



**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

Academic Program and Course Description Guide

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Education for Human Sciences

Scientific Department: English

Academic or Professional Program Name: phonetics and phonology

Final Certificate Name: Ph.D. (Linguistics)

Academic System: Courses

Description Preparation Date:

1/10/2024

File Completion Date: 15-1-2025

Signature:

Head of Department Name:

Prof. Dr. Hasan S. Ali

4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

رئيسية الصنف البراهيم الششاري
معاون العميد لشؤون الطلبة
٢٠٢٥/٥/٤

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

الاستاذ الدكتور
فهد شلالن خلف

٢٠٢٥/٥/٤

Approval of the Dean

الاستاذ الدكتور

عماد حميد احمد

عميد كلية التربية للبنات

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 staP 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.

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

1. Program Vision

The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology

2. Program Mission

The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.

3. Program Objectives

- The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.
- Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English.
- Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.
- Highly qualifying students to continue in postgraduate programmes.
- The department seeks to establish communication channels and areas of cooperation with similar departments in other universities.
- Developing literary taste, aesthetic sense, and artistic appreciation in students

through studying different models of poetic, prose, and novel texts, linguistics, and translation.

- The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.

4. Program Accreditation

Does the program have program accreditation? And from which agency? Not yet

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	1	2		
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
PhD	P&P phd	Phonetics & phonology	theoretical	practical

8. Expected learning outcomes of the program

1. Knowledge

- Learning Outcomes 1: Cognitive objectives

-1 Preservation: Students are taught the basic branches of linguistics as a purely linguistic relationship between its branches and how to link language with science the other

-2 Understanding: After the explanation, inferred intellectual questions are asked, taken from the curriculum book, to stimulate students' understanding of the curriculum and clarification

-3 Analysis: Students can analyze some linguistic sentences using theoretical methods, morphologically and syntactically;

-4 Installation: After memorizing the most important topics included in the curriculum, students can reconstruct some scattered ideas to develop their abilities to understand the material and comprehend it easier and faster

-5 Calendar: Daily questions are prepared during the lecture and answered orally, and quarterly questions are also created for the exam (Written exam) and preparing the daily rapid exam

Skills

Learning Outcomes 2:

- 1-The skill of encyclopedic reading is achieved by guiding students to use books source
- 2- The skill of accessing the Internet regarding the topics required as a classroom activity
- 3- The skill of being able to understand the relationships between the presented ideas
- 4- The skill of being able to participate and interact

Ethics

Learning Outcome Statement 3

- 1- Urging the student to pay attention to scientific subjects related to the language and make the subject beloved to him
- 2- Developing his values, beliefs and inclinations
- 3- Developing students' attitudes according to the branches of linguistics

9. Teaching and Learning Strategies

- Student participation inside the classroom
- Homework and detailed explanation by the professor
- Students' extracurricular participation
- Urging students to attend the relevant scientific symposium

10. Evaluation methods

Short tests - daily exams - semester exams - final exams - and active student attendance

And participate in the lesson

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Linguistics	Pragmatics			1	1

Professional Development
Prof. Abid Hmood Ali (Ph.D)
There is a process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
General and qualifying transferable skills (other skills related to employability and personal development.)
1- The student's ability to understand linguistic terms
-2 The student's ability to interact in class
-3 Training him through induction, deduction, and presenting examples of each theory to encourage students to understand the theory's material

12. Acceptance Criterion
central admission

13. The most important sources of information about the program
The main authentic references in linguistics

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
PhDLingustics	ph 552	Phonetics & phonology	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name: phonetics & phonology	
2. Course Code: ph 552	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 01 -10 – 2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2/ 4	
7. Course administrator's name (mention all, if more than one name)	
<p>Name:</p> <p>Prof. Dr. Hasan Shaban Ali</p> <p>Email:</p> <p>hasanshaban@tu.edu.iq</p> <p>.....</p>	
8. Course Objectives	
Course Objectives	<p>The course will cover the main aspects of the sciences of phonetics and phonology: The students will be introduced to practical analysis of speech at the articulatory, acoustic and auditory levels. Description of sounds, the principles of the IPA system and types of transcription. An insight will be given to concepts such as the phoneme, phonemic systems, minimal pairs, complementary distribution, syllable structure, phonological rules. The students will also be introduced to the major schools of phonology in the twentieth century to disclose the beginning and development of phonological theory. The course will also include familiarizing the students with the procedures and methods of phonological analysis.</p>
9. Teaching and Learning Strategies	

Strategy	<ul style="list-style-type: none"> • Student participation inside the class • Homework and detailed explanation by the professor • Students' extracurricular participation • Urging students to attend the relevant scientific symposium
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Daily preparation and explanation detailed terminology included in preparation	Phonetics and Phonology (Definitions and Overview of Domains): The Speech Chain • The three major branches of phonetics: Articulatory Phonetics; Acoustic phonetics; Auditory Phonetics; and Airstream Mechanisms: Pulmonic, Velaric, and Glottalic Mechanisms (practical analysis).	Lecturing	Quiz & Qs/As
2	2	Daily preparation and explanation detailed terminology included in preparation	Basic Concepts in Phonology: Segmental (the discrete units or segments: Consonants and vowels) and Suprasegmental Phonology) Rhythm, Stress, and Intonation).	Lecturing	Quiz & Qs/As
3	2	Daily preparation and explanation detailed terminology included in preparation	The Phoneme Theory: Definitions of the Phoneme.	Lecturing	Quiz & Qs/As
5	2	Daily preparation and explanation detailed terminology included in preparation	Generative Phonology	Lecturing	Quiz & Qs/As
6	2	Daily preparation and explanation detailed terminology included in preparation	Syllable Structure Theory: The structure of the syllable and syllabification.	Lecturing	Quiz & Qs/As

7	2	Daily preparation and explanation detailed terminology included in preparation	Phonological Processes: Assimilation, Elision, Epenthesis, etc.		
8	2	Daily preparation and explanation detailed terminology included in preparation	Linear vs. Multilinear Phonology	Lecturing	Quiz & Qs/As
9	2	Daily preparation and explanation detailed terminology included in preparation	Mid-term Exam	Lecturing	Quiz & Qs/As
10	2	Daily preparation and explanation detailed terminology included in preparation	Lexical Phonology.	Lecturing	Quiz & Qs/As
11	2	Daily preparation and explanation detailed terminology included in preparation	Optimality Theory	Lecturing	Quiz & Qs/As
12	2	Daily preparation and explanation detailed terminology included in preparation	A Theory of a phonological weight.	Lecturing	Quiz & Qs/As
13	2	Daily preparation and explanation detailed terminology included in preparation	Metrical and Prosodic Phonology.	Lecturing	Quiz & Qs/As
14	2	Daily preparation and explanation detailed terminology included in preparation	Phonology in the 20th Century: The Major Schools of Phonology.	Lecturing	Quiz & Qs/As
15	2	Daily preparation and explanation detailed terminology included in preparation	Recent Trends in Phonology: Experimental Phonology.	Lecturing	Quiz & Qs/As

11. Course Evaluation

Short tests - daily exams - semester exams - final exams - and active student attendance
And participate in the lesson

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Abercrombie, D. (1967). Elements of General Phonetics. Edinburgh: Edinburgh University Press Anderson, S. R. (1985). Phonology in the Twentieth Century: Theories of Rules and Theories of Representation.
Main references (sources)	of Representation. Catford, J. C. (1988). A Practical Introduction to Phonetics. Oxford: Clarendon Press. Denes, P. and Pinson, E. (1993). "The Speech Chain" (Chapter 3). Available at: https://www.academia.edu › The_Speech_Chain_by_Peter_B._Denes_and_E... Katamba, F. (1989). An Introduction to Phonology. New York: Longman. Ladefoged, P. (1962). Elements of Acoustic Phonetics. Chicago and London: The University of Chicago Press. Ladefoged, P. and Johnson, K. (2015). A Course in Phonetics. Australia: Thompson Wadsworth. (4th Edition). Also the 7th edition of the book is available.
Recommended books and references (scientific journals, reports ...)	
Electronic References, Websites	Relevant websites

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4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

Signature of Prof. Dr. Rasheed Lateef
Date: 15/1/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Signature of the Director
Date: 15/1/2025

15/1/2025

Approval of the Dean

Signature of the Dean
Date: 15/1/2025

Introduction

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2. Program Mission
The department emphasizes the importance of learning English as a foreign language, as it enables students to communicate with other cultures that speak English as their first or second language. The department's mission is to be a leader in providing distinguished education and purposeful research in English language and literature within an intellectually stimulating environment, enabling students to become well-rounded, creative, competent, and responsible citizens.
3. Program Objectives
<p>The Department of English Language seeks to achieve the following objectives:</p> <ul style="list-style-type: none"> • Prepare academically qualified teachers to teach English in middle and secondary schools, thereby contributing to community development. • Prepare graduates who are proficient in the four skills of comprehension, speaking, reading, and writing in English. • Prepare teaching and pedagogical staff familiar with the latest language teaching methods and learning strategies. • Provide students with high-quality qualifications for continuing on to graduate programs. <ul style="list-style-type: none"> • Seek to establish channels of communication and areas of cooperation with similar departments at other universities.
4. Program Accreditation
Does the program have program accreditation? And from which agency?
No

5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	1	2		basic
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2025-2024		Research Methodology	theoretical	practical
			40	20

8. Expected learning outcomes of the program

Knowledge

In this course, the student is expected to be able to:

1. Understand the basic concepts and principles of scientific research.
2. Distinguish between different types of research (quantitative, qualitative, and mixed methods) and their appropriate uses in the field of language and literature.
3. Identify the main components of scientific research, such as the research problem, hypotheses, literature review, methodology, analysis, and conclusion.
4. Describe different research tools and data collection methods, such as questionnaires, interviews, and observation.
5. Demonstrate an understanding of academic documentation styles (such as APA and MLA).
6. Explain the ethical considerations associated with conducting academic research.

Skills:

The student is expected to be able to:

1. Analyze research problems and select appropriate topics for the study.
2. Formulate research questions and hypotheses in a logical and clear manner.
3. Design a comprehensive research plan that includes an appropriate methodology, data collection tools, and study sample.
4. Select research tools appropriate to the nature of the study and employ them effectively.
5. Critically evaluate previous studies to support the theoretical framework.
6. Compare different research methods and determine the most appropriate for the subject of the study.
7. Make informed decisions when analyzing data and interpreting results within the academic context.

Ethics:

The student is expected to be able to:

1. Commit to scientific research ethics, including honesty and integrity in data collection, analysis, and documentation.
2. Respect intellectual property rights through the correct use of information sources and appropriate documentation.
3. Assume academic responsibility when preparing research and presenting results honestly and transparently.
4. Recognize the role of scientific research in serving society and advancing knowledge.
5. Work collaboratively within research groups while adhering to the values of mutual respect and intellectual diversity.

9. Teaching and Learning Strategies

1- Lectures

2- Book presentations

3- Discussions within lectures

4- Assigning students to write reports on certain topics

5- Discussions within lectures

10. Evaluation methods

Exams and research completion

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	*				*	
Professional Development						
Mentoring new faculty members						
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.						
Professional development of faculty members						
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.						
12. Acceptance Criterion						
The student is accepted into this department by the Ministry of Higher Education and Scientific Research, or what is called central acceptance.						
13. The most important sources of information about the program						
The prescribed curriculum						
14. Program Development Plan						

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

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

Course Description Form

1. Course Name:	
Research Methodology	
2. Course Code:	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
5. Available Attendance Forms:	
Lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60/2	
7. Course administrator's name (mention all, if more than one name)	
Name: Inst. Raghda Sameer Ayyed Email: raghdasameer@tu.edu.iq	
8. Course Objectives	
<p>Course Objectives</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>1. Providing students with basic theoretical knowledge of scientific research concepts and principles.</p> <p>2. Developing students' ability to select appropriate research topics and formulate research problems and questions.</p> <p>3. Training students to design a comprehensive scientific research plan that includes the methodology, tools, sample, and implementation steps.</p> <p>4. Developing students' skills in analyzing data and interpreting results in a logical, academic manner.</p> <p>5. Enhancing students' ability to write research reports and documentation using approved formats (APA, MLA).</p> <p>6. Instilling ethical values associated with scientific research, such as academic integrity, respect for the rights of others, and avoiding plagiarism.</p> <p>7. Preparing students academically and practically for the requirements of graduation research and advanced research skills in graduate studies.</p> </div> <div style="width: 35%; text-align: center;"> </div> </div>	
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> - The inductive/deductive method - In-person lectures - In-class discussions - Assigning students to write reports on specific topics - Conducting research

10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
					method
Oct. 1	6	The Importance of Research		Discussion, problem solving,	daily participation, and questions
2		The Development of Knowledge and the Emergence of Scientific Research		Discussion, problem solving,	daily participation, and questions
3		Steps of Scientific Research		Discussion, problem solving,	daily participation, and questions
4		Attending one of the college's existing master's discussions			
Nov. 1		Research Methods and Quantitative Methods		Discussion, problem solving,	daily participation, and questions
2		Scientific Research Tools		Discussion, problem solving,	daily participation, and questions
3		Data Representation		Discussion, problem solving,	daily participation, and questions
4					exam
Dec.1		Getting to Know the Research Terms		Discussion, problem solving,	daily participation, and questions
2		Pre-Research Processes		Discussion, problem solving,	daily participation, and questions
3		Research Processes		Discussion, problem solving,	daily participation, and questions
4		Attending one of the college's existing master's discussions			

Jan.1		Research Terms	Discussion, problem solving,	daily participation, and questions
2		Pre-Research Processes	Discussion, problem solving,	daily participation, and questions
3		Research Processes	Discussion, problem solving,	daily participation, and questions
4		Using Some Methods for Calculating Sample Size	Discussion, problem solving,	daily participation, and questions
Feb.3		Attending one of the college's existing master's discussions		
4		Scientific Research Tools	Discussion, problem solving,	daily participation, and questions
Mar.1		Questionnaire	Discussion, problem solving,	daily participation, and questions
2		Quotations, Methods, and Qualities	Discussion, problem solving,	daily participation, and questions
3		Attending one of the college's existing master's discussions		
4		Organizing Research Content	Discussion, problem solving,	daily participation, and questions
Apr.1		Organizing Research Content	Discussion, problem solving,	daily participation, and questions
2		Submitting Research		
3		Attending one of the college's existing master's discussions		
4				exam

11- Course Evaluation
<p>Grades are distributed as follows:</p> <ul style="list-style-type: none"> - Two (2) monthly exams in the first semester (20) points - Two (2) monthly exams in the second semester (20) points - Class participation and attendance at weekly discussions (5) points - Research submission (5) points - Final exam (50) points
12- Learning and Teaching Resources
<p>Research Methodology: A Step-by-step Guide for Beginners</p>

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الاستاذ الدكتور
رشيد الطائي
معاون العميد لشؤون الطلبة
٢٠٢٥/٥/٤

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

الاستاذ الدكتور
فهد شلاش خلف

٢٠٢٥/٥/٤

Approval of the Dean

الاستاذ الدكتور

عماد حميد احمد

عميد كلية التربية للعلوم الانسانية

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2. Program Mission
The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.
3. Program Objectives
<ul style="list-style-type: none"> • The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society. • Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English. • Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies. • Highly qualifying students to continue in postgraduate programs. • The department seeks to establish communication channels and areas of cooperation with similar departments in other universities. • Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation. • The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.

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4. Program Accreditation				
Does the program have program accreditation? And from which agency? Not yet				
7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
8. Expected learning outcomes of the program				
1. Knowledge				

- Learning Outcomes 1: Cognitive objectives

-1 Preservation: Students are taught the basic branches of linguistics as a purely linguistic relationship between its branches and how to link language with science the other

-2 Understanding: After the explanation, inferred intellectual questions are asked, taken from the curriculum book, to stimulate students' understanding of the curriculum and clarification

-3 Analysis: Students can analyze some linguistic sentences using theoretical methods, morphologically and syntactically;

-4 Installation: After memorizing the most important topics included in the curriculum, students can reconstruct some scattered ideas to develop their abilities to understand the material and comprehend it easier and faster

-5 Calendar: Daily questions are prepared during the lecture and answered orally, and quarterly questions

are also created for the exam (Written exam) and preparing the daily rapid exam

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

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

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

Skills

Learning Outcomes 2:

- 1- The skill of encyclopedic reading is achieved by guiding students to use books source
 - 2- The skill of accessing the Internet regarding the topics required as a classroom activity
 - 3- The skill of being able to understand the relationships between the presented ideas
 - 4- The skill of being able to participate and interact
- ### Ethics

Learning Outcome Statement 3

- 1- Urging the student to pay attention to scientific subjects related to the language and make the subject beloved to him
 - 2- Developing his values, beliefs and inclinations
 - 3- Developing students' attitudes according to the branches of linguistics
-
-

9. Teaching and Learning Strategies

- Student participation inside the classroom
 - Homework and detailed explanation by the professor
 - Students' extracurricular participation
 - Urging students to attend the relevant scientific symposium
-

10. Evaluation methods

Short tests - daily exams - semester exams - final exams - and active student attendance
And participate in the lesson

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
1- Asst. Lect. 2- Lect.	English	Linguistics			2	2
Professional Development						
Asst.Lect. Muna Essam Abdullah (M.A)						
There is a process used to mentor new, visiting, full—time, and part—time faculty at The institution and department level.						
Professional development of faculty members						
General and qualifying transferable skills (other skills related to employability and personal development.)						
1- The student's ability to understand linguistic terms						
-2 The student's ability to interact in class						
-3 Training him through induction, deduction, and presenting examples of each theory to encourage students to understand the theory's material						
And apply it practically						
12. Acceptance Criteria						
Central admission						
13. The most important sources of information about the program						
The main authentic references in linguistics						

14.	Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
1 st	SRDS01	Select reading	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name: Select Reading	
2. Course Code: SRDS01	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 01 -10 - 2023	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 4/ 8	
7. Course administrator's name (mention all, if more than one name)	
Name: Muna Isam Abdullah	
Email: muna.e.abdulla@tu.edu.iq	
.....	
.....	
8. Course Objectives	
Course Objectives	Informing the students about the importance of the language, its sciences, and its history, especially the English language, its branches, and its relationship to the sciences other cognitive and most important characteristics of human language. Students are also informed of the most important schools and theorists who contributed to the advancement of this science in both Europe and America and how it developed and reached us as a basic science
9. Teaching and Learning Strategies	
Strategy	. Student participation inside the class
	. Homework and detailed explanation by the professor
	. Students' extracurricular participation
	. Urging students to attend the relevant scientific symposium

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Daily preparation and explanation detailed terminology included in preparation	The Youngsters Behind You Tube When to Use Female Nouns	lecturing	Quiz & Qs/As
2	2	Daily preparation and explanation detailed terminology included in preparation	Your Negative Attitude Can Hurt Your Career	lecturing =	Quiz & Qs/As
3	2	Daily preparation and explanation detailed terminology included in preparation	The Youngsters Behind You Tube	lecturing	Quiz & Qs/As
4	1 st Monthly exam				
5	2	Daily preparation and explanation detailed terminology included in preparation	When to Use Female Nouns	lecturing	Quiz & Qs/As
6	2	Daily preparation and explanation detailed terminology included in preparation	The Colorful World of Synesthesia	lecturing	Quiz & Qs/As
7	2 nd Monthly exam				

8	2	Daily preparation and explanation detailed terminology included in preparation	What is Creative Thinking	lecturing	Quiz & Qs/As
9	2	Daily preparation and explanation detailed terminology included in preparation	Listen Up	Lecturing	Quiz & Qs/As
10	2	Daily preparation and explanation detailed terminology included in preparation	Students Won't Give Up Their French Fries	Lecturing	Quiz & Qs/As
11	2	Daily preparation and explanation detailed terminology included in preparation	Why I Quit The Company	lecturing	Quiz & Qs/As
12	3 rd Monthly exam				
13	2	Daily preparation and explanation detailed terminology included in preparation	East Meets West on Loves Risky Cyberhighway	lecturing	Quiz & Qs/As
14	2	Daily preparation and explanation detailed terminology included in preparation	The Art of Reading	lecturing	Quiz & Qs/As
15	2	Daily preparation and explanation detailed terminology included in preparation	When E.T .Calls	lecturing	Quiz & Qs/As

Course Evaluation 11.

Short tests - daily exams - semester exams - final exams - and active student attendance
Andthe

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Alexander, L. (1967) Developing Skills. Great Britain. London and Beccles.
Main references (sources)	Lee.L. and Gundersun. E.(2011). Select Reading. 2 nd ed. Oxford University Press.
Recommended books and references (scientific journals, reports ...)	- Lee. L. and Gundersun. E. Select Reading. 1 st ed. Oxford University Press.
Electronic References, Websites	www.bookfi.org www.bookfi.org

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Education for Human Sciences

Scientific Department: English

Academic or Professional Program Name: phonetics and phonology

Final Certificate Name: Ph.D. (Linguistics)

Academic System: Courses

Description Preparation Date:

1/10/2024

File Completion Date: 15-1-2025

Signature:

Head of Department Name:

Prof. Dr. Hasan S. Ali

4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

رئيسة الطيف البراهيم الشماري
معاون العميد لشؤون الطلبة
٢٠٢٥/٥/٤

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

الاستاذ الدكتور
فهد شلال خلف

٢٠٢٥/٥/٤

Approval of the Dean

الاستاذ الدكتور

عماد حميد احمد

عميد كلية التربية للعلوم الانسانية

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 staP 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, quaJerly), 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.

1. Program Vision				
Program vision is written here as stated in the university's catalogue and website.				
2. Program Mission				
Program mission is written here as stated in the university's catalogue and website.				
3. Program Objectives				
General statements describing what the program or institution intends to achieve.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Ph.D.		1 st Course	theoretical	Practical
			30	

8. Expected learning outcomes of the program

Knowledge

- a- Explaining the concept of Semantics and showing its scope.
- b- Showing its relation with other related linguistic concepts.
- c- Clarifying the components that are studied under the concept of semantics and the modern theories in this field.

Skills

- 1-The skill of encyclopedic reading is achieved by guiding students to more and more about what is taught in the class.
- 2- The skill of accessing the Internet regarding the topics required as a classroom activity.
- 3- The skill of being able to understand the relationships between the presented ideas.
- 4- The skill of being able to participate and interact.

Ethics

Learning Outcome Statement 3

- 1- Urging the students to pay attention to scientific subjects related to the language and make the subject beloved to them.
- 2- Developing their values, beliefs and inclinations
- 3- Developing students' attitudes according to the branches of linguistics.

9. Teaching and Learning Strategies:

- Student participation inside the classroom
- Homework and detailed explanation by the professor
- Students' extracurricular participation
- Urging students to attend the relevant scientific symposium.

