

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



Academic Program and Course Description Guide

2025–2026

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: Al-Iraqia University

Faculty/ Institute: College of Education for Women

Scientific Department: Department of English Academic or Professional

Program Name: Bachelor of Education

Final Certificate Name: Bachelor in Education in English Language

Academic System: Annual

Description Preparation: 2025

File Completion Date: 24/9/2025



Signature:

Head of Department Name:

Asst. Prof. Wasan Ali Hasan

Date: 20/10/2025

Signature:



Scientific Association Name:

Prof. Rana Samin Sadiq (Ph.D.)

Date: 22/10/2025

The File is Checked by: Asst. Inst. Hussein Ali Dawood

Department of Quality Assurance and University Performance

Director of the Department of Quality Assurance and University Performance

Date: 20/10/2025

Signature:



Approval of the Dean

الأستاذ الدكتور
فهد محمد صالح
عميد الكلية

1. Program Vision

Committed across its sections in Language, Literature, Linguistics and Translation to offering students a first-rate educational experience, the Department aims to produce graduates equipped with the advanced skills and flexibility necessary for moving into a wide variety of professional fields and making enduring contributions to them, in particular, TEFL in the light of modern trends.

2. Program Mission

Supporting the university's drive for excellence as it positions itself regionally and internationally, the Department's mission is to offer an academic program characterized by innovative teaching and research and sustained by the synergies of collaborative work in its four sections of Language, Literature, Linguistics and Translation. Alert to best practice in English Studies globally, the Department strives to provide students with the advanced practical, critical, and interpretative skills vital for career success in a world increasingly marked by the shaping demands of language and multiform communication, apart from the various classroom techniques.

The mission of the Department of English is to provide quality, student-centered education that enables its students to cultivate and enhance their knowledge and understanding of English literature and linguistics. The learning and research environment equips students with the cognitive skills needed to use English effectively and creatively in various contexts, as well as general analytical and critical thinking skills. This will ultimately help our graduates meet the challenges of their professional careers, their community, and national needs, in addition to being aware and appreciative of the language, literature, and cultures of others.

3. Program Objectives

❖ Objectives

The department aims to produce graduates with:

- The intercultural skills, sensitivities and understanding needed to work and interact with people of other cultures.
- The knowledge, skills, and linguistic competence to enable them to function successfully in English both in further academic studies and in the wider community.
- A range of specialized and transferable skills, including high-order conceptual, literacy and communication skills of value in graduate employment.
- The capacity for independent creative and academic achievement.
- A commitment to enhancing personal competence in English and to reading widely and independently for their personal, intellectual, social, and professional development.

The objectives of the Department of English are closely related to those of the University as a whole, but also reflect the special nature of our discipline and our commitment to literature, language, and the arts. Our commitment to the quality of education that we offer is reflected in our determination to maintain a relatively low student/teacher ratio and to give our students the benefit of direct contact with scholars in the field.

Our goals in teaching are to enable our students to read well, to write well, to

teach well and to think well, and to provide them with appropriate knowledge in the discipline of English language and literature. More specifically, we aim to graduate students who have:

- The reading skills to examine literature from multiple eras, cultures, and genres with critical understanding.
- The ability to express themselves clearly and comprehensively, orally and in writing.
- Research skills which enable them to expand, from a variety of perspectives, their own readings of literature and understanding of language.
- An appropriate knowledge of relevant fields within the discipline, including literature; literary history, criticism, and theory; the language structures of modern English and the history of the English language.
- An enhanced appreciation and enjoyment of literature and language.

The Department of English fosters the creation of literature as well as the study of it. We have on our faculty a number of writers who have national and international recognition as poets, short story writers and essayists. We work closely with the creative writers of the province to offer our students unique creative writing courses.

The Department aims to provide all students with opportunities to enhance their communication and critical thinking skills. The English major provides a foundation in humanistic knowledge important to all students, including those planning to study and seek careers in education, law, communications, and business. Departmental offerings provide the literary and writing background necessary for students intending to pursue graduate study in English language, literature, and

other text; in comparative literature: and in various interdisciplinary fields.

A student who has successfully completed the English major will be able to demonstrate critical thinking, especially to analyze, synthesize, and evaluate ideas and texts; conduct and understand the process of research through identifying, analyzing, synthesizing, and documenting credible source material.

Accordingly, we aim to:

- Enable students to develop effective communication skills.
- Familiarize students with linguistics, its sub-branches, applications, and relations to other disciplines.
- Introduce students to the various literary genres of English in their historical, cultural, and artistic contexts.
- Develop students' critical thinking skills and enhance their ability to produce logical and well-structured arguments.

4. Program Accreditation

NIL

5. Other external influences

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
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Institution Requirements				
College Requirements				
Department Requirements	43	162		
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First Year		English Grammar	3	
First Year		Phonetics	2	1
First Year		Listening and speaking		2
First Year		Reading I	2	
First Year		Composition Writing	1	1
First Year		An Introduction to English Literature	3	
First Year		Human Rights	1	
First Year		Educational Psychology	2	
First Year		Fundamentals of Education	2	
First Year		Computer Science	1	1
First Year		Arabic Language	1	
Second Year		Morphology and Syntax	3	
Second Year		English Phonology	2	1
Second Year		Advanced Reading	2	
Second Year		An Introduction to Academic Writing	1	1

Second Year		One Act Play and Elizabethan Drama	2	
Second Year		Short Story	2	
Second Year		16th to 18th Century Poetry	2	
Second Year		Listening and Speaking – 2	1	1
Second Year		An Introduction to ELT	2	1
Second Year		Adults Education	2	
Second Year		Arabic Language	1	
Second Year		Computer Science	1	1
Second Year		Crimes	1	
Third Year		Contemporary Grammar of English	3	
Third Year		Introduction to Linguistics	3	
Third Year		Writing Academic English	1	1
Third Year		Listening and Speaking– 3		2
Third Year		Victorian Novel 1830–1900	3	
Third Year		Renaissance Drama 16–18th Century	3	
Third Year		Romantic and Victorian Poetry 1780–1900	2	
Third Year		Pedagogy and Curriculum Innovation	2	1
Third Year		Guidance and Psychological Health	2	

Fourth Year		Contemporary Grammar of English	3	
Fourth Year		Linguistics II	3	
Fourth Year		Modern Novel	3	
Fourth Year		Modern Drama	3	
Fourth Year		Modern Poetry	2	
Fourth Year		Translation	1	1
Fourth Year		Advanced Listening and Speaking	2	1
Fourth Year		Test Design and Assessment	2	
Fourth Year		Practicum and EFL Classroom Practices	1	2
Fourth Year		Graduation Research	–	2

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	1. Enhancement of the four language skills: listening, speaking, reading, and writing. 2. Understanding various literary movements and genres of English literature. 3. Learning English Grammar, Linguistics, and Phonetics and Phenology. 4. Learning different psychological and pedagogical theories.
Skills	
Learning Outcomes 2	1. Analyzing literary and linguistic texts. 2. Expressing oneself orally using English. 3. Academic & Creative Writing.

	4. Translating texts.
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	1. Acquiring & learning educational ethics. 2. Strengthening ideals & value system. 3. Utilizing English in spreading culture. 4. Promoting the relationship between Arabic & English.

2. Teaching and Learning Strategies

Cognitive strategies, social or emotional strategies, cooperative learning, discussion strategy, brainstorming strategy, and role-playing strategy.

3. Evaluation methods

Written tests
 Oral tests
 Quizzes
 Daily activities
 Homework

4. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	English Language	Linguistics			1	
Professor	Linguistics and	Training Translators			1	

	Translation					
Assistant professor	English Language	Linguistics			3	
Assistant professor	English Language – Literature	Novel			3	
Assistant professor	education and psychology	education and psychology			0	
Instructure / PHD.	English of Arts	Applied Linguistics			2	
Instructure / PHD.	Applied Linguistics and Translation Studies	Translation and Interpreting			1	
Instructure / PHD.	English literature	Drama			0	
Instructure / PHD.	Curricula and teaching methods	Curricula and English teaching methods			0	
Instructure / PHD.	philosophy in psychology	methods of English Language Teaching			2	
Instructure / PHD.	Psychological counseling and educational guidance	Psychological counseling			1	
Instructure / PHD.	Psychological counseling and	psychological Health			0	

	educational guidance					
Instructure / PHD.	Public law	Criminal law			0	
Instructure / MA.	English language	Linguistics			4	
Instructure / MA.	English language	Literature			1	
Instructure / MA.	English language	Literature / Novel			0	
Instructure / MA.	computer science	computer science			1	
Assistant Instructure	English language	English language studies			6	
Assistant Instructure	English language	English Literature			7	1
Assistant Instructure	English language	Linguistics			0	
Assistant Instructure	English language and Literature	English Literature			0	
Assistant Instructure	English Literature	Literature			0	
Assistant Instructure	Arabic Language	Grammar			1	
Assistant Instructure	Mathematics	Methods of teaching mathematics			0	
Assistant Instructure	English Literature	English Poetry			0	

Assistant Instructure	Interpretation	Interpretation			0	
Assistant Instructure	English Language and Literature	English Language and Literature			0	
Assistant Instructure	English literature	Short story			0	

Professional Development

Mentoring new faculty members

- The dean of the college and the head of the department welcomes new teaching staff, introduce them to their colleagues in the department, help them choose study subjects, and provide them with moral assistance.
- encouraging teachers to publish solid research.
- encouraging them to use the latest teaching methods.
- Developing methods and tools such as using computers, display devices, and technology and employing them for the benefit of teaching.

Professional development of faculty members

Organizing workshops and training courses to develop teachers' skills in teaching and scientific research skills.

5. Acceptance Criterion

Student guide for admission to universities and colleges

6. The most important sources of information about the program

set of Curriculum assigned by the ministry of higher education and scientific research

Relevant Books and Publications

7. Program Development Plan

The program is reviewed periodically by the Scientific Committee in order to develop the program.

Developing the program to achieve accreditation according to the educational standards issued by the Ministry of Higher Education and Scientific Research

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First Year		English Grammar	Basic	✓					✓						
		Phonetics	Basic	✓					✓						
		Listening and speaking	Basic					✓							
		Reading I	Basic					✓							
		Composition Writing	Basic					✓							
		An Introduction to English Literature	Basic	✓											

		Human Rights	Basic		✓										
		Educational Psychology	Basic					✓							
		Fundamentals of Education	Basic					✓							
		Computer Science	Basic		✓			✓							
		Arabic Language	Basic	✓											
Second Year		Morphology and Syntax	Basic	✓					✓						
		English Phonology	Basic	✓					✓						
		Advanced Reading	Basic					✓							
		An Introduction to	Basic					✓							

		Academic Writing														
		One Act Play and Elizabethan Drama	Basic	✓												
		Short Story	Basic	✓												
		16th to 18th Century Poetry	Basic	✓												
		Listening and Speaking – 2	Basic					✓								
		An Introduction to ELT	Basic					✓								
		Adults Education	Basic					✓								
		Arabic	Basic	✓												

		Language													
		Computer Science	Basic					✓							
		Crimes	Basic	✓											
Third Year		Contemporary Grammar of English	Basic	✓					✓						
		Introduction to Linguistics	Basic	✓											
		Writing Academic English	Basic					✓							
		Listening and Speaking- 3	Basic					✓							
		Victorian Novel 1830-1900	Basic	✓											

		Renaissance Drama 16– 18th Century	Basic	✓											
		Romantic and Victorian Poetry 1780– 1900	Basic	✓											
		Pedagogy and Curriculum Innovation	Basic					✓							
		Guidance and Psychological Health	Basic					✓							
Fourth Year		Contemporary Grammar of English	Basic	✓					✓						
		Linguistics II	Basic	✓											

		Modern Novel	Basic	✓											
		Modern Drama	Basic	✓											
		Modern Poetry	Basic	✓											
		Translation	Basic					✓							
		Advanced Listening and Speaking	Basic					✓							
		Test Design and Assessment	Basic					✓							
		Practicum and EFL Classroom Practices	Basic					✓							
		Graduation Research	Basic	✓				✓							

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

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Course Description

Grammar

First year

2026-2025

Course Description Form

1. Course Name: Grammar	
2. Course Code:	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Presence Telegram application for official notifications	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours 120 Credit	
7. Course administrator's name (mention all, if more than one name)	
Name: Assit.Instr. Adwaa Sabah Shukur Email: adhwa.shukur@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- Explaining grammar rules and basic linguistic rules in the English language. - Identifying the basic principles of sentence construction in the English language, phrases, phrasal verbs, and others. - Improving students' skills in understanding and analyzing texts correctly. - Knowledge of certain grammatical terms. - Enhancing students' ability to interact correctly in various linguistic contexts. - Guiding students to use the English language correctly and appropriately in various daily and academic contexts.
9. Teaching and Learning Strategies	
Strategy	- Explaining the grammar of the language clearly and simply. - Providing examples to illustrate the uses of rules. - Providing practical exercises to apply the rules.

- Providing feedback and correcting students' mistakes.
- Set a time during the lecture to review the previous rules to ensure that they are well understood and to link the previous material to the subsequent material.
- Encouraging students to help each other to enhance understanding.
- Organizing interactive activities such as students presenting and explaining the subject to make the learning process interesting.
- Benefit from examples and exercises by linking language rules to life contexts and situations to increase students' understanding.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	• Understanding the different types of word in the language, such as nouns, verbs, adjectives, etc. • Identify the role of each word in the sentence.	Parts of speech (overview)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
2	3	• Understanding the meaning of the sentence and its structure, such as the order of subject - verb - object. • Identify the different types of sentences in terms of purpose, which include the declarative, interrogative, exclamatory, and imperative sentences, as well as in terms of structure such as the simple, compound, complex, and complex sentences.	Word order (sentence)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
3	3	• Understanding the definition of clauses and their types (independent or main clauses) (and dependent or subordinate clauses). • The ability to identify clauses within a	Word order (clause)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life	• Attending the lecture • Daily participation and exams • Monthly exams

		single sentence, recognize their functions and use them correctly.		situations	
4	3	- Understand the definition of the phrase and its types such as noun phrases, verb phrases, prepositional phrases, adjective phrases, and adverbial phrases. - The ability to identify phrases within sentences, and use them correctly. - Identify the phrasal verb in sentences and how to use them, and distinguish them from other verbs.	word order (phrase, Phrasal verb)	- Asking questions - doing the book's exercises - doing external exercises - Linking the topic to life situations	- Attending the lecture - Daily participation and exams - Monthly exams
5	3	Understand and learn the words order of the part of speech in a sentence.	Word order (verb +object, verb + adverb , all-both / verb)	- Asking questions - doing the book's exercises - doing external exercises - Linking the topic to life situations	- Attending the lecture - Daily participation and exams - Monthly exams
6	3	- Understanding the types of questions (wh-questions and questions with auxiliary verbs). - Learn how to form a question.	Word order (questions)	- Asking questions - doing the book's exercises - doing external exercises - Linking the topic to life situations	- Attending the lecture - Daily participation and exams - Monthly exams
7	3	- Understanding the difference between countable and uncountable nouns, and being able to use them correctly in sentences. - Understanding how	Nouns (countable, uncountable)	- Asking questions - doing the book's exercises - doing external exercises - Linking the	- Attending the lecture - Daily participation and exams - Monthly exams

		to use words such as indefinite articles (a, an) as well as words indicating quantities such as (few, many, little, much, a lot of, a lot) • Understanding the use of quantitative words with and without indefinite articles.		topic to life situations	
8	3	• Understanding the definition of pronouns in general and their types, including personal pronouns. • Understanding the classifications of these pronouns in terms of (first person, second, and third person) and their types in terms of (subject, object, or possessive pronouns) and in the case of the singular, plural, feminine, and masculine. • The ability to use it to avoid repeating names.	Pronouns (overview, personal pronouns)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
9	3	• Identifying the reflexive pronouns and use them correctly in sentences. • Identifying the relative pronouns, use them correctly, and the difference between them and interrogative articles.	Pronouns (reflexive pronouns, relative pronouns)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
10	3	• Understand the definition and function of a relative sentence, its structure, and identifying the phrases that depend	Pronouns (relative clause)	• Asking questions • doing the book's exercises • doing external exercises	• Attending the lecture • Daily participation and exams • Monthly exams

		on it. • The ability to combine two sentences into one sentence using relative pronouns.		• Linking the topic to life situations	
11	3	• Identify the types of relative clauses (restrictive and nonrestrictive) and the difference between them. • Understand how to use each type correctly.	Relative clause (restrictive , nonrestrictive)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
12	3	• Understanding the role of verbs and the different meanings they represent that are used to express (action, event, or state) • Identifying its different forms and using each form in the correct way. • Identifying irregular verbs and using them correctly. • Understanding the role of auxiliary verbs and how to use them to form different tenses, such as (be, do, have) • How to use it to formulate questions and negative sentence. • Identifying the main verbs and auxiliary verbs in the sentence.	Verbs (overview, auxiliaries)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
13	3	• Understanding the role of these verbs in the sentence and how to use them to express ability, permission, possibility, necessity, will, and request.	Verbs (modals)	• Asking questions • doing the book's exercises • doing external exercises • Linking the	• Attending the lecture • Daily participation and exams • Monthly exams

