of the play <i>Arms and the Man</i>	=	=
13	=	=	The symbols in the play	=	=
14	=	=	Important quotations in the play	=	=
15	=	=	End-of-term examination	=	=
16	=	=	Mid-year vacation	=	=
17	=	=	Mid-year vacation	=	=
18	=	=	An introduction to twentieth-century theatre	=	=
19	=	=	The Theatre of the Absurd / Its Characteristics / Themes / Major Playwrights	=	=
20	=	=	An introduction to the writer Samuel Beckett /	=	=

			Characteristics of his theatre / His achievements		
21	=	=	Characters and summary of the play <i>Waiting for Godot</i>	=	=
22	=	=	Act One of the play <i>Waiting for Godot</i>	=	=
23	=	=	Act Two of the play <i>Waiting for Godot</i>	=	=
24	=	=	Review and midterm examination	=	=
25	=	=	Themes of the play <i>Waiting for Godot</i>	=	=
26	=	=	Symbols in the play <i>Waiting for Godot</i>	=	=
27	=	=	Important quotations from the play <i>Waiting for Godot</i>	=	=
28	=	=	Comprehensive review of the play	=	=
29	=	=	Comprehensive review of the play	=	=
30	=	=	End-of-second-term examination	=	=

11. Course Evaluation

Distribution of Marks (Out of 100) According to Student Tasks First Semester (25 Marks)

1. Attendance and daily tests – **5 marks**

2. Reports and daily assignments – **5 marks**

3. Monthly examination – **15**

marks Second Semester (25

Marks)

1. Attendance and daily tests – **5 marks**

2. Reports and daily assignments – **5 marks**

Monthly examination – **15 marks Final Examination – 50 Marks**

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).

Course Description Form

1. Course Name: Academic skills–listening and speaking and study skills					
Fourth Stage					
2. Course Code:					
Eng 407					
3. Semester / Year:					
2025–2026					
4. Description Preparation Date:					
16/7/2026					
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: Asst. Lect. Harith Abdullah Mahmood (M.A.)					
Email: harith.abd@uosamarra.edu.iq					
8. Course Objectives					
Course Objectives	. 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 listen to important information?	Learning and intelligence	Listen to audio about intelligence	Oral evaluation
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 cities	Positive and negative change in cities	A presentation between (Fact and opinion)
8	2	What are the ways to write a successful presentation?	Changing cities	What are eco-cities?	Weekly oral test
9	2	Discuss (facts-opinions)	Changing cities	Discuss (change in cities)	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 culture and coffee.	Open lecture about global cultural
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.
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Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name: Assessment					
Fourth Stage					
2. Course Code:					
Eng 408					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
15-7-2026					
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: Asst. Prof. Dr. Asmaa Badea Alwan (Ph.D.)					
Email: asmaa.badea@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					
Modern English Poetry /Fourth Stage					
2. Course Code:					
Eng 405					
3. Semester / Year:					
2025 / 2026					
4. Description Preparation Date:					
14 / 7 / 2026					
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. Prof. Dr. Sufiyan Awad Hasson (Ph.D.)					
Email: sufyan.awad@uosamaraa.edu.iq					
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...)	Di Yanni, 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: Contemporary Grammar of English					
2. Course Code:					
Eng 401					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
16/7/2026					
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	