10. Evaluation Methods:

Short tests - daily exams - semester exams - and active student attendance and participate in the lesson

--

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof. Dr.	English	Linguistics			1	

Professional Development
Mentoring new faculty members: No need
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
<p>General and qualifying transferable skills (other skills related to employability and personal development.)</p> <p>1- The student's ability to understand linguistic terms</p> <p>-2- The student's ability to interact in class</p> <p>-3- Training him through induction, deduction, and presenting examples of each theory to encourage students to understand the theory's material and apply it practically.</p>

12. Acceptance Criterion
Admission test

13. The most important sources of information about the program
Books and References that deal with English Semantics.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Ph.D. Linguistics		1 st Course	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name:					
Semantics					
2. Course Code:					
3. Semester / Year:					
2024/2025					
4. Description Preparation Date:					
15-1-2025					
5. Available Attendance Forms:					
2 hours weekly					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2/30					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Muhammed Barjes Salman Email: dijla1983@tu.edu.iq					
8. Course Objectives					
Course Objectives		a- Explaining the concept of Semantics and showing its scope. b- Showing its relation with other related linguistic concepts. Clarifying the components that are studied under the concept of semantics and the modern theories in this field			
9. Teaching and Learning Strategies					
Strategy		1- Student participation inside the class 2- Homework and detailed explanation by the professor 3- Students' extracurricular participation			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Daily preparation and explanation, detailed terminology included in preparation	An Introduction (Scope of Semantics, Semantics and Linguistics, and its Relation with other fields of Linguistics)	Lecturing	The participation and daily, weekly and monthly exam

2	2	Daily preparation and explanation, detailed terminology included in preparation	Historical-Philological Semantics (1.1. and 1.2.)	Lecturing	The participation and daily, weekly and monthly exam
3	2	Daily preparation and explanation, detailed terminology included in preparation	Historical-Philological Semantics (1.3. and 1.4.)	Lecturing	The participation and daily, weekly and monthly exam
4	2	Daily preparation and explanation, detailed terminology included in preparation	Structuralist Semantics (2.1. and 2.2.)	Lecturing	The participation and daily, weekly and monthly exam
5	2	Daily preparation and explanation, detailed terminology included in preparation	Structuralist Semantics (2.3., 2.4. and 2.5.)	Lecturing	The participation and daily, weekly and monthly exam
6	2	Daily preparation and explanation, detailed terminology included in preparation	Generativist Semantics	Lecturing	The participation and daily, weekly and monthly exam
7	2	Daily preparation and explanation, detailed terminology included in preparation	Neostructuralist Semantics (4.1.)	Lecturing	The participation and daily, weekly and monthly exam
8	2	Daily preparation and explanation, detailed terminology included in preparation	Neostructuralist Semantics (4.2.)	Lecturing	The participation and daily, weekly and monthly exam
9	2	Daily preparation and explanation, detailed terminology included in preparation	Cognitive Semantics (5.1.)	Lecturing	The participation and daily, weekly and monthly exam
10	2	Daily preparation and explanation, detailed terminology included in preparation	Cognitive Semantics (5.2. and 5.3.)	Lecturing	The participation and daily, weekly and monthly exam
11	2	Daily preparation and explanation, detailed terminology included in preparation	Cognitive Semantics (5.4. and 5.5.)	Lecturing	The participation and daily, weekly and monthly 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, reportsetc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

- Geeraerts, Dirk (2010). Theories of Lexical Semantics. Oxford: Oxford University Press.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Education for Human Sciences

Scientific Department: English

Academic or Professional Program Name: phonetics and phonology

Final Certificate Name: Ph.D. (Linguistics)

Academic System: Courses

Description Preparation Date:

1/10/2024

File Completion Date: 15-1-2025

Signature:

Head of Department Name:

Prof. Dr. Hasan S. Ali

4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

Signature of Prof. Dr. Rasheed Lateef
Date: 1/10/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Signature of Director
Date: 1/10/2024

1/10/2024

Approval of the Dean

Signature of Dean

Signature of Dean

Signature of Dean

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.

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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.

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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.

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

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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.

1. Program Vision				
Program vision is written here as stated in the university's catalogue and website.				
2. Program Mission				
Program mission is written here as stated in the university's catalogue and website.				
3. Program Objectives				
General statements describing what the program or institution intends to achieve.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
M.A .		1 st Course	theoretical	practical
			45	

8. Expected learning outcomes of the program

Knowledge

- d- Explaining the concept of Semantics and showing its scope.
- e- Showing its relation with other related linguistic concepts.
- f- Clarifying the components that are studied under the concept of semantics and the modern theories in this field.

Skills

- 1-The skill of encyclopedic reading is achieved by guiding students to more and more about what is taught in the class.
- 2- The skill of accessing the Internet regarding the topics required as a classroom activity.
- 3- The skill of being able to understand the relationships between the presented ideas.
- 4- The skill of being able to participate and interact.

Ethics

Learning Outcome Statement 3

- 1- Urging the students to pay attention to scientific subjects related to the language and make the subject beloved to them.
- 2- Developing their values, beliefs and inclinations
- 3- Developing students' attitudes according to the branches of linguistics.

9. Teaching and Learning Strategies:

- Student participation inside the classroom
- Homework and detailed explanation by the professor
- Students' extracurricular participation
- Urging students to attend the relevant scientific symposium.

10. Evaluation Methods:

Short tests - daily exams - semester exams - and active student attendance
and participate in the lesson

--

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof. Dr.	English	Linguistics			1	

Professional Development
Mentoring new faculty members: No need
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
<p>General and qualifying transferable skills (other skills related to employability and personal development.)</p> <p>1- The student's ability to understand linguistic terms</p> <p>-2- The student's ability to interact in class</p> <p>-3- Training him through induction, deduction, and presenting examples of each theory to encourage students to understand the theory's material and apply it practically.</p>

12. Acceptance Criterion
Admission test

13. The most important sources of information about the program
Books and References that deal with English Semantics.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
M.A. Linguistics		1 st Course	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name:					
Semantics					
2. Course Code:					
3. Semester / Year:					
2024/2025					
4. Description Preparation Date:					
15-1-2025					
5. Available Attendance Forms:					
3 hours weekly					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3/45					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Muhammed Barjes Salman Email: dijla1983@tu.edu.iq					
8. Course Objectives					
Course Objectives		c- Explaining the concept of Semantics and showing its scope. d- Showing its relation with other related linguistic concepts. Clarifying the components that are studied under the concept of semantics and the modern theories in this field			
9. Teaching and Learning Strategies					
Strategy		1- Student participation inside the class 2- Homework and detailed explanation by the professor 3- Students' extracurricular participation			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Daily preparation and explanation, detailed terminology included in preparation	Introduction: What is Semantics?	Lecturing	The participation and daily, weekly and monthly exam
2	3	Daily preparation and	Meaning of Meaning	Lecturing	The participation

		explanation, detailed terminology included in preparation			and daily, weekly and monthly exam
3	3	Daily preparation and explanation, detailed terminology included in preparation	Types of Meaning	Lecturing	The participation and daily, weekly and monthly exam
4	3	Daily preparation and explanation, detailed terminology included in preparation	Semantics and Logic	Lecturing	The participation and daily, weekly and monthly exam
5	3	Daily preparation and explanation, detailed terminology included in preparation	Sense and Reference	Lecturing	The participation and daily, weekly and monthly exam
6	3	Daily preparation and explanation, detailed terminology included in preparation	The relationship between Semantics and Pragmatics	Lecturing	The participation and daily, weekly and monthly exam
7	3	Daily preparation and explanation, detailed terminology included in preparation	Sentence, utterance, proposition, text, conversation and discourse	Lecturing	The participation and daily, weekly and monthly exam
8	3	Daily preparation and explanation, detailed terminology included in preparation	Lexical or Sense Relations	Lecturing	The participation and daily, weekly and monthly exam
9	3	Daily preparation and explanation, detailed terminology included in preparation	Ambiguity and Vagueness	Lecturing	The participation and daily, weekly and monthly exam
10	3	Daily preparation and explanation, detailed terminology included in preparation	Semantics and the Dictionary	Lecturing	The participation and daily, weekly and monthly exam
11	3	Daily preparation and explanation, detailed terminology included in preparation	Semiotics	Lecturing	The participation and daily, weekly and monthly exam
12	3	Daily preparation and explanation, detailed terminology included in preparation	Deixis and Definiteness, Inference, and Implicature	Lecturing	The participation and daily, weekly and monthly exam

13	3	Daily preparation and explanation, detailed terminology included in preparation	Entailment and Presupposition	Lecturing	The participation and daily, weekly and monthly exam
14	3	Daily preparation and explanation, detailed terminology included in preparation	Cognitive Linguistics, Cognitive Semantics and Conceptual Metaphor Theory	Lecturing	The participation and daily, weekly and monthly exam

- Hurford, James; Heasley, Brendan; and Smith, Michael, B. (2007). Semantics: A Course Book. (2nd Edition). Cambridge: Cambridge University Press.
- Kempson, R. M. (1977). Semantic Theory. Cambridge: Cambridge University Press.
- Leech, Geoffrey (1974). Semantics. England: Penguin Books.
- Lyons, John (1977). Semantics. Cambridge: Cambridge University Press.
- ----- (1995). Linguistic Semantics: An Introduction. Cambridge: Cambridge University Press.
- Palmer, F. R. (1981). Semantics. Cambridge: Cambridge University Press.
- Saeed, John (2009). Semantics. Oxford: Blackwell Publishing.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Education for Human Sciences

Scientific Department: English

Academic or Professional Program Name: phonetics and phonology

Final Certificate Name: Ph.D. (Linguistics)

Academic System: Courses

Description Preparation Date:

1/10/2024

File Completion Date: 15-1-2025

Signature:

Head of Department Name:

Prof. Dr. Hasan S. Ali

4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

الإستاذ الدكتور
رشيد الطائي
معاون العميد لشؤون الطلبة
٢٠٢٥/٥/٤

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

الإستاذ الدكتور
فهد شلال خلف
٢٠٢٥/٥/٤

Approval of the Dean

الإستاذ الدكتور
عماد حميد أحمد
عميد كلية التربية للعلوم الانسانية

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.

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.

<h2>1. Program Vision</h2> <p>The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology</p>
<h2>2. Program Mission</h2> <p>The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens. The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.</p>
<h2>3. Program Objectives</h2> <ol style="list-style-type: none"> 1. The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society. 2. Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English. 3. Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies. 4. Highly qualified students to continue in postgraduate programs. 5. The department seeks to establish communication channels and areas of cooperation with similar departments in other universities. 6. Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation. 7. The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.

General statements describing what the program or institution intends to achieve.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Second	GRM251	English Grammar	theoretical	practical

8. Expected learning outcomes of the program
<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Understand key concepts and terminology in English morphology and syntax. 2. Recognize the structural components of words, phrases, and sentences. 3. Distinguish between different word formation processes, including inflection and derivation. 4. Describe noun, verb, and adjective paradigms and their grammatical roles. 5. Explain syntactic rules that govern phrase and sentence structure in English. <p>Skills :</p> <ol style="list-style-type: none"> 1. Analyze linguistic structures at the morphological and syntactic levels. 2. Construct well-formed phrases and sentences using standard grammatical rules. 3. Apply grammatical principles to linguistic data and written texts. 4. Identify and correct grammatical errors in spoken and written language. 5. Integrate grammatical knowledge into academic and professional communication.

9. Teaching and Learning Strategies
<ol style="list-style-type: none"> 1. Student participation inside the classroom 2. Homework and a detailed explanation by the professor 3. Students' extracurricular participation 4. Urging students to attend the relevant scientific symposium

10. Evaluation methods
<p>Formative assessment (discussion - presentation - daily assignments....)</p> <p>Diagnostic assessment (semester and final exams) 50% for the annual endeavor (first semester exam is 25% and second semester exam is 25%) 50% for the final exam</p> <p>Short tests - daily exams - semester exams - final exams - and active student attendance and participation.</p>

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professional Development						
Mentoring new faculty members						
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.						
Professional development of faculty members						
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.						
12. Acceptance Criterion						
(Setting regulations related to enrollment in the college or institute, whether central admission or others)						
13. The most important sources of information about the program						
State briefly the sources of information about the program.						
14. Program Development Plan						

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

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

Course Description Form

1. Course Name: English Grammar	
2. Course Code: GRM251	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 1/5/2025	
5. Available Attendance Forms: classroom lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
120/5	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Prof. Mahmood A. Dawood A.L. Israa Bahram Azeez Email: madawood@tu.edu.iq Israa.bahram88@tu.edu.iq	
8. Course Objectives	
Course Objectives	Course Aims and Objectives: 1. Introduce students to Morphology. 2. Introduce students to how words are formed in English. 3. Introduce students to the different inflectional paradigms in English. 4. Students learn about NP and VP in detail. 5. Introduce students to the basic sentence patterns in English.
9. Teaching and Learning Strategies	
Strategy	The course employs a combination of lectures and guided instruction to introduce key concepts in morphology and syntax. Students engage in structured tasks such as sentence analysis, parsing, and word formation to reinforce theoretical understanding. Collaborative activities, including pair and group work, are integrated to encourage peer learning and problem-solving. Visual aids and corpus-based examples are used to support comprehension of abstract grammatical structures. Continuous formative assessment and practical application of concepts in writing and analysis further enhance learning outcomes.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hrs.	Understanding the difference between phonology, morphology, and syntax	Levels of Analysis: What is Phonology/ What is Morphology? Syntax?	Lecture and discussion	Student's attendance and active participation
2	3 hrs.	Identifying and classifying morphemes	Morphemes: Classification: free morphemes, bound morphemes	Lecture and discussion	Student's attendance and active participation
3	3 hrs.	Identify and classify the different types of affixes in English	Bases; affixes: prefixes, suffixes, infixes	Lecture and discussion	Questions and Answers Quiz
4	3 hrs.	Distinguish between inflectional and derivational morphemes.	Inflectional morphemes, Derivational morphemes	Lecture and discussion	Student's attendance and active participation
5	3 hrs.	Recognize homophones and explain allomorph variation.	Homophones/ allomorphs	Lecture and discussion	Student's attendance and active participation

6	1 st Monthly Exam				
7	3 hrs.	Describe noun and verb paradigms.	Paradigms: nouns, verbs, etc.	Lecture and discussion	Student's attendance and active participation
8	3 hrs.	Differentiate between simple and complex words.	Types of words: Simple and complex words	Lecture and discussion	Student's attendance and active participation
9	3 hrs.	Identify and analyze compound words.	Types of words: Compound words and grammatical structures.	Lecture and discussion	Questions and Answers Quiz
10	3 hrs.	Describe and apply major word formation processes.	Word Formation Processes: Compounding, Derivation	Lecture and discussion	Student's attendance and active participation
11	2 nd Monthly Exam				
12	3 hrs.	Describe and apply major word formation processes.	Invention, Echoism, Clipping,	Lecture and discussion	Student's attendance and active participation
13	3 hrs.	Describe and apply major word formation processes.	Acronyms, Blending, Antonomasia	Lecture and discussion	Student's attendance and active participation
14	3 hrs.	Form plural and possessive nouns correctly.	Inflectional Paradigm: Noun Paradigm: plural & possessive	Lecture and discussion	Student's attendance and active participation
15	3 hrs.	Use and explain verb forms and tenses.	The Verb Paradigm	Lecture and discussion	Questions and Answers Quiz

16	3 hrs.	Form and use comparatives and superlatives.	The Comparable Paradigm	Lecture and discussion	Student's attendance and active participation
17	3 rd monthly Exam				
18	3 hrs.	Analyze aspects of verb phrases.	Aspect of the verb phrase	Lecture and discussion	Student's attendance and active participation
19	3 hrs.	Identify qualifiers, prepositions, determiners, and auxiliaries.	Parts of Speech Structure Classes: Qualifiers, Prepositions, determiners, auxiliaries	Lecture and discussion	Student's attendance and active participation
20	3 hrs.	Use personal, interrogative, and relative pronouns correctly.	Pronouns: personal, interrogative, relative	Lecture and discussion	Questions and Answers Quiz
21	3 hrs.	Understand and analyze basic sentence structure.	The Syntax of English	Lecture and discussion	Student's attendance and active participation
22	3 hrs.	Identify and construct noun phrases.	Noun Phrases	Lecture and discussion	Student's attendance and active participation
23	3 hrs.	Identify and construct verb phrases.	Verb Phrases	Lecture and discussion	Student's attendance and active participation
24	3 hrs.	Identify and use the pattern : subject and intransitive verb	Subject and Verb	Lecture and discussion	Student's attendance and active participation
25	3 hrs.	Identify and use the pattern	Basic Sentence Patterns1: N be Aj	Lecture and discussion	Student's attendance and active participation
26	4 th Monthly Exam				

27	3 hrs.	Identify and use the pattern	Pattern2: N be Av, Pattern 3:N1 be N1	Lecture and discussion	Student's attendance and active participation
28	3 hrs.	Identify and use the pattern	Pattern4: N LV Aj, Pattern5: N1 LV N1	Lecture and discussion	Student's attendance and active participation
29	3 hrs.	Identify and use the pattern	Pattern6: N InV , Pattern7: N1 TrV N2	Lecture and discussion	Student's attendance and active participation
30	3 hrs.	Review	Review	discussion	Student's attendance and active participation

Final Exams

11.Course Evaluation

First Course:

Monthly Exam: 20

Daily homework: 5

Total: 25

Second Course:

Monthly Exam: 20

Daily homework: 5

Total: 25

Total for the 1st and 2nd Courses: 50

Final Exam: 50

Final Grade: 100

12. Learning and Teaching Resources

Required textbook:	Stageberg, N., <i>An Introductory English Grammar</i> , Holt, Rinehart & Winston, 1982.
Main references:	A Student's Grammar of English Language.(1990.) by S. Greenbaum and R..Quirk. London: Longman
Recommended books and references (Scientific journals and books):	A Comprehensive Grammar of English Language.1985.by R. Quirk, S. Greenbaum, G. Leech, and J. Svartvik. London: Longman

Electronics references and websites :	www.bbc.new.com
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Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Education for Human Sciences

Scientific Department: English

Academic or Professional Program Name: phonetics and phonology

Final Certificate Name: Ph.D. (Linguistics)

Academic System: Courses

Description Preparation Date:

1/10/2024

File Completion Date: 15-1-2025

Signature:

Head of Department Name:

Prof. Dr. Hasan S. Ali

4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

الاستاذ الدكتور
رشيد الصفيان البراهيم المشعاري
معاون العميد لشؤون الطلبة
٢٠٢٥/٥/٤

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

الاستاذ الدكتور
فهد شلالن خلف

٢٠٢٥/٥/٤

Approval of the Dean

الاستاذ الدكتور

عماد حميد احمد

عميد كلية التربية للعلوم الانسانية

Introduction:

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

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1. Program Vision
<p>The program aspires to excel in teaching English poetry as a vital part of literary studies. It encourages appreciation of poetic language and its cultural, historical, and artistic contexts. Through studying diverse poetic traditions, students develop critical and analytical skills. The program supports building a knowledge-based society through literary engagement.</p>
2. Program Mission
<p>The program aims to promote the study of English poetry as a path to cultural understanding and creative expression. It offers a rich academic environment that encourages literary analysis and appreciation of poetic forms. Students are guided to think critically and engage deeply with poetic texts across periods and cultures. The mission is to prepare thoughtful graduates who value literature and contribute meaning fully to society.</p>
3. Program Objectives
<ol style="list-style-type: none"> 1. Develop students' ability to read, interpret, and analyze English poetry critically. 2. Enhance understanding of major poetic movements and traditions across historical periods. 3. Foster appreciation of poetic language, form, and technique. 4. Encourage connections between poetry and its cultural, philosophical, and historical contexts. 5. Support creative and analytical thinking through engagement with poetic texts. 6. Prepare students for academic research and literary discussion in the field of poetry. 7. Cultivate ethical and responsible learners who value literature's role in society.
<p>General statements describing what the program or institution intends to achieve.</p>
4. Program Accreditation
<p>Does the program have program accreditation? And from which agency?</p>
5. Other external influences

Is there a sponsor for the program?

6 Program Structure

Program Structure

Institution

Requirements

7. Program Description		Number of Courses	Credit hours	Percentage	Reviews
Year/Level	Course Code	Course Name			Credit Hours
Second	POE251	Poetry Theory and Analysis		theoretical	practical
				3	1
8. Expected learning outcomes of the program					
<p>Knowledge:</p> <p>Identify and explain key poetic terms and devices (e.g., metaphor, meter, rhyme).</p> <ol style="list-style-type: none"> 1. Recognize the structural elements of a poem (stanzas, lines, rhythm, sound patterns). 2. Distinguish among major poetic forms and genres (sonnet, ode, free verse, etc.). 3. Describe the historical and cultural contexts that shaped different poetry movements. 4. Explain how poetic techniques (enjambment, caesura, imagery) create meaning and effect. 					
<p>Skills :</p> <p>1. Analyze and interpret poetic forms, structures, and stylistic elements in various poems.</p> <ol style="list-style-type: none"> 1. Construct coherent and insightful analyses of poems, demonstrating a deep understanding of poetic techniques. 2. Apply literary theories and critical approaches to interpret and evaluate poems. 3. Identify and explain the use of poetic devices (e.g., symbolism, alliteration) in both classic and contemporary poetry. 4. Integrate poetic analysis into academic writing and literary discussions effectively. 					

9. Teaching and Learning Strategies				
<ol style="list-style-type: none"> 1. Active student participation in classroom discussions and analysis of poems. 2. Regular assignments and detailed feedback from the professor to enhance understanding of poetic texts. 3. Encouraging students to engage in extracurricular activities, such as poetry readings and literary events. 4. Promoting attendance at relevant literary seminars, workshops, and conferences to deepen exposure 				
10. Evaluation methods				
Formative assessment (discussion - presentation - daily assignments....) Diagnostic assessment (semester and final exams) 50% for the annual endeavor (first semester exam is 25% and second semester exam is 25%) 50% for the final exam Short tests - daily exams - semester exams - final exams - and active student attendance and participation.				
College Requirements				
Department Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
14. Program Development Plan						

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)
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13. The most important sources of information about the program

State briefly the sources of information about the program.

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
Second		Poetry	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Course Description Form

1. Course Name: English Grammar	
2. Course Code: POE251	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 1/5/2025	
5. Available Attendance Forms: classroom lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
120/5	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Prof.Dr. Dheyaa Ramadhan Alwan Email: deyaa.r.alwan@tu.edu.iq <div style="text-align: right;">.....</div>	
8. Course Objectives	
Course Objectives	Course Aims and Objectives: <ol style="list-style-type: none"> 1. Introduce students to the foundational concepts of poetry and its various forms. 2. Teach students how to analyze and interpret the structure and meaning of poems. 3. Familiarize students with major poetic movements, including Romanticism, Modernism, and Contemporary poetry. 4. Enable students to explore the relationship between form, content, and cultural context in poetry. 5. Develop students' ability to write and present critical essays on poetry using literary theories and analytical methods.
9. Teaching and Learning Strategies	

Strategy	<p>The course employs a blend of lectures and guided workshops to introduce key concepts in poetry analysis. Students engage in close-reading exercises and structured tasks—such as scanning meter, annotating imagery, and tracing thematic development—to reinforce interpretive skills. Collaborative activities (pair-and-group discussions, peer-led readings) foster dialogue and deepen understanding of poetic techniques. Multimedia presentations and selected audio recordings support appreciation of sound patterns and performance contexts. Ongoing formative assessments (reflection journals, in-class analyses) and a culminating portfolio of critical essays ensure practical application of concepts and track student progress.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hrs.	Understand the distinction between poetry and prose	Introduction to Poetry: Definitions, Functions, Differences	Lecture and discussion	Student attendance and active participation
2	3 hrs.	Identify key poetic devices and their effects	Imagery, metaphor, simile, alliteration, assonance	Lecture and close-reading	Student engagement, discussion
3	3 hrs.	Analyze poem structure and meter	Stanza forms, rhyme schemes, rhythm, and meter	Guided analysis, audio readings	In-class activity, short quiz
4	3 hrs.	Distinguish between poetic forms	The sonnet, ode, elegy, free verse, haiku		Student's attendance and active participation

5	3 hrs.	Middle English Poetry: Chaucer and early lyri	Introduction to Movements: Metaphysical, Romantic, Modern	Historical overview	Student's attendance and active participation
6	1 st Monthly Exam				
7	3 hrs.	Study Medieval poetry	Chaucer and Middle English Lyrics	Reading & historical context	Student's attendance and active participation
8	3 hrs.	. Study Renaissance poetry	Shakespearean Sonnets and Spenser		Student's attendance and active participation
9	3 hrs.	Study Metaphysical poetry	John Donne and Conceit	Close reading	Quiz
10	3 hrs.	. Analyze poetic paradox and wit	Herbert, Marvell	Lecture + group work	In-class debate
11	2 nd Monthly Exam				
12	3 hrs.	Explore Neoclassical ideals	Pope and 18th Century Verse	Contextual reading	Student's attendance and active participation
13	3 hrs.	Review Romanticism's emergence	Romantic Ideals and Imagination	Lecture & discussion	Student's attendance and active participation
14	3 hrs.	Analyze Romantic poets	Shelley, Keats, Byron	Guided reading	Student's attendance and active participation

15	3 hrs.	Review Romantic to Victorian transition	From Emotion to Morality	Review discussion	Questions and Answers Quiz
16	3 hrs.	Study Victorian poetry	Tennyson: Elegy and Loss	Textual analysis	Group task
17	3 rd monthly Exam				
18	3 hrs.	Continue Victorian study	Robert Browning and Dramatic Monologue	Performance reading	Quiz
19	3 hrs.	Compare Victorian voices	Arnold and Rossetti	Discussion	
20	3 hrs.	Introduce early 20th century shifts	From Victorian to Modern	Lecture + examples	Questions and Answers Quiz
21	3 hrs.	. Explore Modernist fragmentation	T.S. Eliot: <i>The Waste Land</i>	Deep reading	Student's attendance and active participation
22	3 hrs.	Continue Modernism	W.B. Yeats: Symbolism and Myth	Lecture + comparison	Student's attendance and active participation
23	3 hrs.	Explore war poetry	Owen and Sassoon	Guided discussion	Student's attendance and active participation
24	3 hrs.	Introduce Postmodern poetry	Ambiguity, irony, and self-reflexivity	Examples + open forum	Student's attendance and active participation

25	3 hrs.	Study female poetic voices	Plath, Duffy, and Feminist Poetics	Reading + class dialogue	Student's attendance and active participation
26	4 th Monthly Exam				
27	3 hrs.	Focus on Global English poetry	Postcolonial Voices: Walcott, Okot p'Bitek	Lecture + discussion	Student's attendance and active participation
28	3 hrs.	Study contemporary forms	Spoken Word, Digital Poetry	Media viewing + analysis	Student's attendance and active participation
29	3 hrs.	Conduct creative workshop	Writing in Poetic Forms	Workshop setting	Draft submission
30	3 hrs.	Review all movements and styles	Summary and Thematic Review	Recap + discussion	Review quiz
Final Exams					
12.Course Evaluation					
First Course: Monthly Exam: 20 Daily homework: 5 Total: 25 Second Course: Monthly Exam: 20 Daily homework: 5 Total: 25 Total for the 1 st and 2 nd Courses: 50 Final Exam: 50 Final Grade: 100					
12. Learning and Teaching Resources					
Required textbook:			Greenblatt, S., Simpson, J., Lynch, D., Robson, C., & Stallworthy, J. (Eds.). (2023). <i>The Norton anthology of English literature</i> (10th ed.). W.W. Norton & Company.		