		• The ability to use them correctly to express the different meanings.		topic to life situations	
14	3	• Learning the meaning of tag questions and how to use them at the end of sentences to confirm information. • The ability to form tag questions correctly based on tense, pronouns and verbs in the sentence.	Verbs (question tags)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
15	3	• review some important subjects.	Review	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
16-17	6	• Understanding the uses and formulation of verbs in the simple, continuous, perfect, and perfect continuous tenses. • The ability to use the present tense to express events, facts, daily routines, and current events in the present time.	Verbs (present tenses)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
18-19	6	• Understanding the uses and formulation of verbs in the past simple, continuous, perfect, and perfect continuous tenses. • The ability to use past tenses to express events, facts and experiences that occurred in the past.	Verbs (past tenses)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
20-21	6	• Understanding the uses and formulation of different future	Verbs (future tenses)	• Asking questions • doing the	• Attending the lecture • Daily

		tenses such as future simple, future continuous, future perfect and perfect continuous. • The ability to use future tenses correctly to express events and expectations that will happen in the future. • The ability to analyze texts and use future tenses accurately to express expected ideas and events.		book's exercises • doing external exercises • Linking the topic to life situations	participation and exams • Monthly exams
22	3	• Understanding the uses and formulation of different conditional clauses such as the first type condition, the second type condition and the third type condition. • The ability to use clauses correctly to express possible circumstances and outcomes. • The ability to analyze texts and use terms to express ideas and accurately.	Verbs (conditional)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
23	3	• Understanding how to construct a passive sentence and use it to change the focus in a sentence. • The ability to analyze passive sentences, identifying the subject and object, and how to change sentences from the active voice to the passive voice in all tenses.	Verbs (passive voice)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
24	3	• Understanding how to transform direct speech into reported or indirect speech	Verbs (reported speech)	• Asking questions • doing the book's	• Attending the lecture • Daily participation

		and using the necessary changes in tenses, pronouns, adverbs, etc. • The ability to change sentences from direct speech to indirect speech correctly and accurately.		exercises • doing external exercises • Linking the topic to life situations	and exams • Monthly exams
25	3	• Understanding how to form and use the infinitive in English. • The ability to use the infinitive correctly in sentences and phrases. • Identifying verbs followed by the infinitive and use them correctly.	Verbs (infinitive form)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
26	3	• Understanding the role of adjectives and their ability to describe nouns or pronouns. • Identify the forms of adjectives. • Identifying the order of adjectives in a sentence and how to use them correctly.	Adjectives (overview, comparative, superlative)	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
27	3	• Understanding the role of adverbs in a sentence and their ability to describe verbs, adjectives or other adverbs. • Identifying the types of adverbs and their uses.	Adverbs	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams
28	3	• Understanding the role of prepositions and how to use them to express spatial and temporal relationships. • The ability to use prepositions correctly to express different situations.	prepositions	• Asking questions • doing the book's exercises • doing external exercises • Linking the topic to life situations	• Attending the lecture • Daily participation and exams • Monthly exams

29	3	- Identifying the definite and indefinite articles and their role in determining nouns. - The ability to use the definite article and indefinite articles correctly to define known and unknown nouns. - Identifying the cases in which definite and indefinite articles must be used and the cases in which they are not.	Determiners (articles)	- Asking questions - doing the book's exercises - doing external exercises - Linking the topic to life situations	- Attending the lecture - Daily participation and exams - Monthly exams
30	3	review some important subjects.	Review	- Asking questions - doing the book's exercises - doing external exercises - Linking the topic to life situations	- Attending the lecture - Daily participation and exams - Monthly 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 etc

20 – Monthly exam
20 - Attendance
20 – Daily participation
20- Daily exams
20- presentation for a lecture on a specific subject

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Grammar in Use , Raymond Murphy- Fifth Edition
Main references (sources)	A Grammar of Contemporary English – Randolph Quirk
Recommended books and references (scientific journals, reports...)	Communication Skills in English – Prof. P.N. Kharu & Dr. Varinder Gadhi
Electronic References, Websites	Various websites

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



Course Description

Phonetics

First year

2025–2026

Course Description Form

1. Course Name: Phonetics	
2. Course Code:	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
2026/1/4	
5. Available Attendance Forms:	
Attending lectures only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
120 credit /90 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: A.I. Haneen Dhafir Email: haneen.d.hameed@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- Identifying and producing a broad range of the phonetic sounds observable in English. - Transcribing sample data of various words using the International Phonetic Alphabet. - Demonstrating a basic knowledge of the articulatory system and its operation during the production of various speech sounds.
9. Teaching and Learning Strategies	
Strategy	Articulatory Drills: This strategy is used to practice specific sounds or sound contrasts through repetitive drills, focusing on correct articulatory placement and movement. Gradually, the complexity of drills is increased as students become more proficient. Interactive Demonstrations: Visual aids are used, such as diagrams or animations, videos, powerpoint presentations, to demonstrate the articulatory features of speech sounds. Students are shown how different parts of the vocal tract (e.g., lips, tongue, teeth) are used to produce specific sounds. - Carrying out a quiz to test the outcome of what the students have learned.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	6	What phonetics and its branches are and what they are concerned with.	Phonetics and its branches	1. Lecturing 2. powerpoint presentation	Collective participation.
3-4	6	What the differences are between language acquisition and language learning.	Acquiring/learning the 1 st and 2 nd languages	1. Lecturing 2. powerpoint presentation	Collective participation.
5	3	Being acquainted with the main problems of pronunciation and how to manage them.	Problems in pronunciation.	3. Lecturing 4. powerpoint presentation	Collective participation.
6	3	How to improve the pronunciation as foreign learners of English.	Pronunciation improvement.	1. Lecturing 2. powerpoint presentation 3. videos	Collective participation.
7	3	Being acquainted with the main accents of English and how to determine which one to learn.	Which English?	1. Lecturing 2. powerpoint presentation 3. videos	Collective participation and a quiz.
8-9	6	Being introduced to the English sounds.	The basic sounds of English, IPA, and the differences between sounds	1. Lecturing 2. powerpoint presentation 3. videos	Collective participation.

			and letters.		
10	3	Knowing what articulatory phonetics is and its topics.	Articulatory phonetics.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
11	3	Being introduced to the speech organs.	The speech organs and the vocal tract.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
12	3	Being introduced to the mechanism of producing speech sounds.	Speech sounds production mechanism	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation and a quiz.
13	3	demonstrating the articulatory features of speech sounds.	Interactive demonstrations	Using visual aids, such as diagrams or animations.	• Collective participation • Class activities.
14-15	6	Being introduced to the English consonants.	The English consonants.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
16-17	6	Identifying the consonant sequences and stating their characteristics.	The consonant sequences and their types.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
18	3	recognising the sound groups and utterances.	Sounds, sound groups and utterances.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
19	3	Being introduced to the English vowels.	The English vowels.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
20	3	Being introduced to the English monophthongs.	The English monophthongs.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
21	3	Being introduced to	The English diphthongs.	1. Lecturing 2. powerpoint	1. Collective participation.

		the English vowels.		presentation 3.videos	2.Quiz
22	3	Being introduced to the English vowels.	The English triphthongs.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
23-24	6	Identifying the vowel sequences and stating their characteristics.	The vowel sequences and their types.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
25	3	Being able to produce and transcribe the English vowels correctly.	Review of all types of the English vowels.	1. Lecturing 2. powerpoint presentation 3.videos	Collective participation.
26-27	6	Recalling the English IPA.	The phonemic transcription.	1. Lecturing 2. powerpoint presentation 3.transcription exercises.	1. Collective participation 2. Quiz
28-29	6	Analysing and discussing transcription errors made by students.	Error Analysis	1. Lecturing 2. powerpoint presentation 3.transcription exercises.	1. Collective participation 2. Quiz
30	3	Reviewing the whole material.	Review	1. Lecturing 2. Powerpoint presentation	Exercises.

11. Course Evaluation

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

Each semester is out of 20 distributed as follows:

- Monthly exam: 15
 - Attendance: 5
 - Daily participation: 5
 - Quizzes: 5
- $$\left. \begin{array}{l} \text{Attendance: 5} \\ \text{Daily participation: 5} \\ \text{Quizzes: 5} \end{array} \right\} \div 3 = 5$$

The final oral exam is out of 10

The final exam is out of 50

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Better English Pronunciation by O'Conner.
Main references (sources)	Ship Or Sheep: An Intermediate Pronunciation Course by Ann Baker
Recommended books and references (scientific journals, reports...)	English Pronunciation in Use by Jonathan Marks.
Electronic References, Websites	Research gate

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Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Course Description

Listening and speaking

First year

2025–2026

Course Description Form

1. Course Name:	
Conversation Nothstar1 listening and speaking	
2. Course Code:	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
In-person/ face to face	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hour	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Lujain.J. Edan Email: Lujain.j.edan@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- Providing a clear overview of the fundamentals of conversation and listening through learning reading skill - Helping students in understanding common linguistic concepts. - Encouraging students to engage in discussions about the issues presented in comprehensions passages. - Helping students in learning new vocabulary along with their synonyms and using them correctly. - Fostering linguistic interest among students
9. Teaching and Learning Strategies	
Strategy	- Using interactive activities such as role plays and group discussion to enhance language skills. - Introducing everyday topics and life situation to motivate students and increase their understanding of culture and social communication in English. - Using diverse material such as audio conversations and interview to improve students' understanding of pronunciation and common expressions. - Providing immediate and constructive feedback to student about their performance in conversation to promote continuous improvement. - Encouraging students to use English in daily life and in extracurricular activities to enhance practical learning. - Integrating the four skills reading, writing, listening and speaking in

lessons to promote integrated English language learning.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
3-2-1	6	*Make and confirm predictions. *Express opinions. *Describe someone. personality. *Recognize rhythm patterns.	<i>Friendship/ a world of friends</i>	*Discuss inside class *Role play *develop listening through audio & video	*Quiz *Oral test *Monthly exam
6-5-4	6	*Recognize phrases that express surprise *Express like/ dislike *Create group discussion	<i>Art/ making unusual art</i>	*Communicative approach *Brainstorming	=
9-8-7	6	*Order statements based on ideas in a listening selection *Recognize speech markers that show excitement *Express agreement and disagreement *Support ideas with reasons	<i>Special Possessions</i>	*Using audio * Role play *Presentation	=
12-11-10	6	*Make and confirm predictions *Recognize signal words for main ideas in a lecture * React to general and surprising information	<i>Business/ creativity in business</i>	*Participate and communicate inside class * Asking questions about the topic for brainstorming * Competition between students to react to general information	=
15 -14-13	6	* Recognize and understand meaning behind contradictions * Express opinions * Give advice using imperative verbs	<i>Phobias/ understanding fears and phobias</i>	*Explain imperative verbs using white board *Make students participate to express their opinion about the topic through clarifying question	=
17-16-15	6	* Recognize the use of even though to express an unexpected or	<i>Adventure/ risks and challenges</i>	* Using audio and power point about adventure and	

-20-19-18 21	8	surprising result * Compare and contrast information from two listenings *Take notes using a graphic organizer * Identify advantages and disadvantages * Express agreement, disagreement, and uncertainty	<i>Family/ only child-lonely child</i>	challenges * Work in pair to compare information * Make students able to identify advantages and disadvantages through presentation * Create a conversation class between partners about their family	=
-24-23-22 25	8	* Recognize signal words that introduce reasons and results (because, because of, so, that's why) * Categorize information from two listenings * Express and explain reasons and results	<i>Sports/ soccer: the beautiful game</i>	*Using white board and power point *Make students write a paragraph to explain reasons and results by using (Because of, so...etc.)	=

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as the mark for the first course consists of (20 marks), in this course student are assessed basis on daily preparation and attendance (5 marks), while monthly exam includes (15 marks). Accordingly, the grade for the second course also consists of (20 marks) student in this course is being evaluated basis on either an oral test or a daily quiz (5 marks) while monthly assessment make up (15 marks). As for the final exam score of (60 marks).

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothstar1 listening and speaking Polly & Laurin
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Course Description Reading I First year

2025–2026

Course Description Form

1. Course Name:	
Reading	
2. Course Code:	
3. Semester / Year:	
2025–2026	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
12	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Lecturers: Mustafa Dawood E-mail: Mustafa.d.salman@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	Enhancing the Students' reading Skills
9. Teaching and Learning Strategies	
Strategy	Encouraging the students to read the English given texts correctly and improving their reading skills through some helpful YouTube channels

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	2	Enhance the students' reading skills	Student Learning Teams	Reading	Testing the Students' reading and pronunciation
3-4	2	Solving the exercises	Student Learning Teams		
5-7	2	Enhance the students' reading skills	Private Lives	Reading	Testing the Students' reading and pronunciation
8-9	2	Solving the exercises	Private Lives		
10-12	2	Enhance the students' reading skills	Culture Shock	Reading	Testing the Students' reading and pronunciation
13-14	2	Solving the exercises	Culture Shock		
15-17	2	Enhance the students' reading skills	Public Attitudes Towards science	Reading	Testing the Students' reading and pronunciation
18-19	2	Solving the exercises	Public Attitudes Towards science		
20-21	2	Enhance the students' reading skills	College Campuses Today	Reading	Testing the Students' reading and pronunciation
22-23	2	Solving the exercises	College		

		exercises	Campuses Today		
23-24		Enhance the students' reading skills	Keys to Success in College	Reading	Testing the Students' reading and pronunciation
24-25		Solving the exercises	Keys to Success in College		
26-27		Enhance the students' reading skills	New Ways of Staying Connected	Reading	Testing the Students' reading and pronunciation
28-29		Solving the exercises	New Way of Staying Connected		
		Enhance the students' reading skills	Cell Phones save lives	Reading	Testing the Students' reading and pronunciation
		Solving the exercises	Cell Phones Save Lives		

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

The Methods of Evaluation:

The correct reading

The students' preparation to the given material

Oral exams

Written exams

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selected Readings by Lina Lee and Erik Gundersen. Interactions Reading by Pamela Hartmann and James Mentel
Main references (sources)	Selected Readings by Lina Lee and Erik Gundersen. Interactions Reading by Pamela Hartmann and James Mentel
Recommended books and references	

(scientific journals, reports...)	
Electronic References, Websites	Google scholar

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Accreditation Department**



Course Description Academic Writing First year

2025–2026

Course Description Form

1. Course Name:					
Academic Writing					
2. Course Code:					
Academic writing/ first stage					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
2026/4/1					
5. Available Attendance Forms:					
Lectures Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
90hours					
7. Course administrator's name (mention all, if more than one name)					
Name: asst. Israa Sabeeh Abbass Email:israa.sabeh @gmail.com					
8. Course Objectives					
Course Objectives			Develop the skills of students in academic writing Giving them th confident in writing through teaching the basics of writing paragraphs..... Develop the critical thinking for students which help them to choose the goog coice for words an sentences which convince the readers		
9. Teaching and Learning Strategies					
Strategy		Making the student learn how to write from the first step (the word and how to make a sentence , finally develops the skills of writing an essay)			
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning	Evaluation

		Outcomes		method	method
1-2	4		Introduction :process writing -learn about process writing -the writing method used in most English -speaking university classes	Lecture /discussion	Assignment/ exam
3-4	4		Pre-writing: getting ready to write -choose and narrow a topic -gather idea -edit ideas	=	=
5-6	4		The structure of a paragraph The definition of a paragraph The parts of a paragraph How to identify and write topic sentence	=	=
7-8	4		The development of a paragraph Methods of paragraph support and development How to write concluding sentences How to peer edit	=	=
9-10	4		Descriptive and process paragraphs Descriptive paragraphs and reasons for writing them Organizing and writing descriptive paragraphs using adjectives and	=	=

11-12	4	prepositions Process paragraphs and reasons for writing them Using transitions words to write a process paragraph Additional materials Grammar for writers Punctuation	=	=
13-14	4	Opinion paragraphs Distinguish between fact and opinion Organize and write paragraphs expressing opinion and arguments Use transition words to express causality Use model expressions to make recommendations	=	=
15-16	4	review	=	=
17-18	4	comparison/contrast paragraphs reasons for writing them -how to organize comparison/contrast paragraphs -connecting words used for comparing and contrasting topics -how to write about the advantages and disadvantages of topic	=	=

19-20	4		Problem/solution paragraphs -write about problems and solutions Use real conditional Write two-paragraph text with linking phrase	=	=
21-22	4		The structure of an essay -the definition of an essay -how to format an essay -how to write a thesis statement	=	=
23-24	4		Additional material -information letter -type commonly required in university applications CVs and address envelope	=	=

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, reportsetc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Academic writing from paragraph to essay Dorothy E Zemach Lisa A Rumisek
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



Course Description

An Introduction to English Literature

2025–2026

Course Description Form

1. Course Name:	
Introduction to Literature	
2. Course Code:	
3. Semester / Year:	
2026–2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
By attending in the class	
6. Number of Credit Hours (Total) / Number of Units (Total)	
80 hours (Total) / 3 hours weekly	
7. Course administrator's name (mention all, if more than one name)	
Name: Ass. Inst. Mohammad Ali Ahmed Email: mohamedali976@yahoo.com	
8. Course Objectives	
Course Objectives	- Teaching the student the types of poetry through studying the literary era and studying a historical introduction to each type of literature. - Giving a general introduction to poetry, prose, and drama, with identifying the unique characteristics of each literary genre. - Identify poetic devices and their uses. - Teaching the student to analyze and understand the meaning of the poem. - Training the student to write a specific idea about the poem.
9. Teaching and Learning Strategies	
Strategy	- Lecture method and using the interactive whiteboard. - Explanation and clarification. - Providing students with the basics and additional topics related to the outcomes of thinking and analysis of poetic texts. - Forming discussion groups during lectures to discuss the idea of a poetic poem that requires thinking and analysis.

