

## Academic Program Description Form

**University Name:** University of Babylon

**Faculty/Institute:** College of Education for Human Sciences

**Scientific Department:** Department of English

**Academic or Professional Program Name:** English Language

**Final Certificate Name:** B.A. in English

**Academic System:** Yearly in all the classes except the fourth classes courses

**Description Preparation Date:** 15/12/2024

**File Completion Date:** 26/12/2024



**Signature:**

**Head of Department Name:**

**Prof. Dr. Hussein Hammed Mauuyf**

**Date:** 12/1/2025

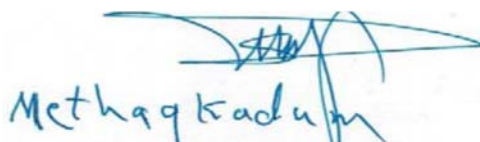


**Signature:**

**Scientific Associate Name:**

**Prof. Dr. Osama Kadhim Imran**

**Date:** 21/1/2025



Methaq Kadum

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:** 21/1/2025



**Approval of the Dean**

العدد: ٣٤١  
التاريخ: ١١/١٢/٢٠٢٤

كلية التربية للعلوم الانسانية  
قسم اللغة الانجليزية

م/تشكيل لجنة أعداد الوصف الأكاديمي لمنهاج قسم اللغة الإنجليزية باللغتين  
الإنجليزية والعربية للعام الدراسي ٢٠٢٣-٢٠٢٤

استنادا الى الصلاحيات المخولة لدينا:

تقرر تشكيل لجنة أعداد الوصف الأكاديمي لمنهاج قسم اللغة الإنجليزية باللغتين  
الإنجليزية والعربية للعام الدراسي ٢٠٢٣-٢٠٢٤ ومولفة من الأسماء ادناه:

١- أ.د. حسين حميد معيوف

٢- أ.د. دنيا محمد مقداد

٣- أ.د. نسائم مهدي عبد الله

٤- أ.م.د. وفاء مخلص فيصل



أ.د. حسين حميد معيوف

رئيس قسم اللغة الانجليزية



## م/ اجتماع لجنة علمية

اجتمعت اللجنة العلمية في قسم اللغة الإنجليزية / كلية التربية للعلوم الإنسانية يوم (الستين) الموافق ٢٠٢٥/١ / ٦ حيث تم مناقشة محاور استمارة الوصف الأكاديمي باللغتين العربية والإنجليزية وتم تدقيقها. قررت اللجنة العلمية الاتي:  
- إقرار الوصف الأكاديمي باللغتين العربية والانجليزية.

أ.م.د. صادق مهدي كاظم

أ.م.د. مريم دويج سفايح

م.د. عامر علي نحام

أ.د. حيدر غازي جاسم

أ.د. دنيا محمد مقداد

أ.د. حسين خليل معيوف

رئيس قسم اللغة الانجليزية

## **1.program Vision**

- 1- Enabling students to rely on themselves in understanding what they hear, read, speak, and write in the English language outside the confines of the previous studies.**
- 2- Striving to acquire precise specialization in addition to the systematic educational culture and establishing a basis for them to complete postgraduate studies.**
- 3-Developing students' linguistic ability, literary taste, and aesthetic sense through teaching the English language.**

## **2. Program Mission**

- 1-Assembling qualified teachers in middle and middle education who have the ability to teach.**
- 2-Providing students with linguistic and literary information that enables them to complete postgraduate studies.**
- 3-Enabling students to review, consolidate, develop and deepen the linguistic skills they have acquired.**
- 4-Using modern technologies to achieve integration between other methodological aspects and making them an essential part of the education programs.**
- 5-That the student enjoys the texts he reads in the English language, increases his tendency to read to enrich his thought, and develops his abilities to write and communicate with others in the English language .**

