

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



Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Thi-Qar

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: Bachelor of Education

Final Certificate Name: Bachelor's degree in English Language

Academic System: Annual

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Asst. Prf. Dr. Ihsan Hashim Abdalwahid

Signature:

Scientific Associate Name:

Asst. Prof. Dr. Hani Kamel Namaa

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

The department of English language, as a part of the educational institution, is trying to assume its required academic position in comparison to similar educational institutions in the local, regional and global environment. Academic levels in the regional environment.

2. Program Mission

The department aims to produce graduates who are skilled in English and have the necessary research, professional, and technical abilities to contribute to society and meet labor market demands.

3. Program Objectives

- Developing students' language skills.
- Raising the level of teachers.
- Prepare educated staff that can be relied upon to have the desired effect on the cultural orientations of the society and to try to change the negative phenomena that conflict with the cultural and scientific progress of our dear country.

4. Program Accreditation

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

5. Other external influences

Ministry of Higher Education add Scientific Research

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
First Year	0011	Grammar	3	
	٠٠١٢	Phonetics	3	
	٠٠١٣	Listening and Speaking	2	
	٠٠١٤	Reading	2	
	٠٠١٥	Writing	٢	
	٠٠١٦	English Literature	3	
	٠٠١٧	Human Rights	1	
	٠٠١٨	Educational Psychology	2	
	٠٠١٩	Fundamentals of Education and Teaching	2	
	٠٠١١٠	Computer Science	1	
	٠٠١١١	Arabic Language	1	
Second Year	0021	Morphology and Syntax	3	
	٠٠٢٢	English Phonology	3	
	٠٠٢٣	Advanced Reading	2	
	٠٠٢٤	An Introduction to Academic Writing	2	
	٠٠٢٥	One Act play and Elizabethan Drama	2	
	٠٠٢٦	Short Story	2	
	٠٠٢٧	16 th to 18 th Century Poetry	2	

	..٢٨	Listening and Speaking 2	2	
	..٢٩	An Introduction to ELT	3	
	..٢١٠	Adults Education	2	
	..٢١١	Crimes of Ba'ath	١	
Third Year	..٣١	Contemporary Grammar of English	3	
	..٣٢	Introduction to Linguistics	3	
	..٣٣	Writing Academic English	2	
	..٣٤	Listening and Speaking 3	2	
	..٣٥	Victorian Novel 1830-1900	3	
	..٣٦	Renaissance Drama 16-18 th Century	3	
	..٣٧	Romantic and Victorian Poetry 1780-1900	2	
	..٣٨	Pedagogy and Curriculum Innovation	3	
	..٣٩	Guidance and Psychological Health	2	
Fourth Year	..٤١	Contemporary Grammar of English	3	
	..٤٢	Linguistics II	3	
	..٤٣	Modern Novel	3	
	..٤٤	Modern Drama	3	
	..٤٥	Modern Poetry	2	
	..٤٦	Translation	2	
	..٤٧	Advanced Listening and Speaking	2	
	..٤٨	Test Design and Assessment	2	

	٠٠٤٩	Practicum and EFL Classroom Practices	3	
	٠٠٤١٠	Graduation Research		

8. Expected learning outcomes of the program

Knowledge

1. Understand the concepts of English.
2. Explain the importance of studying English.
3. Identify the study objectives for this course .
4. Distinguish between the objectives of studying English.
5. Explain the characteristics of studying this subject.
6. Identify the important characteristics that should be highlighted within the study of English.

Skills

- 1– Write a research paper and specialized research in English.
- 2– Memorize English names and characters, and identify word structures and morphological sources to suit the nature of the lesson.
- 3– Learn methods for teaching English.

Ethics

1. Acquiring and learning the ethics of education.
2. Promoting ideas and value system.
3. Using the English language to spread culture.

4. Teaching and Learning Strategies

- 1– Lecture
- 2– Discussion
- 3– Questioning
- 4– Brainstorming
- 5– Motivational Questions

5. Evaluation methods

- Written term Exams
- Final Exams

- Reports

6. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof.	English Language	Literature			---	----
Prof.	English Language	Linguistics			6	1
Assistant Professor	English Language	Literature			1	----
Assistant Professor	English Language	Linguistics			10	1
Lecturer	English Language	Literature			1	1
Lecturer	English Language	Linguistics			5	1
Assistant Lecturer	English Language	Linguistics			6	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.

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.

7. Acceptance Criterion

Student's guide for admission to universities and colleges.

8. The most important sources of information about the program

Curricula assigned by the ministry of higher education and scientific research.