Main references:	L, G. (193). <i>POETRY AND PROSE APPRECIATION FOR</i> Longman	
Recommended books and references (Scientific journals and books):	PMLA (Publications of the Modern Language Association)[] www.mla.org/PMLA	
Electronics references and websites :	(www.allaboutcircuits.com)	

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Education for Human Sciences

Scientific Department: English

Academic or Professional Program Name: phonetics and phonology

Final Certificate Name: Ph.D. (Linguistics)

Academic System: Courses

Description Preparation Date:

1/10/2024

File Completion Date: 15-1-2025

Signature:

Head of Department Name:

Prof. Dr. Hasan S. Ali

4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

Signature of Prof. Dr. Rasheed Lateef
Date: 15/1/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Signature of the Director
Date: 15/1/2025

15/1/2025

Approval of the Dean

Signature of the Dean

Emad Hameed Ahmad

Dean of the Faculty of Education for Human Sciences

Introduction:

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Concepts and terminology:

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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.

1. Program Vision
Leadership and excellence as a professional educational institution that works to qualify and graduate highly qualified national human resources to support the labor market and to be a major source of applied research that supports the economic process and participation in social welfare.
2. Program Mission
Providing distinguished higher education in accordance with international standards to meet the requirements of the labor market with scientific and educational skills, care and attention to authentic and sober scientific research and its ethics in a way that ensures achieving excellence for the university globally and serving the local community to solve problems and raise the level of performance of institutions.
3. Program Objectives
Building an educational institution characterized by progress and sophistication, developing and building bridges of communication with other institutions with a sustainable future, and enhancing students' capabilities.
4. Program Accreditation
Does the program have program accreditation? And from which agency?
5. Other external influences
Is there a sponsor for the program?
6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2	120		
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description																				
Year/Level	Course Code	Course Name	Credit Hours																	
3 rd level	L&S03		theoretical	practical																
8. Expected learning outcomes of the program																				
Learning, understanding, preservation and analysis																				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; border-right: 1px solid black; padding: 2px;">Skills</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">Learning Outcomes 2</td> <td style="padding: 2px;">Learning Outcomes Statement 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">Learning Outcomes 2</td> <td style="padding: 2px;">Learning Outcomes Statement 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">Learning Outcomes 3</td> <td style="padding: 2px;">Learning Outcomes Statement 3</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">Ethics</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">Learning Outcomes 4</td> <td style="padding: 2px;">Learning Outcomes Statement 4</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">Learning Outcomes 5</td> <td style="padding: 2px;">Learning Outcomes Statement 5</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">Learning Outcomes 5</td> <td style="padding: 2px;">Learning Outcomes Statement 5</td> </tr> </table>					Skills		Learning Outcomes 2	Learning Outcomes Statement 2	Learning Outcomes 2	Learning Outcomes Statement 2	Learning Outcomes 3	Learning Outcomes Statement 3	Ethics		Learning Outcomes 4	Learning Outcomes Statement 4	Learning Outcomes 5	Learning Outcomes Statement 5	Learning Outcomes 5	Learning Outcomes Statement 5
Skills																				
Learning Outcomes 2	Learning Outcomes Statement 2																			
Learning Outcomes 2	Learning Outcomes Statement 2																			
Learning Outcomes 3	Learning Outcomes Statement 3																			
Ethics																				
Learning Outcomes 4	Learning Outcomes Statement 4																			
Learning Outcomes 5	Learning Outcomes Statement 5																			
Learning Outcomes 5	Learning Outcomes Statement 5																			
9. Teaching and Learning Strategies																				
-Student participation inside the classroom -Homework and detailed explanation by the professor - Students' extracurricular participation - Urging students to attend the relevant scientific symposium																				
10. Evaluation methods																				
Short tests - daily exams - semester exams - final exams - and active student attendance And participate in the lesson																				

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Lecturer	English	Linguistics				
Professional Development						
Mentoring new faculty members						
There is a process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.						
Professional development of faculty members						
General and qualifying transferable skills (other skills related to employability and personal development.) 1- The student's ability to understand linguistic terms -2 The student's ability to interact in class -3 Training him through induction, deduction, and presenting examples to encourage students to understand the material						
12. Acceptance Criterion						
(Setting regulations related to enrollment in the college or institute, whether central admission or others)						
13. The most important sources of information about the program						
Craven,Miles (2009) Real Listening and Speaking 4 . Cambridge: Cambridge University Press Dictionaries+ Cultural Dictionaries + Grammar Books. Audio DVD Download + Chapter Tests with new reading passages						
14. Program Development Plan						

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
3 rd level	L&S03	Annual	basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name:	
Real Listening and Speaking	
2. Course Code: L&S03	
3. Semester / Year:	
2024/2025	
4. Description Preparation Date:	
1/10/2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	
Lec. Waqas Saedi Lec. Rawaa Ali rawaa.a.hussein@tu.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Developing students' skills in introducing students to the English language. Developing students' ability to speak and listen to text. Introducing students to Western culture through excerpts from the book. Developing the ability to write and master grammar. •
9. Teaching and Learning Strategies	
Strategy	Student participation inside the class . Homework and detailed explanation by the professor . Students' extracurricular participation

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 1	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 2	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 3	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 4	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 5	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 6	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 7	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 8	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 9	lecturing	Solving exercises, speaking and quiz

1	2	Daily preparation and explanation detailed terminology included in preparation	Unit10	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 11	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 12	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 13	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 14	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 15	lecturing	Solving exercises, speaking and quiz
1	2	Daily preparation and explanation detailed terminology included in preparation	Unit 16	lecturing	Solving exercises, speaking and quiz

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Education for Human Sciences

Scientific Department: English

Academic or Professional Program Name: phonetics and phonology

Final Certificate Name: Ph.D. (Linguistics)

Academic System: Courses

Description Preparation Date:

1/10/2024

File Completion Date: 15-1-2025

Signature:

Head of Department Name:

Prof. Dr. Hasan S. Ali

4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

Signature of Prof. Dr. Rasheed Lateef
Date: 15/1/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Signature of Director
Date: 15/1/2025

Approval of the Dean

Signature of Dean

Signature of Dean
Date: 15/1/2025

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رئيسية الطيف البراهيم المشوار
معاون العميد لشؤون الطلبة
٢٠٢٥/٥/٤

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Director of the Quality Assurance and University Performance Department:

Date:

Signature:

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فهد شلال خلف

٢٠٢٥/٥/٤

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عماد حميد احمد

عميد كلية التربية للعلوم الانسانية

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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.

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TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

1. Teaching Institution	University of Tikrit / College of Education for Human sciences
2. University Department/Centre	English Department
3. Course title/code	English language
4. Title of Final Award	Bachelor degree in English language
5. Modes of Attendance offered	System of semi-annual (courses)
6. Semester/Year	Second academic year / second semester
7. Number of hours tuition (total)	(2) hours weekly of (15) weeks(30 hours)
7. Other external influences	Committee of Deans Colleges of Education
8. Date of production/revision of this specification	28/03/2024
9. Aims of the Programme	
The objectives of the course are as follows:	
The Adult Education and Learning program aims to:	
1. Foster Lifelong Learning:	

Equip individuals with the skills and motivation to engage in continuous personal and professional development throughout their lives.

2. Promote Self-Directed Learning:

Empower learners to take responsibility for their own education by setting goals, identifying resources, and evaluating progress independently.

3. Enhance Teaching Effectiveness:

Prepare educators and trainers to design and deliver impactful learning experiences tailored to adult learners' unique needs and preferences.

4. Develop Critical Thinking and Problem-Solving Skills:

Encourage analytical and reflective thinking, enabling learners to address complex challenges in educational, professional, and personal contexts.

5. Cultivate Emotional Intelligence:

Build emotional awareness, empathy, and interpersonal skills for fostering inclusive and supportive learning environments.

6. Integrate Brain-Based Learning Principles:

Utilize neuroscience research to develop teaching strategies that optimize knowledge retention, engagement, and cognitive development.

7. Address Academic and Emotional Stress:

Equip learners with the tools to recognize, manage, and reduce stress, enhancing well-being and academic performance.

8. Support Community and Workforce Development:

Contribute to societal progress by developing skilled, adaptable, and engaged citizens who can meet the evolving needs of the workplace and their communities.

9. Promote Cultural Awareness and Inclusivity:

Encourage sensitivity to diverse backgrounds, fostering equitable learning opportunities and mutual understanding in multicultural contexts.

10. Advance Research and Innovation in Adult Education:

Inspire learners to explore new approaches, contribute to the field's body of knowledge, and address emerging trends in adult education.

These aims collectively support the overarching⁴ goal of empowering adults to succeed in dynamic and diverse learning environments while contributing to personal growth and societal advancement.

Teaching and Learning Outcomes and Methods Assessment

Teaching and Learning Outcomes

Program-Level Learning Outcomes

By the end of the program, participants will be able to:

1. Knowledge:

Demonstrate an understanding of adult learning theories, brain-based learning principles, and emotional intelligence.

Explain the unique characteristics and needs of adult learners.

Understand the impact of stress and emotional factors on learning and performance.

2. Skills:

Develop and implement self-directed learning strategies.

Design and deliver effective learning activities tailored to adult learners.

Apply neuroscience research to enhance teaching practices.

Identify and manage academic stress among learners.

3. Attitudes and Values:

Foster inclusive and culturally sensitive educational environments.

Exhibit empathy, patience, and ethical conduct in educational settings.

Embrace lifelong learning as a personal and professional goal.

Teaching Methods

1. Lectures and Presentations:

Deliver foundational knowledge and theoretical frameworks in adult education.

2. Interactive Discussions:

Facilitate peer learning through group discussions, case studies, and problem-solving sessions.

3. Workshops and Seminars:

Conduct hands-on sessions focusing on practical skills such as creating lesson plans or stress management techniques.

4. Project-Based Learning:

Encourage participants to work on real-world projects, such as designing an educational program or conducting a learning needs assessment.

5. Reflective Practice:

Assign reflective journals to help learners analyze their experiences and personal growth.

6. Role-Playing and Simulations:

Simulate teaching scenarios and learner interactions to build empathy and problem-solving skills.

7. Case Studies and Problem-Based Learning:

Analyze real-life educational challenges and propose solutions.

8. Technology Integration:

Use digital tools and platforms to enhance learning, such as virtual classrooms, learning management systems, and multimedia resources.

Assessment Methods

1. Formative Assessments:

Quizzes and Tests: Evaluate foundational knowledge and comprehension of key concepts.

Class Participation: Assess engagement in discussions and group activities.

Peer Feedback: Promote collaborative learning and provide constructive feedback among peers.

2. Summative Assessments:

Final Projects: Require participants to design a comprehensive adult education program or strategy.

Research Papers: Evaluate the application of theories to real-world scenarios.

Portfolios: Compile lesson plans, reflective journals, and project outcomes to demonstrate learning achievements.

3. Practical Assessments:

Teaching Simulations: Observe and evaluate participants delivering lessons using adult learning principles.

Workshops and Role-Plays: Assess the application of emotional intelligence and stress management strategies.

4. Self and Peer Assessments:

Encourage self-reflection and peer evaluation to identify strengths and areas for improvement.

5. Reflective Journals:

Assess learners' ability to critically analyze their learning experiences and integrate feedback.

6. Oral Presentations:

Evaluate communication skills and the ability to present ideas effectively to diverse audiences.

This combination of teaching methods and assessments ensures a comprehensive learning experience, emphasizing both theoretical understanding and practical application.

Teaching and learning methods

1. Large totals
2. Small groups
3. Interactive participation in the designated website by giving lectures and conducting multiple tests

Emotional and values goals

- Teamwork as one team
- The importance of respecting time and performing tasks within the specified time
- Encouraging each student to gain self-confidence while speaking to a larger number of students by discussing scientific topics.
- Using the self-motivation factor for each student for the purpose of improving English language skills for better moral⁷ and scientific performance

General and qualifying transferable skills (other skills related to employability and personal development).

- Fluency in using the English language through the four skills: speaking, listening, reading and writing
- Proficiency in the use of grammar rules for the advanced level
- Contributing to academic activities whose main language is English.
- Developing the student's skills by focusing on some external influences that help in developing himself.

Program

Hours		Curriculum	Code	Stage
Clinical	Theory			
-	2 hours	Adult education learning		Second

Course development plan

- The use of information technology, with a group of educational websites, which help in developing English language skills.
- Using a group of books specialized in teaching the English language.
- Access to recent research, articles and studies related to modern learning methods.

References

- Liz and John Soars, Mike sayer
- Oxford University
- www.bbc.news.com

Curriculum skill plan	
-----------------------	--

Mark the individual learning outcomes of the evaluating program

[illegible][illegible]

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Education for Human Sciences

Scientific Department: English

Academic or Professional Program Name: phonetics and phonology

Final Certificate Name: Ph.D. (Linguistics)

Academic System: Courses

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1/10/2024

File Completion Date: 15-1-2025

Signature:

Head of Department Name:

Prof. Dr. Hasan S. Ali

4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

Signature of Prof. Dr. Rasheed Lateef
Date: 2025/1/15

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Signature of the Director
Date: 2025/1/15

2025/1/15

Approval of the Dean

Signature of the Dean
Date: 2025/1/15

Introduction:

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1. Program Vision				
Program vision is written here as stated in the university's catalogue and website.				
2. Program Mission				
Program mission is written here as stated in the university's catalogue and website.				
3. Program Objectives				
General statements describing what the program or institution intends to achieve.				
This program is prepared for the general goal of making the students of for class master conversation in an advanced way.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
This program is authorized and tolerated by the ministry of higher education.				
5. Other external influences				
Is there a sponsor for the program?				
A textbook that is taught at the university of Baghdad college of education for humanities/English Department				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2	3	75	
College Requirements	2	3		

Department	2	2	50	
Requirements				
Summer Training	None	None	None	
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
4 th class	Grammar 4	Grammar	theoretical	practical
			Yes	No

8. Expected learning outcomes of the program

Knowledge

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

9. Teaching and Learning Strategies

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

This program conducts a collaborative learning method. It paves the way to the students to indulge into real situations.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instructor	English language	Linguistics			Yes	
Professional Development						
Mentoring new faculty members						
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.						
Professional development of faculty members						
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.						
12. Acceptance Criterion						
(Setting regulations related to enrollment in the college or institute, whether central or decentralized, will presumably be able to speak English and will have a certain degree of fluency in different social contexts)						
The students hereby will presumably be able to speak English and will have a certain degree of fluency in different social contexts)						
The type of enrollment to the students is central and of two kinds: morning studies and evening studies.						
13. The most important sources of information about the program						
State briefly the sources of information about the program.						

Quirk and Greenbaun (1973). A University Grammar of English

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
4 th class	Grammar 4	Grammar	Basic	√				√				√

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

.....
.....
.....

Course Description Form

1. Course Name:
Grammar
2. Course Code:
Grammar4
3. Semester / Year:
2024-2025
4. Description Preparation Date:

5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3					
7. Course administrator's name (mention all, if more than one name)					
Name: Ali Irshad Rushdi Email: ali.rushdi85@ti.edu.iq					
8. Course Objectives					
Course Objectives			·mastering Rules of Grammar ·improving fluency .		
9. Teaching and Learning Strategies					
Strategy		Collaborative learning strategy			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
30	120	Get fluency and accepted amount of using English rules of Grammar	The units in the syllabus	Collaborative	Testing examination and quizzes

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, , or written exams, reportsetc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Academic Program Description Form

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Scientific Department: English

Academic or Professional Program Name: phonetics and phonology

Final Certificate Name: Ph.D. (Linguistics)

Academic System: Courses

Description Preparation Date:

1/10/2024

File Completion Date: 15-1-2025

Signature:

Head of Department Name:

Prof. Dr. Hasan S. Ali

4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

رئيسية الطيف ابراهيم الشاوي
معاون العميد لشؤون الطلبة
٢٠٢٥/٥/٤

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

الاستاذ الدكتور
فيصل شالان خلف

٢٠٢٥/٥/٤

Approval of the Dean

الاستاذ الدكتور

عماد حميد احمد

عميد كلية التربية للعلوم الانسانية

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.

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Concepts and terminology:

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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.

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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.

1. Program Vision				
Program vision is written here as stated in the university's catalogue and website.				
2. Program Mission				
Program mission is written here as stated in the university's catalogue and website.				
3. Program Objectives				
General statements describing what the program or institution intends to achieve.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	Practical

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

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

10. Evaluation methods
Implemented at all stages of the program in general.

11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
	General	Special			<div style="display: flex; justify-content: space-between;"> Staff Lecturer </div>

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program


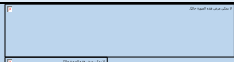
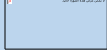


State briefly the sources of information about the program.

14. Program Development Plan

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

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

Course Description Form

1. Course Name: English Language					
2. Course Code: English Phonetics and Phonology					
3. Semester / Year: 2024-2025					
4. Description Preparation Date: 15\4\2025					
5. Available Attendance Forms: 6 hours weekly					
6. Number of Credit Hours (Total) / Number of Units (Total) 6 \5					
7. Course administrator's name (mention all, if more than one name) Name: Wisam Shaher Badawi Email: wasamshaher@tu.edu.iq					
Name: Email:					
8. Course Objectives					
Course Objectives		<input type="checkbox"/> training the students of correct pronunciation <input type="checkbox"/> using linguistics structure in speaking <input checked="" type="checkbox"/> understanding the characteristics of English sounds			
9. Teaching and Learning Strategies					
Strategy	1- The production of English sounds 2- Give accurate description of sounds 3- Give accurate description of letters and sounds in pronunciation and distinguishing between them				
10. Course Structure					
	Hours	Required Learning Outcomes	 	 	Evaluation method

1-2	6 hours weekly	The difficulties and problems of pronunciation	The problems of pronunciation	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
4-3	6 hours weekly	The phoneme – Fricatives	Definition, types of fricatives sounds	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
5-6	6 hours weekly	Nasals	The distribution of nasals	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
7-8	6 hours weekly	The syllable	The nature of the syllable, the structure of the syllable	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
9-10	6 hours weekly	Strong and weak forms	-	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
11-12	6 hours weekly	Stress	The nature of stress, levels of stress	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
13-14	6 hours weekly	Complex words	Suffixes, prefixes, compound words	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
15-16	6 hours weekly	Weak forms	Weak forms	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
17-18	6 hours weekly	Problems in phonemic analysis	Affricates, English vowel system, syllabic consonants	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam

19-20	6 hours weekly	Aspects of connected speech	Rhythm , assimilation and elision	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam
21-22	6 hours weekly	Intonation	Intonation 1	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam
23-24	6 hours weekly	Intonation	Intonation 2	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam
25-26	6 hours weekly	Intonation	Intonation 3	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam
27-28	6 hours weekly	Functions of intonation	Functions of intonation 1	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam
29-30	6 hours weekly	Functions of intonation	Functions of intonation 2	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam

Academic writing	
2. Course Code:	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
1\10\2024	
5. Available Attendance Forms:	
On campus	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hrs. per an academic year, 2 hrs. a week	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Ibrahim Kh. Saleh	
Email:	
8. Course Objectives	
<p>Course Objectives</p> <p>On completion of the course, students are expected have learned:</p> <ul style="list-style-type: none"> - the sequence structure of effective information, - creating a flowing text through linking ideas a arguments smoothly, - writing clear and concise texts, - taking a critical view of their own work, - how to engage the reader's interest, - the logical sequence of narrating and describing 	<ul style="list-style-type: none"> • • •
9. Teaching and Learning Strategies	

Strategy	Following modern methods for writing skills by giving class and home assignments on various topics, having them read by the professor, and learning the structures of grammatical and academic sentences
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	2	How can writing	Paragraph format	discuss	weekly and final Exam
3-4	2	Following the narrative in writing	Narrative paragraph	Explanation Discussion Solve exercise	Weekly and final Exam
5	2	Learning how can writing structure	Paragraph structure	Explanation	Weekly and final Exam
6-7	2	Learning how can writing Descriptive	Descriptive paragraph	Discussion	Weekly and final Exam
8	2	Learning how can writing structure logical	Logical division of ideas	Solve exercise	Weekly and final Exam
9	2	Learning how can writing structure process	Process paragraph	Explanation	Weekly and final Exam
10-11	2	Learning how can writing structure comparison	Comparison/contrast Paragraph	Discussion	Weekly and final Exam

12	2	Learning how can writing structure	Definition paragraph	Solve exercise	Weekly and final Exam
13-14	2	Learning how can writing	Essay Organization	Explanation	Weekly and final Exam
15	2	structure essay	Opinion Essays	Discussion	Weekly and final Exam

11. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, or written exams, reports.....etc	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Introduction to academic writing
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Education for Human Sciences

Scientific Department: English

Academic or Professional Program Name: phonetics and phonology

Final Certificate Name: Ph.D. (Linguistics)

Academic System: Courses

Description Preparation Date:

1/10/2024

File Completion Date: 15-1-2025

Signature:

Head of Department Name:

Prof. Dr. Hasan S. Ali

4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

Signature of Prof. Dr. Rasheed Lateef
Date: 1/10/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Signature of the Director
Date: 1/10/2024

1/10/2024

Approval of the Dean

Signature of the Dean
Date: 1/10/2024

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The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology
2. Program Mission
The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.
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and developments in scientific research, both at the level of English language and literature.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
Not Yet				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
8. Expected learning outcomes of the program				
1- Ability to use tenses correctly.				
2- Ability to understand the types of sentences in English.				
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
9. Teaching and Learning Strategies				
1- Giving lectures (explanation and clarification)				
2- The use of technological teaching aids (Educational Films - Electronic Lectures)				
3- Self-learning method by supporting a learner-centered learning environment				
10. Evaluation methods				
Short tests - daily exams - semester exams - final exams - and active student attendance, and participate in the lesson				

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Lecturer	Grammar	Grammar			1	1

Professional Development

Fouad Hussein Ali

Mentoring new faculty members

There is a process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangement

12. Acceptance Criterion

1-The student should: Work on practicing how to create different types of sentence linking tools and auxiliary verbs

2- The student should: Predict the mistakes that he or his classmates make in the topics of the lesson.