## **3. Program Objectives**

- 1-The program aims to prepare a generation of teachers who have the ability and competence to teach the English language in various seminars.**
- 2-Striving to highly qualify students to acquire the necessary skills to create a behaviorally and emotionally balanced student personality and consolidate it in them when they graduate as English language teachers and postgraduate students.**
- 3-Students seek to be provided with the specialized skills (linguistic, educational, and literary) that will enable them to benefit from in their professional future.**
- 4-The program aims to be a source of attraction for students to complete their university studies and for teachers to be members of its teaching staff.**

## **4. Program Accreditation**

None

## **5. Other external influences**

None

<b>6. Program Structure</b>				
<b>Program Structure</b>	<b>Number of Courses</b>	<b>Credit hours</b>	<b>Percentage</b>	<b>Reviews</b>
<b>Institution Requirements</b>	<b>None</b>	<b>-----</b>	<b>-----</b>	<b>----</b>
<b>College Requirements</b>	<b>7</b>	<b>32</b>	<b>22.38%</b>	
<b>Department Requirements</b>	<b>38</b>	<b>111</b>	<b>77.62%</b>	<b>1 optional</b>
<b>Summer training</b>	<b>1</b>	<b>6</b>	<b>4.16%</b>	
<b>other</b>	<b>None</b>	<b>-----</b>	<b>-----</b>	<b>----</b>

<b>7. Program Description</b>				
<b>Year/ Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>First</b>			<b>theoretical</b>	<b>practical</b>
	<b>Engl 110</b>	<b>Grammar</b>	<b>5</b>	
	<b>Engl 120</b>	<b>Phonetics</b>	<b>3</b>	
	<b>Engl 150</b>	<b>Listening and Speaking</b>	<b>2</b>	
	<b>Engl</b>	<b>Reading</b>	<b>2</b>	
	<b>Engl 133</b>	<b>Composition</b>	<b>2</b>	
	<b>Engl 130</b>	<b>Introduction to Literature</b>	<b>3</b>	
		<b>Human Rights</b>	<b>1</b>	
	<b>Psyc 101</b>	<b>Educational Psychology</b>	<b>2</b>	
	<b>Psyc 110</b>	<b>Fundamentals of Education</b>	<b>2</b>	
		<b>Computer Science</b>	<b>2</b>	
	<b>Arab 101</b>	<b>Arabic Language</b>	<b>2</b>	
<b>Second</b>	<b>Engl 211</b>	<b>Morphology and Syntax</b>	<b>3</b>	

	<b>Engl 221</b>	<b>English Phonology</b>	<b>3</b>	
		<b>Advanced Reading</b>	<b>2</b>	
	<b>Engl 231</b>	<b>An introduction to Academic writing</b>	<b>2</b>	
	<b>Engl 241</b>	<b>One Act play and Elizabethan Drama</b>	<b>2</b>	
	<b>Engl 261</b>	<b>Short story</b>	<b>2</b>	
	<b>Engl 251</b>	<b>16<sup>th</sup> to 18<sup>th</sup> Century Poetry</b>	<b>2</b>	
	<b>Engl 331</b>	<b>Listening and speaking2</b>	<b>2</b>	
		<b>An introduction to ELT</b>	<b>3</b>	
		<b>Adults education</b>	<b>2</b>	
<b>Third</b>				
	<b>Engl 313</b>	<b>Grammar (3)</b>	<b>3</b>	
	<b>Engl 320</b>	<b>Linguistics (3)</b>	<b>3</b>	
	<b>Engl 372</b>	<b>Novel(1)</b>	<b>2</b>	
	<b>Engl 352</b>	<b>Drama (2)</b>	<b>3</b>	
	<b>Engl 362</b>	<b>Poetry(2)</b>	<b>2</b>	
	<b>Engl 340</b>	<b>Essay writing</b>	<b>2</b>	
	<b>Psyc 202</b>	<b>Methods of research</b>	<b>2</b>	
	<b>Psyc 321</b>	<b>Curriculum and Methods of teaching</b>	<b>3</b>	
		<b>Communicative Language Teaching</b>	<b>3</b>	
		<b>Consulting and psychological health</b>	<b>2</b>	
		<b>Strategies of teaching</b>	<b>3</b>	
<b>Fourth</b>				
	<b>Engl 413</b>	<b>Grammar (4)</b>	<b>3</b>	
	<b>Engl 421</b>	<b>Linguistics</b>	<b>3</b>	
	<b>Engl 463</b>	<b>Modern English novel and American novel</b>	<b>3</b>	
	<b>Engl 453</b>	<b>Poetry (3)</b>	<b>3</b>	
	<b>Engl 470</b>	<b>Optional subject</b>	<b>2</b>	
	<b>Psyc 425</b>	<b>Teaching observation</b>	<b>3</b>	