نموذج وصف المقرر

1.	اسم المقرر :	الرواية الانجليزية الحديثة/ المرحلة الرابعة															
2.	رمز المقرر :	Eng 403															
3.	الفصل /السنة :	2026 / 2025															
4.	تاريخ اعداد هذا الوصف :	2026/ 7 / 14															
5.	أشكال الحضور المتاحة :	اسبوعي															
6.	عدد الساعات الدراسية(الكلية)/ عدد الوحدات(الكلية) :	90 ساعة / 5 وحدات															
7.	اسم مسؤول المقرر الدراسي(إذا أكثر من اسم يذكر)	الاسم : ا.م.د. وعد عادل لطيف الايميل: waad.adel@uosamarra.edu.iq															
8.	أهداف المقرر	أهداف المادة الدراسية 1- اكساب الطلبة مهارة تطبيق أفكار الادب الإنجليزي بشكل عام والرواية بشكل خاص بكتابة رواية تحاكي الرواية الانجليزية 2- توسيع مهارة التحليل النقدي للرواية الانجليزية 3- توضيح أهم الأفكار الحديثة في الرواية الإنجليزية مثل نظرية ما بعد الحداثة ونظرية التحليل النفسي.															
9.	استراتيجيات التعلم والتعليم	الاستراتيجية 1- استراتيجية التعلم باستخدام تخطيط المفهوم التعاوني. 2- استراتيجية التعلم باستخدام العصف الذهني. 3- استراتيجية التعلم باستخدام سلسلة الملاحظ.															
10.	بنية المقرر	<table border="1"> <thead> <tr> <th>الاسبوع</th><th>الساعات</th><th>مخرجات التعلم المطلوبة</th><th>اسم الوحدة او الموضوع</th><th>طريقة التعلم</th><th>طريقة التقييم</th></tr> </thead> <tbody> <tr> <td>1</td><td>3</td><td>- اكساب الطلبة مهارة تحليل الرواية بتطبيق النظريات الادبية. -اطلاع الطلبة عن أهمية النظريات النقدية بالعصر الحديث مثل نظرية ما بعد الحداثة ونظرية التحليل النفسي.</td><td>سيد الذباب لويليام غولدنغ</td><td>شرح المادة العلمية مع إعطاء اهم التحليلات النقدية</td><td>اشراك الطلبة ومناقشة المعلومات</td></tr> </tbody> </table>				الاسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم	1	3	- اكساب الطلبة مهارة تحليل الرواية بتطبيق النظريات الادبية. -اطلاع الطلبة عن أهمية النظريات النقدية بالعصر الحديث مثل نظرية ما بعد الحداثة ونظرية التحليل النفسي.	سيد الذباب لويليام غولدنغ	شرح المادة العلمية مع إعطاء اهم التحليلات النقدية	اشراك الطلبة ومناقشة المعلومات
الاسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم												
1	3	- اكساب الطلبة مهارة تحليل الرواية بتطبيق النظريات الادبية. -اطلاع الطلبة عن أهمية النظريات النقدية بالعصر الحديث مثل نظرية ما بعد الحداثة ونظرية التحليل النفسي.	سيد الذباب لويليام غولدنغ	شرح المادة العلمية مع إعطاء اهم التحليلات النقدية	اشراك الطلبة ومناقشة المعلومات												

امتحان تحريري			الامتحان النهائي	3	30
11. تقييم المقرر					
الامتحان اليومي + امتحان الشهر الاول 25 درجة الامتحان اليومي + امتحان الشهر الثاني 25 درجة الامتحان النهائي 50 درجة					
12. مصادر التعلم ولتدريس					
English novel: 1- Lord of the Flies by William Golding. 2- Animal Farm by George Orwell.				الكتب المقررة المطلوبة (المنهجية أن وجدت)	
Golding, W. (1987). Lord of the flies: Casebook edition. Penguin. Orwell, G. (2021). <i>Animal farm and 1984</i> . Fusion Books.				المراجع الرئيسية (المصادر)	
- Bufkin, E. C. (1965). Lord of the flies: An analysis. <i>The Georgia Review</i> . - Bloom, H. (Ed.). (2009). <i>George Orwell's Animal Farm</i> . Infobase Publishing.				الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية, التقارير....)	
https://zlibrary-asia.se/ https://www.researchgate.net/ https://scholar.google.com/				المراجع الالكترونية، مواقع الانترنت	

Course Description Form

1. Course Name:	
An Introduction to Translation	
2. Course Code:	
Eng 406	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
12/ 07/ 2026	
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: Asst. Lect. Musaa'd Dawood Ahmed (M.A.) Email: musaidaltememi123@gmail.com	
8. Course Objectives	
Course Objectives	- 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	- 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	• 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	An Introduction to Translation	• 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	• 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.
2	2 hours				
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				
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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:					
Linguistics/ Fourth Stage					
2. Course Code:					
Eng 402					
3. Semester / Year:					
2025/2026					
4. Description Preparation Date:					
14/7/2026					
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: Asst. Lect. Nisreen Khalid Abbas (M.A.)					
Email: nisreen.kh@uosamarra.edu.iq					
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 Structures, 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	