13. The most important sources of information about the program

The main authentic references in Grammar

14. Program Development Plan

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

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

Course Description Form

1. Course Name: English Grammar					
2. Course Code: /(GRM161)					
3. Semester / Year:2024/2025					
4. Description Preparation Date: 8/1/2025					
5. Available Attendance Forms: Attendance					
6. Numuber of Credit Hours (Total) / Number of Units (Total): 70 Hours					
7. Course administrator's name (mention all, if more than one name)					
Name: Fouad Hussien Ali Email:alfouad1985@tu.edu.iq					
8. Course Objectives					
Course Objectives This course aims to develop the student's abilities in the structure of the sentence in English with regard to the form, content, tenses and types of the sentence, phrase, semi-sentence and even the word and knowledge of the rules and principles of dealing with each of them so that the student can create correct sentences free of grammatical errors.		<ul style="list-style-type: none"> • • • 			
9. Teaching and Learning Strategies					
Strategy	1- Giving lectures (explanation and clarification) 2- The use of technological teaching aids (Educational Films - Electronic Lectures) 3- Self-learning method by supporting a learner-centered learning environment				
10. Course Structure					
Week	Hours	Required Learning Outcomes			Evaluation method

1-6	18	The student should be familiar with simple use of tenses	tenses	Lecture and explanation	Discussion and exercise
7-8	6	The student should be familiar with rephrase the sentence	Conditional sentence	Lecture and explanation and examples	Discussion and exercise and test
9-10	6	The student should be familiar with change the sentence into passive	passive	Lecture and explanation and examples	Discussion and exercise and test
11	3	The student should be familiar with types of reported speech sentences	reported speech	Lecture and explanation and examples	Discussion and exercise and test
12	3	The student should be able to write and generate questions	questions	Lecture and explanation and examples	Discussion and exercise and test
13	3	The student should be able to use auxiliary verbs in short questions	auxiliary verbs	Lecture and explanation and examples	Discussion and exercise and test
14-16	9	The student should be able to write sentence using ing- and infinitive	ing- and infinitive	Lecture and explanation and examples	Discussion and exercise and test
17-20	12	The student should be able to articles in the sentences	articles	Lecture and explanation and examples	Discussion and exercise and test
21-22	6	The student should be able to differentiate and use relative clauses	relative clauses	Lecture and explanation and examples	Discussion and exercise and test
23	3	The student should be able to differentiate and use adjectives and adverbs	adjectives and adverbs	Lecture and explanation and examples	Discussion and exercise and test
24-27	9	The student should be able to think and use word order correctly	word order	Lecture and explanation and examples	Discussion and exercise and test
28	3	The student should be able to think and use the correct phrasal verbs	phrasal verbs	Lecture and explanation and examples	Discussion and exercise and test

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4. Program Accreditation				
Does the program have program accreditation? And from which agency? Not yet				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2			
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
8. Expected learning outcomes of the program				
1. Knowledge				

- Learning Outcomes 1: Cognitive objectives

-1 Preservation: Students are taught the basic branches of linguistics as a purely linguistic relationship between its branches and how to link language with science the other

-2 Understanding: After the explanation, inferred intellectual questions are asked, taken from the curriculum book, to stimulate students' understanding of the curriculum and clarification

-3 Analysis: Students can analyze some linguistic sentences using theoretical methods, morphologically and syntactically;

-4 Installation: After memorizing the most important topics included in the curriculum, students can reconstruct some scattered ideas to develop their abilities to understand the material and comprehend it easier and faster

-5 Calendar: Daily questions are prepared during the lecture and answered orally, and quarterly questions

are also created for the exam (Written exam) and preparing the daily rapid exam

Skills

Learning Outcomes 2:

- 5- The skill of encyclopedic reading is achieved by guiding students to use books source
 - 6- The skill of accessing the Internet regarding the topics required as a classroom activity
 - 7- The skill of being able to understand the relationships between the presented ideas
 - 8- The skill of being able to participate and interact
- Ethics

Learning Outcome Statement 3

- 4- Urging the student to pay attention to scientific subjects related to the language and make the subject beloved to him
 - 5- Developing his values, beliefs and inclinations
 - 6- Developing students' attitudes according to the branches of linguistics
-
-

11. Teaching and Learning Strategies

- Student participation inside the classroom
 - Homework and detailed explanation by the professor
 - Students' extracurricular participation
 - Urging students to attend the relevant scientific symposium
-

12. Evaluation methods

Short tests - daily exams - semester exams - final exams - and active student attendance
And participate in the lesson

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
3- Asst. Lect. 4- Lect.	English	Linguistics			2	2
Professional Development						
Asst.Lect. Sama'a Sate'a Ismaeel (M.A)						
There is a process used to mentor new, visiting, full—time, and part—time faculty at The institution and department level.						
Professional development of faculty members						
General and qualifying transferable skills (other skills related to employability and personal development.)						
1- The student's ability to understand linguistic terms						
-2 The student's ability to interact in class						
-3 Training him through induction, deduction, and presenting examples of each theory to encourage students to understand the theory's material						
And apply it practically						
12. Acceptance Criteria						
Central admission						
13. The most important sources of information about the program						
The main authentic references in linguistics						
14. Program Development Plan						

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
1 st	SRDS01	Select reading	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name: Select Reading	
2. Course Code: SRDS01	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 19 -01 - 2025	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 4/ 8	
7. Course administrator's name (mention all, if more than one name)	
Name:	
Sama'a Sate'a Ismaeel	
Email: sama.satea@tu.edu.iq	
8. Course Objectives	
Course Objectives	Informing the students about the importance of the language, its sciences, and its history, especially the English language, its branches, and its relationship to the sciences other cognitive and most important characteristics of human language. Students are also informed of the most important schools and theorists who contributed to the advancement of this science in both Europe and America and how it developed and reached us as a basic science
9. Teaching and Learning Strategies	

Strategy	. Student participation inside the class
	. Homework and detailed explanation by the professor
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	. Urging students to attend the relevant scientific symposium

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Daily preparation and explanation detailed terminology included in preparation	A Puma At Large Word order - Review	lecturing	Quiz & Qs/As
2	2	Daily preparation and explanation detailed terminology included in preparation	Thirteen Equals One The present Continuous Simple Review	lecturing =	Quiz & Qs/As
3	2	Daily preparation and explanation detailed terminology included in preparation	Un Known Goddess- simple past :Review	lecturing	Quiz & Qs/As
4	1 st Monthly exam				
5	2	Daily preparation and explanation detailed terminology included in preparation	The Double Life of Alfred Bloggs- The Present Perfect : Simple and Continuous	lecturing	Quiz & Qs/As

6	2	Daily preparation and explanation detailed terminology included in preparation	6 common Interview questions	lecturing	Quiz & Qs/As
7	2 nd Monthly exam				
8	2	Daily preparation and explanation detailed terminology included in preparation	Making Difference in the world	lecturing	Quiz & Qs/As
9	2	Daily preparation and explanation detailed terminology included in preparation	Achieving academic success through teamwork	lecturing	Quiz & Qs/As
10	2	Daily preparation and explanation detailed terminology included in preparation	How children Learn Languages	lecturing	Quiz & Qs/As
11	2	Daily preparation and explanation detailed terminology included in preparation	What you can see when look at the moon	lecturing	Quiz & Qs/As
12	3 rd Monthly exam				

13	2	Daily preparation and explanation detailed terminology included in preparation	The Facts: The Indefinite and Definite Articles	lecturing	Quiz & Qs/As
14	2	Daily preparation and explanation detailed terminology included in preparation	Smash and Grab- the simple and continuous Tense.	lecturing	Quiz & Qs/As
15	2	Daily preparation and explanation detailed terminology included in preparation	Crazy: The Comparative and Superlative Adjectives	lecturing	Quiz & Qs/As
16	2	Daily preparation and explanation detailed terminology included in preparation	A Famous Monastery- Review of Tenses	lecturing	Quiz & Qs/As
17	2	Daily preparation and explanation detailed terminology included in preparation	A Trip To Mars: The Future	lecturing	Quiz & Qs/As
18	1 st Monthly exam (second course)				
19	2	Daily preparation and explanation detailed terminology included in preparation	Culture Shock: Adjusting to life in foreign Country	lecturing	Quiz & Qs/As

20	2	Daily preparation and explanation detailed terminology included in preparation	Private Life: Having A special Place to go to reflect on life	lecturing	Quiz & Qs/As
21	2	Daily preparation and explanation detailed terminology included in preparation	A young Blind Whiz: Talents and Abilities	lecturing	Quiz & Qs/As
22	2	Daily preparation and explanation detailed terminology included in preparation	How to Make Speech Preparing and making good speech	lecturing	Quiz & Qs/As
23	2 nd Monthly exam (second course)				

11. Course Evaluation

Short tests - daily exams - semester exams - final exams - and active student attendance
And participate in the lesson

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Alexander, L. (1967) Developing Skills. Great Britain. London and Beccles.
Main references (sources)	Lee.L. and Gundersun. E.(2011). Select Reading. 2 nd ed. Oxford University Press.
Recommended books and references (scientific journals, reports ...)	- Lee. L. and Gundersun. E. Select Reading. 1 st ed. Oxford University Press.
Electronic References, Websites	www.bookfi.org www.bookfi.org

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Education for Human Sciences

Scientific Department: English

Academic or Professional Program Name: phonetics and phonology

Final Certificate Name: Ph.D. (Linguistics)

Academic System: Courses

Description Preparation Date:

1/10/2024

File Completion Date: 15-1-2025

Signature:

Head of Department Name:

Prof. Dr. Hasan S. Ali

4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

Signature of Prof. Dr. Rasheed Lateef
Date: 10/1/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Signature of the Director
Date: 10/1/2025

10/1/2025

Approval of the Dean

Signature of the Dean

Signature of the Dean

Signature of the Dean

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 staP 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, quaJerly), 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.

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.

1. Program Vision

The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology

2. Program Mission

The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.

3. Program Objectives

- The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.
- Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English.
- Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.
- Highly qualifying students to continue in postgraduate programmes.
- The department seeks to establish communication channels and areas of cooperation with similar departments in other universities.
- Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation.
- The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English

language and literature.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2			
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	Practical
8. Expected learning outcomes of the program				
Knowledge				
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
Learning Outcomes 1		Learning Outcomes Statement 1		

1. Knowledge

- Learning Outcomes 1: Cognitive objectives

-1 Preservation: Students are taught the basic branches of linguistics as a purely linguistic relationship between its branches and how to link language with science the other

-2 Understanding: After the explanation, inferred intellectual questions are asked, taken from the curriculum book, to stimulate students' understanding of the curriculum and clarification

-3 Analysis: Students can analyze some linguistic sentences using theoretical methods, morphologically and syntactically;

-4 Installation: After memorizing the most important topics included in the curriculum, students can reconstruct some scattered ideas to develop their abilities to understand the material and comprehend it easier and faster

-5 Calendar: Daily questions are prepared during the lecture and answered orally, and quarterly questions are also created for the exam (Written exam) and preparing the daily rapid exam

Skills

Learning Outcomes 2:

1-The skill of encyclopedic reading is achieved by guiding students to use books source

2- The skill of accessing the Internet regarding the topics required as a classroom activity

3- The skill of being able to understand the relationships between the presented ideas

4- The skill of being able to participate and interact

Ethics

Learning Outcome Statement 3

1- Urging the student to pay attention to scientific subjects related to the language and make the subject beloved to him

2- Developing his values, beliefs and inclinations

3- Developing students' attitudes according to the branches of linguistics

Learning Outcomes 2

Learning Outcomes Statement 2

Learning Outcomes 3

Learning Outcomes Statement 3

Ethics

Learning Outcomes 4

Learning Outcomes Statement 4

Learning Outcomes S

Learning Outcomes Statement 5

9. Teaching and Learning Strategies

-Student participation inside the classroom

-Homework and detailed explanation by the professor

- Students' extracurricular participation

- Urging students to attend the relevant scientific symposium

10. Evaluation methods

Short tests - daily exams - semester exams - final exams - and active student attendance

And participate in the lesson

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
1- Asst. Lect.	Linguistics	linguistics			1	1

Professional Development
Dr. Ashwaq Jassim Mohammed
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
General and qualifying transferable skills (other skills related to employability and personal development.)
1- The student's ability to understand linguistic terms
-2 The student's ability to interact in class

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

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

14. Program Development Plan

				Required program Learning outcomes											
Year/Level	Course Code	Course Name		Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
4th	Tr04	Translation	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Course Description Form

1. Course Name: Translation	
2. Course Code: Tr04	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: Attendance	
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)	
<div style="display: flex; justify-content: space-between;"> <div> Ashwaq Jassm Mohammd Ashwaq.j.mo hamed@tu.e du.iq </div> <div style="text-align: right;"> </div> </div>	
8. Course Objectives	
Teaching the student the basics and conditions of translation and training him to translate English texts into Arabic and vice versa. Study the most important concepts of translation. Knowledge of the most important translation theories. Knowledge of the foundations of linguistic translation in general and at different levels in particular. Enabling students to use the correct language in translation according to the situations and information required From English to Arabic and vice versa	<ul style="list-style-type: none">
9. Teaching and Learning Strategies	

Strategy	. Student participation inside the class . Homework and detailed explanation by the professor . Students' extracurricular participation				
10. Course Structure					
	Hours	Required Learning Outcomes			Evaluation method
1	2	Daily preparation and explanation detailed terminology included in preparation	Introduction	lecturing	Quiz & Qs/As
2	2	Daily preparation and explanation detailed terminology included in preparation	Definitions of translation	lecturing	Quiz & Qs/As
3	2	Daily preparation and explanation detailed terminology included in preparation	Types of translation	lecturing	Quiz & Qs/As
4			1st Monthly exam		
5	2	Daily preparation and explanation detailed terminology included in preparation	Theories of translation	Lecturing	Quiz & Qs/As

6	2	Daily preparation and explanation detailed terminology included in preparation	Formal Correspondence	Lecturing	Quiz & Qs/As
7	2	Daily preparation and explanation detailed terminology included in preparation	Selected texts	Lecturing	Quiz & Qs/As
8	2	Daily preparation and explanation detailed terminology included in preparation	Selected texts	Lecturing	Quiz & Qs/As
9	2	Daily preparation and explanation detailed terminology included in preparation	Equivalence	Lecturing	Quiz & Qs/As
10	2	Daily preparation and explanation detailed terminology included in preparation	Selected texts	Lecturing	Quiz & Qs/As
11	2	Daily preparation and explanation detailed terminology included in preparation	Selected texts	Lecturing	Quiz & Qs/As
12	2	Daily preparation and explanation detailed terminology included in preparation	Translation shifts	Lecturing	Quiz & Qs/As

13	2		3rd Monthly exam		
14	2	Daily preparation and explanation detailed terminology included in preparation	Selected texts	Lecturing	Quiz & Qs/As
15	2	Daily preparation and explanation detailed terminology included in preparation	Transference	Lecturing	Quiz & Qs/As
16	2	Daily preparation and explanation detailed terminology included in preparation	Selected texts	Lecturing	Quiz & Qs/As
17	2	Daily preparation and explanation detailed terminology included in preparation	Models of translation	Lecturing	Quiz & Qs/As
18	2		1st Monthly exam (second course)		
19	2	Daily preparation and explanation detailed terminology included in preparation	Problems of translation	Lecturing	Quiz & Qs/As

20	2	Daily preparation and explanation detailed terminology included in preparation	Lexical problems	Lecturing	Quiz & Qs/ As
21	2	Daily preparation and explanation detailed terminology included in preparation	Selected texts	Lecturing	Quiz & Qs/ As
22	2	Daily preparation and explanation detailed terminology included in preparation	Structural problems	Lecturing	Quiz & Qs/ As
23	2		2nd Monthly exam (second course)		

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Education for Human Sciences

Scientific Department: English

Academic or Professional Program Name: phonetics and phonology

Final Certificate Name: Ph.D. (Linguistics)

Academic System: Courses

Description Preparation Date:

1/10/2024

File Completion Date: 15-1-2025

Signature:

Head of Department Name:

Prof. Dr. Hasan S. Ali

4-5-2025

Date:



Signature:

Scientific Associate Name:

Prof Dr Rasheed Lateef

Date:

Signature of Prof. Dr. Rasheed Lateef
Date: 2025/5/4

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Signature of the Director
Date: 2025/5/4

Approval of the Dean

Signature of the Dean
Emad Hameed Ahmad

Dean of the Faculty of Education for Human Sciences

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.

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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.

1. Program Vision

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

The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology

2. Program Mission

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

The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.

3. Program Objectives

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

- The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.
- Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English.
- Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.
- Highly qualifying students to continue in postgraduate programmes.
- The department seeks to establish communication channels and areas of cooperation with similar departments in other universities.
- Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation.
- The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2			
College Requirements	Achieving the requirements of the first and second semester and passing all exams successfully			

Department Requirements	The course is a basic one			
Summer Training	No summer training			
Other	There is a practical course in which students attend the lab or listen to audio material			

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
First year	Phonetics1	phonetics	theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Learning Outcomes 1	Learning Outcomes Statement 1

Skills Learning outcomes 1

- Students are expected to have knowledge on the English language sounds and letters.
- They can recognize sounds correctly when they hear it.
- They have the ability to speak in the English language in an intelligible way.

Learning Outcomes 2

- Student can speak English fluently
 - Students can communicate in the class and outside the classroom
 - Students can manage in emailing native speakers and contact them
 - Students can interact with the other EFL learners
-

9. Teaching and Learning Strategies

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

- Students listen to the professor and try to discuss issues on the units
 - Students interact in groups to discuss and present their assignments
 - Students are engaged in practical courses to practice English and to listen to audio data
 - Students are given a weekly assignments to be prepared individually and in groups
-

10. Evaluation methods

Implemented at all stages of the program in general.

- Daily preparation
 - Daily tests
 - Weekly quizzes
 - Monthly exams
-

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Asst.Prof. Asst.Lect.	Linguistics linguistics	Phonetics phonetics	Fluency to speak in the English language	Ability to use technology /computer and accessing websites	2	2

Professional Development

Mentoring new faculty members

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

12. Acceptance Criterion

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

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	Phonetics1	Phonetics	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name: Phonetics	
2. Course Code: Phonetics1	
3. Semester / Year: year / annual 2024	
4. Description Preparation Date: 15/3/2024	
5. Available Attendance Forms: attendance at classes/ virtual education on Google meets online	
6. Number of Credit Hours (Total) / Number of Units (Total) 70 hours/12 units	
7. Course administrator's name (mention all, if more than one name)	
<div style="border: 1px solid black; padding: 5px;"> Asst. Lect. Sufyan Mahdi Hammod (Ph.D) Email: sufyan.mahdi@tu.edu.iq </div>	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Informing the students that this course is an essential one to develop their aptitudes and abilities to speak English correctly At the end of the course students will be able to recognize accents Students are given feedback from the professor and teaching material to develop their abilities regarding four skills: speaking and listen, reading and writing.
9. Teaching and Learning Strategies	

Strategy	<p>Students are given time to prepare the data before the submission</p> <p>Students will attend classes to present their assignments orally</p> <p>Students will submit their assignments and discuss them in groups</p> <p>Students are required to attend the practical course? listening to audio material and interpret it</p>

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Students can identify organs of speech	Introduction Sounds and letters Dialects and accents Which English	Attending the class and preparing the assignments	Daily quiz and monthly exams
2	3	Students can explain and recognize consonants	The consonants	Attending the class and preparing the assignments	Daily quiz and monthly exams
3	3	Students can explain and recognize fricative consonants	Fricative consonants	Attending the class and preparing the assignments	Daily quiz and monthly exams
4	3	Students can understand stop consonant production	Stop consonants	Attending the class and preparing the assignments	Daily quiz and monthly exams

5	3	Nasal consonants	Students will be able to produce nasal consonants and distinguish them as being different from the oral ones	Attending the class and preparing the assignments	Daily quiz and monthly exams
6	3	Consonant sequences	Students will acknowledge the English syllable structure	Attending the class and preparing the assignments	Daily quiz and monthly exams
7	3	The vowels	Students can recognize types of vowels, their occurrence in different syllable. And how can different vowels be distributed	Attending the class and preparing the assignments	Daily quiz and monthly exams
8	3	Aspects of connected speech	Students will have an idea on the elision, assimilation and alternation	Attending the class and having quizzes	Daily and monthly exams
9	3	Intonation	Students will be able to produce utterances with different tone and imitate the intonation of the native speakers	Repeating the audio files and imitating native speakers in oral exams	Daily and 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. And extra tasks are given like reports					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Required Textbooks:

O'Connor , J.D.(1980) *Better English Pronunciation* . (Second Edition) . Cambridge University Press.

Main sources:

Clark, J & Collin Y. (1990). *An Introduction to Phonetics Phonology*. United Kingdom: Blackwell Publisher Ltd.

Ladefoged, P. (1993). *A Course in Phonetics*, Third Edition, (Harcourt Brace Jovanovich, Inc., New York).

O'Connor, J.D. (1980). *Phonetics*. Harmondsworth: Penguin Books. Roach, P. (1991). *English Phonetics and Phonology: A practical Course*. Cambridge: CUP.

Electronic websites Google

scholar Oxford Online English

British Council: learn English online

Introduction:

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1. Program Vision

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

This program draws on the best available research ,theory,and educational practice to help clarify issues and resolve problems in language teaching .

2. Program Mission

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

The mission is to enable students to be qualified teachers .

3. Program Objectives

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

This program tends to build good teachers who are able to teach the English four skills in a good manner.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	Required	58 hours	100%	
College Requirements	Required			

Department	Required			
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Second year	/	ELT	theoretical	practical
			20	15

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1 Learning Outcomes Statement 1

Skills Learning Outcomes 2 Learning Outcomes Statement 2

Learning Outcomes 3 Learning Outcomes Statement 3

Learning Outcomes 3 Learning Outcomes Statement 3

Ethics Learning Outcomes 4 Learning Outcomes Statement 4

Learning Outcomes 4 Learning Outcomes Statement 4

Learning Outcomes 5 Learning Outcomes Statement 5

9. Teaching and Learning Strategies

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

the implementation of the program in general is class performance and exams

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special		Number of the teaching staff	
	General	Special	Requirements/Skills (if applicable)		Staff	Lecturer
Asst.prof.		Teaching methodology	English as a foreign Language			

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

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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
SECOND YEAR		ELT	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Course Description Form

1. Course Name: ELT					
2. Course Code: /					
3. Semester / Year: YEAR					
4. Description Preparation Date: 1/3/2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total) 58 HOURS + 4 HOURS PER WEEK					
7. Course administrator's name (mention all, if more than one name) Name: IBTIS AM JASSIM					
Emailibtisamjassim					
8. Course Objectives					
Course Objectives			<input type="checkbox"/> Teaching English as a foreign language. Teaching the four skills		
9. Teaching and Learning Strategies					
Strategy	Using different strategies and techniques for teaching English as a foreign language.				
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
Outcomes			method		

1	2	Daily preparation and explanation detailed terminology included in preparation	Self-Developed ,Exploration, and settings	lecturing	Quiz & Qs/As
2	2	Daily preparation and explanation detailed terminology included in preparation	The Self-Developed Language Teacher	lecturing	Quiz & Qs/As
3	2	Daily preparation and explanation detailed terminology included in preparation	Exploration of Teaching	lecturing	Quiz & Qs/As
4	2	Daily preparation and explanation detailed terminology included in preparation	Principles of EFL/ESL Teaching	lecturing	Quiz & Qs/As
5	2	Daily preparation and explanation detailed terminology included in preparation	Teaching English as communication among people	lecturing	Quiz & Qs/As
6	2	Daily preparation and explanation detailed terminology included in preparation	Classroom Management	lecturing	Quiz & Qs/As
7	First Monthly Exam				

8	2	Daily preparation and explanation detailed terminology included in preparation	EFL/ESL Materials media and technology	lecturing	Quiz & Qs/As
9	2	Daily preparation and explanation detailed terminology included in preparation	Culture and the Language Teacher	lecturing	Quiz & Qs/As
10	2	Daily preparation and explanation detailed terminology included in preparation	Teaching Language Skills	lecturing	Quiz & Qs/As
11	2	Daily preparation and explanation detailed terminology included in preparation	Teaching students to comprehend spoken English	lecturing	Quiz & Qs/As
12	2	Daily preparation and explanation detailed terminology included in preparation	Teaching Students to read for Meaning	lecturing	Quiz & Qs/As
13	2	Daily preparation and explanation detailed terminology included in preparation	Teaching Students How to Process Writing	lecturing	Quiz & Qs/As
14	2	Daily preparation and explanation detailed terminology included in preparation	Appropriate strategies for teaching Speaking	lecturing	Quiz & Qs/As

15	2	Daily preparation and explanation detailed terminology included in preparation	Appropriate strategies for teaching Reading	lecturing	Quiz & Qs/As
16	2	Daily preparation and explanation detailed terminology included in preparation	Appropriate strategies for teaching listening	lecturing	Quiz & Qs/As
17	2	Daily preparation and explanation detailed terminology included in preparation	Appropriate strategies for teaching writing	lecturing	Quiz & Qs/As
18	2	Daily preparation and explanation detailed terminology included in preparation	Appropriate strategies for teaching Grammar	lecturing	Quiz & Qs/As
19	2	Daily preparation and explanation detailed terminology included in preparation	Appropriate strategies for teaching conversation	lecturing	Quiz & Qs/As
20	2	Daily preparation and explanation detailed terminology included in preparation	Appropriate strategies for teaching composition	lecturing	Quiz & Qs/As
21	Second Monthly Exam				

22	2	Daily preparation and explanation detailed terminology included in preparation	Revision	lecturing	Quiz & Qs/As
23	2	Daily preparation and explanation detailed terminology included in preparation	Revision	lecturing	Quiz & Qs/As

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily Prep					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Teaching English as a foreign Language A		
Main references (sources)			self Development		
Recommended books and references (scientific journals, reports...)			JERRY G.GEBHARD		
Electronic References, Websites					

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 staP 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.