	<b>Psyc 430</b>	<b>Testing and assessment (in English)</b>	<b>3</b>	
	<b>Psyc 431</b>	<b>Graduation research paper</b>	<b>3</b>	
	<b>Psyc 425</b>	<b>Application</b>	<b>3</b>	

<b>8. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
<p>1-Developing the student's ability to communicate successfully in English language.</p> <p>2-Developing the student's ability in using different methods.</p> <p>3-Developing the student's academic writing ability.</p> <p>4-Developing the student's ability in using various language skills in the social communication.</p>	<p>Through tests and field visits during the years of learning at the college, evaluating the learners' performance and knowing their levels and needs to develop the acquired skills.</p>
<b>Skills</b>	
<p>1- Knowledge and understanding</p> <p>A- For the student to understand the concepts of general linguistics.</p> <p>b- For the student to understand the concepts of general linguistics.</p> <p>c- To have the ability to solve the problems he faces in his professional and scientific life.</p>	<p>By measuring the ability to deal with linguistic and academic situations</p>
<p>2-Subject-specific skills</p> <p>A- Accuracy and fluency in the English language</p> <p>B-The student's ability to apply teaching methods and linguistic ability according to the academic and linguistic situation.</p> <p>C- Enabling students to employ the acquired linguistic information in their specialization.</p>	<p>By watching and evaluating performance during application</p>
<p>3-Thinking skills</p> <p>A- thinking skill according to the student's ability in constructive criticism.</p> <p>B- Critical thinking strategy in learning</p> <p>C- Brainstorming.</p>	<p>Through lectures and raising systematic scientific topics and inquiries that excite and provoke the learner and push him to think, analyze and interact. As well as through daily and monthly tests.</p>
<b>Ethics</b>	
<p>Involving the student in life situations that force him to use the above-mentioned skills to solve problems linguistically and behaviorally</p>	<p>Creating an environment and atmosphere that motivates the student to interact and use acquired skills that are appropriate to the situations</p>

Introducing the student to various plans that help him solve the problems in the field	By training him to prepare plans, whether related to teaching or field positions, in which he needs to rely on the experiences gained from the program.
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## 9. Teaching and Learning Strategies

- 1-Method of giving lectures.
- 2-Discussion session among students.
- 3-Workshops
- 4- Scientific trips to follow up on the reality of teaching the English language in Iraqi middle and middle schools.

## 10. Evaluation methods

- 1- Oral, written, monthly and annual tests.
- 2- Rapid daily tests
- 3- Students' evaluation of each other
- 4- Extracurricular assignments (research/reports/...etc.)
- 5-. Evaluation by the student himself of the curriculum and teaching.