	• Asking students a set of thinking questions during lectures, such as what, how, and when for specific topics. • Giving the students homework that requires self-explanations using causal methods and examples to be solved.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	6	<i>Enabling students to obtain knowledge and understanding of literature</i> Enabling students to recognize types of literature such as poetry, prose, and drama.	Introduction to Literature and its types: Poetry Prose Drama Novel	Lecture / ask questions Discussion/ brainstorming	<i>Assignments Training Class activities</i>
3-4	6	<i>Enabling students to obtain knowledge and critical analysis of the poem's text.</i> Enable students to obtain knowledge of the basic idea of the poem.	“ Sick Rose” William Blake	Lecture / ask questions Discussion/ brainstorming	<i>Assignments Training Class activities</i>
5-6	6	<i>Enabling students to obtain knowledge and critical analysis of the poem's text.</i> Enable students to obtain knowledge of the basic idea of the poem.	“Break, Break, Break” by Alfred Lord Tynnson	Lecture / ask questions Discussion/ brainstorming	<i>Assignments Training Class activities</i>
7-8	6	<i>Enabling students to obtain knowledge and critical analysis of the poem's text.</i>	“ Lucy” by William Wordsworth	Lecture / ask questions Discussion/ brainstorming	<i>Assignments Training Class activities</i>

		Enable students to obtain knowledge of the basic idea of the poem.			
9	3		Revision		
10	3		Exam		
11-12	6	<i>Enabling students to obtain knowledge and critical analysis of the poem's text.</i> Enable students to obtain knowledge of the basic idea of the poem.	"The Rime of the Ancient Mariner" by Samuel Tylor Coleridge	<i>Lecture / ask questions</i> <i>Discussion/ brainstorming</i>	<i>Assignments</i> <i>Training</i> <i>Class</i> <i>activities</i>
13-14	6	<i>Enabling students to obtain knowledge and critical analysis of the poem's text.</i> Enable students to obtain knowledge of the basic idea of the poem.	"Winter" William Shakespeare	<i>Lecture / ask questions</i> <i>Discussion/ brainstorming</i>	<i>Assignments</i> <i>Training</i> <i>Class</i> <i>activities</i>
15-16	6	<i>Enabling students to obtain knowledge and critical analysis of the poem's text.</i> Enable students to obtain knowledge of the basic idea of the poem.	"Lord Randal"	<i>Lecture / ask questions</i> <i>Discussion/ brainstorming</i>	<i>Assignments</i> <i>Training</i> <i>Class</i> <i>activities</i>
17	3		Revision		
18	3		Exam		
19-20	6	<i>Enabling students to understand the traditional concept of</i>	Introduction to Classical Drama	<i>Lecture / ask questions</i> <i>Discussion/</i>	<i>Assignments</i> <i>Training</i> <i>Class</i>

		<i>drama and its types.</i>		<i>brainstorming</i>	<i>activities</i>
21-25	12	The ability to find the idea of the play using critical analysis.	“Oedipus Tyrannus” Sophocles	Lecture / ask questions Discussion/ brainstorming	Assignments Training Class activities
26-27	6	The ability to find and realize the ideas of the play using critical analysis.	Themes of the play	Lecture / ask questions Discussion/ brainstorming	Assignments Training Class activities
28	3		Revision		
29	3		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

- Written examinations
- Oral examinations
- Surprise tests
- Homework assignments

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Poetry and Prose Appreciation For Overseas Students Alexander, L. G. Alexander
Main references (sources)	An introduction to drama by Whitfield, George
Recommended books and references (scientific journals, reports...)	English & Comparative Literature Research Guide: Journal Articles
Electronic References, Websites	Google Scholar / Research gate



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Accreditation Department**

Course Description Human Rights First Stage

2026–2025

Course Description Form

1. Course Name:	
Human Rights	
2. Course Code:	
3. Semester / Year:	
2026–2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Ali Karim Yusef Email: wwd56840@gmail.com	
8. Course Objectives	
Course Objectives	- The student should be familiar with the rights granted to him by the Constitution and other legislation - The student will be able to claim his rights in accordance with the constitution and laws - Developing the ability to practice what he learns to his community. - Familiarize the student with knowledge of political systems and how they work.
9. Teaching and Learning Strategies	
Strategy	- Training the student how to deal with others according to human rights rules. - Informing the student of the rules and foundations of ethics in the teaching profession. - The student develops a desire to play a role in enhancing his

society through human rights rules.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1	Human Rights in Ancient Civilizations	Greek, Roman, Iraqi and Egyptian civilization	Explaining theoretical lectures using modern teaching and presentation methods	Asking questions and answering them by the student
2-3-4-5	4	Human rights in divine religions	Islamic, Christian and Jewish	=	=
6	1	Human rights at the international level (international sources)	The Universal Declaration of Human Rights	=	=
7	1	=	Principles included in the International Declaration of Human Rights	=	=
8	1		The legal value of the International Declaration of Human Rights	=	=
9	1	Human rights guarantees at the internal level	Introduction to the Constitution and constitutional guarantees (the principle of the rule of law and the principle of separation of powers)	=	=
10- 11	2		The Permanent Constitution of the Republic of Iraq of 2005		
12	1	Judicial guarantees	Researching the constitutionality of human rights and how to defend the unconstitutionality of laws and legislation	=	=
13		=	Judicial oversight of the administration's work	=	=

14	1	Test	test		
15	1	United Nations Charter	Introduction to the Charter	=	=
16	1	United Nations General Assembly	The Economic and Political Council and the Human Rights Council	=	=
17	1	child's rights in Islam	The Rights that mentioned in the Holy Qur'an and the Prophet's hadiths	=	=
18	1	The concept of democracy	Definition of democracy and its historical roots	=	=
19	1		Forms of democracy (direct, semi-direct, and representative)	=	=
20	1	=	The pillars of the representative system	=	=
21	1	Test	test		
22	1	Forms of the representational system	Council system	=	=
23	1		Presidential system	=	=
24	1		Parliamentary system	=	=
25	1	Mechanism of the representative (parliamentary) system	Election (the concept of election and its legal adaptation)	=	=
26	1		The electorate	=	=
27	1		Women, elections and candidates	=	=
28	1	Principles of ethics in the teaching profession	Definition principles	=	=
29	1	behaviours basics	Introducing professional behaviour	=	=
30	1	Test	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)	Human rights, democracy, and children's rights ethics in the teaching profession + considerations the Declaration of Rights
Main references (sources)	Books, research on human rights and the behavior of the teaching profession

Recommended books and references (scientific journals, reports...)	https://www.ohchr.org/ar/about-democracy-and-human-rights
Electronic References, Websites	https://www.ohchr.org/ar/about-democracy-and-human-rights

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Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Course Description Guidance and Psychological Health First Stage

2026-2025

Course Description Form

1. Course Name:	
Guidance and Psychological Health	
2. Course Code:	
3. Semester / Year:	
2026-2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60	
7. Course administrator's name (mention all, if more than one name)	
Name: Ali Yassin Dhiban Email: ali.al-shafeay@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- The student gets to know the concept of educational psychology and its areas of interest and study. - For the student to know the meaning of educational objectives, classify them, and transform them into educational objectives - The student will understand the meaning of memory, its nature, and its role in teaching. - The student will learn about the importance of motivation in the field of educational psychology - The student will learn about the meaning of transfer of learning effect and its educational applications - The student will recognize and understand the meaning of the concept and its relationship to scientific

	thinking and creative thinking • The student will learn about the meaning of feedback, its types, and its importance to the teacher. • The student will learn about educational theories and their educational applications. • The student will understand the factors affecting learning. • The student will learn about skills and habits and how to acquire them and benefit from them in learning.
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9. Teaching and Learning Strategies

Strategy	• Providing students with the most important methods, patterns and trends that are adopted in Educational Psychology. • Inculcating the concept of dialogue, discussion, objective criticism, and critical thinking of adult education topics. • Explaining the extent of the impact of teaching programs on developing students' mental and educational abilities and providing the subject with external information. • Preparing an efficient teacher qualified to teach in secondary schools. • Developing students' ability to transfer and exchange ideas within the educational process. • Preparing a summary of the study focusing on the most important conclusions
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.2.3		Chapter one	Learn about the meaning of psychology		

4.5.6		Chapter II	The student will be able to formulate goals Behaviorism and formulating a question that achieves the goal Educational		
7.8.9		Chapter III	Learn about memory and its theories		
10.11.12		Chapter fourth	Learn about forgetting and its theories		
		Chapter V	Identify the transfer of learning effects		
13.14.15			Exam		
16.17.18		Chapter six	Identify the role of motivation in the learning process		
19.20.21		Chapter VII	Learn the meaning of the concept and creative and scientific thinking		
		Chapter Eight	Learn the meaning of feedback		
22.23.24			Exam2		
		Chapter Nine	Learn about education theories		
25.26.27		Chapter Ten	Identify the factors		

			affecting learning		
			Exam		
28.29		Chapter Eleven	Psychological health		
30					

11. Course Evaluation

Daily class activities and attendance for the first course 10 marks for both first and second course. Monthly exam for the first course 15 marks, monthly exam for the second course 15 marks , The final exam has 60 marks.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no specific textbook, but the sources were collected from many books related to the required subjects, such as Introduction to Psychology, Dr. Hashem Jassim Al-Samarrai, General and Educational Psychology, Abdul Amir Aboud Al-Shamsi, Educational Psychology, Dr. Fakher Agel.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



Course Description

Fundamentals of Education First year

2026–2025

Course description

1. Course Name:
Foundations of education
2. Semester / Year:
Annual 2025–2026
3. Description Preparation Date:
2026/4/1
4. Available Attendance Forms:
Basic

5. Number of Credit Hours (Total) / Number of Units (Total)					
20 hours per week					
6. Course administrator's name (mention all, if more than one name)					
Name: Israa karem khaleefah Email: esraa.k.khaleefah@aliraqia.edu.iq					
7. Course Objectives					
Course Objectives			-Increasing the student's understanding of the educational and social reality throughout the ages. - Realizing the educational process in its utmost necessity... - Understanding educational theories on different peoples, ancient and modern		
8. Teaching and Learning Strategies					
Strategy		- Cooperative learning. - Educational seminars. -Group education and individual training for students on basic measurement skills. - Using projectors with transparent and opaque objects to display the lecture and models of student performance			
9. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The meaning of education, its goals and its necessity	The meaning of education, its goals and its necessity	Dialogue discussion	Oral and written test
2	2	Its theories and fields	Its theories and fields	Dialogue discussion	Oral and written test
3	2	Historical basis of education	Historical basis of education	Dialogue discussion	Oral and written test
4	2	Old education	Historical basis of education	Dialogue discussion	Oral and written test
5	2	Chinese education	Historical basis of education	Dialogue discussion	Oral and written test
6	2	Greek education	Historical basis of education	Dialogue discussion	Oral and written test
7	2	Medieval education	Historical basis of education	Dialogue discussion	Oral and written test
8	2	Arab education before Islam and after Islam	Historical basis of education	Dialogue discussion	Oral and written test

9	2	Modern education	Historical basis of education	Dialogue discussion	Oral and written test
10	2	The relationship between education and society	Historical basis of education	Dialogue discussion	Oral and written test
11	2	The relationship between the individual and the environment	Historical basis of education	Dialogue discussion	Oral and written test
12	2	Congenital education	Historical basis of education	Dialogue discussion	Oral and written test
13	2	family education,	The social basis of education	Dialogue discussion	Oral and written test
14	2	National Education,	The social basis of education	Dialogue discussion	Oral and written test
15	2	Health education	The social basis of education	Dialogue discussion	Oral and written test
16	2	Education and its impact on economic development And exploitation of natural resources	The social basis of education	Dialogue discussion	Oral and written test
17	2	Education and method in research National and social foundations	The social basis of education	Dialogue discussion	Oral and written test
18	2	Education in the Islamic perspective	The social basis of education	Dialogue discussion	Oral and written test
19	2	Comprehensive school	The economic basis of education	Dialogue discussion	Oral and written test
20	2	Systematic education	The economic basis of education	Dialogue discussion	Oral and written test
21	2	The individual accepted the primitive environment and how education wove itself	Scientific basis of education	Dialogue discussion	Oral and written test
22	2	The individual accepted the primitive environment and how education wove itself	National and social foundations	Dialogue discussion	Oral and written test
23	2	If the individual has a specific social need.	Primitive education	Dialogue discussion	Oral and written test
24	2	Finding a relationship of harmony between civilizations	throughout history	Dialogue discussion	Oral and written test
25	2	It means uniformity and consistency in thinking and acting according to what our religion dictates to us	Islamic education	Dialogue discussion	Oral and written test
26	2	means social control and positive control	Social control	Dialogue discussion	Oral and written test
27	2	Systematic education	Systematic education	Dialogue discussion	Oral and written test
28	2	Comprehensive school	Comprehensive school	Dialogue discussion	Oral and written test
29	2	The practices that we carry out during our lives, whether short or long	Culture and education	Dialogue discussion	Oral and written test

30	2	That the individual has a specific social need.	Social Education	Dialogue discussion	Oral and written test
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					
Written test Assignment and class activities - Assignments and applications at the end of each stage. - Discussions with students. -General and qualifying transferable skills (other skills related to employability and personal development). - The student will analyze the sections of educational studies throughout history. - By asking a question: For example, define education. - A description of the skills of personal relations with others, and the ability to assume responsibility that must be developed (developing the communication skill by dealing as groups during direct work to produce the course requirements). -Education strategies used in developing these skills and abilities (lectures, presentations accompanying lectures via a data projector, and practical applications (practical demonstration) to design and produce different thinking lessons.					
10. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Foundations of education		
Main references (sources)			Dr. Mahmoud Al-Sayed, Studies in Education and Soci Al-Nadim, Cairo, 1988		
Recommended books and references (scientific journals, reports...)			Dr.. Maher Al-Jaafari, Foundations of Education, Dar Ammar, Amman, 1998 Dr. Ibrahim Othman, Education, Dar Kazma, Kuwait, 1983		
Electronic References, Websites			-		

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Course Description Computer Science First year

2026-2025

Course Description Form

1. Course Name:	
Computer Science	
2. Course Code:	
3. Semester / Year:	
2026/2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Mandatory attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours /90 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Maha Shakir Ibrahim Email: Mahashakir.ibrahim@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- Identify the basic components of the computer. - Identify the types of computers and types of computer parts. - Identify the term electronic hacking and the most important files, programs, viruses and their types that harm the computer. - Learning how to work on a computer and use it.
9. Teaching and Learning Strategies	
Strategy	1-The lecture. 2- discussion. 3- Use the smart board and projector. 4- practical training on the computer and its software
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Weak1	2	Computer development	Computer basi	Lecture &discussion	Exams &discussion
Weak2	2	fields of compu usage	Computer basi	Lecture &discussion	Exams &discussion
Weak3	2	Computer components	Computer components	Lecture &discussion	Exams &discussion
Weak4	2	Computer types	Computer types	Lecture &discussion	Exams &discussion
Weak5	2	Software components	Computer platform	Lecture &discussion	Exams &discussion
Weak6	2	Hardware components	Computer platform	Lecture &discussion	Exams &discussion
Weak7	2	Cpu components	Processing unit	Lecture &discussion	Exams &discussion
Weak8	2	Input output device	Input output unit	Lecture &discussion	Exams &discussion
Weak9	2	Memory types	Memory unit	Lecture &discussion	Exams &discussion
Weak10	2	Secondary memory	Memory unit	Lecture &discussion	Exams &discussion
Weak11	2	Programming Languages types	Programming languages	Lecture &discussion	Exams &discussion

Weak12	2	First semester exam			
Weak13	2	Computer system box	External components	Lecture & discussion	Exams & discussion
Weak14	2	Computer system box	Internal components	Lecture & discussion	Exams & discussion
Weak15	2	Computer security And safety	Computer security	Lecture & discussion	Exams & discussion
Weak16	2	Ethics in Digital world	Computer security	Lecture & discussion	Exams & discussion
Weak17	2	Digital crimes	Computer security	Lecture & discussion	Exams & discussion
Weak18	2	Intellectual Property	Computer security	Lecture & discussion	Exams & discussion
Weak19	2	Electronic intrusion	Computer security	Lecture & discussion	Exams & discussion
Weak20	2	Sources of Digital intrusions And viruses	Computer security	Lecture & discussion	Exams & discussion
Weak21	2	Operating systems types	Operating systems	Practical lecture	Exams & discussion
Weak22	2	Operating systems Goals and types	Operating systems	Practical lecture	Exams & discussion
Weak23	2	Windows os desktop	Operating systems	Practical lecture	Exams & discussion

Weak24	2	2 nd semester exam			
Weak25	2	Windows files and folders	Operating systems	Practical lecture	Exams & discussion
Weak26	2	Taskbar and start menu	Operating systems	Practical lecture	Exams & discussion
Weak27	2	Files arrangement And rename	Operating systems	Practical lecture	Exams & discussion
Weak28	2	Copy cut and Past folders	Operating systems	Practical lecture	Exams & discussion
Weak29	2	review	Operating systems	Practical lecture	Exams & discussion
Weak30	2	Final exam			

Course Evaluation

2 Monthly exams: 30%
Daily attendance : 5%
Report: 5%
Final exam: 60%

11. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The book prescribed by the Ministry of Higher Education, Part 1 For the first stage
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Accreditation Department**



Course Description

Arabic Language

First year

2026–2025

Course Description Form

1. Course Name:					
Arabic Language					
2. Course Code:					
Linguistics, grammar, literature and rhetoric					
3. Semester / Year:					
annual /2026-2025					
4. Description Preparation Date:					
2026/4/1					
5. Available Attendance Forms:					
Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
12 per week					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst.Inst. Alaa Younis Ismail Email: alaa.ismail@aliraqia.edu.iq					
8. Course Objectives					
Course Objectives		-Learning about the beauties of the Arabic language and its literature. -The student acquires the ability to study the branches of the Arabic language. - Introducing the student to the correct Arabic language words, their correct structures methods in an interesting and attractive way. - The student should take advantage of his free time by reading, reading, and returning to the library.			
9. Teaching and Learning Strategies					
Strategy		- Discussion and dialogue in presenting the topic as a communication method. - Preparing weekly, quarterly, or annual reports that explain the most important matters related to the course - Using recordings, videos, and illustrative media, such as PDF and Power Point files. - Using traditional methods in the educational process supported examples and evidence			
10. Course Structure					
Week	Hours	Required	Unit or subject name	Learning	Evaluation

		Learning Outcomes		method	method
1	1		-punctuation marks -Writing the hamza - Positions of hamzat al-wasl.	Theoretical	General discussion and questions
2	1			Theoretical	General discussion and questions
3	1			Theoretical	General discussion and questions
4	1		-parts of speech. - Original and subsidiary grammatical signs - parts of a sentence - The active voice and the passive voice - “inna” and its equivalents - “kana” and its equivalents	Theoretical	General discussion and questions
5	1			Theoretical	General discussion and questions
6	1			Theoretical	General discussion and questions
7	1		- Introduction to rhetoric - Science of statement	Theoretical	General discussion and questions
8	1			Theoretical	General discussion and questions
9	1		-Characteristics of Umayyad poetry	Theoretical	General discussion and questions
8	1		- Ancient poetic arts	Theoretical	General discussion and questions
9	1		- New items -Prose in the Islamic era.	Theoretical	General discussion and questions
10	1			Theoretical	General discussion and questions
11	1		Characteristics of Islamic poetry.	Theoretical	General discussion and questions
12	1		Purposes of poetry in the Islamic era.	Theoretical	General discussion and questions
13	1		Characteristics of literature in the pre-Islamic era.	Theoretical	General discussion and questions
14	1			Theoretical	General discussion and questions
15	1		Al-Mu'allaqat and their collections. Pre-Islamic prose.	Theoretical	General discussion and questions
16	1			Theoretical	General discussion and questions
17	1			Theoretical	General discussion and questions
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)			General Arabic rules, general external sources in rhetoric literature		
Main references (sources)			/		