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.

1. Program Vision
The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology
2. Program Mission
The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.
3. Program Objectives
4. Program Accreditation
Does the program have program accreditation? And from which agency? Not yet
5. Other external influences
Is there a sponsor for the program?
6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	1	2		
College Requirements				

Department Requirements				
Summer Training				
Other				

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
M.A,	LIN552	General Linguistics	theoretical	practical

8. Expected learning outcomes of the program

1. Knowledge

- Learning Outcomes 1: Cognitive objectives

-1 Preservation: Students are taught the basic branches of linguistics as a purely linguistic relationship between its branches and how to link language with science the other

-2 Understanding: After the explanation, inferred intellectual questions are asked, taken from the curriculum book, to stimulate students' understanding of the curriculum and clarification

-3 Analysis: Students can analyze some linguistic sentences using theoretical methods, morphologically and syntactically;

-4 Installation: After memorizing the most important topics included in the curriculum, students can reconstruct some scattered ideas to develop their abilities to understand the material and comprehend it easier and faster

-5 Calendar: Daily questions are prepared during the lecture and answered orally, and quarterly questions are also created for the exam (Written exam) and preparing the daily rapid exam

Skills

Learning Outcomes 2:

- 1-The skill of encyclopedic reading is achieved by guiding students to use books source
- 2- The skill of accessing the Internet regarding the topics required as a classroom activity
- 3- The skill of being able to understand the relationships between the presented ideas
- 4- The skill of being able to participate and interact

Ethics

Learning Outcome Statement 3

- 1- Urging the student to pay attention to scientific subjects related to the language and make the subject beloved to him
 - 2- Developing his values, beliefs and inclinations
 - 3- Developing students' attitudes according to the branches of linguistics
-

12. Teaching and Learning Strategies

- Student participation inside the classroom
 - Homework and detailed explanation by the professor
 - Students' extracurricular participation
 - Urging students to attend the relevant scientific symposium
-

13. Evaluation methods

Short tests - daily exams - semester exams - final exams - and active student attendance

And participate in the lesson

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

Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Linguistics	Linguistics			1	1

Professional Development

Prof. Abid Hmood Ali (Ph.D)

There is a process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.

Professional development of faculty members

General and qualifying transferable skills (other skills related to employability and personal development.)

1- The student's ability to understand linguistic terms

-2 The student's ability to interact in class

-3 Training him through induction, deduction, and presenting examples of each theory to encourage students to understand the theory's material

12. Acceptance Criterion

central admission

13. The most important sources of information about the program

The main authentic references in linguistics

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
M A Linguistics	LIN 452	General Linguistics	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name: General Linguistics	
2. Course Code: LIN452	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 01 -10 - 2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2/ 4	
7. Course administrator's name (mention all, if more than one name)	
<p>Name:</p> <p>Prof. Dr. Abid Hmood Ali</p> <p>Email:</p> <p>abdhmod@tu.edu.iq</p> <p>.....</p>	
8. Course Objectives	
Course Objectives	<p>Informing the students about the importance of the language, its sciences, and its history, especially the English language, its branches, and its relationship to the sciences other cognitive and most important characteristics of human language. Students are also informed of the most important schools and theorists who contributed to the advancement of this science in both Europe and America and how it developed and reached us as a basic science</p>
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> . Student participation inside the class . Homework and detailed explanation by the professor . Students' extracurricular participation . Urging students to attend the relevant scientific symposium

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Daily preparation and explanation detailed terminology included in preparation	What is linguistics? The scope of the Subject	lecturing	Quiz & Qs/As
2	2	Daily preparation and explanation detailed terminology included in preparation	Branches of linguistics	lecturing	Quiz & Qs/As
3	2	Daily preparation and explanation detailed terminology included in preparation	Theoretical and Methodological Considerations	lecturing	Quiz & Qs/As
5	2	Daily preparation and explanation detailed terminology included in preparation	Linguistics and other Fields	lecturing	Quiz & Qs/As
6	2	Daily preparation and explanation detailed terminology included in preparation	What is language? Some Definitions of Language	lecturing	Quiz & Qs/As
7	2	Daily preparation and explanation detailed terminology included in preparation	Characteristic Features of Language	lecturing	Quiz & Qs/As
8	2	Daily preparation and explanation detailed terminology included in preparation	Functions of Language	lecturing	Quiz & Qs/As
9			The Prague School		
11	2	Daily preparation and explanation detailed terminology included in preparation	The Nineteenth Century: Historical and Comparative Linguistics	lecturing	Quiz & Qs/As

10	2	Daily preparation and explanation detailed terminology included in preparation	Ferdinand de Saussure	lecturing	Quiz & Qs/As
12	2	Daily preparation and explanation detailed terminology included in preparation	Boas and Sapir	lecturing	Quiz & Qs/As
13	2	Daily preparation and explanation detailed terminology included in preparation	Bloomfield	lecturing	Quiz & Qs/As
14	2	Daily preparation and explanation detailed terminology included in preparation	Chomsky	lecturing	Quiz & Qs/As
15	2	Daily preparation and explanation detailed terminology included in preparation	The London School	lecturing	Quiz & Qs/As

14. Course Evaluation

Short tests - daily exams - semester exams - final exams - and active student attendance
And participate in the lesson

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Robins (1964) General linguistics: an Introductory Survey Dineen, F. P.(1969) An Introduction to General Linguistics
Main references (sources)	Sampson, G. (1980) Schools of Linguistics Lyons, J. (1981) Language and Linguistics
Recommended books and references (scientific journals, reports ...)	
Electronic References, Websites	Relevant websites

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2. Program Mission

The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.

3. Program Objectives

- The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.
- Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English.
- Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.
- Highly qualifying students to continue in postgraduate programmes.
- The department seeks to establish communication channels and areas of cooperation with similar departments in other universities.
- Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and

translation.

- The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.

4. Program Accreditation

Does the program have program accreditation? And from which agency? Not yet

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2	5		
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Third	LIN352	Linguistics	theoretical	practical
8. Expected learning outcomes of the program				
1. Knowledge - Learning Outcomes 1: Cognitive objectives -1 Preservation: Students are taught the basic branches of linguistics as a purely linguistic relationship between its branches and how to link language with science the other -2 Understanding: After the explanation, inferred intellectual questions are asked, taken from the curriculum book, to stimulate students' understanding of the curriculum and clarification -3 Analysis: Students can analyze some linguistic sentences using theoretical methods, morphologically and syntactically; -4 Installation: After memorizing the most important topics included in the curriculum, students can reconstruct some scattered ideas to develop their abilities to understand the material and comprehend it easier and faster -5 Calendar: Daily questions are prepared during the lecture and answered orally, and quarterly questions are also created for the exam (Written exam) and preparing the daily rapid exam				

Skills

Learning Outcomes 2:

- 1-The skill of encyclopedic reading is achieved by guiding students to use books source
- 2- The skill of accessing the Internet regarding the topics required as a classroom activity
- 3- The skill of being able to understand the relationships between the presented ideas
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Ethics

Learning Outcome Statement 3

- 1- Urging the student to pay attention to scientific subjects related to the language and make the subject beloved to him
- 2- Developing his values, beliefs and inclinations
- 3- Developing students' attitudes according to the branches of linguistics

15. Teaching and Learning Strategies

- Student participation inside the classroom
- Homework and detailed explanation by the professor
- Students' extracurricular participation
- Urging students to attend the relevant scientific symposium

16. Evaluation methods

Short tests - daily exams - semester exams - final exams - and active student attendance

And participate in the lesson

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Linguistics	Linguistics			1	1

Professional Development
Prof. Abi Hmood Ali (Ph.D)
There is a process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
General and qualifying transferable skills (other skills related to employability and personal development.)
1- The student's ability to understand linguistic terms
-2 The student's ability to interact in class
-3 Training him through induction, deduction, and presenting examples of each theory to encourage students to understand the theory's material

12. Acceptance Criterion
central admission

13. The most important sources of information about the program
The main authentic references in linguistics

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Third	LIN 352	Linguistics	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name: Linguistics	
2. Course Code: LIN352	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 01 -10 - 2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3/ 5	
7. Course administrator's name (mention all, if more than one name)	
<p>Name:</p> <p>Prof. Dr. Abid Hmood Ali</p> <p>Email:</p> <p>Abhhmod@u.edu.iq</p> <p>.....</p>	
8. Course Objectives	
Course Objectives	<p>Informing the students about the importance of the language, its sciences, and its history, especially the English language, its branches, and its relationship to the sciences other cognitive and most important characteristics of human language. Students are also informed of the most important schools and theorists who contributed to the advancement of this science in both Europe and America and how it developed and reached us as a basic science</p>
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> . Student participation inside the class . Homework and detailed explanation by the professor . Students' extracurricular participation . Urging students to attend the relevant scientific symposium

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Daily preparation and explanation detailed terminology included in preparation	Linguistics As a Scientific Study of Language	lecturing	Quiz & Qs/As
2	3	Daily preparation and explanation detailed terminology included in preparation	Macrolinguistics Vs. Microlinguistics	lecturing =	Quiz & Qs/As
3	3	Daily preparation and explanation detailed terminology included in preparation	The Scope of Linguistics	lecturing	Quiz & Qs/As
4	3	Daily preparation and explanation detailed terminology included in preparation	The Uses, Applications , and Advantages Of Linguistics	lecturing	Quiz & Qs/As
5	3	Daily preparation and explanation detailed terminology included in preparation	A Brief History of England and the English Language	lecturing	Quiz & Qs/As
6	3				

7	3	Daily preparation and explanation detailed terminology included in preparation	Diachronic Vs. Synchronic Study Of Language	lecturing	Quiz & Qs/As
8	3	Daily preparation and explanation detailed terminology included in preparation	The Differences Between A Linguist and A Language Teacher	lecturing	Quiz & Qs/As
9	3	Daily preparation and explanation detailed terminology included in preparation	The Differences Between A Linguist And A Literary Critic	lecturing	Quiz & Qs/As
10	3	Daily preparation and explanation detailed terminology included in preparation	The History Of Linguistics: Greeks-20 th Century	lecturing	Quiz & Qs/As
11	3 rd Monthly Exam				
12	3	Daily preparation and explanation detailed terminology included in preparation	Greeks, Romans, The Middle Ages And After, Sir William Jones The 20 Century, Bloomfield And Chomsky	lecturing	Quiz & Qs/As
13	3	Daily preparation and explanation detailed terminology included in preparation	The Branches of Linguistics Historical Linguistics Descriptive Linguistics Comparative Linguistics	lecturing	Quiz & Qs/As

15	3	Daily preparation and explanation detailed terminology included in preparation	Traditional Grammar Vs. Modern Linguistics	lecturing	Quiz & Qs/As
16	3	Daily preparation and explanation detailed terminology included in preparation	The Misconceptions Of Traditional Grammar	lecturing	Quiz & Qs/As
17	3	Daily preparation and explanation detailed terminology included in preparation	Structural Grammar of English	lecturing	Quiz & Qs/As
18	3				
19	3	Daily preparation and explanation detailed terminology included in preparation	American Structuralism The First Stage The Second Stage European Structuralism	lecturing	Quiz & Qs/As
20	3	Daily preparation and explanation detailed terminology included in preparation	Language: The Functional Side Language as an Oral Activity	lecturing	Quiz & Qs/As
21	3	Daily preparation and explanation detailed terminology included in preparation	Language As a Controlled Act of Communication	lecturing	Quiz & Qs/As

22	3	Daily preparation and explanation detailed terminology included in preparation	Some Characteristic Features of Language	lecturing	Quiz & Qs/As
23	3	Daily preparation and explanation detailed terminology included in preparation	Some Characteristic Features of Language	lecturing	Quiz & Qs/As
24	3	Daily preparation and explanation detailed terminology included in preparation	The Sounds of English	lecturing	Quiz & Qs/As
25	3	Daily preparation and explanation detailed terminology included in preparation	Phonetics and Phonology	lecturing	Quiz & Qs/As
26	3	Daily preparation and explanation detailed terminology included in preparation	Morphology and Syntax The Meaning of Grammar	lecturing	Quiz & Qs/As
27	3	Daily preparation and explanation detailed terminology included in preparation	Morphology Syntax	lecturing	Quiz & Qs/As
28	3	Daily preparation and explanation detailed terminology included in preparation	Semantics and Pragmatics	lecturing	Quiz & Qs/As

29	3	Daily preparation and explanation detailed terminology included in preparation	Denotation And Connotation Lexical Relations Lexical And Grammatical Meaning	lecturing	Quiz & Qs/As
23	2 nd Monthly exam (second course)				

17. Course Evaluation	
Short tests - daily exams - semester exams - final exams - and active student attendance And participate in the lesson	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Yule , G. (2006). <i>The Study of Language</i> . Cambridge University Press.
Main references (sources)	Abdul-Hameed, Y. H. <i>An Introductory Course in Linguistics</i> . Fromkin, V. and Rodman, R. (1983) <i>An Introduction to Language</i> , Holt, Rinehart & Winston- Cry <i>Dictionary of linguistics & Phonetics</i> . Blackwe
Recommended books and references (scientific journals, reports ...)	Aitchson, J. (1999): <i>Linguistics</i> . London: Hodder Headline Plc.
Electronic References, Websites	Relevant websites

18. Course Evaluation	
Short tests - daily exams - semester exams - final exams - and active student attendance And participate in the lesson	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Huang,I (2007) Pragmatics Leech,G (1983) Principles of Pragmatics
Main references (sources)	Levinson Pragmatics Yule,G.(1996) Pragmatics
Recommended books and references (scientific journals, reports ...)	
Electronic References, Websites	Relevant websites

Introduction:

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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.

1. Program Vision
The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology.
2. Program Mission
The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.
3. Program Objectives
<ul style="list-style-type: none"> • The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society. • Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English. • Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies. • Highly qualifying students to continue in postgraduate programmes. • The department seeks to establish communication channels and areas of cooperation with similar departments in other universities. • Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation. • The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.
4. Program Accreditation
Does the program have program accreditation? And from which agency? Not yet.

5. Other external influences

Is there a sponsor for the program? No.

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	8			
College Requiremnts				

Department Requirements				
Summer Training				
Other				

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Third	EG 301	English Grammar 3	theoretical	Practical
			70	
8. Expected learning outcomes of the program				
<p>Knowledge</p> <p>g- Explaining simple, complex and compound sentences in a way that makes them understand these categories in English which is not the students' native language.</p> <p>h- Clarifying how these sentence types are used in context to develop the students' ability in expressing their intended meaning.</p> <p>i- Correcting the common mistakes that are committed by the students</p>				
<p>Skills</p> <p>1-The skill of encyclopedic reading is achieved by guiding students to more and more about what is taught in the class.</p> <p>2- The skill of accessing the Internet regarding the topics required as a classroom activity.</p> <p>3- The skill of being able to understand the relationships between the presented ideas.</p> <p>4- The skill of being able to participate and interact.</p> <p>Ethics</p> <p>Learning Outcome Statement 3</p> <p>1- Urging the students to pay attention to scientific subjects related to the language and make the subject beloved to them.</p> <p>2- Developing their values, beliefs and inclinations</p> <p>3- Developing students' attitudes according to the branches of linguistics</p>				
<p>9. Teaching and Learning Strategies:</p> <p>-Student participation inside the classroom</p> <p>-Homework and detailed explanation by the professor</p> <p>- Students' extracurricular participation</p> <p>- Urging students to attend the relevant scientific symposium.</p>				
<p>10. Evaluation Methods:</p> <p>Short tests - daily exams - semester exams - final exams - and active student attendance and participate in the lesson</p>				

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Asst. Inst.	English Language	Linguistics			1	
Professional Development						
Mentoring new faculty members/						
No need						
Professional development of faculty members						
<p>General and qualifying transferable skills (other skills related to employability and personal development.)</p> <p>1- The student's ability to understand linguistic terms</p> <p>-2- The student's ability to interact in class</p> <p>-3- Training him through induction, deduction, and presenting examples of each theory to encourage students to understand the theory's material and apply it practically.</p> <p>.</p>						
12. Acceptance Criterion						
central admission						
13. The most important sources of information about the program						
Books and References that deal with English Grammar.						
14. Program Development Plan						

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
3 rd	EG 301	English Grammar	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name:					
English Grammar					
2. Course Code:					
EG 301					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
2\5\2025					
5. Available Attendance Forms:					
3 hours weekly					
6. Number of Credit Hours (70) / Number of Units (5)					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Inst. Taghreed Saleem Ibraheem					
Email: Taghreed.saleem@tu.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> Training the students of correct sentence structure Clarifying the basic parts of speech and sentence elements in English Showing the morphological and syntactic features of the basic parts of speech 			
9. Teaching and Learning Strategies					
Strategy		1- Student participation inside the class 2- Homework and detailed explanation by the professor 3- Students' extracurricular participation			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-3	6 hours weekly	Daily preparation and explanation detailed terminology included in preparation	English Grammar	Lecturing	The participation and daily, weekly and monthly exam

4-11	6 hours weekly	Daily preparation and explanation detailed terminology included in preparation	Verb and verb phrase	Lecturing	The participation and daily, weekly and monthly exam
12-20	6 hours weekly	Daily preparation and explanation detailed terminology included in preparation	Noun, pronoun and the basic noun phrase	Lecturing	The participation and daily, weekly and monthly exam
21-25	6 hours weekly	Daily preparation and explanation detailed terminology included in preparation	Adjectives and adverbs	Lecturing	The participation and daily, weekly and monthly exam

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports..... etc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Quirk, Randolph and Greenbaum, Sidney (1973): <u>A University Grammar of English</u> . London: Longman Ltd.		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites			Relevant Websites		

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 staP 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, quaJerly), 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.

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.

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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.

1. Program Vision

The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology.

2. Program Mission

The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.

3. Program Objectives

- The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.
- Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English.
- Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.
- Highly qualifying students to continue in postgraduate programmes.
- The department seeks to establish communication channels and areas of cooperation with similar departments in other universities.
- Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation.
- The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences

and developments in scientific research, both at the level of English language and literature.

4. Program Accreditation

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

No

5. Other external influences

Is there a sponsor for the program?

No

6 Program Structure

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

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
8. Expected learning outcomes of the program				
Knowledge				
Learning Outcomes 1		Learning Outcomes Statement 1		
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Ethics				
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
9. Teaching and Learning Strategies				
Teaching and learning strategies and methods adopted in the implementation of the program in general.				
10. Evaluation methods				
Implemented at all stages of the program in general.				

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

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

				Required program Learning outcomes											
Year/Level	Course Code	Course Name	<div> <div></div> <div></div> </div>	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

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

Course Description Form

1. Course Name: Linguistics for 4 th year	
2. Course Code: Lin04	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 30-10-2024	
5. Available Attendance Forms: Real Attendance in Classroom	
6. Number of Credit Hours (Total) / Number of Units (Total): 2/ 4	
7. Course administrator's name (mention all, if more than one name)	
Name: Lect. Jamila Husein Eliwi Email: jameela.hussein@tu.edu.iq	
8. Course Objectives	
Course Objectives	Informing the students about the importance of the language, its sciences, and its history, especially the English language, its branches, and its relationship to the sciences other cognitive and most important characteristics of human language. Students are also informed of the most important schools and theorists who contributed to the advancement of this science in both Europe and America and how it developed and reached us as a basic science
9. Teaching and Learning Strategies	
Strategy	. Student participation inside the class . Homework and detailed explanation by the professor . Students' extracurricular participation . Urging students to attend the relevant scientific symposium

10. Course Structure

	Hours	Required Learning Outcomes			Evaluation method
1	2	Daily preparation and explanation detailed terminology included in preparation	What is linguistics?	lecturing	Quiz & Qs/As
2	2	Daily preparation and explanation detailed terminology included in preparation	Pragmatics and the Context Deixes, Reference, Inference and Anaphora	lecturing	Quiz & Qs/As
3	2	Daily preparation and explanation detailed terminology included in preparation	Presupposition, speech act, and politeness	lecturing	Quiz & Qs/As
4	1 st Monthly exam				
5	2	Daily preparation and explanation detailed terminology included in preparation	Discourse analysis and Interpreting discourse Cohesion, Coherence and Speech Event	lecturing	Quiz & Qs/As
6	2	Daily preparation and explanation detailed terminology included in preparation	conversational analysis, Turn-taking, Cooperative principles, Hedges, Implicature, Background Knowledge, schemas and scripts	lecturing	Quiz & Qs/As

7	2 nd Monthly exam				
8	2	Daily preparation and explanation detailed terminology included in preparation	First language Acquisition Input, Acquisition schedule	lecturing	Quiz & Qs/As
9	2	Daily preparation and explanation detailed terminology included in preparation	Acquisition process	lecturing	Quiz & Qs/As
10	2	Daily preparation and explanation detailed terminology included in preparation	Second language acquisition and learning Acquisition barriers, affective factor Focus on method	lecturing	Quiz & Qs/As
11	2	Daily preparation and explanation detailed terminology included in preparation	Focus on learner, Transfer Interlanguage Motivation, input and output Communicative competence	lecturing	Quiz & Qs/As
12	3 rd Monthly exam				

13	2	Daily preparation and explanation detailed terminology included in preparation	Language history and change, family tree, and family connections Cognate and	lecturing	Quiz & Qs/As
14	2	Daily preparation and explanation detailed terminology included in preparation	Comparative reconstruction Sound reconstruction word reconstruction	lecturing	Quiz & Qs/As
15	2	Daily preparation and explanation detailed terminology included in preparation	History of English sound, syntactic and semantic change	lecturing	Quiz & Qs/As
16	2	Daily preparation and explanation detailed terminology included in preparation	Language and regional variation, language, dialect and accents Regional dialects, isoglosses, dialect continuum,	lecturing	Quiz & Qs/As
17	2	Daily preparation and explanation detailed terminology included in preparation	Bilingualism and Language planning, pidgin, creole, and past creole continuum	lecturing	Quiz & Qs/As
18	1 st Monthly exam (second course)				

19	2	Daily preparation and explanation detailed terminology included in preparation	Language and Social variation Social dialects, education and occupation Social markers, style shifting and speech style, prestige	lecturing	Quiz & Qs/As
20	2	Daily preparation and explanation detailed terminology included in preparation	Speech accommodation, register and jargon slang and vernacular language	lecturing	Quiz & Qs/As
21	2	Daily preparation and explanation detailed terminology included in preparation	Language and culture Kinship terms and time concepts Language relativity, Sapir-Whorf hypothesis	lecturing	Quiz & Qs/As
22	2	Daily preparation and explanation detailed terminology included in preparation	Cognitive categories Classifiers Social categories, address terms, and gendered language	lecturing	Quiz & Qs/As

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 staP together under the supervision of scientific committees in the scientific departments.