## 11. Faculty

### Faculty Members

Academic Rank	Specification		Special Requirements/skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Porf.Dr.Hussain Hammed Mauuf	Linguistics	Pragma discourse analysis			*	
Porf.Dr. Haidar Kazi	Literature	Critical drama			*	
Porf.Dr.Salih Mahdi	Linguistics	Pragmatics			*	
Porf.Dr. Ahmed Sahib Jaber	Linguistics	Socio-Pragmatics			*	
Porf.Dr. Qassim Obais	Linguistics	Systemic functional Linguistics			*	



Porf.Dr. Qassim Abbas	Linguistics	Translating discourse analysis			*	
Porf.Dr. Iman Minkhar	Linguistics	Critical Stylistics			*	
Porf.Dr.Dunya Mohammed Miqdad	Linguistics	Stylistics			*	
Porf.Dr.Raad Kareem	Literature	Drama			*	
Porf.Dr.Mammun Sami	Literature	Drama			*	
Asst.Prof. Dr. Wafaa Mukhlis Faisal	Linguistics	Methodology			*	
Asst.Prof. Dr. Aseel Kadhim Al-Riqabi	Literature	Novel			*	
Asst.Prof. Dr.Lihadh Abdulameer	Linguistics	Methodology			*	
Asst.Prof. Dr.Nessaem Mahdi	Linguistics	Pragmatics			*	
Asst.Prof. Dr. Sadiq Mahdi	Linguistics	Pragmatics			*	
Asst.Prof.Firas Abdu muneem	Linguistics	Discourse Analysis			*	
Asst.Prof. Lina Abdu-alla	Literature	Poetry			*	
Asst.Prof. Zahra Adnan	Literature	Drama			*	
Asst.Prof.Ahmed Abdu Jalil	Linguistics	Methodology			*	
Asst.Lect.Taif Hatim	Linguistics	Pragmatics			*	
Asst.Lect. Farah Abdul sada	Linguistics	Methodology			*	
Lect.Dr.Raid Abdul-Illah	Literature	Grammar			*	
Ass.Prof.Dr.Mariam Duayh Saffah Ejil Albaeiji	Linguistics	Pragmatics			*	
Lec.Dr.Rafal Hassoon Obaid Hajej Al-Janabi	Linguistics	Pragmatics			*	
Ass.Prof.Dr. Zina Abd-Al Hussein Khudair Abd-Al Hussein Al Shammari	Linguistics	Critical discourse analysis			*	
Ass.Lec. Istabraq Yahya Mohammed Salem Al-Sharmani	Literature	Novel			*	
Ass.Le c.Israa Haider Mohammed Mazal Al-Janabi	Literature	Novel			*	

Lec.Dr. Aseel Kareem Mohammed Sahab Al-Tamimi	Linguistics	Pragmatics			*	
Ass.Lec.Hassan Imad Kadhim Abd-Al Razzaq Al Khafaji	Linguistics	Pragmatics			*	
Ass.Lec.Duaa Hamed Ali Saleh Al-Alwani	Linguistics	Pragmatics			*	
Ass.Lec. Duaa Fareed Hameed Jiyad Al-Janabi	Linguistics	Social semiotics			*	
Ass.Lec.Ridhaa Ali Jalawi Abboud Al-Obaidi	Literature	Novel			*	
Ass.Lec.Zainab Iyad Ali Shaalan Al-Zubaidi	Linguistics	Stylistics			*	
Ass.Lec.Salam Fadhil Abdel Faydi Al-Tai	Literature	Novel			*	
Ass.Lec.Safa Naji Abd Atiya Al-Mawashi	Linguistics	Pragmatics			*	
Ass.Lec. Duha Fadhil Abbas Mallouh Al-Muslimaoui	Linguistics	Semiotics			*	
Lec. Dr. Teeba Abd Al- Razzaq Hassan Ali Al Sudani	Linguistics	Critical discourse analysis			*	
Ass.Lec.Dhafar Basim Ali Kahayoush Al-Bakri	Linguistics	Pragmatics			*	
Ass.Lec.Amer Ali Dahham Daghash Al-Murshidi	Linguistics	Pragmatics			*	
Ass.Lec.Abdullah Najm Abdullah Hussein Al-Rubaie	Linguistics	Critical discourse analysis			*	
Ass.Lec.Ali Abd Al-Kareem Mukheef Obyes Al-Shammari	Literature	Novel			*	
Ass.Lec.Fatima Hussein Awaid Salman Al-Zubaidi	Literature	Novel			*	
Ass.Lec.Mohammed Hassan Ali Awfi Al-Jubouri	Linguistics	Pragmatics			*	