9. Program Development Plan

- Enriching the curriculum with practical aspects related to the teaching profession.
- Hosting researchers and scholars of language and literature.
- Working in a collective spirit to raise the level of the department.

Third Year: Contemporary 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	C2	C3	C4
Third year		Contemporary Grammar of English	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓



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

Course Description Form

Course Name:					
Contemporary Grammar of English					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
Available Attendance Forms:					
Third Stage Students					
Number of Credit Hours (Total) / Number of Units (Total)					
(90) hours / (3) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Hawraa Mahdi					
Email:					
Course Objectives					
Course Objectives				<ul style="list-style-type: none"> Preparing students to teach Grammar Preparing scientific researchers in the field research in Grammar Writing research and reports on the field Grammar 	
Teaching and Learning Strategies					
Strategy		1- Lecture 2- Discussion 3- Questioning 4- Brainstorming 5- Motivational Questions			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		Elements of grammar	Lectures & Discussion	Oral & Practical Tests

2-7	10		Sentence Elements Parts of speech Pro-forms Questions	Lectures & Discussion	Oral & Practical Tests
8-12	10		Stative and dynamic Regular verbs and the inflectional rules	Lectures & Discussion	Oral & Practical Tests
13-17	10		Verbs and the Verb Phrase Auxiliaries Tense, Aspect, and Mood	Lectures & Discussion	Oral & Practical Tests
18-22	10		Nouns : Classes, Gender, number,	Lectures & Discussion	Oral & Practical Tests
23-26	8		reference, the genitive	Lectures & Discussion	Oral & Practical Tests
27-30	8		Elements of grammar	Lectures & Discussion	Oral & Practical Tests

Course Evaluation

40% (term exams)
10% (attendance and daily online participation according to the class schedule).
50% (the final exam).

Learning and Teaching Resources

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

Third year: Introduction to Linguistics

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 Stage		Introduction to Linguistics	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓



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

Course Description Form

Course Name:					
Introduction to Linguistics					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
Available Attendance Forms:					
Third Stage Students					
Number of Credit Hours (Total) / Number of Units (Total)					
(90) hours / (3) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Zainab Kadhim					
Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Preparing students to teach Introduction Linguistics Preparing scientific researchers in the field research in Introduction to Linguistics Writing research and reports on the field Introduction to Linguistics 		
Teaching and Learning Strategies					
Strategy		1- Lecture 2- Discussion 3- Questioning 4- Brainstorming 5- Motivational Questions			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		What is	Lectures & Discussio	Oral & Practica

			linguistics?		Tests
2-7	10		What is Language?	Lectures & Discussion	Oral & Practical Tests
8-12	10		The sounds of Language	Lectures & Discussion	Oral & Practical Tests
13-17	10		The Sound Patterns of Language	Lectures & Discussion	Oral & Practical Tests
18-22	8		Word Formation	Lectures & Discussion	Oral & Practical Tests
23-26	8		Morphology	Lectures & Discussion	Oral & Practical Tests
27-30	8		Grammar		

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. Linguistics by: Jean aitchison 2. The study of Language by: George Yule
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Third year: Writing Academic 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	C2	C3	C4
Third Stage		Writing Academic English	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓



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

Course Description Form

Course Name:					
Writing Academic English					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
Available Attendance Forms:					
Second Stage Students					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr Mohamed Kadhim					
Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Preparing students to teach Writing Academic English Preparing scientific researchers in the field of research in Writing Academic English Writing research and reports on the field of Writing Academic English 		
Teaching and Learning Strategies					
Strategy		1- Lecture 2- Discussion 3- Questioning 4- Brainstorming 5- Motivational Questions			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		Background to	Lectures & Discussion	Oral & Practical

			Writing		Tests
2-7	10		Avoiding Plagiarism	Lectures & Discussions	Oral & Practical Tests
8-12	10		Paraphrasing	Lectures & Discussions	Oral & Practical Tests
13-17	10		Cohesion	Lectures & Discussions	Oral & Practical Tests
18-22	8		Definitions	Lectures & Discussions	Oral & Practical Tests
23-26	8		Abbreviation	Lectures & Discussions	Oral & Practical Tests
27-30	8		Academic Vocabulary	Lectures & Discussions	Oral & Practical Tests

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Academic Writing: A Handbook International Students. By Stephen Bailey.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Third year: Listening and Speaking 3

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 Stage		Listening and Speaking 3	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓



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

Course Description Form

Course Name:					
Listening and Speaking 3					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
Available Attendance Forms:					
Second Stage Students					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Marzoqa T. Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Preparing students to teach Listening and Speaking 3 Preparing scientific researchers in the field research in Listening and Speaking 3. Writing research and reports on the field Listening and Speaking 3. 		
Teaching and Learning Strategies					
Strategy		1- Lecture 2- Discussion 3- Questioning 4- Brainstorming 5- Motivational Questions			
Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation method

		Outcomes			
1	2		Socialization	Lectures & Discussion	Oral & Practical Tests
2-7	12		Shopping-Healthcare- Living away from home ...	Lectures & Discussion	Oral & Practical Tests
8-12	10		Bureaucracy Sightseeing-Requesting Services	Lectures & Discussion	Oral & Practical Tests
13-17	10		Organization and People-I Will sort it out/ Can I call you back/	Lectures & Discussion	Oral & Practical Tests
18-22	10		On the phone /Meeting	Lectures & Discussion	Oral & Practical Tests
23-26	8		Attending Lectures and Talks/Giving Lectures and Talks	Lectures & Discussion	Oral & Practical Tests
27-30	8		Participating in a Seminar/Study Management/Interviews	Lectures & Discussion	Oral & Practical Tests

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Craven,M (2008) Real Listening and Speaking (1 st . Edition), Cambridge: Cambridge University Press
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Third year: Victorian Novel 1830-1900

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 Stage		Victorian Novel 1830-1900	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓



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

Course Description Form

Course Name:					
Victorian Novel 1830-1900					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
Available Attendance Forms:					
Third Stage Students					
Number of Credit Hours (Total) / Number of Units (Total)					
(90) hours / (3) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Lec. Atif Galib Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Preparing students to teach Victorian Novel 1830-1900 Preparing scientific researchers in the field research in Victorian Novel 1830-1900 Writing research and reports on the field Victorian Novel 1830-1900. 		
Teaching and Learning Strategies					
Strategy	1- Lecture 2- Discussion 3- Questioning 4- Brainstorming 5- Motivational Questions				
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Victorian Era	Lectures &	Oral & Practical

				Discussion	Tests
2-7	10		Wuthering Heights	Lectures & Discussion	Oral & Practical Tests
8-12	10		Wuthering Heights	Lectures & Discussion	Oral & Practical Tests
13-17	10		Wuthering Heights	Lectures & Discussion	Oral & Practical Tests
18-22	8		Hard Times	Lectures & Discussion	Oral & Practical Tests
23-26	8		Hard Times	Lectures & Discussion	Oral & Practical Tests
27-30	8		Hard Times	Lectures & Discussion	Oral & Practical Tests

Course Evaluation

40% (term exams)
 10% (attendance and daily online participation according to the class schedule).
 50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Wuthering Heights Hard Times The Norton Anthology of English Literature The Victorian Age
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Third Year: Renaissance Drama 16-18th Century

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 Stage		Renaissance Drama 16-18 th Century	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓



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

Course Description Form

Course Name:					
Renaissance Drama 16-18 th Century					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
Available Attendance Forms:					
Third Stage Students					
Number of Credit Hours (Total) / Number of Units (Total)					
(90) hours / (3) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Dr. Haider Ibraheem					
Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Preparing students to teach Renaissance Drama 16-18th Century Preparing scientific researchers in the field of research in Renaissance Drama 16-18th Century Writing research and reports on the field of Renaissance Drama 16-18th Century 		
Teaching and Learning Strategies					
Strategy		1- Lecture 2- Discussion 3- Questioning 4- Brainstorming 5- Motivational Questions			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Hamlet	Lectures &	Oral & Practical

				Discussion	Tests
2-7	10		Hamlet	Lectures & Discussion	Oral & Practical Tests
8-12	10		Hamlet	Lectures & Discussion	Oral & Practical Tests
13-17	10		Hamlet	Lectures & Discussion	Oral & Practical Tests
18-22	8		Twelfth Night	Lectures & Discussion	Oral & Practical Tests
23-26	8		Twelfth Night	Lectures & Discussion	Oral & Practical Tests
27-30	8		Twelfth Night	Lectures & Discussion	Oral & Practical Tests

Course Evaluation

40% (term exams)

10% (attendance and daily online participation according to the class schedule).

50% (the final exam).