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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.

1. Program Vision				
Program vision is written here as stated in the university's catalogue and website.				
2. Program Mission				
Program mission is written here as stated in the university's catalogue and website.				
3. Program Objectives				
General statements describing what the program or institution intends to achieve.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
8. Expected learning outcomes of the program				
Knowledge				
Learning Outcomes 1		Learning Outcomes Statement 1		
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Ethics				
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
9. Teaching and Learning Strategies				
Teaching and learning strategies and methods adopted in the implementation of the program in general.				
10. Evaluation methods				
Implemented at all stages of the program in general.				

11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
	General	Special			<div style="display: flex; justify-content: space-between;"> Staff Lecturer </div>

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

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

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

Course Description Form

1. Course Name: English Language					
2. Course Code: Methods of Teaching					
3. Semester / Year: 2024-2025					
4. Description Preparation Date: 1/10/ 2024					
5. Available Attendance Forms: 2 hours weekly					
6. Number of Credit Hours (Total) / Number of Units (Total): 60					
7. Course administrator's name (mention all, if more than one name)					
Name: Noor Arkan Ghaleb					
Email: noor.arkan89@tu.edu.iq					
8. Course Objectives					
Course Objectives			1. training students on the method of teaching 2. develop their ability inside the classroom		
9. Teaching and Learning Strategies					
Strategy	Group work				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	4 weekly	The student's knowledge of new vocabulary, especially those used in teaching students	General terms	lecture	Oral exam

3-4	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Grammar translation method	lecture	Oral exam
5	4 weekly		First monthly exam		written exam
6-7	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Direct method	lecture	Oral exam
8-9	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Audio-lingual method	lecture	Oral exam
10	4 weekly		Second monthly exam		written exam
11-12	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Silent way	lecture	Oral exam
13-14	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Communicative language teaching	lecture	Oral exam
15	4 weekly		Third monthly exam		written exam
16-17	4 weekly	The student's knowledge of new vocabulary specific to the syllabus	syllabus	lecture	Oral exam
18-19	4 weekly	The student's knowledge of new vocabulary specific to the curriculum	curriculum	lecture	Oral exam
20	4 weekly		First monthly exam		written exam
21-22	4 weekly	The student's knowledge of the method of applying the lesson plan	Lesson planning	Lecture	Oral exam
23	4 weekly	The student's knowledge of the method of applying the lesson plan	Lesson planning	Workshop	written exam

24-25	4 weekly	The student's knowledge of new vocabulary for measurement and evaluation	Measurement and Evaluation	Lecture	Oral exam
26	4 weekly		Second monthly exam		written exam
27-28	4 weekly	The student's knowledge of new vocabulary for tests	Testing	lecture	Oral exam
29	4 weekly	The student's knowledge of all vocabulary	General Review	lecture	
30	4 weekly	The student's knowledge of all vocabulary	Comprehensive exam		written exam

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

Introduction:

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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.

1. Program Vision	
Program vision is written here as stated in the university's catalogue and website.	
The course vision is to familiarize M.A. students with essential theoretical frameworks, including Formalism, Structuralism, Poststructuralism, Marxism, Psychoanalysis, Feminism, Postcolonialism, and Ecocriticism, among others.	
2. Program Mission	
Program mission is written here as stated in the university's catalogue and website.	
The course mission is to provide students with analytical tools for critical engagement with literary texts and to comprehend the diverse ways in which theory can enhance the study of literature.	
3. Program Objectives	
General statements describing what the program or institution intends to achieve.	
This course is intended to help the postgraduates get acquainted with the major schools of literary criticism and to provide a textual, historical and critical study of the developments in literary criticism from the beginning of 20th century to the present times.	
4. Program Accreditation	
Does the program have program accreditation? And from which agency? Not yet.	
5. Other external influences	
Is there a sponsor for the program? No.	
6 Program Structure	

Program Structure	Number of Courses One course (the 2 nd semester	Credit hours 45 hours\ 3 units	Percentage 100%	Reviews•
Institution Requirements	One course (the 2 nd semester	45 hours\ 3 units	100%	
College Requirements	One course (the 2 nd semester	45 hours\ 3 units	100%	

Department Requirements	One course (the 2 nd semester	45 hours\ 3 units	100%	
Summer Training	No 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	
20224-2025\ Master Program		Literary Theory	theoretical	practical
			2 hours weekly	One hour weekly
8. Expected learning outcomes of the program				
Knowledge				
Learning Outcomes 2	Learning Outcomes Statement 2			
Learning Outcomes 3	Learning Outcomes Statement 3			
Learning Outcomes 4	Learning Outcomes Statement 4			
Learning Outcomes 5	Learning Outcomes Statement 5			
Skills				
9-The skill of encyclopedic reading is achieved by guiding students to use books source				
10- classroom activity	The skill of accessing the Internet regarding the topics required as a			
11- presented ideas	The skill of being able to understand the relationships between the			
12-	The skill of being able to participate and interact Ethics			

7- Urging the student to pay attention to scientific subjects related to the language and make the subject beloved to him

8- Developing his values, beliefs and inclinations

9- Developing students' attitudes according to the branches of linguistics

2. Utilize diverse theoretical frameworks for the analysis of literary texts. This will lead to developing independent research projects that integrate contemporary literary theories.
3. Assess the social, political, and historical contexts that influenced the development of various literary theories

Ethics

Teaching and learning strategies and methods adopted in the implementation of

the program in general.

Class Participation (active engagement with discussions) 5%

-Weekly Reflection papers (2- pages reflection on the assigned readings, text, and theoretical perspectives)

Writing research papers on divers topics in theory

9. Evaluation methods

Class Participation (active engagement with discussions) 5%

-Weekly Reflection papers (2- pages reflection on the assigned readings, text, and theoretical perspectives) 5%

-Mid Term Exam 15%

-Research Paper 5%

- final exam out of 70%

10. Faculty					
11.					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
	General	Special			<div style="display: flex; justify-content: space-between;"> Staff Lecturer </div>
Professor in English literature and literary theory	English Language	English Literature			<div style="display: flex; justify-content: space-between;"> 1 --- </div>
Professional Development					
Mentoring new faculty members					
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.					
Professional development of faculty members					
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.					
<p>Interactive Lectures: Use multimedia presentations to introduce key concepts and theorists in literary theory.</p> <p><input type="checkbox"/> Socratic Seminars: Facilitate discussions that encourage critical thinking and allow students to explore different interpretations of texts.</p> <p><input type="checkbox"/> Collaborative Projects: Assign group work where students analyze texts through various theoretical lenses, promoting teamwork and diverse perspectives.</p> <p><input type="checkbox"/> Case Studies: Use specific literary works to apply theoretical frameworks, enabling students to see practical applications of literary theories.</p>					
<p>(Setting regulations related to enrollment in the college or institute, whether central admission or others)</p>					
14. Program Development Plan					

- **Training Workshops:** Organize sessions on effective teaching strategies and current trends in literary theory.
- **Collaboration:** Encourage faculty collaboration for sharing best practices and resources.
- **Evaluation and Feedback**
 - **Course Evaluations:** Gather student feedback at the end of the course to assess effectiveness and areas for improvement.
 - **Continuous Improvement:** Use evaluation data to make adjustments to the curriculum and teaching methods

Knowledge Skills															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Ethics ----- -----	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2024-2025\ Master Program in English Literature		Literary Theory	Basic	√				√				√			

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

Course Description Form

1. Course Name: Literary Theory	
2. Course Code:	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 30-1-2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total): 45 hours. \3 units	
7. Course administrator's name (mention all, if more than one name)	
<p>Name:</p> <p>Prof. Dr.</p> <p>Lamiaa</p> <p>Ahmed </p> <p>Rasheed </p> <p style="text-align: right;">.....</p> <p>Email:</p> <p>lamia.ahmed62@tu.edu.iq</p>	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">
9. Teaching and Learning Strategies	
Strategy	
10. Course Structure	

Unit or subunit	Hours	Required Learning Outcomes	Evaluation Outcomes	method	Evaluation method
1	3	<ul style="list-style-type: none"> • Develop critical thinking and analytical skills. • Familiarize students with key literary theorists and movements. • Encourage application of theories to diverse literary texts <p>Develop critical thinking and analytical skills.</p> <p>□ Familiarize students with key literary theorists and movements.</p> <p>□ Encourage application of theories to diverse literary texts</p> <p>Develop critical thinking and analytical skills.</p> <ul style="list-style-type: none"> • Familiarize students with key literary theorists and movements. • Encourage application of theories to diverse literary texts 	<p><u>Week 1: Introduction to literary theory</u></p> <p><u>Week 2-3 Russian Formalism and New Criticism</u></p> <p><u>Week 4 Structuralism</u></p> <p><u>Week 5-6 Poststructuralism: Deconstruction</u></p> <p><u>Week 7-8 Psychoanalysis</u></p> <p><u>Week 9 Marxism</u></p> <p><u>Week 10 New Historicism</u></p> <p><u>Week 11 Feminist Approach</u></p> <p><u>Week 12 Postcolonialism</u></p> <p><u>Week 13 Intertextuality</u></p> <p><u>Week 14 midterm exam</u></p> <p><u>Week 15 Revision</u></p>	<ul style="list-style-type: none"> • Lectures and Discussions: Combine traditional lectures with guided discussions to foster engagement. • Workshops: Hands-on sessions where students apply theories to texts. • Digital Tools: Utilize online platforms for collaborative projects and discussions (e.g., discussion boards, wikis). • Lectures and Discussions: Combine traditional lectures with guided discussions to foster engagement. • Workshops: Hands-on sessions where students apply theories to texts. • Digital 	<p>□ Quizzes and Short Essays: Regular assessments to check understanding of theoretical concepts.</p> <p>□ Research Projects: Longer assignments requiring in-depth analysis of texts using multiple theories.</p>

				Tools: Utilize online platforms for collaborative projects and discussions (e.g., discussion boards, wikis).	
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- Dobie, Ann B. *Theory into Practice: An Introduction to Literary Criticism*. Thomson, 2002
- Eagleton, Terry. *Literary Theory: An Introduction*. U of Minnesota P, 1983.
- Green, Keith and Jill LeBihan. *Critical Theory & Practice: A Coursebook*. London and New York: Routledge, 2004.
- Guerin, Wilfred L. et al. *A Handbook of Critical Approaches to Literature*. 4th Ed. New York: OUP, 1999.
- Jefferson, Anne. and D. Robey, eds. *Modern Literary Theory: A Comparative Introduction*. London: Batsford, 1986.
- Latimer, Dan. *Contemporary Critical Theory*. Harcourt, 1989.
- Magill, Frank N, ed. *Critical Survey of Literary Theory*. Salem Press, 1987.
- Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. Garland Publishing, 1999.

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 staP 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, quaJerly), 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.

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.

1. Program Vision				
Program vision is written here as stated in the university's catalogue and website.				
2. Program Mission				
Program mission is written here as stated in the university's catalogue and website.				
3. Program Objectives				
General statements describing what the program or institution intends to achieve.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
8. Expected learning outcomes of the program				
Knowledge				
Learning Outcomes 1		Learning Outcomes Statement 1		
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Ethics				
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
9. Teaching and Learning Strategies				
Teaching and learning strategies and methods adopted in the implementation of the program in general.				
10. Evaluation methods				
Implemented at all stages of the program in general.				

11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
	General	Special			<div style="display: flex; justify-content: space-between;"> Staff Lecturer </div>

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program




State briefly the sources of information about the program.

14. Program Development Plan

				Required program Learning outcomes											
Year/Level	Course Code	Course Name		Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Yearly		Curriculum	Basic	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓ ✓	✓	✗

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

Course Description Form

1. Course Name: Curriculum Design				
2. Course Code:				
3. Semester / Year: 2024-2025				
4. Description Preparation Date: 1-9-2024				
5. Available Attendance Forms: daily				
6. Number of Credit Hours (Total) / Number of Units (Total) 48				
7. Course administrator's name (mention all, if more than one name)				
Name: Marwan Mizher Sahab marwanmizher@tu.edu.iq <div style="text-align: right; margin-top: 5px;"> </div>				
8. Course Objectives				
Course Objectives		To enable the students to design syllabus and create suitable circumstances to teach students ESP and EAP		
9. Teaching and Learning Strategies				
Strategy	Communicative method			
10. Course Structure				
	Hours	Required Learning Outcomes	 	Evaluation method

1	2	Learning English	Curriculum	Lectures	Examination
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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 staP together under the supervision of scientific committees in the scientific departments.

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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.

1. Program Vision
The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology
2. Program Mission
The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.
3. Program Objectives
<ul style="list-style-type: none"> • The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society. • Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English. • Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies. • Highly qualifying students to continue in postgraduate programs. • The department seeks to establish communication channels and areas of cooperation with similar departments in other universities. • Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation. • The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.

4. Program Accreditation				
Does the program have program accreditation? And from which agency? Not yet				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2			
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
<div>8. Expected learning outcomes of the program</div> <div>1. Knowledge</div>				

- Learning Outcomes 1: Cognitive objectives

-1 Preservation: Students are taught the basic branches of linguistics as a purely linguistic relationship between its branches and how to link language with science the other

-2 Understanding: After the explanation, inferred intellectual questions are asked, taken from the curriculum book, to stimulate students' understanding of the curriculum and clarification

-3 Analysis: Students can analyze some linguistic sentences using theoretical methods, morphologically and syntactically;

-4 Installation: After memorizing the most important topics included in the curriculum, students can reconstruct some scattered ideas to develop their abilities to understand the material and comprehend it easier and faster

-5 Calendar: Daily questions are prepared during the lecture and answered orally, and quarterly questions

are also created for the exam (Written exam) and preparing the daily rapid exam

Skills

Learning Outcomes 2:

- 13- The skill of encyclopedic reading is achieved by guiding students to use books source
- 14- The skill of accessing the Internet regarding the topics required as a classroom activity
- 15- The skill of being able to understand the relationships between the presented ideas
- 16- The skill of being able to participate and interact Ethics

Learning Outcome Statement 3

- 10- Urging the student to pay attention to scientific subjects related to the language and make the subject beloved to him
 - 11- Developing his values, beliefs and inclinations
 - 12- Developing students' attitudes according to the branches of linguistics
-
-

13. Teaching and Learning Strategies

- Student participation inside the classroom
- Homework and detailed explanation by the professor
- Students' extracurricular participation
- Urging students to attend the relevant scientific symposium

14. Evaluation methods

Short tests - daily exams - semester exams - final exams - and active student attendance
And participate in the lesson

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
5- Asst. Lect. 6- Lect.	English	Linguistics			2	2
Professional Development						
Asst.Lect. Muna Essam Abdullah (M.A)						
There is a process used to mentor new, visiting, full—time, and part—time faculty at The institution and department level.						
Professional development of faculty members						
General and qualifying transferable skills (other skills related to employability and personal development.)						
1- The student's ability to understand linguistic terms						
-2 The student's ability to interact in class						
-3 Training him through induction, deduction, and presenting examples of each theory to encourage students to understand the theory's material						
And apply it practically						
12. Acceptance Criteria						
Central admission						
13. The most important sources of information about the program						
The main authentic references in linguistics						
14. Program Development Plan						

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2 nd	SRDS02	Select reading	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name: Select Reading	
2. Course Code: SRDS02	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 01 -10 - 2023	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 4/ 8	
7. Course administrator's name (mention all, if more than one name)	
Name: Muna Isam Abdullah	
Email: muna.e.abdulla@tu.edu.iq	
.....	
.....	
8. Course Objectives	
Course Objectives	Informing the students about the importance of the language, its sciences, and its history, especially the English language, its branches, and its relationship to the sciences other cognitive and most important characteristics of human language. Students are also informed of the most important schools and theorists who contributed to the advancement of this science in both Europe and America and how it developed and reached us as a basic science
9. Teaching and Learning Strategies	
Strategy	. Student participation inside the class
	. Homework and detailed explanation by the professor
	. Students' extracurricular participation
	. Urging students to attend the relevant scientific symposium

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Daily preparation and explanation detailed terminology included in preparation	The Youngsters Behind You Tube When to Use Female Nouns	lecturing	Quiz & Qs/As
2	2	Daily preparation and explanation detailed terminology included in preparation	Your Negative Attitude Can Hurt Your Career	lecturing =	Quiz & Qs/As
3	2	Daily preparation and explanation detailed terminology included in preparation	The Youngsters Behind You Tube	lecturing	Quiz & Qs/As
4	1 st Monthly exam				
5	2	Daily preparation and explanation detailed terminology included in preparation	When to Use Female Nouns	lecturing	Quiz & Qs/As
6	2	Daily preparation and explanation detailed terminology included in preparation	The Colorful World of Synesthesia	lecturing	Quiz & Qs/As
7	2 nd Monthly exam				

8	2	Daily preparation and explanation detailed terminology included in preparation	What is Creative Thinking	lecturing	Quiz & Qs/As
9	2	Daily preparation and explanation detailed terminology included in preparation	Listen Up	Lecturing	Quiz & Qs/As
10	2	Daily preparation and explanation detailed terminology included in preparation	Students Won't Give Up Their French Fries	Lecturing	Quiz & Qs/As
11	2	Daily preparation and explanation detailed terminology included in preparation	Why I Quit The Company	lecturing	Quiz & Qs/As
12	3 rd Monthly exam				
13	2	Daily preparation and explanation detailed terminology included in preparation	East Meets West or Loves Risky Cyberhighway	lecturing	Quiz & Qs/As
14	2	Daily preparation and explanation detailed terminology included in preparation	The Art of Reading	lecturing	Quiz & Qs/As
15	2	Daily preparation and explanation detailed terminology included in preparation	When E.T .Calls	lecturing	Quiz & Qs/As

11. Course Evaluation

Short tests - daily exams - semester exams - final exams - and active student attendance And participate in the lesson

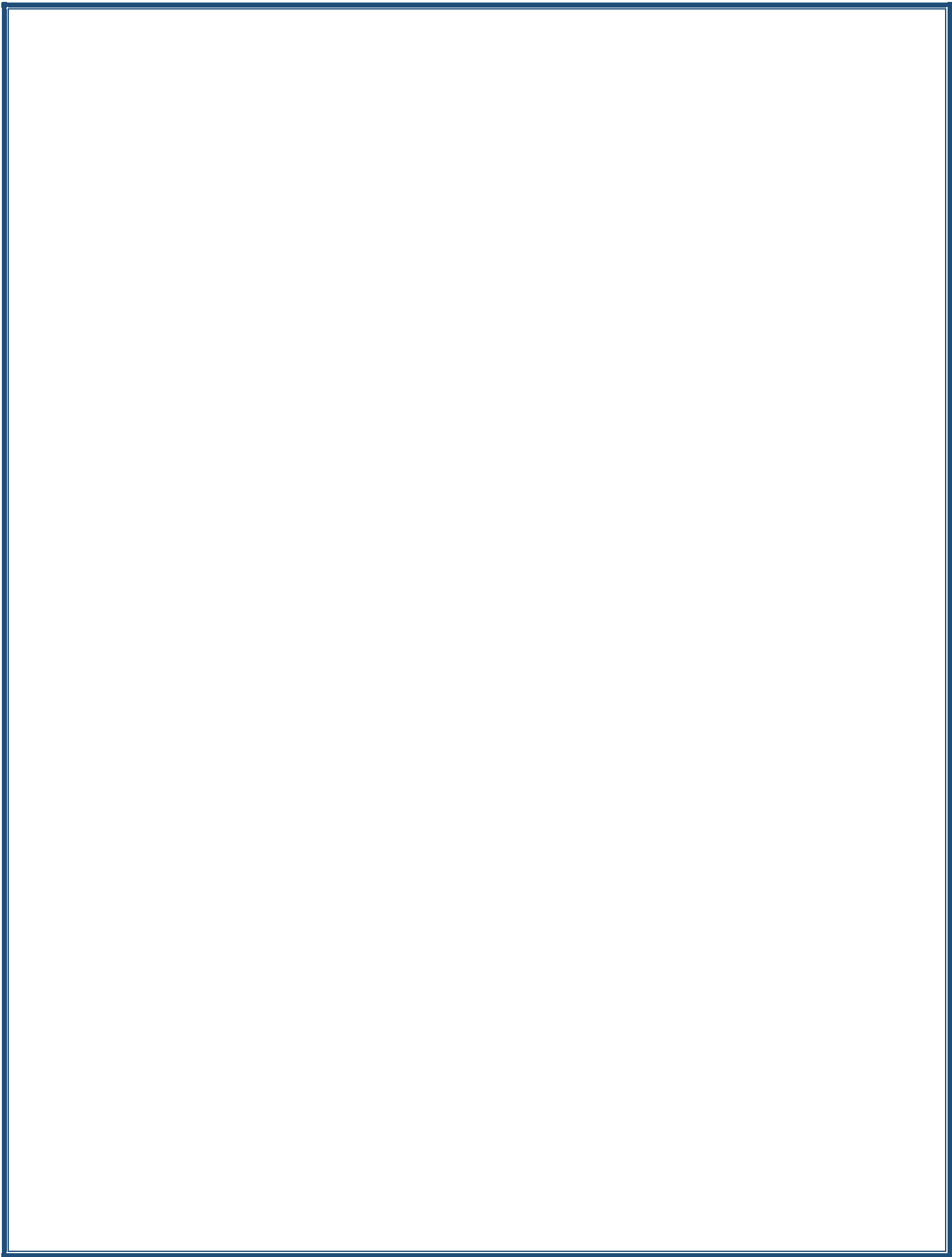
12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Alexander, L. (1967) Developing Skills. Great Britain. London and Beccles.
---	--

Main references (sources)	Lee.L. and Gundersun. E.(2011). Select Reading. 2 nd ed. Oxford University Press.
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Recommended books and references (scientific journals, reports ...)	- Lee. L. and Gundersun. E. Select Reading. 1 st ed. Oxford University Press.
---	--

Electronic Reference s, Websites	www.bookfi.org www.bookfi.org
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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 staP 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.

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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.

1. Program Vision

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

The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology

2. Program Mission

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

The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.

3. Program Objectives

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

- The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.
- Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English.
- Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.
- Highly qualifying students to continue in postgraduate programmes.
- The department seeks to establish communication channels and areas of cooperation with similar departments in other universities.
- Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation.
- The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2			
College Requirements	Achieving the requirements of the first and second semester and passing all exams successfully			

Department	The course is a			
Requirements	basic one			
Summer Training	No summer training			
Other	There is a practical course in which students attend the lab or listen to audio material			

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
First year	Phonetics1	phonetics	theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5
Learning Outcomes 1	Learning Outcomes Statement 1

Skills Learning outcomes 1

- Students are expected to have knowledge on the English language sounds and letters.
- They can recognize sounds correctly when they hear it.
- They have the ability to speak in the English language in an intelligible way.

Learning Outcomes 2

- Student can speak English fluently
 - Students can communicate in the class and outside the classroom
 - Students can manage in emailing native speakers and contact them
 - Students can interact with the other EFL learners
-

9. Teaching and Learning Strategies

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

- Students listen to the professor and try to discuss issues on the units
 - Students interact in groups to discuss and present their assignments
 - Students are engaged in practical courses to practice English and to listen to audio data
 - Students are given a weekly assignments to be prepared individually and in groups
-

10. Evaluation methods

Implemented at all stages of the program in general.