Ass.Lec.Masar Abbas Jassim Abd- Al Shahid Hamoudi	Linguistics	Pragmatics			*	
Lec.Dr. Masouma Abu Dhar Jawad Witwit	Linguistics	Pragmatics			*	
Ass.Lec.Muhannad Salman Obaid Abdullah Al Qarghali	Linguistics	Social semiotics			*	
Ass.Lec.Yashar Karim Sharad Hassan Al-Jubouri	Literature	Novel			*	

### **Professional Development**

#### **Mentoring new faculty members**

- 1-Providing information to faculty members about the facilities and services present in the college, how they can access, and how to maintain and improve them.
- 2- Developing a sense of responsibility through meetings of the dean, department head, and scientific committees, guiding new appointees, and clarifying the nature of the academic institution and the educational process in higher education.
- 3- Urging faculty members to emphasize the importance of solid academic research and to ensure publication in prestigious international publications such as Scopus, Science Direct, Clarivate, Shanghai Classification, and others.

#### **Professional development of faculty members**

- 1- Organizing workshops, training and academic courses in the fields of higher education
- 2- Involving new recruits in courses that contribute to the development of academic research, steps for solid publishing, and how to address solid journals.
- 3- Ensure that you participate in linguistic, intellectual, and computer courses.
- 4- Encouraging new members to hold educational seminars on academic and educational topics.
- 5- Encouraging faculty members on the need to preserve the environment by participating in afforestation and developing classrooms.

6- Emphasizing the necessity of using modern techniques and technology in teaching and academic work.

## **12. Acceptance Criterion**

**(Central Acceptance)**

## **13. The most important sources of information about the program**

- 1-The college and university website.
- 2-University guide.
- 3-The most important books and resources in the department.

## **14. Program Development Plan**

- 1- Improving educational curricula in line with the development of the labor market.
- 2- Improving assistive means, especially electronic and virtual ones.
- 3- Developing the capabilities of teachers by involving them in development courses inside and outside the country.
- 4- Urging students and teachers to publish and write.
- 5- Urging students and teachers to participate in scientific seminars and conferences inside and outside the country and involving them in workshops to learn about everything new in their specialty.
- 6- Exchanging experiences with other English language departments (at the university or outside the university) by holding meetings to discuss the problems facing teaching, faculty, and students, and holding scientific debates between corresponding departments.

[illegible]

[illegible]

## Course Description Form

1. Course Name: Grammar					
2. Course Code:					
3. Semester/Year 2024/2025					
4. Description Preparation Date: 11/2/2024					
5. Available Attendance Forms: actual attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) (100) hypothetical/3					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Dunya M.M. Ijam and Ass.Prof. Dr. Merriam Douih					
8. Course Objectives					
			Preparing competent cadres in the field of teaching the English language to middle and middle school students in Iraq. <ul style="list-style-type: none"> <li>Preparing competent researchers by providing them with the necessary information about the English language and general linguistics.</li> <li>Preparing students to engage in postgraduate studies (Master's) in the specializations of methods of teaching the English language, linguistics, and translation.</li> </ul>		
9. Teaching and Learning Strategies					
Strategy		Lecturing			
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1			Unit 1	Lecturing	Daily preparation and test
2			Unit 1	Lecturing	Daily preparation and test
3			Categories of Verb	Lecturing	Daily preparation and test
4			Parts of Speech	Lecturing	Daily preparation and test
5			Questions and Negations	Lecturing	Daily preparation and test



6			Types and Morphology of Verbs	Lecturing	Daily preparation and test
7			Do, have, and be	Lecturing	Daily preparation and test
8			Finite and non-finite verbs	Lecturing	Daily preparation and test
9			Tense, mood, and aspect	Lecturing	Daily preparation and test
10			Subjunctive	Lecturing	Daily preparation and test