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

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Accreditation Department**



Course Description Morphology and Syntax Second year

2025-2026

Course Description Form

1. Course Name:					
An introductory English grammar					
2. Course Code:					
3. Semester / Year:					
2026–2025					
4. Description Preparation Date:					
2026/4/1					
5. Available Attendance Forms:					
Students' class attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
90 hours 120 Credit					
7. Course administrator's name (mention all, if more than one name)					
Name: A.M. Hind Hamid Email: @aliraqia.edu.iq					
8. Course Objectives					
Course Objectives		Enabling the students to know how to use grammar and morphology methods constructing correct grammatical sentences.			
9. Teaching and Learning Strategies					
Strategy		The modern method of education, the direct application of linguistic vocabulary and its uses, and the practical application of basic skills in syntax and morphology.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2-3	6	Unit8	morphology	Theoretical explanation	Assignments and exercises
4-5-6	6	Unit8	Morphemes	Theoretical explanation	Assignments and exercises
7-8-9	6	Unit8	Morphemes	Theoretical explanation	Assignments and exercises
10-11-12	6	Unit9	Words	Theoretical explanation	Assignments and exercises
13-14-15	6	Unit9	Words	Theoretical explanation	Assignments and exercises
16-17-18	6	Unit10	Processes of word formation	Theoretical explanation	Assignments and exercises
19-20-21	6	Unit11	Inflectional paradigms	Theoretical explanation	Assignments and exercises
22-23-24	6	Unit12	Parts of speech: form class	Theoretical explanation	Assignments and exercises
		Unit13	Parts of speech: structure class	Theoretical explanation	Assignments and exercises

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11. Course Evaluation

15 to the semester exam and 5 to the daily participations

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	An introductory English grammar The writer: Norman Stageberg
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Google books and research gate

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Course Description Phonetics and phonology Second year

2025-2026

Course Description Form

1. Course Name:	
Phonetics and phonology	
2. Course Code:	
3. Semester / Year:	
2026\2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
93 hrs 120 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Suhair Adel Abdulamir Email:suheradel75@gmail.com	
8. Course Objectives	
Course Objectives	- Understanding phonological terms and rules - Strengthening and developing students' pronunciation.....
9. Teaching and Learning Strategies	
Strategy	1. Explaining the rules and terms in a simple way. 2. Providing appropriate examples and solving enough exercises. 3. Training the students on the pronunciation of words, sentences and passages. 4. Giving feedback and correcting students' mistakes. 5. Specifying 5 minutes from the lecture to make a review of what have been studied. 6. Organizing interactional activities ,such as speed reading.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	6	Comprehensive understanding of the English phonological terms.	Phonetic and phonological terms	Solving the exercises and making oral quizzeses	1. Attending the lectures. 2. Taking oral quizzes . 3. Terminal exams.
3-4	6	Making a review for what has been studied in the previous year with exercises	Exercises on phonemic Transcription		
5-6	6	Knowing about the term stress its types, making oral exams and exercises.	Stress		
7-8	6	Other exercises on how to pronounce the word stress and sentence stress.	Exercises on word and sentence stress.		
9-10	6	Explaining the concept of the rhythm and its linguistic significance.	Rhythm		
11-12	6	Explaining the concept of intonation and its importance in communication.	Intonation		
13-14	6		Fluency		
15-16	6	Explaining the term fluency			

17-18	6	Explaining what is the omission of the glottal stop	Omission of the glottal stop		
19-20	6	Explaining the term elision and its types	Elision		
21-22	6	Explaining the term assimilation and its types, as well as practicing and making the exercises.	Assimilation		
23-25	9	Explaining the strong and weak forms of the grammatical words.	Weak and strong forms.		
26-28	9	Exercises on how to use strong and weak forms of words,	Exercises on weak and strong forms		
29-30	9	sentences, and making several oral exams	Passage 1		
	9	Practicing on pronouncing a reading passage.	Passage 2		
		Practicing on pronouncing a reading passage.			

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

20 terminal exam
 20 oral exam
 20 class activities
 20 quizzes
 20 testing speed reading

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English phonetics and phonology
Main references (sources)	Better English pronunciation
Recommended books and references (scientific journals, reports...)	Books and links on phonetics and phonology
Electronic References, Websites	Varied as needed

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Course Description Advanced Reading Second year

2025-2026

Course Description Form

1. Course Name:	
Select Readings Upper-Intermediate/ 2 nd stage	
2. Course Code:	
3. Semester / Year:	
Yearly 2026-2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
In-person/ face to face	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hour	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Mohammed Qasim Mohammed Email: mohammed.tkriti@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- Teaching students advanced reading techniques which leads to saving time when reading any topic. - Acquiring a wealth of information enable students to expand their vocabulary and linguistic skills relevant to each topic covered during the lecture. - Extensive utilization of critical and analytical thinking. - Optimizing writing skill through reading well-written pieces.
9. Teaching and Learning Strategies	
Strategy	- Exposing students to a variety of text types and genres helps them develop more effective reading skills. - Readers become engaged with a selection when they are asked to respond personally to its theme. - Readers sharpen their reading, vocabulary-building, and language skills when skills work is tied directly to the content and language of each reading passage - Good readers make good writers. - Background knowledge plays an important role in reading comprehension.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1,2	4	*Identifying main ideas and understanding compound nouns	Chapter 1 The youngsters behind YouTube How two young men created the most popular video website in the world	*Make students explain the YouTube by a presentation, power point and answering some questions about the goal of this chapter	*Quizzes *Monthly
3,4	6	* Supporting main idea and using female and gender neutral nouns	Chapter 2 When to use female Nouns Gender-specific nouns	* Encourage students to read actively. Circling words, writing questions in the margins, and taking notes are three ways in which students can make reading a more active and meaningful experience.	=
5, 6, 7	6	* Scanning for specific information Using synonyms and antonym	Chapter 3 Your negative attitude can hurt your career The importance of keeping positive attitude.	* Get students to discuss their reactions to the readings in pairs or groups. The process of discussing questions and answers gives students an opportunity to check their comprehension more critically.	=
8, 9	4	* Making inferences Understanding verb-forming suffixes	Chapter 4 The colorful world of synesthesia A sensory condition called synaesthesia	* Play the recorded version of the reading passage and ask students to listen to how the reader groups words together. As they listen to the recording, students can lightly underline or circle the groups of words.	=
10, 11	4	* Using context Understanding figures of speech	Chapter 5 What is creative thinking? Suggestions for learning to think creatively	* Make sure that students understand the purpose of the chapter. Give them a chance to think about creativity and skills they are about to study and to set their own learning goals for the chapter.	=
12,13	4	* Recognizing	Chapter 6		

14,15,16	6	sentence transitions Using adverbs and intensifiers *Summarizing Learning idiomatic expressions	Listen up Becoming an effective listener Chapter 7 Students won't give up their French fries American students' obsession with food	* The activities in this chapter provide students with a chance to broaden their views on the topic of the reading and to address more global issues and concerns. *Ask students to describe what they see in the photo on the page and guess what the chapter is about. Have them read the quotation, restate it in their own words, and then say if they agree with it. Finally, ask what connection there might be between the image and the quotation.	=
17,18,19	6	* Paraphrasing Understanding phrasal verbs	Chapter 8 Why I quit the company? An employee's decision to resign	* In the activities that follow the explanation, students typically scan the reading to gather and analyze various types of words and then use the words in a new context.	=
20,21,22	6	* Identifying points of view Using modifiers	Chapter 9 East meets west on love's risky cyberhighway Finding a husband or wife via the internet	* Make students explain their point of view about the topic using modifiers this will help them to better comprehend the reading passage.	=
23,24	4	*Recognizing sources Forming participial adjectives	Chapter 10 Don't let stereotypes wrap your judgment The harmful effects of stereotyping	* Help the students to recognize sources and illustrate their point of view about how the stereotypes can make a negative effect	=
25, 26, 27	6	*Recognizing	Chapter 11		

28, 29, 30	6	analogies Learning word forms	The art of reading Suggestions for becoming a skillful reader	* Reading helps students develop writing skills, while writing experience helps students become better readers.	=
		* Recognizing scenarios Understanding nouns derived from adjectives	Chapter 12 When E.T. calls Exploring the possibility of extraterrestrial life	* Help students to understand nouns derived from adjectives and clarify their understanding of the text	=

11.Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as the mark for the first course consists of (20 marks), in this course student are assessed basis on daily preparation and attendance (5 marks), while monthly exam includes (15 marks). Accordingly, the grade for the second course also consists of (20 marks) student in this course is being evaluated basis on either an oral test or a daily quiz (5 marks) while monthly assessment make up (15 marks). As for the final exam score of (60 marks).

12.Learning and Teaching Resources

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

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Course Description An Introduction to Academic Writing Second year

2025-2026

Course Description Form

1. Course Name:					
Academic Writing (second edition)					
2. Course Code:					
3. Semester / Year:					
2025–2026					
4. Description Preparation Date:					
2026/4/1					
5. Available Attendance Forms:					
Face to face learning					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hourse					
7. Course administrator's name (mention all, if more than one name)					
Name: Instructor.Dina Mohammed Email: Dina.m.salman@aliraqia.edu.iq					
8. Course Objectives					
Course Objectives	Teaching the student the foundations of academic writing in the English language, starting with the basic structure, such as the types of sentences and their divisions, the types of paragraphs in the English language, how to write them, and the words and vocabulary that are used to connect paragraphs, with reference to the punctuation and sorting tools. Explaining how the sentence is formed, its types, the extent of its influence on the composition of the piece, and the means by which the sentences are linked together.				
9. Teaching and Learning Strategies					
Strategy	Lectures, brainstorming, as well as discussion and assigning students to do work papers on course topics.				
10. Course Structure					
We ek	H o u	Required Learning Outcomes	Unit or subject name	Learn ing metho	Evaluation method

	r s			d	
1-2	4	Identifying types of paragraph in English Language with dt Studying capitalization rules	Ch;1 paragraph format Capitalization rules		Examination
3-4- 5-6	8	Identifying types of sentences with talking about si sentence	Ch. 2: Narrative paragraph		
7-8- 9-10	8	Identifying parts of the paragraph, time order signals First course exam	Ch 3 : paragraph structure		
11-12	4	Identifying descriptive paragraph, how to describe places	ch4:Descriptive paragraph		
13-14	4	Identifying logical division of ideas and using spatial order signals	Ch5: logical division of ideas		
15-16 17-18	8	Talking about process paragraph with identifying the suitable words used in thi s type of writing. Talking about complex sentences,	Ch 6: process paragraph		
19	2	Second course exam			
20-21	4	Ch7: comparison/ contrast paragraph Talking about comparison contrast paragraph	Ch7: comparison/ con paragraph		
24-22	6	Teaching students how to start writing a rese paper	Ch8: definition paragraphs		
25\26	4	Teaching students how to write an essay	Ch9 essay writing		
27\28	4	Review the second course materials			
29\30	4	Review the first course materials with makin quiz			

11. Course Evaluation

Written exams and quizzes

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Academic writing (2 edition)
Main references (source0s)	None
Recommended books and references (scientific journals, reports...)	None
Electronic References, Websites	None

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Accreditation Department**



Course Description

Drama

Second year

2026-2025

Course Description Form

1. Course Name:

Drama

2. Course Code:

3. Semester / Year:

2026/2025

4. Description Preparation Date:

2026/4/1

5. Available Attendance Forms:

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

7. Course administrator's name (mention all, if more than one name)

Name: Asst.Inst. Asmaa Yahya Jaffal

Email: asma.y.jaffal.jasim@aliraqia.edu.iq

8. Course Objectives

Course Objectives

- The students are to understand Modern drama by studying the social, political, and historical background of the aimed literary work. Such approach would likely enrich students' capacity to fully immerse with the material and hence understand it.

9. Teaching and Learning Strategies

Strategy

1. Theoretical Lectures
2. Practical lectures

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2-3-4	2	Act 1	From Scene 1	• Theoretical	• Quizzes

5-6-7 8-9-10 11-12 13-14+ quiz 15-16		Act 2 Act 3 Act 4 Act 5 Act 1	to scene 4 From scene one to scene three From scene one to scene 3 Scene 1 and 2 Scene 1 –scene 2	lectures • Discussion lectures • Power point presentation	• Monthly exams
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11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Textbook: The Tragical History of the Life and Death of Doctor Faustus
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Researchgate Academia Google books
Electronic References, Websites	Spark notes Course Hero Grade saver

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Accreditation Department**



Course Description

Short Story

Second year

2025-2026

Course Description Form

1. Course Name:					
Short Story					
2. Course Code:					
3. Semester / Year:					
2026 – 2025					
4. Description Preparation Date:					
2026/4/1					
1- Available Attendance Forms:					
Face to face					
2- Number of Credit Hours (Total) / Number of Units (Total)					
90 Hours					
3- Course administrator's name (mention all, if more than one name)					
Name: Husam Mustafa Waleed Email: husam.m.waleed@aliraqia.edu.iq					
4- Course Objectives					
Course Objectives			1/ students acquire an understanding of the most prominent characteristics and advantages of the studying short story. 2/Students comprehend modern literary concepts. 3/ Students analyze the literary Texts.		
5- Teaching and Learning Strategies					
Strategy		Lectures and class discussions. Writing assignments on topics from the course			
6- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	3	Introduction		Class discussion	Assignments Written & Oral Tests
2 nd	3	Elements of Short		=	=

		Story			
3 rd	3	Characteristic of short story		=	=
4 th	3	The Open Window		=	=
5 th	3	Plot summary/ Characters		=	=
6 th	3	Themes, and Literary devices		=	=
7 th	3	Test		=	=
8 th	3	The Happy Prince		=	=
9 th	3	Class Reading		=	=
10 th	3	Characters, themes		=	=
11 th	3	Symbols and Conflict		=	=
12 th	3	Test		=	=
13 th	3	Introduction The Black Cat		=	=
14 th	3	Characters and plot summary		=	=
15 th	3	Themes / Symbols / devices		=	=
16 th	3	1 st term Holiday			
17 th	3				
18 th	3	The Doll's House		=	=
19 th	3	Analysis / plot structure		=	=
20 th	3	Themes, Symbols		=	=
21 th	3	Iceberg theory, writing technique		=	=
22 th	3	Test		=	=
23 th		Cat in the Rain		=	=
24 th		Plot summary / Characters		=	=
25 th		Test		=	=
26 th		The Old Man and the sea		=	=
27 th		Plot structure		=	=
28 th		Characters, themes		=	=
29 th		Irony, Literary devices		=	=
30 th		Exam		=	=

7- Course Evaluation

60 marks Final - Exam 40 course work

8- Learning and Teaching Resources

Required textbooks (curricular books, if any)	Selected Introduced and Furnished with Glossary Biographical and Critical Notes. By Fahkir Abdul-Razzak and Aziz Al-Muttalibi 2. Old man and the sea. By Ernst Hemingway
Main references (sources)	

Recommended books and references (scientific journals, reports...)	Britannica free encyclopedia
Electronic References, Websites	None

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



Course Description 16th to 18th Century Poetry Second year

2025-2026

Course Description Form

1. Course Name:	
16th to 18th Century Poetry	
2. Course Code:	
3. Semester / Year:	
Semester 2025-2026	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst.Inst. Naila Yasser Salah Email: naila.y.salah@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- Identify the features of the 16th and 17th C - Comprehend the literary conventions and prominent poetic forms during the 16th and 17th c - Equip students to read critically and evaluate literary text. - Develop student's analytical skills through expressing orally and in writing the ideas, terms, and techniques used in a given poem.
9. Teaching and Learning Strategies	
Strategy	-Teaching and learning strategies and methods adopted in the implementation of the program in general. -Talk about the differences between stories and poems. ... -Start with poems that are manageable. ... -Give students a chance to illustrate poems. ... -Read a variety of poems out loud. ... Be sure to include some poems written for kids and young adults.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Renaissance - Elizabethan Age	1-Introduction - Renaissance -Elizabethan Age	Theoretical	General discussion and questions
2	2	Renaissance - Elizabethan Age	Henry Howard Earl of Surrey - Spring	Theoretical	General discussion and questions
3	2	Renaissance - Elizabethan Age	Sir Thomas Wyatt- The Hind	Theoretical	General discussion and questions
4	2	Renaissance - Elizabethan Age	Sir Philip Sidney- Leave me, O Love	Theoretical	General discussion and questions
5	2	Renaissance - Elizabethan Age	Edmund Spenser - Like as a ship Sonnet 34	Theoretical	General discussion and questions
6	2	Renaissance - Elizabethan Age	Christopher Marlowe- The Passionate Shepheard to His Love	Theoretical	General discussion and questions
7	2	Renaissance - Elizabethan Age	Shakespeare.18	Theoretical	General discussion and questions
8	2	Renaissance - Elizabethan Age	Shakespeare.55	Theoretical	General discussion and questions
9	2	Renaissance - Elizabethan Age	Shakespeare.116	Theoretical	General discussion and questions
8	2	Metaphysical Poetry	An Introduction to Metaphysical Poetry "Death be not Proud" by John Donne	Theoretical	General discussion and questions
9	2	Metaphysical Poetry	George Herbert "The Collar"	Theoretical	General discussion and questions
10	2	Cavalier Poetry	An introduction to Cavalier Poetry	Theoretical	General discussion and questions
11	2	Cavalier Poetry	Robert Herrick "To Daffodils"	Theoretical	General discussion and questions
12	2	Puritans	An introduction to John Milton	Theoretical	General discussion and questions
13	2	Puritans	Paradise Lost Bk 1 lines 1-156. By Milton	Theoretical	General discussion and questions
14	2	Puritans	On his Blindness by Milton	Theoretical	General discussion and questions
15	2	Neo-Classical	An introduction to the Neo-Classical Period	Theoretical	General discussion and questions

		Period			
16	2	Neo-Classical Period	John Dryden "Absalom and Achitophel (zimri)	Theoretical	General discussion and questions
17	2	Neo-Classical Period	Alexander Pope "Essay on Criticism" (The Critic's Task...215-252)	Theoretical	General discussion and questions
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)			Washburn, Katharine, John S. Major and Clifton Fadiman, World Poetry: An Anthology of Verse from Antiquity to Time. New York: Norton, 2000. ISBN: 978-0679741152		
Main references (sources)			The History of English Literature		
Recommended books and references (scientific journals, reports...)			1-Abrams, M.H., et., al., ed. <i>The Norton Anthology of English Literature: The Sixteenth Century/The Early Seventeenth Century</i> . 8 th ed. New York: Norton, 2006 2. Hyman, Lawrence W. <i>Andrew Marvel</i> . NY:Twyane, 1064. 3. King, Pamela. <i>Metaphysical Poets: Nork Notes Advanced</i> . London: Longman, 2001.		
Electronic References, Websites			1- Goodreaders 2- CliffNotes 3- E.Notes 4- E.book 5- www. Pdf drive.net 6-www.sparknotes.com		