- Daily preparation
 - Daily tests
 - Weekly quizzes
 - Monthly exams
-

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Asst.Prof. Asst.Lect.	Linguistics linguistics	Phonetics phonetics	Fluency to speak in the English language	Ability to use technology /computer and accessing websites	2	2

Professional Development

Mentoring new faculty members

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

12. Acceptance Criterion

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

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	Phonetics1	Phonetics	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name: Phonetics	
2. Course Code: Phonetics1	
3. Semester / Year: year /annual 2025	
4. Description Preparation Date: 15/3/2025	
5. Available Attendance Forms: attendance at classes/ virtual education on Google meets online	
6. Number of Credit Hours (Total) / Number of Units (Total) 70 hours/12 units	
7. Course administrator's name (mention all, if more than one name)	
<div style="border: 1px solid black; padding: 5px; margin: 5px;"> Asst. Lect. Sufyan Mahdi Hammod Email: sufyan.mahdi@tu.edu.iq </div>	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Informing the students that this course is an essential one to develop their aptitudes and abilities to speak English correctly At the end of the course students will be able to recognize accents Students are given feedback from the professor and teaching material to develop their abilities regarding four skills: speaking and listen, reading and writing.
9. Teaching and Learning Strategies	

Strategy	<p>Students are given time to prepare the data before the submission</p> <p>Students will attend classes to present their assignments orally</p> <p>Students will submit their assignments and discuss them in groups</p> <p>Students are required to attend the practical course? listening to audio material and interpret it</p>
-----------------	---

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Students can identify organs of speech	Introduction Sounds and letters Dialects and accents Which English	Attending the class and preparing the assignments	Daily quiz and monthly exams
2	3	Students can explain and recognize consonants	The consonants	Attending the class and preparing the assignments	Daily quiz and monthly exams
3	3	Students can explain and recognize fricative consonants	Fricative consonants	Attending the class and preparing the assignments	Daily quiz and monthly exams
4	3	Students can understand stop consonant production	Stop consonants	Attending the class and preparing the assignments	Daily quiz and monthly exams
5	3	Nasal consonants	Students will be able to produce nasal consonants and distinguish them as being different from the oral ones	Attending the class and preparing the assignments	Daily quiz and monthly exams

6	3	Consonant sequences	Students will acknowledge the English syllable structure	Attending the class and preparing the assignments	Daily quiz and monthly exams
7	3	The vowels	Students can recognize types of vowels, their occurrence in different syllable. And how can different vowels be distributed	Attending the class and preparing the assignments	Daily quiz and monthly exams
8	3	Aspects of connected speech	Students will have an idea on the elision, assimilation and alternation	Attending the class and having quizzes	Daily and monthly exams
9	3	Intonation	Students will be able to produce utterances with different tone and imitate the intonation of the native speakers	Repeating the audio files and imitating native speakers in oral exams	Daily and 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. And extra tasks are given like reports	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Required Textbooks:

O'Connor , J.D.(1980) *Better English Pronunciation* . (Second Edition) . Cambridge University Press.

Main sources:

Clark, J & Collin Y. (1990). *An Introduction to Phonetics Phonology*. United Kingdom: Blackwell Publisher Ltd.

Ladefoged, P. (1993). *A Course in Phonetics*, Third Edition, (Harcourt Brace Jovanovich, Inc., New York).

O'Connor, J.D. (1980). *Phonetics*. Harmondsworth: Penguin Books. Roach, P. (1991). *English Phonetics and Phonology: A practical Course*. Cambridge: CUP.

Electronic websites Google

scholar Oxford Online

English

British Council: learn English online

Introduction:

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Concepts and terminology:

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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.

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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.

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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.

1. Program Vision
Providing the Ministry of Education with a staff specialized in teaching the English language in secondary schools..
2. Program Mission
<p>Enabling students to become familiar with the rules of the English language (grammar and conversation), and its literature (play, novel, poetry, linguistics), with the ability to write scientific research in those fields.</p> <p>Enhancing students' awareness of the horizons of linguistic culture, ancient and modern, and equipping them with diverse literary, linguistic, and writing skills.</p>
3. Program Objectives
<p>- Raising students' awareness in understanding the English language, analyzing its texts, and knowing its creators throughout the ages, in writing and teaching in the fields of language and literature. - Providing graduates with the skills to teach the various linguistic sciences they learned to secondary school students later, using teaching methods that suit them and providing them with modern means of clarification and scientific communication skills.</p>
4. Program Accreditation
There is no program accreditation
5. Other external influences

Ministry of Higher Education and Scientific Research, Tikrit University

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	Nothing			
College Requirements	Nothing			

Department	Study materials	100		
Requirements				
Summer Training	Nothing			
Other	Application for the fourth year			

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
8. Expected learning outcomes of the program				
A- Cognitive objectives				
A1- The student should be able to control the rules of the English language in grammar.				
A2- That the student be able to apply the rules of the English language in various linguistic uses.				
A3- That the student should be familiar with all English language literature (theatre, poetry, novels, short stories, and the most prominent poets and writers.				
A4- The student should be familiar with all schools of literary criticism throughout the ages.				
A5- The student should be familiar with modern teaching methods.				
A6- That the student learns modern technical skills in studying the language.				
B - The program's skill objectives				
B1 - That the student be able to become familiar with the methods of teaching, measuring and evaluating the scientific subject.				
B2 - The student should be able to choose the appropriate teaching method for each scientific subject so that it is presented in an interesting way.				
B3 - That the student is able to solve problems related to students' understanding of the scientific subject by using theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language.				

Skills

Learning Outcomes 2

Learning Outcomes Statement 2

Learning Outcomes 3

Learning Outcomes Statement 3

Ethics

Learning Outcomes 4

Learning Outcomes Statement 4

Learning Outcomes S

Learning Outcomes Statement 5

9. Teaching and Learning Strategies

- The standard method (preemptive)
 - Text method.
 - Inductive (deductive) method.
 - How to solve problems.
-

10. Evaluation methods

- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
 - Diagnostic evaluation (semester and final exams to issue judgments of success and failure).
-

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professional Development						
Mentoring new faculty members						
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.						
Professional development of faculty members						
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.						
12. Acceptance Criterion						
(Setting regulations related to enrollment in the college or institute, whether central admission or others)						
13. The most important sources of information about the program						
State briefly the sources of information about the program.						
14. Program Development Plan						

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

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

Course Description Form

1. Course Name: An Introduction to English Literature	
2. Course Code:	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
2025-1-18	
5. Available Attendance Forms:	
Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)	
: 90 hours/5 credits	
7. Course administrator's name (mention all, if more than one name)	
Name: Inaam Munther Nomman	
Email: inaam.m.nomaan@tu.edu.iq	
8. Course Objectives	
Course Objectives	This course aims at providing first year students with basic information about literature in general and English literature in particular. Studying literary pieces enables the students to develop their language skills; reading, writing, understanding, speaking...etc. The course intends also to widen the students' cultural awareness and improve their critical insight
9. Teaching and Learning Strategies	
Strategy	The standard method (giving lectures). <ul style="list-style-type: none"> ● The text method. ● Brainstorming method. ● Some modern strategies.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	6	The student will be familiar with the history of the Victorian era novel and its characteristics and most important characteristics	Introduction to the English novel in the 18th century	Lecture and explanation	Lecture and explanation
3-6	18	The student learns about the achievements of writer Wuthering Heights	Emily's life. Study several chapters of the novel	Lecture, explanation, and text analysis	Lecture and explanation
7-10	9	Understanding and analyzing the novel	Reading chapters of the novel and literary criticism	Writing notes and critiquing important texts	Questions, discussion and writing notes
11-14	9	Understanding and analyzing literary text and developing the four skills	Great hopes are visible	Watch the educational film	Discussion and analysis
15-16	6	Ability to critically analyze	The Novel of Wuthering heights: A General Review	Lecture discussion-analysis	Second month exam, first credit

		Half year holiday			
17	3	The student learns about Charles Dickens and the novel Hard Times	Introduction to Hard Times and reading several chapters	Introduction to Hard Times and reading several chapters	Discussion and questions
18-22	12	Study chapters from the novel	Read and analyze important texts	Lecture and analysis	Discussion n and questions
23-24	6	study chapters from the novel	study chapters from the novel	Lecture And explanation	Lecture and explanation
25-26	6	Developing analysis, listening, speaking, reading and writing skills	Visible	Watch the educational film	Analysis and discussion
27-28	6	Developing the skill of literary criticism	A general review of Hard Times	Lecture - Discussion	First month exam -second semester

29-31	9	Developing the four skills and analysis	Read and analyze the novel	Lecture and explanation	Write notes and discuss
32	3	Understanding and analyzing literary text	Review the novel	Analysis and criticism	Second month exam - second semester

11. Course Evaluation	
<p>First Course:</p> <p>Monthly Exam: 15</p> <p>Daily homework: 10/ weekly quizzes, reports that students are required to write on topics related to the curriculum</p> <p>Total: 25</p> <p>Second Course:</p> <p>Monthly Exam: 15</p> <p>Daily homework: 10/ weekly quizzes, reports that students are required to write on topics related to the curriculum</p> <p>Total: 25</p> <p>Total for the 1st and 2nd Courses: 50</p> <p>Final Exam: 50</p> <p>Final Grade: 100</p>	
12. Learning and Teaching Sources	
Required textbooks (curricular books, if any)	Poetry and Prose Appreciation for Overseas Students, George Whitfield Introduction to Drama
Main references (sources)	Mastering English Literature, Richard Hill
Recommended books and references	

(scientific journal, reports)	
Electronic References, Websites	

Introduction:

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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.

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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.

1. Program Vision
Assessment is an important subject that should be taught to the 4 th year students in the department of English, as the teachers should know how to design the test to the students in the primary and secondary schools. The English language is a language that communicates among people and represents a window for communication with peoples' cultures and civilizations. To contribute to building a Knowledge society and transferring science and technology.
2. Program Mission
Program mission is written here as stated in the university's catalogue and website.
The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language, literature and methods of teaching English in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified and responsible citizens.
3. Program Objectives
General statements describing what the program or institution intends to achieve.
1.Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies. 2.To prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society. 3.Preparing a graduate proficient in the four skills: listening, speaking, reading and writing. 4.Highly qualifying students to continue in postgraduate programmes.
4. Program Accreditation

Does the program have program accreditation? And from which agency?				
No				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2			
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2024- 2-25 \ 4 th year		Assessment	theoreti cal	practical
				*
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Expected learning outcomes of the program				
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
Knowledge				
Learning Outcomes 1 Cognitive Objectives				
1. Preservatin: Students are taught the basic definitions of assessment and the difference between assessment and testing, the types and purposes of assessment , strategies and characteristics of				
2.				
3. assessment and how to design a test for the students.				
2.Understanding : after the explanation, inferred intellectual questions are asked,				

taken from the curriculum book, to stimulate student's understanding of the curriculum and clarification.

3. Analysis: students can analyze some sentences.

4. Installation: After memorizing the most important topics included in the curriculum, students can reconstruct some scattered ideas to develop their abilities to understand the material and comprehend it easier and faster.

4. Learning Outcomes Statement 1

Skills

Learning Outcomes 2

1. The skill of reading is achieved by guiding students to use textbooks.
2. The skill of accessing the Internet regarding the topics required as a classroom activity.
3. The skill of being able to understand the relationships between the presented ideas.
4. The skill of being able to participate and interact.

Learning Outcomes

Statement 2 Learning Outcomes 3 Learning

Outcomes Statement 3 Ethics

Learning Outcomes 4 Learning Outcomes

Statement 4 Learning Outcomes S Learning

Outcomes Statement 5

1. Urging the students to pay attention to scientific subjects related to the language and make the subject beloved to him.
 2. Developing his values, beliefs and inclinations.
 3. Developing student's attitudes according to the strategies of Assessment.
-

9. Teaching and Learning Strategies

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

- Student's participation inside the classroom.
 - Homework and detailed explanation by the professor.
 - Student's extracurricular participation
 - Urging students to attend the relevant scientific symposium.
-

10. Evaluation methods

Implemented at all stages of the program in general.

- Short tests – daily exams – semester exams – final exams and active student attendance
 - Participation inside the classroom.
-

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
1. Instructor	Methodology				one	
Professional Development	Methodology					
Mentoring new faculty members						
<p>Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.</p> <p>There is a process used to mentor new, visiting, full-time and part-time faculty at the institution and department level.</p>						
Professional development of faculty members						
<p>Briefly describe the academic and professional development plan and arrangements for faculty</p> <p>-General and qualifying transferable skills (other skills related to employability and personal</p>						
12. Acceptance Criterion						
(Setting regulations related to enrollment in the college or institute, whether central admission or others)						
Central admission						
13. The most important sources of information about the program						
State briefly the sources of information about the program.						

The main sources in Methodology

- | |
|---|
| <ol style="list-style-type: none">1. Prof. Nejat Al-Juboury. (2014). A Language Teacher's Guide to Assessment2. Jerry G. Gebhard. (2006). Teaching English as a Foreign or Second Language.3. Brown, Douglas H. (2004). Principles of Language teaching and Learning. |
|---|

14. Program Development Plan

Program Skills Outline												
				Required program Learning outcomes								
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethical
				A1	A2	A3	A4	B1	B2	B3	B4	
4 th year		Assessment	Basic	*		*	*	*	*	*	*	*

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

Course Description Form

.....

1. Course Name: Assessment
2. Course Code:
3. Semester / Year: 2024-2025
4. Description Preparation Date: 1-5-2025
5. Available Attendance Forms: Attendance
6. Number of Credit Hours (Total) / Number of Units (Total) 4 / 12

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

Name:

Asst.P

rof.

Dr.

Batool

Assim

H.

Email:

dr.bat

oolassi

m@tu.

edu.iq.

8. Course Objectives

Course Objectives

☐ ☐

☐

9. Teaching and Learning Strategies

Strategy

- Students' participation inside the class
- Homework and detailed explanation by the professor
- Student's extracurricular participation
- Urging students to attend the relevant scientific symposium

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Daily preparation and explanation detailed terminology included in preparation	Basic assessment Concepts	Lecturing	Quiz and participation
2	2		Approaches to Language Assessment		

3	2		Characteristics of Assessment		1 st monthly exam
4	2		Test construction and Administration		
5	2		Test Design		
6	2		Testing Use and Usage		2nd monthly exam
7	2		Testing Vocabulary		
8	2		Testing Reading Comprehension		3 rd exam
9	2		Testing Writing Skills		

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

Introduction:

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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.

1. Program Vision
<p>The main vision of Psycholinguistic is</p> <p>To outline and describe the process of producing and comprehending communication</p>
2. Program Mission
<p>The main mission of Psycholinguistics :</p> <p>It is the discipline that Investigate and describe psychological processes that make it possible for humans to master and use language</p>
3. Program Objectives
<p>General statements describing what the program or institution intends to achieve.</p> <p>1-It aims to study the natural and cultural environment of linguistic content</p> <p>2-It aims to study language and education</p> <p>3- It aims to study language and its relationship to behavior that is determined by culture and its aspects</p> <p>4- Knowing the causes of linguistic change and verifying them through structural interpretation of historical processes</p> <p>5- Providing graduates with the skills to teach the various linguistic sciences they have learned to secondary school students later, using appropriate teaching methods and providing them with modern means of clarification and scientific communication skills.</p>
4. Program Accreditation
<p>Does the program have program accreditation? And from which agency?</p>
5. Other external influences
<p>Is there a sponsor for the program?</p>

Data show - reports (presentation) - research - whiteboard - power point slides

6 Program Structure

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

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
M.A	A	Psycholinguistics	theoretical	practical
			2	

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1 Learning Outcomes Statement 1- Enabling the student to gain knowledge, understanding and production in educational linguistics

Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 2	Learning Outcomes Statement 2

Learning Outcomes 3	Learning Outcomes Statement 3
---------------------	-------------------------------

Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	Learning Outcomes Statement 4

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

9. Teaching and Learning Strategies

- Inductive (deductive) method.

- How to solve problems.

- Repeat training courses and seminars to provide female students with the ability to communicate with society, the ability to have fruitful dialogue, and to solve educational problems using scientific methods.

- Training the student on classroom interaction and exchanging opinions between the student and the teacher to raise learning difficulties and discuss their solutions.

-Communicative method

10. Evaluation methods

- Oral and written tests, individual and group, theoretical and practical.
- Training the student to directly observe the performance of students in all preparatory stages in the areas of dialogue, intellectual and scientific communication, and working in a team spirit within the classroom and the college and university environment.

Assigning students to prepare scientific research to test their ability to think, deduce, and solve problems.

11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
	General	Special			<div style="display: flex; justify-content: space-between;"> Staff Lecturer </div>

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

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

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

14. Program Development Plan

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

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

Course Description Form

1. Course Name: Educational linguistics	
2. Course Code:	
3. Semester / Year: 2024-2023	
4. Description Preparation Date: 2024-3-20	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 72 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: pro.dr. Nagham Q. yahya Email: nagyahya@tu.ed u.iq	
Course Objectives 8. Course Objectives	
1-It aims to study the natural and cultural environment of linguistic content 2-It aims to study language and education 3- It aims to study language and its relationship to behavior that is determined by culture and its aspects 4- Knowing the causes of linguistic change and verifying them through structural interpretation of historical processes 5- Providing graduates with the skills to teach the various linguistic sciences they have learned to secondary school students later, using appropriate teaching methods and providing them with modern means of clarification and scientific communication skills.	<ul style="list-style-type: none"> • • •
9. Teaching and Learning Strategies	

Strategy	<ul style="list-style-type: none">-The standard method (preemptive).-Text method.-Inductive (deductive) method.-How to solve problems. Method of analyzing linguistic text				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

11. Course Evaluation					
- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).					
- Diagnostic evaluation (semester and final exams to issue judgments of success and failure)					
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 Form

1. Course Name: Modern Novel	
2. Course Code: -----	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 30/4/2025	
5. Available Attendance Forms: Class lectures	
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: Intisar Rashid Khaleel Email: intisarrashid@tu.edu.iq	
8. Course Objectives	
Course Objectives	<p>This course intends to give fourth-year students an idea of Twentieth Century English and American novel. It outlines the major characteristics and techniques adapted by modern novelists. The language of these novels is modern in spirit so in addition to the cultural and critical importance of the course, it enriches the student's vocabulary and their mastery over language.</p> <p>Students are able to critically explore the issues covered in the course.</p> <p>Students are able to perform competent close readings of literary texts.</p> <p>Students use writing opportunities as a space to develop sound metacognitive practices and to critically reflect on their reading practices through writing.</p> <p>Students develop an awareness of literature's</p>

			ability to mediate social, cultural and political issues.		
9. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none">• The standard method (giving lectures).• The text method.• Brainstorming method.• Communication method• Some modern strategies.			
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
October 1	3	Knowledge of the modern era, historically and literary	Introduction: Modern Age	Standard method	Class performance and exams
October 2	3	Knowledge about the modern novel	Modern Novel	Standard method & Brainstorming method	Class performance and exams
October 3	3	Knowledge of modern novelists	Modern Novelists	Standard method & text method	Class performance and exams
October 4	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Standard method & text method	Class performance and exams
November1	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Standard method & text method	Class performance and exams
November 2	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Standard method	Class performance and exams

November 3	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Standard method	Class performance and exams
November 4	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Standard method	Class performance and exams
December 1	3		Exam	Exam	Exam
December 2	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Standard method	Class performance and exams
December 3	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Standard method & text method	Class performance and exams
December 4	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Standard method & text method	Class performance and exams
January 1	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Text method & deductive method	Class performance and exams
January 2	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Standard method & text method	Class performance and exams
January 3	3	Lord of the Flies: Character Development, Themes, and Literary	William Golding's Lord of the Flies	Standard method	Class performance and exams

		Techniques			
January 4	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Standard method	Class performance and exams
February 1	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Standard method	Class performance and exams
February 2	3	Lord of the Flies: Character Development, Themes, and Literary Techniques	William Golding's Lord of the Flies	Text method	Class performance and exams
March 1	3		Exam	Exam	Exam
March 2	3	Animal Farm Explained Character Development, Ideas, and Literary Techniques	George Orwell Animal Farm	Standard method	Class performance and exams
March 3	3	Animal Farm Explained Character Development, Ideas, and Literary Techniques	George Orwell Animal Farm	Standard method & text method	Class performance and exams
March 4	3	Animal Farm Explained Character Development, Ideas, and Literary Techniques	George Orwell Animal Farm	Standard method & text method	Class performance and exams
April 1	3		Exam	Exam	Exam

April 2	3	Animal Farm Explained Character Development, Ideas, and Literary Techniques	George Orwell Animal Farm	Standard method	Class performance and exams
April 3	3	Animal Farm Explained Character Development, Ideas, and Literary Techniques	George Orwell Animal Farm	Standard method	Class performance and exams
April 4	3		Exam	Standard method	Class performance and exams

11. Course Evaluation

First Course:

Monthly Exam: 20

Daily homework: 5

Total: 25

Second Course:

Monthly Exam: 20

Daily homework: 5

Total: 25

Total for the 1st and 2nd Courses: 50

Final Exam: 50

Final Grade: 100

12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	Animal Farm: George Orwell William Golding: Lord of the Flies
Main references (sources)	Forms of Modernist Fiction Reading the Novel from James Joyce to Tom McCarthy Derek Attridge
Recommended books and references (scientific journal, reports)	Forms of Modernist Fiction Reading the Novel from James Joyce to Tom McCarthy Derek Attridge
Electronic References, Websites	https://www.google.ig/books/edition/Notes_on_George_Orwell_s_Animal_Farm/bb26JBE69tAC?hl=ar&gbpv=1&dq=george+orwell+animal+farm&printsec=frontcover https://www.google.ig/books/edition/Lord_of_the_Flies/bb26JBE69tAC?hl=ar&gbpv=1&dq=william+golding+lord+of+the+flies&printsec=frontcover

	es/3KRdJZbAN_sC?hl=ar&gbpv=1&dq=william+golding+lord+of+the+flies&printsec=frontcover
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Introduction:

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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.

1. Program Vision				
Program vision is written here as stated in the university's catalogue and website.				
2. Program Mission				
Program mission is written here as stated in the university's catalogue and website.				
3. Program Objectives				
General statements describing what the program or institution intends to achieve.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
8. Expected learning outcomes of the program				
Knowledge				
Learning Outcomes 1		Learning Outcomes Statement 1		
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Ethics				
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
11. Teaching and Learning Strategies				
Teaching and learning strategies and methods adopted in the implementation of the program in general.				
12. Evaluation methods				
Implemented at all stages of the program in general.				

11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
	General	Special			<div style="display: flex; justify-content: space-between;"> Staff Lecturer </div>

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

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

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

14. Program Development Plan

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

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

Course Description Form

1. Course Name: English Language					
2. Course Code: Methods of Teaching					
3. Semester / Year: 2024-2025					
4. Description Preparation Date: 1/10/ 2024					
5. Available Attendance Forms: 4 hours weekly					
6. Number of Credit Hours (Total) / Number of Units (Total): 120					
7. Course administrator's name (mention all, if more than one name)					
Name: Jawher Brk Muter					
Email: gawherbrak@tu.edu.iq					
8. Course Objectives					
Course Objectives			1. training students' on the method of teaching 2. develop their ability inside the classroom		
9. Teaching and Learning Strategies					
Strategy		Group work			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	4 weekly	The student's knowledge of new vocabulary, especially those used in teaching students	General terms	lecture	Oral exam
3-4	4 weekly	Students' knowledge of the	Grammar	lecture	Oral exam

		advantages of this method and how to apply it	translation method		
5	4 weekly		First monthly exam		written exam
6-7	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Direct method	lecture	Oral exam
8-9	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Audio-lingual method	lecture	Oral exam
10	4 weekly		Second monthly exam		written exam
11-12	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Silent way	lecture	Oral exam
13-14	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Communicative language teaching	lecture	Oral exam
15	4 weekly		Third monthly exam		written exam
16-17	4 weekly	The student's knowledge of new vocabulary specific to the syllabus	syllabus	lecture	Oral exam
18-19	4 weekly	The student's knowledge of new vocabulary specific to the curriculum	curriculum	lecture	Oral exam
20	4 weekly		First monthly exam		written exam
21-22	4 weekly	The student's knowledge of the method of applying the lesson plan	Lesson planning	Lecture	Oral exam
23	4 weekly	The student's knowledge of the method of applying the lesson plan	Lesson planning	Workshop	written exam

24-25	4 weekly	The student's knowledge of new vocabulary for measurement and evaluation	Measurement and Evaluation	Lecture	Oral exam
26	4 weekly		Second monthly exam		written exam
27-28	4 weekly	The student's knowledge of new vocabulary for tests	Testing	lecture	Oral exam
29	4 weekly	The student's knowledge of all vocabulary	General Review	lecture	
30	4 weekly	The student's knowledge of all vocabulary	Comprehensive exam		written exam

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11. Course Evaluation

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

12. Learning and Teaching Resources

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

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.