11			The modals and their functions	Lecturing	Daily preparation and test
12			The modals and their functions	Lecturing	Daily preparation and test
13			The modals and their functions	Lecturing	Daily preparation and test
14			Adverbs	Lecturing	Daily preparation and test
15			Characteristics of adjectives	Lecturing	Daily preparation and test

### 11. Course Evaluation

- 1–Daily preparation and attendance.
- 2 monthly exams
- 3 final exams.

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<i>University Grammar of English Language (1973) by Quirk et.al.</i> <i>Work book by close</i> <i>Some other secondary sources</i>
Main references (sources)	None
Recommended books and references (scientific journals, reports...)	Essays containing syllabus development
Electronic References, Websites	<a href="http://www.e-books.com">www.e-books.com</a>

### Course Description Form

1. Course Name: Translation
2. Course Code:
3. Semester/Year : Semester

4. Description Preparation Date: 7/11/2024	
5. Available Attendance Forms: weekly	
6. Number of Credit Hours (Total) / Number of Units (Total) : 100 default	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Qasim Abbass Dhayef Lect. Dr. Hasan Imad Kadhim	
Email: <a href="mailto:alkhafajihasan@uobabylon.edu.iq">alkhafajihasan@uobabylon.edu.iq</a>	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>The course is primarily dedicated and designed to help students to translate from Arabic to English and from English into Arabic and to be acquainted with the most important translation theories.</li> </ul>
9. Teaching and Learning Strategies	
Strategy	<p>B1 – The student should be able to translate from English to Arabic and vice versa</p> <p>B2 – The student should be familiar with the most important translation theories, their history and the challenges facing the translator</p> <p>B3 – The student should be able to convey two different cultures through the use of equivalent linguistic tools</p> <p>B4 – The student should acquire the skill of distinguishing the types of translations and texts that he will translate in the labor market</p> <p>Identify the stylistic features and technical and descriptive terms of – o different types of texts including media, legal, political, medical, literary, academic and religious texts.</p>

	<p>Use different strategies and conventions when dealing with – ٦ – different types of texts.</p> <p>Develop the translation and interpretation skills used in translating – ٧ – a variety of Arabic and English texts taken from a variety of common text types.</p>
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Theoretical Perspective	lecture	Oral and written
2	2		Theoretical Perspective	lecture	Oral and written
3	2		Translation at the level of practice structural notes	lecture	Oral and written
4	2		Translation at the level of practice structural notes	lecture	Oral and written

5	2		Translation at the level of practice structural notes	lecture	Oral and written
6	2		Translation related notions	lecture	Oral and written
7	2		Translation related notions	lecture	Oral and written
8	2		Recommendations to the translators	lecture	Oral and written
9	2		Recommendations to the translators	lecture	Oral and written

10	2		Samples of texts and their translations	lecture	Oral and written
11	2		Samples of texts and their translations	lecture	Oral and written
12	2		Samples of texts and their translations	lecture	Oral and written
13	2		Review	lecture	Oral and written
14	2		Review	lecture	Oral and written

### 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)	Translation Theory & Practice
Main references (sources)	• Principles of Translation
Recommended books and references (scientific journals, reports...)	Bilingual dictionaries Newspaper articles
Electronic References, Websites	

1. Course Name:
Linguistics
2. Course Code:
3. Semester/Year
First/ 2024-2025
4. Description Preparation Date:
4/ 11/ 2024
5. Available Attendance Forms:
In person
6. Number of Credit Hours (Total) / Number of Units (Total)
3/ 5
7. Course administrator's name (mention all, if more than one name)
Name: Prof. Dr. Ahmed Sahib Jabir Mubarak Email: <a href="mailto:hum.ahmed.sahib@uobabylon.edu.iq">hum.ahmed.sahib@uobabylon.edu.iq</a> Name: Asst. Lect. Dhuha Fadhil Abba's