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Course Description

Listening and Speaking – 2

Second year

2025–2026

Course Description Form

1. Course Name:	
Listening and Speaking	
2. Course Code:	
3. Semester / Year:	
Annually 2026-2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Classrooms	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours Two hours a week for morning and evening studies. Two units for every lecture	
7. Course administrator's name (mention all, if more than one name)	
Asst.Inst.Zubaida.T.Najim Email: Zubaida.t.najim@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	• Acquiring communicative skills. • Critical thinking • Respect others' opinions and ideas
9. Teaching and Learning Strategies	
Strategy	-White board -Audios -Data Show After reading a text or listening to audio, the lecturer asks the student and discusses with them their points of views by referring to the grammatical and spelling mistakes. Also, any scientific beneficial information can be aroused to the learners during the lecture. Homeworks are very important task that needs extra sources like google and other books.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-4	2	Fluent speakers and good English communicators -Grammar -Vocabulary -pronunciation and Focus on intonation -speaking skills	Unit One "Offbeat Jobs" Listening Speaking inference Vocabulary Pronunciation Grammar Speaking skills Assessment	Whiteboard, Listening to audio Reading and discussing	Quiz, daily discussion written exam homework report
5-9	2	-Acquiring new words with their right pronunciation trying to use them answer questions	Unit Two "Where does the Time go?" The same points are Repeated in every unit	White board Data show	Presentation a Report and quiz
10	2	Monthly exam			
11-15	2	Explaining Precisely the American say And give another examples concerned the same idea.	Unit Three "A Penny Saved is a Penny Earned"	White board Data show	Daily discussion Reports, reading Passage
16-20	2	In this unit the focus on the prestige people should compare with others in their behavior and many points: pronunciation, speaking skills, analyzing and critical thinking	Unit Four "What Happened to Etiquette"	Audios. Asking students about What they have heard.	Present reports And daily discussion And quiz
21-25	2	-infer new words from context -learn models possibility (may, Might, could) -create the critical Thinking and Analyzing about the role of the government in reducing obesity -recognizing intonation in	Unit Five "The Fat Tax"	Clarification of the main ideas, audios	-Daily exam, -discussion, -Prepare reports -look in google for Further identical ideas

		Questions, request, Clarification and Repetition.			
26	2	Monthly Exam			
27-30	2	The subway hero psychology lecture Altruism -express opinion -recognize the Pronunciation of The syllable (ed) -category the New Words with Similar meanings	Unit Six "Everyday Heroes"	White board. Data show White board	Daily discussion Make reports Listening to the Students' reading
31-34	2	Gaming your way To better health Technology in the Classroom. Make predictions Identify main ideas Recognize intonation Analyze advantage And disadvantage	Unit Seven "Gaming Your Way to Better Health"	White board and Data show	Daily exam. Discussion Evaluate the students' pronunciation and reading
35-37	2	Interpret main ideas Support ideas from One listening with Examples. Agree or disagree With opinions -pronunciation -vocabulary -grammar -videos activity	Unit Eight "endangered culture"	White board and Data show	Quiz, daily discussion

11. Course Evaluation

Distributing the score out of 40 according to the tasks assigned to the students: 10 for written exam meanwhile 10 for daily presentation, presence, reports and monthly exam. 60 scores for the final exam: 10 for oral one while 50 for written one.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Listening and Speaking. NorthStar2 (Fourth Edition)
Main references (sources)	1-Person to Person. Communicative Speaking and Listening Skills

	Student Book 1 & 2. 2-Real Listening & Speaking with answers. Miles Craven.
Recommended books and references (scientific journals, reports...)	BBC NEWS CHANNEL
Electronic References, Websites	https://b.link/SEO-2024 https://www.preply.com

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Course Description Methodology Second year

2025–2026

Course Description Form

1. Course Name:	
Methodology	
2. Course Code:	
3. Semester / Year:	
2026–2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Classrooms	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours/22 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Inst. Dr. Noor Fawzi Mohammed Email: noorfawzimohammed@aliraqia.edu.Iq	
8. Course Objectives	
Course Objectives	- Introducing students to the teaching profession, the role of the teacher within the classroom, and the tasks he performs to develop teaching methods and techniques to improve the quality of learning for students..... - Preparing students for the application stage in the fourth stage and the teaching profession after graduation.....
9. Teaching and Learning Strategies	
Strategy	1- Guided practice 2- Open-ended questions 3- Prompting

4- Positive reinforcement					
5- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Comparison of teaching methods traditional and effective teaching methods How can the teacher develop his method of teaching?	Self-developed Language teacher	Discussion a model Of practical lesson	Assigned students in preparation a model of practical lesson
2	2	How can the teacher evaluate his teaching method and teaching abilities for the interest of students and the quality of their learning?	Exploration Of teaching	discussion	Oral questions
3	2	Comparison between conditions and study programs for students studying English as a foreign/second language to make use of them in developing language curricula.	EFL and ESL Teaching settings	Assigned Female students in preparation summary and display it by using data show	Oral questions
4	2				
5	2	Semester exam Focus on modern teaching methods	Teaching Language communicatio among people	Discussion	Oral exam

6	2	and techniques That develops communication skill among students. Focusing on the importance of the teacher's role in the class management.	Classroom Management	Discussion	Oral question
7	2	Introducing female students to the importance of use of tools and technology in teaching language and how to use them as techniques for teaching students.	EFL/ESL Materials, media and Technology	Discussion	Oral questions
8	2	Introducing students with the importance of that language teacher must be familiar with the culture of English speaking countries	Culture and language teacher	Discussion	Oral questions
9	2	Introducing students to the role of teacher in helping students to improve communication skill and suggest a number of activities which improve their listening skill.	Teaching students comprehend spoken English	Discussion	Oral questions
10	2		Teaching the conversation	Assigned Female	

11	2	Introducing students to the techniques and activities teacher can use in teaching conversation and pronunciation.	class	students in preparation summary and display it by data show	Oral questions
12	2	Introducing students to the methods that teacher can use to teach reading skill and how to infer the meaning from context.	Teaching students to read for meaning	Discussion	Oral questions
13	2	Semester exam Students will be familiar with correct steps of writing, how to avoid great amount of grammatical and spelling mistakes and kinds of writing activities	Teaching students how to process writing	Discussion	Assigned students in preparation a model of practical lesson

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)			Jerry G. Gebhard, "Teaching English a Foreign or Second Language", 2 nd e		
Main references (sources)					
Recommended books and references (scientific journals, reports...)			Forum of teaching English journal		
Electronic References, Websites					

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Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Course Description Adults Education Second Stage

2025–2026

Course Description Form

1. Course Name:	
Adults Education	
2. Course Code:	
3. Semester / Year:	
2026-2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst.Prof.Esraa Kareem Khaleefah Email:esraa.k.Khaleefah@aliraqia.edu.iq Name:Asst.Prof.Ali Yassen Email:ali.al-shafeay@aliraqia.edu.iq Name: Asst.Inst.Aya Thameer Abdulridha Email:aya.thabdulridha@aliraqia.edi.iq	
8. Course Objectives	
Course Objectives	- Providing a clear overview of the basics and characteristics of adult education, its challenges, and the difference between adult education and other types of education. - Helping students to become familiar with some concepts related to the subject of adult education. - Encouraging students to discuss the issues raised in self-learning and its dimensions. - Providing students with the most important methods, patterns, and trends that are adopted in adult education, and what you advise the student in active learning to choose the best methods.

	Helping students identify the relationship between problem solving and critical thinking, studying intelligence and its types, the role of motivation, and personal interactions.
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9. Teaching and Learning Strategies

Strategy	- Providing students with the most important methods, patterns and trends that are adopted in adult education. - Inculcating the concept of dialogue, discussion, objective criticism, and critical thinking of adult education topics. - Explaining the extent of the impact of teaching programs on developing students' mental and educational abilities and providing the subject with external information. - Preparing an efficient teacher qualified to teach in secondary schools. - Developing students' ability to transfer and exchange ideas within the educational process. - Preparing a summary of the study focusing on the most important conclusions
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2-3	6	Chapter one	The origins of adult learning, its causes, the goals of adult education, and the characteristics of adult education.	Lecture, dialogue, discussion and raising questions	Assignments and tests
4-5-6	6	Chapter II	The difference between adult education and other types of education. The difference between adult education and literacy.	=	=

7-8-9	6	Chapter III	• Self-directed learning, its concept, and goals. Its reasons are the educational and psychological foundations of the self-learning program.	=	=
10-11-12	6	Chapter fourth	• The importance of self-learning.	=	=
13-14-15	6	Chapter V	• Self-learning features, Dimensions of self-learning, social dimension, Dimensions of self-learning, social dimension, The psychological dimension, the philosophical dimension, and the religious dimension(.	=	=
16-17-18	6	Chapter six	• Traditional and non-traditional learning methods, brainstorming, problem solving and critical thinking	=	=
19-20-21	6	Chapter VII	• Intelligence, its concept and types, including linguistic	=	=

22-23-24	6	Chapter Eight	intelligence, logical-mathematical intelligence, Social Intelligence • Spatial intelligence and physical intelligence, Rhythmic, musical, spiritual, or external intelligence.	=	=
25-26-27	6	Chapter Nine	• Emotional intelligence and the benefit from the diversity of intelligence, the foundations, and principles of intelligence	=	=
28-29	4	Chapter Ten	• Motivation, The most important types of secondary motives are, The importance of motivation, Its characteristics and methods of arousing motivation. Motivation theories	=	=
30	2	Chapter Eleven	• Brain-based learning and its methods, Stress in learning and the learning cycle	=	=
11. Course Evaluation					
Daily class activities and attendance for the first course 10 marks for both first and second course.					

Monthly exam for the first course 15 marks, monthly exam for the second course 15 marks ,
The final exam has 60 marks.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no specific textbook, but the sources were collected from many books related to the required subjects, such as - تعليم الكبار , ومنهج تعليم الكبار , علي احمد مذكور , وتتمية الذكاء العاطفي , د. محمد عبد الهادي , وعلم نفس الذكاء , إبراهيم جابر السيد , إسماعيل محمود علي دار البداية , عمان , 2013
Main references (sources)	تفريد التعليم والتعليم المستمر د. محمد جاسم العبيدي , سيكولوجيا الدافعية والانفعالات , محمد محمود , دار المسيرة للطباعة والنشر 2018
Recommended books and references (scientific journals, reports...)	مجلة معارف , العدد 17 , 2013 , مجلة الدراسات التربوية والعلمية , كلية التربية – الجامعة العراقية , العدد الخامس عشر , العدد الثاني , 2020
Electronic References, Websites	https://ar.wikipedia.org/wiki

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Course Description Arabic Language Second year

2025-2026

Course Description Form

1. Course Name:					
Arabic Language					
2. Course Code:					
Linguistics, grammar, literature and rhetoric					
3. Semester / Year:					
annual /2026-2025					
4. Description Preparation Date:					
2026/4/1					
5. Available Attendance Forms:					
Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
12 per week					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst.Inst. Alaa Younis Ismail Email: alaa_ismail@aliraqia.edu.iq					
8. Course Objectives					
Course Objectives		-Learning about the beauties of the Arabic language and its literature. -The student acquires the ability to study the branches of the Arabic language. - Introducing the student to the correct Arabic language words, their correct structures methods in an interesting and attractive way. - The student should take advantage of his free time by reading, reading, and returning to the library.			
9. Teaching and Learning Strategies					
Strategy		- Discussion and dialogue in presenting the topic as a communication method. - Preparing weekly, quarterly, or annual reports that explain the most important matters related to the course - Using recordings, videos, and illustrative media, such as PDF and Power Point files. - Using traditional methods in the educational process supported examples and evidence			
10. Course Structure					
Week	Hours	Required	Unit or subject name	Learning	Evaluation

		Learning Outcomes		method	method
1	1		Writing the "ta"	Theoretical	General discussion and questions
2	1			Theoretical	General discussion and questions
3	1			Theoretical	General discussion and questions
4	1		Writing the "dhaad" and "dhaa"	Theoretical	General discussion and questions
5	1			Theoretical	General discussion and questions
6	1			Theoretical	General discussion and questions
7	1		-Parsing the verb and its construction. -the number.	Theoretical	General discussion and questions
8	1			Theoretical	General discussion and questions
9	1		Indeclinable	Theoretical	General discussion and questions
8	1		Alliteration opposites	Theoretical	General discussion and questions
9	1		- New items -Prose in the Islamic era.	Theoretical	General discussion and questions
10	1			Theoretical	General discussion and questions
11	1		-The quote -Epigraph	Theoretical	General discussion and questions
12	1		Characteristics of Abbasid literature. -Prose in the Abbasid era.	Theoretical	General discussion and questions
13	1		-Signatures - Maqamat	Theoretical	General discussion and questions
14	1			Theoretical	General discussion and questions
15	1		-Ahmed Shawky, his life. - The works of the poet Ahmed Shawqi -Prose arts.	Theoretical	General discussion and questions
16	1			Theoretical	General discussion and questions
17	1			Theoretical	General discussion and questions

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)	General Arabic rules, general external sources in rhetoric literature
Main references (sources)	/
Recommended books and references	/

(scientific journals, reports...)	
Electronic References, Websites	

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Course Description Computer Science Second year

2025-2026

Course Description Form

1. Course Name:	
Computer Science	
2. Course Code:	
3. Semester / Year:	
2026/2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Mandatory attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Maha Shakir Ibrahim Email: Mahashakir.ibrahim@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- Teaching students to use applied programs - Teaching students to use Excel - Introducing students to how to create data tables on personal computers, in addition to performing many mathematical operations. - Applications of the Internet and networks in areas of life to achieve technological progress.
9. Teaching and Learning Strategies	
Strategy	1- Data Show 2- Practical application 3- Explaining the subject's theoretically while trying to link it to reality so that it can be understood by the student. 4- Conducting daily and weekly tests to determine the student's understanding of the subject. 5- Activating students' participation in explaining the subject and asking practical inquiries and questions about it.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Weak1	2	Run Excel	Run Excel	Practical + theoretical	Theoretical exam
Weak2	2	Basic tasks of Microsoft Excel 2010	Basic tasks of Microsoft Excel 2010	Practical theoretical	Practical exam
Weak3	2	Basic tasks of Microsoft Excel 2010	Basic tasks of Microsoft Excel 2010	Practical theoretical	Theoretical exam
Weak4	2	Basic tasks of Microsoft Excel 2010	Basic tasks of Microsoft Excel 2010	Practical theoretical	Practical exam
Weak5	2	Inserting objects in Microsoft Excel 2010	Inserting objects in Microsoft Excel 2010	Practical theoretical	Theoretical exam
Weak6	2	Inserting objects in Microsoft Excel 2010	Inserting objects in Microsoft Excel 2010	Practical theoretical	Practical exam
Weak7	2	Inserting objects in Microsoft Excel 2010	Inserting objects in Microsoft Excel 2010	Practical theoretical	Theoretical exam
Weak8	2	Creating mathematical formulas in Microsoft Excel 2010	Creating mathematical formulas in Microsoft Excel 2010	Practical theoretical	Practical exam
Weak9	2	Creating mathematical formulas in Microsoft Excel 2010	Creating mathematical formulas in Microsoft Excel 2010	Practical theoretical	Theoretical exam
Weak10	2	Creating mathematical formulas in Microsoft Excel 2010	Creating mathematical formulas in Microsoft Excel 2010	Practical theoretical	Practical exam
Weak11	2	Additional tasks in Microsoft Excel 2010	Additional tasks in Microsoft Excel 2010	Practical theoretical	Theoretical exam
Weak12	2	Additional tasks in Microsoft Excel 2010	Additional tasks in Microsoft Excel 2010	Practical theoretical	Practical exam
Weak13	2	Additional tasks in Microsoft Excel 2010	Additional tasks in Microsoft Excel 2010	Practical theoretical	Theoretical exam

Weak14	2	Chart	Chart	Practical theoretical	Practical exam
Weak15	2	Chart	Chart	Practical theoretical	Theoretical exam
Weak16	2	Develop theoretical practical skills	Chapter One: The basics of networks and the Internet, an introduction to networks, their definition, types, components, and benefits	Giving the lecture	Practical exam
Weak17	2	Develop theoretical practical skills	Classification of networks according to type of service, method of connection, architectural design, and network scope	Giving the lecture	Theoretical exam
Weak18	2	Develop theoretical practical skills	Global Internet networks and Internet protocols, device addresses, web pages, access to the Internet, intranet, extranet, and cloud computing, pros and cons of using the Internet.	Giving the lecture	Practical exam
Weak19	2	Develop theoretical practical skills	Chapter Two: Browsing and searching the Internet, components of the Internet Explorer interface, in addition to using search engines	Giving the lecture	Theoretical exam
Weak20	2	Develop theoretical practical skills	Advanced search and customization of search field and site types	Giving the lecture	Practical exam
Weak21	2	Develop theoretical practical skills	Chapter Three: Electronic messages and conversations, e-mail and how to create a new e-mail	Giving the lecture	Theoretical exam
Weak22	2	Develop theoretical practical skills	Internet application programs such as Outlook and Skype. Get to know these programs	Giving the lecture	Practical exam
Weak23	2	Develop theoretical practical skills	Download the Skype program and its tools, such as the menu bar and other parts of it, in addition to additional tasks for this program.	Giving the lecture	Theoretical exam
Weak24	2	Develop theoretical practical skills	the first exam	the first exam	Practical exam
Weak25	2	Develop theoretical practical skills	Chapter Four: Ethics in the Internet world, introducing Internet law and infringements in the digital space	Giving the lecture	Theoretical exam
Weak26	2	Develop theoretical practical skills	Etiquette and ethics in dealing with the Internet and technology and linking them to reality	Giving the lecture	Practical exam

Weak27	2	Develop theoretical practical skills	The impact of negative use of the Internet, linking it to reality, its negative impact on the lives of people and families, and its repercussions on society as a whole.	Giving the lecture	Theoretical exam
Weak28	2	Develop theoretical practical skills	Introducing information and Internet security, security problems, identifying vulnerabilities in networks, and protecting computers and information	Giving the lecture	Practical exam
Weak29	2	Develop theoretical practical skills	Second exam	Second exam	Theoretical exam
Weak30	2	Develop theoretical practical skills	Review chapters	Giving the lecture	Practical exam

Course Evaluation

2 Monthly exams: 30%
Daily attendance : 5%
Report: 5%
Final exam: 60%

11. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The book prescribed by the Ministry of Higher Education, Part 1 For the first stage
Main references (sources)	الكتاب المنهجي لوزارة التعليم العالي الجزء 1 والجزء 2 للمرحلة الثانية
Recommended books and references (scientific journals, reports...)	الكتاب المنهجي لوزارة التعليم العالي الجزء 1 والجزء 2 للمرحلة الثانية سلسلة يسر المصطفى للعلوم " أساسيات الحاسوب والانترنت، الأوفيس 2010 د. زياد محمد عبود، 2013
Electronic References, Websites	