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TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

1. Teaching Institution	University of Tikrit / College of Education for Human sciences
2. University Department/Centre	English Department
3. Course title/code	English language
4. Title of Final Award	Bachelor degree in English language
5. Modes of Attendance offered	System of semi-annual (courses)
6. Semester/Year	Second academic year / second semester
7. Number of hours tuition (total)	(2) hours weekly of (15) weeks(30 hours)
7. Other external influences	Committee of Deans Colleges of Education
8. Date of production/revision of this specification	28/03/2024
9. Aims of the Programme	
The objectives of the course are as follows:	
The Adult Education and Learning program aims to:	
1. Foster Lifelong Learning:	
Equip individuals with the skills and motivation to engage in continuous personal	

and professional development throughout their lives.

2. Promote Self-Directed Learning:

Empower learners to take responsibility for their own education by setting goals, identifying resources, and evaluating progress independently.

3. Enhance Teaching Effectiveness:

Prepare educators and trainers to design and deliver impactful learning experiences tailored to adult learners' unique needs and preferences.

4. Develop Critical Thinking and Problem-Solving Skills:

Encourage analytical and reflective thinking, enabling learners to address complex challenges in educational, professional, and personal contexts.

5. Cultivate Emotional Intelligence:

Build emotional awareness, empathy, and interpersonal skills for fostering inclusive and supportive learning environments.

6. Integrate Brain-Based Learning Principles:

Utilize neuroscience research to develop teaching strategies that optimize knowledge retention, engagement, and cognitive development.

7. Address Academic and Emotional Stress:

Equip learners with the tools to recognize, manage, and reduce stress, enhancing well-being and academic performance.

8. Support Community and Workforce Development:

Contribute to societal progress by developing skilled, adaptable, and engaged citizens who can meet the evolving needs of the workplace and their communities.

9. Promote Cultural Awareness and Inclusivity:

Encourage sensitivity to diverse backgrounds, fostering equitable learning opportunities and mutual understanding in multicultural contexts.

10. Advance Research and Innovation in Adult Education:

Inspire learners to explore new approaches, contribute to the field's body of knowledge, and address emerging trends in adult education.

These aims collectively support the overarching goal of empowering adults to succeed in dynamic and diverse learning environments while contributing to personal growth and societal advancement

Teaching and Learning Outcomes and Methods Assessment

Teaching and Learning Outcomes

Program-Level Learning Outcomes

By the end of the program, participants will be able to:

1. Knowledge:

Demonstrate an understanding of adult learning theories, brain-based learning principles, and emotional intelligence.

Explain the unique characteristics and needs of adult learners.

Understand the impact of stress and emotional factors on learning and performance.

2. Skills:

Develop and implement self-directed learning strategies.

Design and deliver effective learning activities tailored to adult learners.

Apply neuroscience research to enhance teaching practices.

Identify and manage academic stress among learners.

3. Attitudes and Values:

Foster inclusive and culturally sensitive educational environments.

Exhibit empathy, patience, and ethical conduct in educational settings.

Embrace lifelong learning as a personal and professional goal.

Teaching Methods

1. Lectures and Presentations:

Deliver foundational knowledge and theoretical frameworks in adult education.

2. Interactive Discussions:

Facilitate peer learning through group discussions, case studies, and problem-solving sessions.

3. Workshops and Seminars:

Conduct hands-on sessions focusing on practical skills such as creating lesson plans or stress management techniques.

4. Project-Based Learning:

Encourage participants to work on real-world projects, such as designing an educational program or conducting a learning needs assessment.

5. Reflective Practice:

Assign reflective journals to help learners analyze their experiences and personal growth.

6. Role-Playing and Simulations:

Simulate teaching scenarios and learner interactions to build empathy and problem-solving skills.

7. Case Studies and Problem-Based Learning:

Analyze real-life educational challenges and propose solutions.

8. Technology Integration:

Use digital tools and platforms to enhance learning, such as virtual classrooms, learning management systems, and multimedia resources.

Assessment Methods

1. Formative Assessments:

Quizzes and Tests: Evaluate foundational knowledge and comprehension of key concepts.

Class Participation: Assess engagement in discussions and group activities.

Peer Feedback: Promote collaborative learning and provide constructive feedback among peers.

2. Summative Assessments:

Final Projects: Require participants to design a comprehensive adult education program or strategy.

Research Papers: Evaluate the application of theories to real-world scenarios.

Portfolios: Compile lesson plans, reflective journals, and project outcomes to demonstrate learning achievements.

3. Practical Assessments:

Teaching Simulations: Observe and evaluate participants delivering lessons using adult learning principles.

Workshops and Role-Plays: Assess the application of emotional intelligence and stress management strategies.

4. Self and Peer Assessments:

Encourage self-reflection and peer evaluation to identify strengths and areas for improvement.

5. Reflective Journals:

Assess learners' ability to critically analyze their learning experiences and integrate feedback.

6. Oral Presentations:

Evaluate communication skills and the ability to present ideas effectively to diverse audiences.

This combination of teaching methods and assessments ensures a comprehensive learning experience, emphasizing both theoretical understanding and practical application.

Teaching and learning methods

1. Large totals
2. Small groups
3. Interactive participation in the designated website by giving lectures and conducting multiple tests

Emotional and values goals

- Teamwork as one team
- The importance of respecting time and performing tasks within the specified time
- Encouraging each student to gain self-confidence while speaking to a larger number of students by discussing scientific topics.
- Using the self-motivation factor for each student for the purpose of improving English language skills for better moral⁸ and scientific performance

General and qualifying transferable skills (other skills related to employability and personal development).

- Fluency in using the English language through the four skills: speaking, listening, reading and writing
- Proficiency in the use of grammar rules for the advanced level
- Contributing to academic activities whose main language is English.
- Developing the student's skills by focusing on some external influences that help in developing himself.

Program

Hours		Curriculum	Code	Stage
Clinical	Theory			
-	2 hours	Adult education learning		Second

Course development plan

- The use of information technology, with a group of educational websites, which help in developing English language skills.
- Using a group of books specialized in teaching the English language.
- Access to recent research, articles and studies related to modern learning methods.

References

- Liz and John Soars, Mike sayer
- Oxford University
- www.bbc.news.com

Curriculum skill plan	
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Mark the individual learning outcomes of the evaluating program

Learning outcomes requirement of the program	
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[illegible]

Introduction:

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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.

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1. Program Vision

The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology

2. Program Mission

The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.

3. Program Objectives

- The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.
- Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English.
- Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.
- Highly qualifying students to continue in postgraduate programmes.
- The department seeks to establish communication channels and areas of cooperation with similar departments in other universities.
- Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation.

- The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.

4. Program Accreditation

Does the program have program accreditation? And from which agency? Not yet

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

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

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	Practical

8. Expected learning outcomes of the program

1. Knowledge

- Learning Outcomes 1: Cognitive objectives

- 1 Preservation: Students are taught the basic branches of linguistics as a purely linguistic relationship between its branches and how to link language with science the other
- 2 Understanding: After the explanation, inferred intellectual questions are asked, taken from the curriculum book, to stimulate students' understanding of the curriculum and clarification
- 3 Analysis: Students can analyze some linguistic sentences using theoretical methods, morphologically and syntactically;
- 4 Installation: After memorizing the most important topics included in the curriculum, students can reconstruct some scattered ideas to develop their abilities to understand the material and comprehend it easier and faster
- 5 Calendar: Daily questions are prepared during the lecture and answered orally, and quarterly questions are also created for the exam (Written exam) and preparing the daily rapid exam

Skills

Learning Outcomes 2:

- 1-The skill of encyclopedic reading is achieved by guiding students to use books source
- 2- The skill of accessing the Internet regarding the topics required as a classroom activity
- 3- The skill of being able to understand the relationships between the presented ideas
- 4- The skill of being able to participate and interact

Ethics

Learning Outcome Statement 3

- 1- Urging the student to pay attention to scientific subjects related to the language and make the subject beloved to him
- 2- Developing his values, beliefs and inclinations
- 3- Developing students' attitudes according to the branches of linguistics

9. Teaching and Learning Strategies

- Student participation inside the classroom
- Homework and detailed explanation by the professor
- Students' extracurricular participation
- Urging students to attend the relevant scientific symposium

10. Evaluation methods

Short tests - daily exams - semester exams - final exams - and active student attendance

And participate in the lesson

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
1- Asst. Lect. 2- Lect.	Linguistics	Linguistics			2	2

Professional Development
Prof. Ahmed M. Salih (Ph.D)
There is a process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
General and qualifying transferable skills (other skills related to employability and personal development.)
1- The student's ability to understand linguistic terms
-2 The student's ability to interact in class
-3 Training him through induction, deduction, and presenting examples of each theory to encourage students to understand the theory's material

12. Acceptance Criterion
central admission

13. The most important sources of information about the program
The main authentic references in linguistics

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C1	C 2	C 3	C4
4th	Li04	Linguistics	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name: Linguistics	
2. Course Code: li4	
3. Semester / Year: 2023-2024	
4. Description Preparation Date: 01 -10 - 2023	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 4/ 8	
7. Course administrator's name (mention all, if more than one name)	
<p>Name:</p> <p>Jameelah Hussein Oleiwi</p> <p>& Ayhan Abdualmuniem Ghaffori</p> <p>Email:</p> <p>jamela.h.olaiwe@tu.edu.iq</p> <p>Ayhan.a.gaffori@tu.edu.iq</p>	
8. Course Objectives	
Course Objectives	<p>Informing the students about the importance of the language, its sciences, and its history, especially the English language, its branches, and its relationship to the sciences other cognitive and most important characteristics of human language. Students are also informed of the most important schools and theorists who contributed to the advancement of this science in both Europe and America and how it developed and reached us as a basic science</p>

9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none">. Student participation inside the class. Homework and detailed explanation by the professor. Students’ extracurricular participation. Urging students to attend the relevant scientific symposium				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Daily preparation and explanation detailed terminology included in preparation	What is linguistics?	lecturing	Quiz & Qs/As
2	2	Daily preparation and explanation detailed terminology included in preparation	Pragmatics and the Context Deixes, Reference, Inference and Anaphora	lecturing	Quiz & Qs/As
3	2	Daily preparation and explanation detailed terminology included in preparation	Presupposition, speech act, and politeness	lecturing	Quiz & Qs/As
4	1 st Monthly exam				

5	2	Daily preparation and explanation detailed terminology included in preparation	Discourse analysis and Interpreting discourse Cohesion, Coherence and Speech Event	lecturing	Quiz & Qs/As
6	2	Daily preparation and explanation detailed terminology included in preparation	conversational analysis, Turn-taking, Cooperative principles, Hedges, Implicature, Background Knowledge, schemas and scripts	lecturing	Quiz & Qs/As
7	2 nd Monthly exam				
8	2	Daily preparation and explanation detailed terminology included in preparation	First language Acquisition Input, Acquisition schedule	lecturing	Quiz & Qs/As
9	2	Daily preparation and explanation detailed terminology included in preparation	Acquisition process	lecturing	Quiz & Qs/As
10	2	Daily preparation and explanation detailed terminology included in preparation	Second language acquisition and learning Acquisition barriers, affective factor Focus on method	lecturing	Quiz & Qs/As

11	2	Daily preparation and explanation detailed terminology included in preparation	Focus on learner, Transfer Interlanguage Motivation, input and output Communicative competence	lecturing	Quiz & Qs/As
12	3 rd Monthly exam				
13	2	Daily preparation and explanation detailed terminology included in preparation	Language history and change, family tree, and family connections Cognate and	lecturing	Quiz & Qs/As
14	2	Daily preparation and explanation detailed terminology included in preparation	Comparative reconstruction Sound reconstruction word reconstruction	lecturing	Quiz & Qs/As
15	2	Daily preparation and explanation detailed terminology included in preparation	History of English sound, syntactic and semantic change	lecturing	Quiz & Qs/As
16	2	Daily preparation and explanation detailed terminology included in preparation	Language and regional variation, language, dialect and accents Regional dialects, isoglosses, dialect continuum,	lecturing	Quiz & Qs/As

17	2	Daily preparation and explanation detailed terminology included in preparation	Bilingualism and Language planning, pidgin, creole, and past creole continuum	lecturing	Quiz & Qs/As
18	1 st Monthly exam (second course)				
19	2	Daily preparation and explanation detailed terminology included in preparation	Language and Social variation Social dialects, education and occupation Social markers, style shifting and speech style, prestige	lecturing	Quiz & Qs/As
20	2	Daily preparation and explanation detailed terminology included in preparation	Speech accommodation, register and jargon slang and vernacular language	lecturing	Quiz & Qs/As
21	2	Daily preparation and explanation detailed terminology included in preparation	Language and culture Kinship terms and time concepts Language relativity, Sapir-Whorf hypothesis	lecturing	Quiz & Qs/As

22	2	Daily preparation and explanation detailed terminology included in preparation	Cognitive categories Classifiers Social categories, address terms, and gendered language	lecturing	Quiz & Qs/As
23	2 nd Monthly exam (second course)				

11. Course Evaluation

Short tests - daily exams - semester exams - final exams - and active student attendance
And participate in the lesson

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Yule , G. (2006). <i>The Study of Language</i> . Cambridge University Press.
Main references (sources)	Abdul-Hameed, Y. H. <i>An Introductory Course in Linguistics</i> . Fromkin, V. and Rodman, R. (1983) <i>An Introduction to Language</i> , Holt, -- -. Rinehart & Winston- Cry <i>Dictionary of linguistics & Phonetics</i> . Blackwe
Recommended books and references (scientific journals, reports ...)	Aitchson, J. (1999): <i>Linguistics</i> . London: Hodder Headline Plc.
Electronic References, Websites	Relevant websites

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.

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.

1. Program Vision

The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology

2. Program Mission

The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.

The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.

3. Program Objectives

- The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.
- Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English.
- Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.
- Highly qualifying students to continue in postgraduate programmes.
- The department seeks to establish communication channels and areas of cooperation with similar departments in other universities.
- Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and

<p>translation.</p> <ul style="list-style-type: none"> • The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.
3. Program Objectives
<p>One of the most important objectives of this course is to teach students good composition and writing methods in the English language through:</p> <ol style="list-style-type: none"> 1. Identify important notes in punctuating sentences and paragraphs, 2. Identify the rules for using uppercase and lowercase letters in academic writing, 3. Identify the types of sentences, their functions, and their most important components and parts, 4. Learn about the methods of linking sentences, connecting devices, ways of coordinating paragraphs, and the unity of the topic, 5. Through this, the student learns the rules of good academic writing in the English language.
4. Program Accreditation
<p>Does the program have program accreditation? And from which agency? Not yet</p>
5. Other external influences
<p>Is there a sponsor for the program?</p>
6 Program Structure

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

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
1 st	Aw01		theoretical	practical

8. Expected learning outcomes of the program

A. Cognitive outcome:

1 - That the student understands correct composition and writing methods.

2- The student gets to know the conjunctions and ways to connect sentences and paragraphs.

3- That the student learns the rules for coordinating sentences, writing them correctly, and coordinating paragraphs

Unity of the topic, its coherence, and clarity of the idea.

4- The student must be able to write in English in his own style and master good expression

- Skills outcomes for the course.

1- That the student is able to derive answers to the questions related to each unit related to teaching construction methods

Correct and good

2- That the student be able to express themselves in English

3- That the student be able to write correctly in English and practice dictation

9. Teaching and Learning Strategies

-Student participation inside the classroom

-Homework and detailed explanation by the professor

- Students' extracurricular participation

- Urging students to attend the relevant scientific symposium

10. Evaluation methods

Formative assessment (discussion - presentation - daily assignments.....)

Diagnostic assessment (semester and final exams)

50% for the annual endeavor (first semester exam is 25% and second semester exam is 25%)

50% for the final exam

Short tests - daily exams - semester exams - final exams - and active student attendance

And participate in the lesson

11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
	General	Special			Staff Lecturer
1- Asst. Lect.	Linguistics	Academic writing			1 1

Professional Development
Asst. Lect. hamdi
There is a process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
General and qualifying transferable skills (other skills related to employability and personal development.)
1- The student's ability to understand linguistic terms
-2 The student's ability to interact in class
3-. Asking him to write on multiple and varied topics in order to monitor the student's writing style

12. Acceptance Criterion
And the extent of its application of the principles of writing and grammar central admission

13. The most important sources of information about the program
The main authentic references in Academic Writing

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
1st	Aw01	Academic Writing	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name: Academic Writing	
Course Code: Aw1	
Semester / Year: 2024-2025	
4. Description Preparation Date: 01 -11 - 2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2/ 3	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. lect. hana kaiser hamdi	
8. Course Objectives	
Course Objectives	1- Increasing the student's confidence in his linguistic ability by practicing expression in English 2- Teaching the student the methods and methods of good writing through the chapters of the book 3- Increasing the student's desire to read, learn, and research by solving daily assignments 4- Training the student on correct spelling through daily assignments
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> . Student participation inside the class . Homework and detailed explanation by the professor . Students' extracurricular participation . Urging students to attend the relevant scientific symposium
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introduction to academic writing in English and how to write composition	general information	lecturing	Quiz & Qs/As
2	2	Educating students about the rules of punctuation and sentence control in the English language	general information	lecturing	Quiz & Qs/As
3	2	Students review the controls for using capital letters in titles and academic texts	general information	lecturing	Quiz & Qs/As
4	1 st Monthly exam				
5	2	Review the parts of speech and their forms for students	general information	lecturing	Quiz & Qs/As
6	2	Review types of sentences, their forms, and functions	general information	lecturing	Quiz & Qs/As
7	2 nd Monthly exam				
8	2	A review of the tenses in English and their use in predicates, negatives, and interrogatives Move to the prescribed book after preparing the students to begin with it	general information	lecturing	Quiz & Qs/As
9	2	The second chapter of the textbook,	Giving and Receiving Presents,	method of presentation and interaction,	practical application and quiz

10	2	The third chapter of the textbook,	A Favorite Place	method of presentation and interaction,	practical application and quiz
11	2	The fourth chapter of the prescribed book,	An Exceptional Person	method of presentation and interaction	practical application and quiz
12	3 rd Monthly exam				
13	2	The fifth chapter of the prescribed book,	Trends and Fashion	method of presentation and interaction	practical application and quiz
14	2	The sixth chapter of the prescribed book,	white Lies	method of presentation and interaction	practical application and quiz
15	2	The seventh chapter of the prescribed book,	Explanations and Excuses	method of presentation and interaction	Quiz & Qs/As
16	2	The eight chapter of the prescribed book,	Problems	method of presentation and interaction	Quiz & Qs/As
17	2	The ninth chapter of the prescribed book,	Strong Stories	method of presentation and interaction	Quiz & Qs/As

18	1 st Monthly exam (second course)				
19	2	The tenth chapter of the prescribed book,	Differences	method of presentation and interaction	Quiz & Qs/As
20	2	The eleventh chapter of the prescribed book,	Difficult Decisions	method of presentation and interaction	Quiz & Qs/As
21	2	The twelve chapter of the prescribed book,	Fote or Choice?	method of presentation and interaction	Quiz & Qs/As
22	2	General review and tests	General information	method of presentation and interaction	Dialogue and discussion
23	2 nd Monthly exam (second course)				

11. Course Evaluation

Short tests - daily exams - semester exams - final exams - and active student attendance And participate in the lesson

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Dorothy E, Zemach, Carlos Islam- Writing in Paragraphs (2006) Mackmillan Education
Main references (sources)	Dorothy E, Zemach, Carlos Islam- Writing in Paragraphs (2006) Mackmillan Education
Recommended books and references (scientific journals, reports ...)	All magazines and websites related to teaching academic writing and the rules for writing a single paragraph
Electronic References, Websites	College Open Textbooks www.collegeopentextbooks.org A Beginner 's Guide to Writing in English for University Study www.futurelearn.com

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 staP 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, quaJerly), 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.

1. Program Vision
<p>Program vision is written "The Department of English aspires to achieve excellence in the field of English language teaching, considering English a medium of dialogue among nations and a window for engaging with the cultures and civilizations of the world, in order to contribute to the development of a knowledge-based society and the transfer of science and technology."</p>
2. Program Mission
<p>Program mission is written "The mission emphasizes the importance of learning English as a foreign language, as it enables students to communicate with cultures that speak English as a first or second language. The department strives to be a leader in providing high-quality education and purposeful research in English language and literature within an intellectually stimulating environment that fosters creativity. This will empower students to become well-rounded, creative, competent, and responsible individuals in the field of English</p>
3. Program Objectives
<p>General statements describing Goal: To provide a comprehensive understanding of literary theory and its application</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To develop literary thinking and analytical skills. • To introduce students to major critics and literary movements. • To encourage the application of theories to a variety of literary texts.
4. Program Accreditation

Not found				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	1	2	100	Not found
College Requirements	1	4	100	

Department Requirements	1	4		
Summer Training	Not found			
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2025/2024		Drama	theoretical	practical
			2	

8. Expected learning outcomes of the program	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Learning Outcomes 1	Learning Outcomes Statement 1
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

Skills

Learning Outcomes 2 Learning Outcomes

Statement 2 Learning Outcomes 3 Learning

Outcomes Statement 3 Ethics

Learning Outcomes 4 Learning Outcomes

Statement 4 Learning Outcomes S Learning

Outcomes Statement 5

9. Teaching and Learning Strategies

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

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	English language	English literature	—	—	/	
Professional Development	ge					
Mentoring new faculty members						
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.						
Professional development of faculty members						
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.						
12. Acceptance Criterion						
(Setting regulations related to enrollment in the college or institute, whether central admission or others)						
13. The most important sources of information about the program						
State briefly the sources of information about the program.						

14. Program Development Plan

- **Advising and Guidance:**

Providing academic advising and mentoring opportunities.

- **Teaching Support Services:**

Offering additional support to students facing difficulties with course content.

- **Faculty Professional Development:**

- **Training Workshops:**

Organizing sessions on effective teaching strategies and current trends in literary theor

Program Skills Outline										
				Required program outcomes						
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills		
				A1	A2	A3	A4	B1	B2	B3
2024-2025		Drama	Basic	/	/	/	/	/	/	/

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

Course Description Form

1. Course Name:
Theatre Studies
2. Course Code:
3. Semester / Year:
2025/2024
4. Description Preparation Date:
19/1/2025
5. Available Attendance Forms:
attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
60 hours per month

7. Course administrator's name (mention all, if more than one name)					
Name: Dr. Mohammed Khalaf Hamdan					
Email: mohammed.k.hamdan@tu.edu.iq					
8. Course Objectives					
Course Objectives			<input type="checkbox"/> Understanding the basics of theater <input type="checkbox"/> Developing skills in English <input type="checkbox"/> Analyzing and evaluating theatrical performances		
9. Teaching and Learning Strategies					
Strategy		Performance-based learning			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Benefiting generally from the theatrical explanation	Week 1: Introduction to Drama	Theoretical Explanation of Theater	Explanation
2	2		Reading "Introduction" in <i>Dr Faustus</i>	Reading	Daily quiz
3	2	Prologue			
4	2	Faustus decides to learn Magic Scholars are worried about Faustus	The Characters The structure of the play Week2-3Analysis: Prologue Scene One – Explanation Scene Two: The Unexpected Visitor	Full Explanation Full Explanation	The Monthly Exam General Concept

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