Learning and Teaching Resources

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

Third Year: Romantic and Victorian Poetry 1780-1900

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 Stage		Romantic and Victorian Poetry 1780-1900	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓



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

Course Description Form

Course Name:					
Romantic and Victorian Poetry 1780-1900					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
Available Attendance Forms:					
Third Stage Students					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Ahmed Yaser					
Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Preparing students to teach Romantic Victorian Poetry 1780-1900 Preparing scientific researchers in the field research in Romantic and Victorian Poetry 1780-1900 .Writing research and reports on the field of Romantic and Victorian Poetry 1780-1900 		
Teaching and Learning Strategies					
Strategy		1- Lecture 2- Discussion 3- Questioning 4- Brainstorming 5- Motivational Questions			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

١	٢		Romantic and Victorian Poetry	Lectures & Discussion	Oral & Practical Tests
2-7	١٢		Romantic and Victorian Poetry	Lectures & Discussion	Oral & Practical Tests
8-12	١٠		Romantic and Victorian Poetry	Lectures & Discussion	Oral & Practical Tests
13-17	١٠		Romantic and Victorian Poetry	Lectures & Discussion	Oral & Practical Tests
18-22	١٠		Romantic and Victorian Poetry	Lectures & Discussion	Oral & Practical Tests
23-26	٨		Romantic and Victorian Poetry	Lectures & Discussion	Oral & Practical Tests

Course Evaluation

40% (term exams)
10% (attendance and daily online participation according to the class schedule).
50% (the final exam).

Learning and Teaching Resources

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

Third Year: Pedagogy and Curriculum Innovation

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 stage		Pedagogy and Curriculum Innovation	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓



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

Course Description Form

Course Name:					
Pedagogy and Curriculum Innovation					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
Available Attendance Forms:					
Third Stage Students					
Number of Credit Hours (Total) / Number of Units (Total)					
(90) hours / (3) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Hassan Kadhim					
Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Preparing students to teach Pedagogy and Curriculum Innovation Preparing scientific researchers in the field of research in Pedagogy and Curriculum Innovation Writing research and reports on the field of Pedagogy and Curriculum Innovation 		
Teaching and Learning Strategies					
Strategy		1- Lecture 2- Discussion 3- Questioning 4- Brainstorming 5- Motivational Questions			
Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation method

		Outcomes			
1	2		Grammar Translation Method	Lectures & Discussion	Oral & Practical Tests
2-7	10		The Direct Method+ ALM +TPR	Lectures & Discussion	Oral & Practical Tests
8-12	10		CLT + Silent Way	Lectures & Discussion	Oral & Practical Tests
13-17	10		Teaching Grammar + Teaching Pronunciation	Lectures & Discussion	Oral & Practical Tests
18-22	8		Teaching Reading	Lectures & Discussion	Oral & Practical Tests
23-26	8		Teaching Listening+ listening	Lectures & Discussion	Oral & Practical Tests
1	2		Curriculum Developments and Foundations	Lectures & Discussion	Oral & Practical Tests

Course Evaluation

40% (term exams)
 10% (attendance and daily online participation according to the class schedule).
 50% (the final exam).

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Techniques and Principles in Language Teaching
Main references (sources)	Methodology in Language Teaching : An anthology of Current Practice
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Third Year: Guidance and Psychological Health

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 Stage		Guidance and Psychological Health	Basic	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓



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

Course Description Form

Course Name:					
Guidance and Psychological Health					
Course Code:					
Semester / Year:					
Annual					
Description Preparation Date:					
Available Attendance Forms:					
ThirdStage Students					
Number of Credit Hours (Total) / Number of Units (Total)					
(60) hours / (2) hours for each class					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Lec, Mohammed Toamah					
Email:					
Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Preparing students to teach Guidance Psychological Health. Preparing scientific researchers in the field research Guidance and Psychological Health. Writing research and reports on the field of Guidance and Psychological Health. 		
Teaching and Learning Strategies					
Strategy		1– Lecture 2– Discussion 3– Questioning 4– Brainstorming 5– Motivational Questions			
Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation method

		Outcomes			
1	2		Meaning of Educational Guidance	Lectures & Discussion	Oral & Practical Tests
2-7	10		Principals and objectives of Guidance	Lectures & Discussion	Oral & Practical Tests
8-12	10		Theories	Lectures & Discussion	Oral & Practical Tests
13-17	10		Behavioral Theor	Lectures & Discussion	Oral & Practical Tests
18-22	8		fields of Educational guidance	Lectures & Discussion	Oral & Practical Tests
23-26	8		Mental Health	Lectures & Discussion	Oral & Practical Tests
Course Evaluation					
40% (term exams) 10% (attendance and daily online participation according to the class schedule). 50% (the final exam).					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Educational Guidance and Mental Health		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					