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Accreditation Department**



Course Description

Crimes

Second year

2025–2026

Course Description Form

1. Course Name:					
The crimes of the Baath regime in Iraq					
2. Course Code:					
3. Semester / Year:					
2026/2025					
4. Description Preparation Date:					
2026/4/1					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst.instructor Israa Amar Kareem Asst.instructor Shahad Abdul-Salim Email: Israa.a.k@aliraqia.edu.iq Shahad.abd.nile@aliraqia.edu.iq					
8. Course Objectives					
Course Objectives			–Identifying the crimes committed by the Baath Party regime –Creating more awareness among students to reject types of injustice –Introducing the civil rights enjoyed by the Iraqi citizen		
9. Teaching and Learning Strategies					
Strategy		Training the student in the skill of discussion and speaking by following the method of dialogue between the student and the professor or by using seminars.			
10. Course Structure					
Week	Hour s	Required Learning	Unit or subject name	Learning method	Evaluation method

		Outcomes			
1	2	Theoretical	Introducing students to the most important ideas related to each word mentioned The student learns about: crimes, language and terminology	lecture	assignments and tests
2	2	Theoretical	The student learns about: crime departments	lecture	assignments and tests
3	2	Theoretical	The student learns about: types of crimes	lecture	assignments and tests
4	2	Theoretical	The student learns about: decisions issued by the Supreme Criminal Court	lecture	assignments and tests
5	2	Theoretical	The student learns about: psychological crimes and their effects	lecture	assignments and tests
6	2	Theoretical	The student learns about: the mechanisms of psychological crimes	lecture	assignments and tests
7	2	Theoretical	The student learns about: Social crimes	lecture	assignments and tests
8	2	Theoretical	The student learns about: the Baathist regime's position religion	lecture	assignments and tests
9	2	Theoretical	The student learns about: the militarization of society	lecture	assignments and tests
10	2	Theoretical	Exam	lecture	assignments and tests
11	2	Theoretical	The student learns about: violations of Iraqi laws The student learns about: pictures of human rights violations in Iraq.	lecture	assignments and tests

12	2	Theoretical	The student learns about: the places of prisons and detention of the Baath regime	lecture	assignments and tests
13	2	Theoretical	The student learns about: the environmental crimes of the Baath regime in Iraq	lecture	assignments and tests
14	2	Theoretical	The student learns about: military and radioactive pollution	lecture	assignments and tests
15	2	Theoretical	The student learns about: the destruction of cities and villages	lecture	assignments and tests
16	2	Theoretical	The student learns about: drying marshes	lecture	assignments and tests
17	2	Theoretical	The student learns about: bulldozing orchards	lecture	assignments and tests
18	2	Theoretical	The student learns about: mass grave crimes	lecture	assignments and tests
19	2	Theoretical	The student learns about: the events of extermination cemeteries	lecture	assignments and tests
20	2	Theoretical	The student learns about: the chronological classification of mass graves	lecture	assignments and tests
21	2	Theoretical	The student learns about: the events of 1963	lecture	assignments and tests
22	2	Theoretical	The student learns about: the graves of Alabad from 1963 1979	lecture	assignments and tests
23	2	Theoretical	The student learns about: the events of 1980 to 1988.	lecture	assignments and tests
24	2	Theoretical	The student learns about: the events of 1990	lecture	assignments and tests

25	2	Theoretical	The student learns about the locations of mass graves.	lecture	assignments and tests
26	2	Theoretical	The student learns about: the crime of the Barzanin Kurds	lecture	assignments and tests
27	2	Theoretical	The student learns about: the crime in the city of Halabja The student learns about: the crime of the Shaabani uprising	lecture	assignments and tests
28	2	Theoretical	The student learns about the locations of mass graves	lecture	assignments and tests

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The crimes of the Baath regime in Iraq
Main references (sources)	The Iraqi Constitution of 2005.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Course Description Grammar Third year

2025–2026

Course Description Form

1. Course Name:	
Grammar	
2. Course Code:	
3. Semester / Year:	
Annual 2026-2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
6/ 90 hrs	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Abdul-Ilah Niama As-Saadi Email: abdul-ilah.as-saadi@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	• Teaching English grammar rules for the third-year students at f the Department of English. • Introducing students to the rules for producing well-formed grammatical sentences and enhancing speaking skill from a grammatical standpoint. A– Cognitive objectives 1. Teaching female students to produce well-formed grammatical sentences 2. Identify the components of English sentences 3. Identify the verbal sentence, the nominal sentence, adjectives, and adverbs in the English language B – Objectives of the course's skills 1. Teaching students the accurate writing skill 2. Teaching them how speaking properly 3. Teaching them the skills of teaching the language in the future
9. Teaching and Learning Strategies	

Strategy	1. Explaining the topics on board 2. Showing selected videos from the Internet produced by specialised institutions in language learning 3. Asking students to contribute to explaining the material after listening to the explanation by the instructor 4. Forming discussion groups during lectures to discuss and analyse the material 5. Asking students a set of thinking questions during lectures, such as what, how, and when for specific topics. 6. Giving students homework through the Classroom platform, which requires self-explanations in causal ways and examples to be solved. The solution is sent electronically, and the solutions are discussed in the classroom after they are displayed on the screen. 7. Solving exercises directly on board.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-3	3	Grammar of Elements	2	Explanation the board displaying videos PowerPoint slides	Oral and Written Exams
4-11	3	Verbs and the verb phrase	3	Explanation the board displaying videos PowerPoint slides	Oral and Written Exams
20-12	3	Nouns, pronoun and the basic noun phrase	4	Explanation the board displaying videos PowerPoint slides	Oral and Written Exams
25-21	3	Adjectives and adverbs	5	Explanation the board displaying videos PowerPoint slides	Oral and 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 etc.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- A University Grammar of English - PPT files on translation prepared by Dr. Abdul-Ilah Niama As-Saadi
Main references (sources)	A University Grammar of English
Recommended books and references (scientific journals, reports...)	Keys to Teaching Grammar to English Language Learners
Electronic References, Websites	- Classroom - Telegram - YouTube

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Accreditation Department**



Course Description

linguistics

Third year

2025–2026

Course Description Form

1. Course Name:					
Linguistics					
2. Course Code:					
3. Semester / Year:					
2026/2025					
4. Description Preparation Date:					
2026/4/1					
5. Available Attendance Forms:					
Attendee					
6. Number of Credit Hours (Total) / Number of Units (Total)					
90 (hours)					
7. Course administrator's name (mention all, if more than one name)					
Name: Lect. Asma Asaad Thamer Email: asmaa.thamer@aliraqia.edu.iq					
8. Course Objectives					
Course Objectives			- Studying main properties of language. - Exposing students to main spheres of language. - Teaching students techniques used in analysis. - Dealing with phonetics, morphology and syntax		
9. Teaching and Learning Strategies					
Strategy		Discussions/presentations by students/brain storm			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1-2-3	3	Knowing how language is originated	The origins of language	المحاضرة والمناقشة	الواجبات والاختبارات والتفاعل
4-5-6	3	Dealing with properties that differentiate between animal and human language	Animals and human language	=	=
7-8-9	3	what physical aspects of the human vocal tract are involved in the production of sounds.	The sounds of language	=	=
10-11-12	3	Describing systems and patterns of speech sounds (phonology)	The sound patterns of language		
13-14	3		Review for the first 4 chapters	=	=
15	3		Monthly exam		
16-17-18	3	Exploring some of the basic processes by which new words are created.	Word formation		
19-20-21	3	Knowing how to describe linguistic forms	Morphology	=	=
22-23-24	3	describing the structure of phrases and sentences	Grammar	=	=
25-26-27	3	Knowing the underlying rule system of generating sentences	Syntax	=	=
-28-29	3		Review for ch.5+ 6+7+8		
30	3		Monthly Exam		

11. Course Evaluation

daily preparation 10, monthly exams 20 & final exam out of 60

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The study of language
	George Yule
	تقاریر

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Course Description Academic Writing Third year

2025-2026

Course Description Form

1. Course Name:	
Academic Writing	
2. Course Code:	
3. Semester / Year:	
2026–2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Meeting (face-t-face), electronic by using social media (Telegram), e.g., decide on a test date	
6. Number of Credit Hours (Total) / Number of Units (Total): 60	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Sawsan Saleh Sirriyya Email: sawsanabdullah@aliraqia.edu.iq Asst.Inst.Ghufran Salih Shallal Email: ghufran.s.shallal@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- Developing the students' ability to produce effective and appropriate academic writing - Developing the students' ability to write research papers that typifies the requirements and expectations of a different academic discipline. - Developing the critical reading and thinking strategies that academic writing requires. - Applying a combined process and product approach to effective and appropriate academic writing throughout the course, with students receiving individual mentoring in addition to class tuition
9. Teaching and Learning Strategies	
Strategy	- Lecturing, using interactive board, using data show or TV, videos and Telegram - Providing the students with the basics and additional material related to the outcomes of analyzing the different texts to know their characteristics.

- Practicing brainstorming to discuss the writing topics, analyse them, and making a plan for writing the essay. This will need thinking and analyzing.
- Posing a group of questions that need thinking during the lectures, such as what, how and when for specific topics.
- Assigning homework for the students that need personal interpretations in causal methods. Examples for questions that need to be solved are also given. These will be discussed in the class.
- Writing academic researches to learn and practice the academic methodology

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Review of paragraph structure: analysing the model: parts and place of the topic sentence, the introduction with its supporting sentences and conclusion. Word families.	Ch. One: Paragraph Structure	Lecture and discussion	Solving the chapter exercises
2	2	Reviewing how to write a short essay: learning the steps of writing: pre-writing, organizing ideas, writing a draft, reviewing and editing the draft, the final version	The practical part of Ch. 1	Lecture and discussion	Writing essays
3-4	4	Unity and Coherence: Analysing the unity of a model and how to achieve coherence: by repetition of key nouns, consistent	Ch.2	Lecture and discussion	Solving the chapter exercises

		pronouns, transition signals and logical order.			
5-6	4	Learning how to brainstorm pre-writing, organize ideas, write a draft, review the draft and write the final version	The practical part of Ch. 2	Lecture and discussion	Writing essays
7-8	4	Learning the principles of academic research: learning paraphrasing, documenting, summarizing, quoting correctly from outside sources, documenting the sources and avoiding plagiarism	Ch.3	Lecture and discussion	Solving the chapter exercises
9-10	4	Learning how to search electronic engines	Outside electronic sources and sites	Lecture, discussion and using electronic sites	Practical research
11-12	4	Learning the parts of an academic research and how to write it; using outside sources whether written or electronic	Ch.3 along with outside sources for the research paper	Lecture and discussion	Practical research
13-14	4	Writing a research paper	The practical part of ch.3	Lecture and discussion	Writing a research paper
15	2	Term exam			tests
16-17	4	Analysing the essay parts: introductory paragraph, body, concluding	Ch. 4	Lecture and discussion	Solving the chapter exercises

		paragraph			
18-19	4	Writing an essay	The practical part of Ch. 4	Lecture and discussion	Writing essays
20-21	4	Analyzing a process essay: Parts, transition signals, analyzing vocabulary and their parts	Ch. 5	Lecture and discussion	Solving the chapter exercises
22-24	4	Writing a process essay	The practical part of Ch. 5	Lecture and discussion	Writing essays
25-26	4	Cause/Effect essays	Ch. 6	Lecture and discussion	Writing cause/effect essays
27-28	4	Comparison/contrast essays	Ch. 7	Lecture and discussion	Writing comparison/contrast essays
29	2	Argumentative essays	Ch. 8	Lecture and discussion	Writing argumentative essays
30	2	Review and term exam		Lecture and discussion	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)	Alice Oshima and Anne Hogue. Longman Academic Writing Series (Level 4): Essays . 5 th edition Stephen Bailey. Writing Academic English International Students . 3 rd Edition.
Main references (sources)	Students use different sources for writing the research paper(s)
Recommended books and references (scientific journals, reports...)	Students need to refer to outside sources and journals to write academic research(s)
Electronic References, Websites	Students use electronic outside sources to w academic research(s)

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Course Description

listening and speaking

Third year

2025-2026

Course Description Form

1. Course Name:					
listening and speaking					
2. Course Code:					
3. Semester / Year:					
2026-2025					
4. Description Preparation Date:					
2026/4/1					
5. Available Attendance Forms:					
Class attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hours					
7. Course administrator's name (mention all, if more than one name)					
Name: Asist. Lect. Huda Ahmed Email: Huda.a.s@aliraqia.edu.iq					
8. Course Objectives					
Course Objectives			Introducing students to western culture through exp from the book and developing speaking and listening s to the texts and in their daily conversations		
9. Teaching and Learning Strategies					
Strategy		Discussion in presenting the topic as a communication method a preparing reports that clarify the most essential issues with referer to the course.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2-3	6	Unit1	A test of endurance	Questions and discussions	Duties and daily exercises
4-5-6	6	Unit2	Avoiding identity theft	Questions and discussions	Duties and daily exercises
7-8-9	6	Unit3	Why explore space	Questions and discussions	Duties and daily exercises
10-11-12	6	Unit4	Words that persuade	Questions and discussions	Duties and daily exercises
13-14-15	6	Unit5	Follow your passion	Questions and discussions	Duties and daily exercises
16-17-18	6	Unit6		Questions and discussions	Duties and daily exercises

19-20-21 22-23-24	6 6	Unit7 Unit8	Culture&commerce Before you say 'I do' Reducing your carbon footprint	Questions and discussions Questions and discussions	Duties and daily exercises Duties and daily exercises
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11. Course Evaluation

15 for semester exam and 5 for daily participations and exams.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Northstar3 listening and speaking
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Google books and research gate

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Accreditation Department**



Course Description

Novel

Third year

2025–2026

Course Description Form

1. Course Name:

Novel

2. Course Code:

3. Semester / Year:

2026-2025

4. Description Preparation Date:

2026/4/1

5. Available Attendance Forms:

Attendance

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

->3 hours for each lecture.
->Two novels

7. Course administrator's name (mention all, if more than one name)

Name: Marwa Ismail Khalil

Email: marwa.ismail.kh@aliraqia.edu.iq

8. Course Objectives

Course Objectives

The students would be able to understand the meaning of the Victorian novel and differentiate it from the other literary genres. Also, they would be able to associate the aimed literary texts with the social, political, and historical background of the Victorian Age. Such an approach would likely enrich students' capacity to fully immerse with Hard Times and Wuthering Heights and hence understand them.

9. Teaching and Learning Strategies

Strategy

- 3. Theoretical Lectures
- 4. Practical lectures

10. Course Structure

Week	Hou rs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st Week	3	Understanding, analyzing, and acquiring knowledge about the subject.	The Similarities and the Differences between Short Story, Novella and Novel	•Theoretical lectures •Discussion lectures •Powerpoint presentation	•Quizzes •Exams
2 nd Week	=	=	The Rising of the Victorian Novel		
3 rd Week			The Victorian Trend: "The Comedic Tradition"		
4 th Week	=	=	Charles Dickens's Biography and Works: The Characteristics of Dickens's Early and Later works		
5 th Week	=	Evaluating and testing students' knowledge	Exam		
6 th Week	=	=	Synopsis of <i>Hard Times</i>		
7 th Week	=	=	Main and Secondary Characters in <i>Hard Times</i>		
8 th Week	=	=	Synopsis and Critical Analysis of Book the First: Sowing		
9 th Week	=	=	Synopsis and Critical Analysis of Book the Second: Reaping		
10 th Week	=	=	Synopsis and Critical Analysis of Book the Third: Garnering		
11 th Week	=	Evaluating and testing students' knowledge	Exam		
12 th Week	=	Understanding, analyzing, and acquiring knowledge about the subject	The Main Themes in <i>Hard Times</i>		
13 th Week	=		The Main symbols in <i>Hard Times</i>		
14 th Week	=	=	The Main Quotations in <i>Hard Times</i>		
15 th Week	=	=	Completion		
16 th Week	=	=	Completion		
17 th Week	=	Evaluating and testing students' knowledge	Exam		
18 th Week	=	Understanding, analyzing, and acquiring knowledge about the subject	Emily Bronte's Biography and Works		
19 th Week	=	=	Women's Role in the Victorian Period		
20 th Week	=	=	Introduction and Synopsis of <i>Wuthering Heights</i>		
21 th Week	=	=	The Main and Secondary Characters in <i>Wuthering Heights</i>		
22 th Week	=	=	The Main Themes in <i>Wuthering Heights</i>		
23 th Week	=	=	The Main Symbols in <i>Wuthering Heights</i>		

24th Week	=	=	Critical Analysis of <i>Wuthering Heights</i>		
25th Week	=	Evaluating and testing students' knowledge	Exam		
26th Week	=	Understanding, analyzing, and acquiring knowledge about the subject	The Main Quotations in <i>Wuthering Heights</i>		
27th Week	=	=	Completion		
28th Week	=	=	Completion		
29th Week	=	Evaluating and testing students' knowledge	Exam		

11. Course Evaluation

Distributing the score out of 20 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. <u>Hard Times</u> by Charles Dickens 2. <u>Wuthering Heights</u> by Emily Bronte
Main references (sources)	1. <u>The English Novel: Part I</u> by Timothy Spurgin 2. <u>The Cambridge Guide to Literature in English</u> by Ian Ousby
Recommended books and references (scientific journals, reports...)	Google Scholar Google books Academia ResearchGate
Electronic References, Websites	https://www.sparknotes.com/ https://www.coursehero.com/ https://www.litcharts.com/ https://www.enotes.com/ https://www.123helpme.com/ https://www.gradesaver.com/

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Course Description

Drama

Third year

2025–2026

Course Description Form

1. Course Name:	
Elizabethan Drama	
2. Course Code:	
3. Semester / Year:	
2026–2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Attending lectures only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours including 3 hours per a week	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Inst. Ranya Jassam Hamad Email: ranya.al-ogaidi@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	1. Introducing students to the importance of drama. 2. Developing students' ability to analyse dramatic texts. 3. Developing students' vocabulary 4. Through discussion students ability of speaking will be developed 5. Using English properly through reading English texts. 6. Developing students' ability to write articals •
9. Teaching and Learning Strategies	
Strategy	Dividing students into groups and start discussions and questioning each other while the teachers' role is guiding.

10.Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st week	3		Introduction to 16-17th century Drama	المحاضرة والمناقشة	الواجبات والاختبارات
2 nd week	3		Elements and Characteristic of Drama	=	=
3 rd week	3		Introduction to English Drama	=	=
4 th week	3		William Shakespeare life and works	=	=
5 th week	3		Hamlet Characters	=	=
6 th week	3		Hamlet plot summary	=	=
7 th week	3		Hamlet Act One	=	=
8 th week	3		Hamlet Act Two	=	=
9 th week	3		Hamlet Act Three	=	=
10 th week	3		Hamlet Act Four	=	=
11 th week	3		Hamlet Act Five	=	=
12 th week	3		Hamlet Themes	=	=
13 th week	3		Hamlet Symbols	=	=
14 th week	3		Hamlet quotations	=	=
15 th week	3		Revision+ Exam	=	=
16 th week	3		Spring Holyday	=	=
17 th week	3			=	=
18 th week	3		Introduction to Twelfth Night play	=	=
19 th week	3		The Twelfth night Context	=	=
20 th week	3		Theatrical Performances in Shakespeare's Time	=	=
21 st week	3		Twelfth night Main Characters	=	=

22 nd week	3		Twelfth night Minor Characters	=	=
23 rd week	3		Twelfth night Plot Summary Act One	=	=
24 th week	3		Twelfth night Act Two	=	=
25 th week	3		Twelfth night Act Three	=	=
26 th week	3		Twelfth night Act Four	=	=
27 th week	3		Twelfth night Act Five	=	=
28 th week	3		Twelfth night Themes	=	=
29 th week	3		Twelfth night Symbols	=	=
30 th week	3		Exam	=	=

11.Course Evaluation

Quizzes and Final exams and lots of homeworks

12.Learning and Teaching Resources

1. *Hamlet* by William Shakespeare.
2. *Twelfth Night* by William Shakespeare

Elizabethan Drama: Modern Essays in Criticism
By R.j. kaufmann ed. London: Oxford University Press Inc., 1961.

The Cambridge Anthology of English Literature

Articles in Google scholar & research gate

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Course Description

Romantic and Victorian Poetry

1780-1900

Third year

2025-2026

Course Description Form

1. Course Name:	
Romantic and Victorian Poetry 1780–1900	
2. Course Code:	
3. Semester / Year:	
2026/2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Attending Lectures only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr . Osamah Abd Hamdi Email: Osamah.a.hamdi@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	1. Enabling students to obtain knowledge and understanding of Romantic and Victorian poetry. 2. Enabling students to obtain knowledge of the types of poetic schools and literary movements. 3. Enabling students to obtain knowledge and critically analyze the text of the poem.....
9. Teaching and Learning Strategies	
Strategy	- Follow up on scientific development by contacting international universities via the Internet - Participation in scientific conferences inside and outside the country - Participation in scientific workshops and seminars inside and outside the country

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	6	Introduction to the Preromantic	Introduction to the Preromantic		
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 • Training: Providing a trial lesson (daily preparation) • Writing a daily lesson plan (daily review) • Activating the four skills in teaching (daily preparation) • Using modern educational methods in the lesson (daily preparation) • Assignments and class contributions • Writing a report after the Practicum period					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

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Course Description

Text innovation

Third year

2025-2026

Course Description Form

1. Course Name:	
Text innovation	
2. Course Code:	
3. Semester / Year:	
2026–2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours/22 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant Nagham Oda Email: @aliraqia.deu.iq	
8. Course Objectives	
Course Objectives	- Introducing students to different teaching methods to know and experiment their effectiveness in language learning for EFL students. - Preparing students for the application stage in the fourth stage and the teaching profession after graduation.....
9. Teaching and Learning Strategies	
Strategy	8- Guided practice 9- Open-ended questions 10- Prompting 11- Positive reinforcement

12- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Students will be familiar with traditional teaching method and its defects	Grammar translation meth	Discussion	Oral questions
2	2	Introducing students with method that asserts the direct use of the target language and how it could be applied	Direct method	Discussion	Assigned students preparation model practical less
3	2	Students will be familiar with method that asserts on the importance of listening in learning language.	Audio-Lingual Method	Assigned Female students in preparation summary and display it by using data show	Assigned students preparation model practical less
4	2	Students will be familiar with the importance of self-dependent learning	Silent way	Discussion	Assigned students in preparation a model of practical lesson
5	2	Students will be familiar with method that asserts on the importance whole classroom interaction in order to accelerate students learning to use language for	Desuggestopedia	Discussion	Oral questions

6	2	everyday communication Students will be familiar with method that focus on how to learn the language for communicative purposes	Community Language learning	Discussion	Assigned students in preparation a model of practical lesson
7	2	Students will be familiar with the method that makes use from whole body movement to learn the language	Total Physical response	Discussion	Assigned students in preparation a model of practical lesson
8	2	Students will be familiar with the techniques that help in using language communicatively and the importance of focusing on communicative Skill in learning the target language.	Communicative language teaching	Discussion	Assigned students in preparation a model of practical lesson
9	2	Students will be familiar with different courses of language learning that are related with the learners' needs and the purpose of the course of study.	Content-based instruction	Assigned Female students in preparation summary and display it by data show	Oral questions

10	2	Students will be familiar with the method that focus on tasks or assignment in order to learn language by working learners thinking skills they will have the ability to learn the language.	Task-based language teaching	Discussion	Oral questions
11	2	Students will be familiar with the political dimensions and its effect on the globalization of the language.	Political dimension and the participatory approach	Assigned Female students in preparation summary and display it by data show	Oral questions
12	2	Students will be familiar with strategies that learners follow in order to learn the target language, and the effectiveness of cooperative learning in developing and facilitating language learning. Also, they will be familiar with types of intelligence and how can investment this intelligence in creating and developing teaching methods.	Learning strategy training, cooperative learning, and multiple intelligence	discussion	Oral questions
13	2	Students will be familiar with how can get benefits from technology in teaching and learning processes.	Emerging uses of technology in language teaching and learning	Assigned Female students in preparation summary and display it by data show	Oral questions

13– 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

14– Learning and Teaching Resources

Required textbooks (curricular books, if any)	Dian Larsen-Freeman& Marti Anders "Techniques & Principles in Language Teaching" 3 rd ed.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Jack. C. Richards & Theodor S. Rodge "Approaches and Methods in Language Teaching" 2 nd ed.
Electronic References, Websites	

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Accreditation Department**



Course Description Guidance and Psychological Health Third Stage

2025–2026

Course Description Form

1. Course Name:	
Guidance and Psychological Health	
2. Course Code:	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60	
7. Course administrator's name (mention all, if more than one name)	
Name: Shaker Hamed Rashid Email: shakir.h.rashid@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- There is one goal, which is to prepare a fairly competent educational and psychological counselor, characterized by the most important qualifications: 1- To provide guidance services to educational institutions. 2- To deal effectively with the educational and psychological problems of children and adolescents. 3- Employing guidance programs in the educational process. 4- Monitoring and diagnosing psychological problems and phenomena in the educational environment. 5- Providing guidance to students and counseling their families. 6. Providing guidance services to other institutions in need

9. Teaching and Learning Strategies

Strategy	• Providing students with the most important methods, patterns and trends that are adopted in Guidance and Psychological Health. • Inculcating the concept of dialogue, discussion, objective criticism, and critical thinking of adult education topics. • Explaining the extent of the impact of teaching programs on developing students' mental and educational abilities and providing the subject with external information. • Preparing an efficient teacher qualified to teach in secondary schools. • Developing students' ability to transfer and exchange ideas within the educational process. • Preparing a summary of the study focusing on the most important conclusions
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.2.3		Chapter one	Cognitive objectives,	Lecture, dialogue, discussion and raising questions	Assignments and tests
			Educational and psychological guidance in terms of concept, foundations, development, goals and justifications.	=	=
4.5.6		Chapter II	Theories of counseling and psychotherapy and their use in the counseling process		
			The guidance process in all its stages and details.	=	=
7.8.9		Chapter III	The counseling		

10.11.12		Chapter four	interview, its techniques and procedures.		
			Guidance programmes.	=	=
13.14.15		Chapter V	Psychological educational problems.		
16.17.18		Chapter six		=	=
19.20.21		Chapter VII	Professional guidance. Course-specific skills objectives.		
22.23.24		Chapter Eight	How to conduct the orientation interview		
25.26.27		Chapter Nine	Employing counseling applications derived from theories of counseling and psychotherapy	=	=
28.29		Chapter Ten	How to apply guidance and educational programs in the educational process	=	=
			How to deal with educational problems in the		

30		Chapter Eleven	school and family environment	=	=
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11. Course Evaluation

Daily class activities and attendance for the first course 10 marks for both first and second course. Monthly exam for the first course 15 marks, monthly exam for the second course 15 marks , The final exam has 60 marks.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no specific textbook, but the sources were collected from many books related to the required subjects, such as حامد عبد السلام زهران (1980). التوجيه والإرشاد النفسي. ط 2. القاهرة فاهم حسين الطريحي (2001) الارشاد والصحة النفسية
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Accreditation Department**



Course Description Grammar Fourth year

2025-2026

Course Description Form

1. Course Name:	
Grammar	
2. Course Code:	
Grammar	
3. Semester / Year:	
2025–2026	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Classes	
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.Inst. Faten Waleed Jawad Email: Faten.W.J@aliraqi.iq.edu	
8. Course Objectives	
Course Objectives	Understand the formation of words and sentences. Analyze words and sentences into their constituent parts. Interpret sentences according to the English word system. Recognize the student's ability to produce grammatical sentences.
9. Teaching and Learning Strategies	
Strategy	● Lectures ● Power point lectures ● Classroom activities ● Presentation of curriculum-related films inside the class.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		The patterns simple sentence	lecture	Test
2	3		Complementation	=	Test
3	3		Optional adverbials	=	Test
4	3		Transformational relations	=	Test
5	3		Intensive Relation	=	Test
6	3		Multiple class membership of verbs	=	Test
7	3		Syntactic Role of the elements of the sentence	=	Test
8	3		Syntactic Role of the elements of the sentence	=	Test
9	3		Semantic Role of the elements of the Sentence	=	Test
10	3		Semantic Role of the elements of the sentences	=	Test
11	3		Concord	=	Test
12	3		Concord	=	Test
13	3		Question	=	Test
14	3		Question	=	Test
15	3		Negation	=	Test
16	3		Coordination and Subordination	=	Test
17	3		Finite, non-finite and verbless clauses	=	Test

18	3		Finite and non-finite clauses	=	Test
19	3		practicum		
20	3		=		
21	3		=		
22	3		=		
23	3		=		
24	3		=		
25	3		Verbless clauses		Test
26	3		Functional classification dependent clauses		Test
27	3		Nominal Clauses		Test
28	3		Wh-interrogative Clauses		test
29	3		Adverbial Clauses		Test
30	3		Nominal Relative clauses		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)	R .Quirk University Grammar of English
Main references (sources)	
Recommended books and references (scientific journals, reports...)	

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Course Description

linguistics

Fourth year

2025-2026

Course Description Form

1. Course Name:					
Linguistics					
2. Course Code:					
3. Semester / Year:					
Fourth Year : 2025–2026					
4. Description Preparation Date:					
2026/4/1					
5. Available Attendance Forms:					
Face to face					
6. Number of Credit Hours (Total) / Number of Units (Total)					
90					
7. Course administrator's name (mention all, if more than one name)					
Name: Dr. Ali Yasir Fahad Email: ali.fahad@aliraqia.edu.iq					
8. Course Objectives					
Course Objectives			• • •		
9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation

		Outcomes	name	method	method
1	3	Understanding and comprehension	Introduction to Linguistics	Lecture and discussion	Personal evaluation
2	3	=	Semantics	Lecture and discussion	Personal evaluation
3	3	=	Semantics	Lecture and discussion	Personal evaluation
4	3	=	Semantics	Lecture and discussion	Personal evaluation
5	3	=	Chapter Review	Lecture and discussion	Oral Exam
6	3	=	Pragmatics	Lecture and discussion	Personal evaluation
7	3	=	Pragmatics	Lecture and discussion	Personal evaluation
8	3	=	Pragmatics	Lecture and discussion	Personal evaluation
9	3	=	Chapter Review	Lecture and discussion	Oral Exam
10	3	=	Discourse Analysis	Lecture and discussion	Personal evaluation
11	3	=	Discourse Analysis	Lecture and discussion	Personal evaluation
12	3	=	Discourse Analysis	Lecture and discussion	Personal evaluation
13	3	=	Chapter Review	Lecture and discussion	Oral Exam
14	3	=	Review for Exam	Lecture and discussion	Personal evaluation
15	3	=	First Term Exam	Exam	Written Exam
16	3	=	First Language Acquisition	Lecture and discussion	Personal evaluation
17	3	=	First Language Acquisition	Lecture and discussion	Personal evaluation
18	3	=	First Language Acquisition	Lecture and discussion	Personal evaluation
19	3	=	Chapter Review	Lecture and discussion	Oral Exam
20	3	=	Second Language Acquisition/Learning	Lecture and discussion	Personal evaluation
21	3	=	Second Language	Lecture and	Personal

22	3	=	Acquisition/Learning Second Language Acquisition/Learning	discussion Lecture and discussion	evaluation Personal evaluation
23	3	=	Chapter Review	Lecture and discussion	Oral Exam
24	3	=	Language and Culture	Lecture and discussion	Personal evaluation
25	3	=	Language and Culture	Lecture and discussion	Personal evaluation
26	3	=	Language and Culture	Lecture and discussion	Personal evaluation
27	3	=	Chapter Review	Lecture and discussion	Oral Exam
28	3	=	Review for Exam	Lecture and discussion	Personal evaluation
29	3	=	Review for Exam	Lecture and discussion	Personal evaluation
30	3	=	Second Term Exam	Exam	Written Exam

11. Course Evaluation

Final Exam = 60 marks
First and Second Terms = 30 marks
Oral Exam = 5
Attendance = 5

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The Study of language (Fourth Edition) George Yule
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Accreditation Department**



Course Description

Modern Novel

Fourth year

2025–2026

Course Description Form

1. Course Name:	
Modern Novel	
2. Course Code:	
Modern Novel	
3. Semester / Year:	
2026 / 2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Face to face lectures (attending lectures)	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours	
120 Credit	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Wasan Ali Hasan Email: wasan.hasan@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	1–The student should learn about the most important characteristic features of the modern novel. 2–The student should understand the new literary terms that have appeared in the modern age. 3–The student should be able to read the Two texts (<i>Lord of the Flies</i>) and (<i>Animal Farm</i>) in clear and correct English. 4–The student should be able to analyze the literary texts in the novels mentioned above and explain the most important ideas, themes and lessons in these novels.
9. Teaching and Learning Strategies	

Strategy	• Discussion and dialogue in presenting the topic as a modern communication method. • Using visual and audio aids for explanation such as PDF files, films, CDs and power points about the novel. • Divide the students into groups to discuss the main topics in the novel that require thinking and analysis, for example: the characters and their development, the moral lessons, as well as the important literary quotes. • Giving students homework that requires self-explanation with causal methods and examples to be solved.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st week	3	The student acquires general information about the modern age in general and the modern novel in particular	Introduction to modern novel	Lecture, discussion and asking questions	Assignments and tests
2 nd week	3	The student obtains knowledge of the characteristic features of the modern novel	Introduction to <i>Lord of the Flies</i>	Lecture, discussion and asking questions	Assignments and tests
3 rd week	3	The student obtains knowledge of character analysis	The main characters of the novel	Lecture, discussion and asking questions	Assignments and tests
4 th week	3	1– The student obtains	Chapter 1+2	Lecture,	Assignments

		knowledge of analyzing literary texts 2– Activating the use of the four English language skills		discussion and asking questions	and tests
5 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 3+4	Lecture, discussion and asking questions	Assignments and tests
6 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 5+6	Lecture, discussion and asking questions	Assignments and tests
7 th week	3	1– The student obtains knowledge of analyzing the ideas, themes, and moral lessons in the novel and discussing them in a correct scientific way. 2– Activating speaking and writing skills	Revision+ Exam	Lecture, discussion and asking questions	Tests
8 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 7+8	Lecture, discussion and asking questions	Assignments and tests
9 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 9+10	Lecture, discussion and asking questions	Assignments and tests

10 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 11+12	Lecture, discussion and asking questions	Assignments and tests
11 th week	3	1– The student obtains knowledge of analyzing the ideas, themes, and moral lessons in the novel and discussing them in a correct scientific way. 2– Activating speaking and writing skills	The main symbols and themes in the novel	Lecture, discussion and asking questions	Assignments and tests
12 th week	3	Activate writing skill	Completion + Exam	Lecture, discussion and asking questions	Assignments and tests
13 th week	3	1– The student obtains knowledge of the characteristic features of the modern novel 2– Activating the skills of knowledge and memory	Introduction to <i>Animal Farm</i>	Lecture, discussion and asking questions	Assignments and tests
14 th week	3	The student obtains knowledge of character analysis	The main characters of the novel	Lecture, discussion and asking questions	Assignments and tests
15 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 1+2	Lecture, discussion and asking questions	Assignments and tests
16 th week	3	1– The student obtains	Chapter 3+4	Lecture,	Assignments

		knowledge of analyzing literary texts 2– Activating the use of the four English language skills		discussion and asking questions	and tests
17 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 5+6+ [Exam]	Asking questions	Assignments and tests
18 th week	3	/	Application in Schools	/	/
19 th week	3	/	Application in Schools	/	/
20 th week	3	/	Application in Schools	/	/
21 st week	3	/	Application in Schools	/	/
22 nd week	3	/	Application in Schools	/	/
23 rd week	3	/	Application in Schools	/	/
24 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 7+8	Lecture, discussion and asking questions	Assignments and tests
25 th week	3	1– The student obtains knowledge of analyzing literary texts 2– Activating the use of the four English language skills	Chapter 9+10	Lecture, discussion and asking questions	Assignments and tests
26 th week	3	1– The student obtains knowledge of analyzing the	The main symbols in the novel	Lecture, discussion	Assignments and tests

		ideas, themes, and moral lessons in the novel and discussing them in a correct scientific way. 2– Activating speaking and writing skills		and asking questions	
27 th week	3	1– The student obtains knowledge of analyzing the ideas, themes, and moral lessons in the novel and discussing them in a correct scientific way. 2– Activating speaking and writing skills	The main themes in the novel	Lecture, discussion and asking questions	Assignments and tests
28 th week	3	Activate speaking skill	The main quotations in the novel	Lecture, discussion and asking questions	Assignments and tests
29 th week	3	Activating the four English language skills: listening, reading, speaking, and writing.	Revision	Lecture, discussion and asking questions	Assignments and tests
30 th week	3	Activate writing skill	Exam	Asking questions	Tests

11. Course Evaluation

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

Evaluation Methods:

- Written Exams
- Oral Exams
- Quizzes
- Homework and activities
- Presentations

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

1-*Lord of the Flies* by William Golding.

	2- <i>Animal Farm</i> by George Orwell.
Main references (sources)	• George Orwell's <i>Animal Farm</i> (Bloom's Modern Critical Interpretations) • William Golding's <i>Lord of the Flies</i> (Bloom's Modern Critical Interpretations) • The Modern Novel: A Short Introduction by Jesse Matz
Recommended books and references (scientific journals, reports...)	PMLA (Publications of the Modern Language Association)
Electronic References, Websites	/https://www.sparknotes.com /https://www.gradesaver.com /https://www.litcharts.com /https://www.cliffsnotes.com Google Scholar Research gate

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Course Description

Modern Drama

Fourth year

2025

Course Description Form

1. Course Name:	
Modern and Contemporary Theatre	
2. Course Code:	
ENG404	
3. Semester / Year:	
Yearly 2026–2025	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
Weekly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours weekly	
7. Course administrator's name (mention all, if more than one name)	
Name: Instructor: Musaab Natiq Ibrahim Email: musaab.ibrahim@alirqia.iq.edu	
8. Course Objectives	
Course Objectives	- Introducing students to modern and contemporary theatre. - Introducing the students to the importance of theater by placing it in its historical background. Political, cultural, and social. - Using the English language by reading Literary (theatrical) texts. - Developing students' ability to analyze literary theatrical texts. - Adding vocabulary and expressions used in these texts that contribute to enriching the language Linguistic student. - Developing students' linguistic abilities through reading, discussion, and writing

- Developing students' ability to write articles related to these theatrical texts.

9. Teaching and Learning Strategies

Strategy	• Lecture method and use of the interactive whiteboard. • Explanation and clarification. • Providing students with the basics and additional topics related to thinking outcomes Analysis of literary texts for the purpose of analyzing and discussing them. • Forming discussion groups during lectures to discuss the topics of the play • The established methodology that requires thinking and analysis, for example: characters Its development, moral lessons, as well as specific important texts and sayings.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1st week	3	Knowledge of the theoretical aspects of the subject	Introduction to 20th century	Practical and theoretical application	Daily and oral Exam
2nd week	3		Drama		
3rd week	3		Elements and Characteristic of		
4th week	3		Drama		
5th week	3		Introduction to English Drama		
6th week	3		Bernard Shaw life and works		
7th week	3		Arms and the Man Characters		
8th week	3		Arms and the Man plot summary		
9th week	3		Revision+ Exam		
10th week	3		Arms and the Man Act One		
11th week	3		Arms and the Man Act Two		
12th week	3		Arms and the Man Act Three		
13th week	3		Arms and the Man Themes		
14th week	3		Arms and the Man Symbols		
15th week	3		Arms and the Man quotations		

16th week	3		Arms and the Man quotations		
17th week			Revision+ Exam		
18th week	3		Spring Holyday		
19th week	3		Introduction to theater in the twentieth century		
20th week	3				
21st week	3		characteristics/topics of Absurd theatre		
22nd week	3		Introduction to the playwright Samuel Beckett/characteristics of his theater/achievements		
23rd week	3		Characters and summary of his play "Waiting for Godot"		
24th week	3				
25th week	3		"Waiting for Godot", Act I		
26th week			"Waiting for Godot", Act II		
27th week	3		review + exam		
28th week	3		Themes of "Waiting for Godot"		
29th week	3		Symbols of "Waiting for Godot"		
30th week	3		Quotations		
			Review+ Second term exam		

11. Course Evaluation

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

First term (20 marks)

1- Preparation and daily exams, 5 marks

2- Daily reports and tests, 5 marks

The monthly exam is 10 marks

Second term (20 marks)

1- Preparation and daily exams, 5 marks

2- Daily reports and tests, 5 marks

The monthly exam is 10 marks

Final exam: 60 marks

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1 - G.B.Shaw's <i>Arms and the Man</i> 2- Samuel Beckett's <i>Waiting for Godot</i>
Main references (sources)	<i>G.B.Shaw: A Collection of Critical Essays</i> by R.J.Kaufmann The Theater of Absurd by Martin Asslin -Encyclopedia Britannica

	Modern Theatres 1950–2020. Edited By David Staples
Recommended books and references (scientific journals, reports...)	The Cambridge Anthology of English Literature
Electronic References, Websites	1- www.sparknotes.com/sparknotes 2- https://www.cliffsnotes.com/literature 3- www.shmoop.com

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Course Description

Modern Poetry

Fourth year

2025-2026

Course Description Form

1. Course Name:					
Modern Poetry					
2. Course Code:					
3. Semester / Year:					
2025–2026					
4. Description Preparation Date:					
2026/4/1					
5. Available Attendance Forms:					
By interviewing electronically through the Classroom program and the Meet program.					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Credit Hours : 2					
7. Course administrator's name (mention all, if more than one name)					
Asst.Inst. Hafsa Abdullateef Hafsa.abdullateef@aliragia.edu.iq					
8. Course Objectives					
Course Objectives	1. The aim of this course is to study the English poetry of the Twentieth Century. 2. It enables the students to have a clear idea about the various modern schools . 3. It also improves the fourth–year Student’s linguistic and critical abilities.				
9. Teaching and Learning Strategies					
Strategy	Lectures and Discussion Assigning students to create worksheets on course topics.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2-1	4		Introduction to the Modern Poetry	Lecture and discussion	Assignments and tests
4-3	4		The Symbolist Movement W. B. Yeats: “Sailing to Byzantium	Lecture and discussion	Assignments and tests
6-5	4		Georgian Poets	Lecture and discussion	Assignments and tests

8-7	4		Walter de la Mare “the Listeners”	Lecture and discussion	Assignments and tests
10-9	4		Introduction to the American Poetry	Lecture and discussion	Assignments and tests
12-11	4		The Imagist Movement “ The love song of J. Alfred Prufrock by T.S. Eliot	Lecture and discussion	Assignments and tests
14-13	4		.The Socialist School Auden: “The unknown citizen”	Lecture and discussion	Assignments and tests
16-15	4		Neo-Romanticism Dylan Thomas”Fern Hill”	Lecture and discussion	Assignments and tests
24-19	12	Application of education in schools			
26-25	4		Extremist Art Ted Hughes “Thought Fox	Lecture and discussion	Assignments and tests
28-27	4		Introduction to the Movement Poets Philip Larkin “ At Grass”	Lecture and discussion	Assignments and tests

11. Course Evaluation

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

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Maurice Wollman (ed.), Ten Twentieth Century Poets
Main references (sources)	The Norton Anthology to English Literature
Recommended books and references (scientific journals, reports...)	Internet Encyclopedias and websites.

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Course Description Translation Fourth year

2025-2026

Course Description Form

1. Course Name:	
Translation	
2. Course Code:	
2025-2026	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
6/ 90 hrs	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Abdul-Ilah Niama As-Saadi Email: abdul-ilah.as-saadi@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- Teaching students the basics of translation, its types, types of meanings, and methods of translating them from English to Arabic and vice versa, as well as translation problems and how to translate verbs, nouns, adjectives, sentences, and various simple texts. - Training female students on how to translate from English to Arabic and vice versa by giving them a variety of simple texts, which qualifies them to practice simple translation, and to open the way for them to practice different translation methods, research their problems and how to solve them, and practice practicing them. A- Cognitive objectives - Enabling female students to obtain knowledge and understanding of the basics of translation - Enabling female students to obtain knowledge and understanding of translation types - Enabling female students to obtain knowledge and understanding of translation methods - Enabling students to obtain knowledge of solving translation mistakes.

	• Enabling students to use available electronic translation programmes B – The objectives of the course's skills • Knowledge skills – memorizing • Memorization and analysis skills • Practice and development skills
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9. Teaching and Learning Strategies

Strategy	– Using interactive whiteboard, display devices (TV or data show), computer to send assignments electronically on the (Classroom) program and the solutions are also received electronically, and sending some video-recorded lectures via Classroom or Telegram. – Explanation and clarification – Providing students with the basics and additional topics related to the outcomes of thinking by analyzing various texts for the purpose of translation. – Forming discussion groups during lectures to discuss translation methods that require thinking and analysis. – Asking students a set of thinking questions during lectures, such as what, how, and when for specific topics. – Giving students homework electronically through the Classroom platform, which requires self-explanations in causal ways and examples to be solved. The solution is sent electronically, and the solutions are discussed in the classroom after they are displayed on the screen. – Translating texts directly on board or discussing translations they send in the Classroom platform.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Introduction to translation from English 1 with translation of sentences</i>		
3-4	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Procedures of translation process, proofreading and the translation of sentence</i>		

5	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Introduction to translation from English 2 with translation of short literary texts</i>		
6	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Introduction to translation from English 3</i>		
7-8	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Translation unit with translation of short general texts</i>		
9-10	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Literal and free translation with practical applications</i>		
11	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Mistakes committed in the translation of scientific texts</i>		
12	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Translation of the verb to “be” with examples on journalistic texts</i>		
13-14	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Translation of the verb “have” with examples on journalistic texts</i>		
15	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Translating questions into Arabic</i>		

16	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Quarterly review and exams</i>		
17	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Translating questions into English with practical examples</i>		
18-23	12	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Practical education</i>		
24	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Introduction to translation from Arabic to English</i>		
25-26	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Translating sentences from Arabic to English</i>		
27	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Translating questions into English</i>		
28-29	4	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Translating literary texts into English</i>		
30	2	1- Students are aimed to be able to translate from English into Arabic and vice versa whether orally or in writing. 2- They are aimed to contrast the two cultures they are dealing with.	<i>Exam and review</i>		

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)	- <i>Translation as Problems and Solutions</i>, by Hasan Ghazala - Different texts to be translated - PPT files on translation prepared by Dr. Abdullah Niama As-Saadi
Main references (sources)	- <i>Translation as Problems and Solutions</i>, by Hasan Ghazala
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	- Classroom - Telegram - Youtube

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



Course Description Listening and Speaking Fourth year

2025-2026

Course Description Form

1. Course Name:	
speaking and listening	
2. Course Code:	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
2026/4/1	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	
Name: asst. Instructor Noor Isa Abdullatif Mahdi Email: noor.i.abdulateef@aliraqia.edu.iq	
8. Course Objectives	
Course Objectives	- Train The students The speaking skills through making dialogues - Improve The student skills of analysing through oral and written expressing y warmstorming - Improve The student ability of listening gradually
9. Teaching and Learning Strategies	
Strategy	Strategies and ways of teaching and learning used in The course Teach The student speaking skills through dialogues between The teacher and student Using visual aids to clarify The lesson Explain The lesson in A simple way Teaching The The gramatical concepts Developing The listening skills step by step

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2	Unit 1 occupation Grammar present simple and present continuous		Theoretical	Exams
2	2	Places of residences Grammar present perfect and present perfect continuous		Theoretical	Exams
3	2	Unit 2 Leisure interest Grammar infinitives		Theoretical	Exams
4	2	Music, films and books Grammar infinitives		Theoretical	Exams
5	2	Your occupation Grammar conditionals		Theoretical	Exams
6	2	Work life balance and salaries Grammar conditionals		Theoretical	Exams
7	2	Unit 4 your education Grammar expressing obligation		Theoretical	Exams
8	2	The responsibilities of schools and teachers		Theoretical	Exams
9	2	Responsibilities Grammar obligation		Theoretical	Exams
10	2	Unit 5 city life Grammar general prepositions		Theoretical	
11	2	Urban life Grammar prepositions of movement		Theoretical	Exams
12	2	Unit 6 news and		Theoretical	Exams

		entertainment Grammar complex comparatives			
13	2	Responsibilities in The media Grammar comparative and superlative		Theoretical	Exams
14	2	Unit 7 holidays and tourism Grammar reported speech		Theoretical	Exams
15	2	Unit 8 social needs Grammar directions and locations		Theoretical	Exams
16	2	Writing personal information		Theoretic	Exams
17	2	Unit 9 Academic training needs		Theoretical	Exams
18	2	Agreeing and disagreeing		Theoretical	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 etc

12. Learning and Teaching Resources

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



Course Description Test Design and Assessment Fourth year

2025-2026

Course Description Form

1. Course Name:					
Test Design and Assessment					
2. Course Code:					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
2026/4/1					
5. Available Attendance Forms:					
Attending lectures only					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hours					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Inst. Hussein Ali Dawood Email: hussein.al-suhail@aliragia.edu.iq					
8. Course Objectives					
Course Objectives			• Understand the cornerstone of all good assessment and evaluation • Learn useful techniques for testing and alternative assessment • Become familiar with the process and procedures of testing and evaluating		
9. Teaching and Learning Strategies					
Strategy	• Discussion and dialogue in presenting the topic as a communication method. • Using modern educational tools such as PowerPoint, presents on TV screens, and Data show. Preparing quarterly reports that explain the most important things related to the course.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	• Introducing the student to the concepts of tests and its tools	Tests	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
2	2	• Recognizing assessment and	Evaluation and assessment	Lecture/ ask questions Discussion/	Assignments Homework

		evaluation and distinguishing between them		brainstorming	Training Class activities
3	2	To know the theoretical aspects of the test subject	Trends and approaches to language	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
4	2	Introducing the student to the types of tests	Test types	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
5	2	Helping the student to acquire a skill that enables him to write a good test	Characteristics of a good language test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
6 - 7	4	Students know how to design a communication test and what techniques are appropriate for it	Communicative test des	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
8	2	Test	Theoretical test	Test	Test
9 – 10	4	The student learn several types of tests, know their tools, and practice on them	Test design	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
11 – 12- 13	6	The student will know many techniques of tests	Test technique	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
14	2	The student able to design appropriate test for reading	Reading test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
15	2	The student able to design appropriate test for listening	Listening test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
16	2	Test	Theoretical and practical tests	Test	Test
17 - 18 19 – 20 21- 22		Application Period in Schools	Application Period in Schools	Application Period in Schools	Application Period in Schools
23	2	The student will be able to design appropriate test for speaking, and will know many ways to record the test, for reliability purposes	Speaking test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities

24	2	The student will be able to design appropriate test for writing skill	Writing test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
25	2	The student will be able to design appropriate test for grammar	Grammar test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
26	2	The student will be able to design appropriate test for vocabularies	Vocabulary test	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
27	2	Practical and theoretical tests	Practical and theoretical tests	test	test
28- 29	4	Applications within the lesson enable the student to formulate various tests	Practical applications testing the subjects above	Lecture/ ask questions Discussion/ brainstorming	Assignments Homework Training Class activities
30	2	Practical test	Practical test	Test	Test

11. Course Evaluation

- First course: Daily class activities and attendance for the first course 5 marks.
Monthly exam for the first course, two exams (total 15 marks).
- Second course: daily class activities and attendance (5 marks) for the second course.
Monthly exam for the second course, two practical exams (total 15 marks),
final exam 60 marks.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Christine Coombe. (2010) A Practical Guide to Assessing English Language Learners
Main references (sources)	Brown, H. Douglas (2004). Language assessment: Principles and classroom practices. McNamara, T. F. (2000). Language testing. Oxford University Press.
Recommended books and references (scientific journals, reports...)	Najat Al-Joboury. (2014) a language teachers guide to assessment. Brown, H. Douglas (2004). Language assessment: Principles and classroom practices. Coombe, C. A., Folse, K. S., & Hubley, N. J. (2007). A practical guide to assessing English language learners.
Electronic References, Websites	



Course Description

Practicum and EFL Classroom Practices

Fourth year

2025-2026

Course Description Form

1. Course Name:					
Practicum and EFL Classroom Practices					
2. Course Code:					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
2026/4/1					
5. Available Attendance Forms:					
Presence Electronic (Google Classroom) WhatsApp application for official notifications					
6. Number of Credit Hours (Total) / Number of Units (Total)					
90 hours 120 Credit					
7. Course administrator's name (mention all, if more than one name)					
Name: Dr. Reem Zaid Khalaf Email: reemaz2005@gmail.com					
8. Course Objectives					
Course Objectives			- Gain practical experience based on understanding and applying theoretical knowledge. - Monitor analysis and solutions to problems that arise in professional work environments. - Interact with colleagues in a professional work environment. - Participate in a representative group of professional activities in the work environment. - Developing professional self-awareness.		
9. Teaching and Learning Strategies					
Strategy	- Discussion and dialogue in presenting the topic as a communication method and using the brainstorming method. - Using modern educational tools such as PDF files, PowerPoint, TV screens, and Data show - Use official educational websites such as Google meet				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1 – 2	6	- Ethics of the teaching profession - Providing the student with a complete idea about the teaching profession and preparation for it	Student-Teacher: A starting point	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
3 - 4	6	- How to take into account the differences - Individual and skills development - Creative thinking	Learner characteristics	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
5 – 6	6	- communication skills - Dealing and class management - The role of the teacher	Aims, Goals, Objectives and Lesson Planning	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
7 – 8	6	- Teaching vocabulary - Use designated methods in teaching	Teaching Vocabulary	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
9 – 10	6	- Teaching grammar - Use designated methods in teaching	Teaching Grammar	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
11 -12	6	- Teaching speaking skill - Use designated methods in teaching	Teaching Listening	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
13 -14	6	- Teaching speaking skill - Use designated methods in teaching	Teaching Speaking	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
15 - 16	6	- Teaching reading skill - Use designated methods in teaching	Teaching Reading	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
17 - 18 19 – 20 21- 22 - 23	6	Supervising the application/ Review the daily plan	Application Period in Schools	Supervising the application/ Review the daily plan	Supervising the application/ Review the daily plan
25 - 26	6	- Teaching writing skill - Use designated methods in teaching	Teaching Writing	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
27 - 28	6	- communication skills - Dealing and classroom management	Classroom Management	Lecture/ ask questions Discussion/ brainstorming	Assignments Training Class activities
29 -	6	English Language		Lecture/	Assignments

3 0		teaching methods for non-native speakers		ask questions Discussion/ brainstorming	Training Class activities
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11. Course Evaluation

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

Evaluation methods

- Training: Providing a trial lesson (daily preparation)
- Writing a daily lesson plan (daily review)
- Activating the four skills in teaching (daily preparation)
- Using modern educational methods in the lesson (daily preparation)
- Assignments and class contributions
- Writing a report after the Practicum period

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Leslie Opp-Beckman, Shaping The Way We Teach English
Main references (sources)	Techniques And Principles In Language Teaching (Third Edition) Paperback Book Larsen-Freeman (Author)
Recommended books and references (scientific journals, reports...)	Journal of Effective Teaching Methods-JETM
Electronic References, Websites	Google Scholar / Research gate