Email: [hum.dhuha.fadhil@uobabylon.edu.iq](mailto:hum.dhuha.fadhil@uobabylon.edu.iq)

## 8. Course Objectives

### Course Objectives

By the end of the course, students should be familiar with some of the terminology and techniques of linguistic analysis and be able to apply this knowledge to the description of languages. Accordingly, it aims to:

1. introduce you to the nature of human language;
  2. enable you have a broad view and understanding of linguistics and its relation to language;
  3. help you acquire theoretical linguistic and analytical skills for recognizing and describing the various levels of language;
  4. enable you achieve thorough knowledge and practice, competence and skills in analyzing various linguistic structures.
- explain the nature of human language;
  - identify the levels of linguistic description;
  - systematically analyze the linguistic structure of any language;
  - explain the history and development of linguistics

## 9. Teaching and Learning Strategies

Strategy					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1			Conceptual and associative meanings		Written exams (monthly and daily)
2			Semantic features and semantic roles		
3			Lexical relations and collocation		
4			Invisible meaning, Context, deixis, and reference and inference		Participation
5			Anaphora, Presupposition, Politeness and Speech acts		Oral exams
6			Discourse, Interpreting discourse, Cohesion, Coherence, conversation analysis, turn-taking,		
7			Pauses and filled pauses, Adjacency pairs, insertion sequences, CP, hedges, implicatures		
8			Background Knowledge, Schema and script, The standard language, accent, dialect		
9			Dialectology, regional dialects, Isoglosses Dialect boundary		

10			Bilingualism and diglossia, language planning		
11			Pidgin, Creole, Post creolization		
12			sociolinguistics, social dialects, education, occupation, social marker		
13			Speech style, prestige, speech accommodation		
14			Register, slang, taboo terms		

### 11. Course Evaluation

40 Marks (two monthly exams)

10 Marks (Daily exams and participation)

50 Marks (Final exam)

### 12. Learning and Teaching Resources

Textbook	G. Yule <i>The Study of Language</i> (7th Ed) 2020
Main Source	Bussmann, H. (1998) <i>Routledge Dictionary of Language and Linguistics</i> . London: Routledge.
Recommended books and references (scientific journals, reports...)	Crystal, D. (2008) <i>A Dictionary of Linguistics and Phonetics</i> (6 <sup>th</sup> Edition). Singapore: Blackwell Publishing.
Electronic References, Websites	<a href="https://yassinefassifihri.wixsite.com/s6-linguistics/general-linguistics">https://yassinefassifihri.wixsite.com/s6-linguistics/general-linguistics</a>

1. Course Name: Observation

2. Course Code:

3. Semester/Year 2024-2025

4. Description Preparation Date: 11/2/2024

5. Available Attendance Forms: actual attendance

6. Number of Credit Hours (Total) / Number of Units (Total) (100) hypothetical/3

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

Name: Ass.Prof. Dr. Wafaa Mokhlus Faisal

8. Course Objectives

Course Objectives

A1- - Studying and reviewing different methods in teaching language skills

	A2- Developing students' skills in teaching different language skills A3- Developing students' skills in class control and dealing with individual differences A4- Developing students' skills in evaluating learning A5- Developing students' skills in teaching planning B1- - Enabling students to acquire basic teaching skills B2- Practical training of students on actual teaching in schools B3- Applying modern teaching strategies B4- letting the student acquire the skill of social interaction
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#### 9. Teaching and Learning Strategies

Strategy	lecture, And discussion, short reports, extrapolation and measurement, And solve problems By watching and viewing educational videos
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1			Unit1	Lecturing	Daily preparation and test
2			Unit1	Lecturing	Daily preparation and test

3			Unit2	Lecturing	Daily preparation and test
4			Unit2	Lecturing	Daily preparation and test
5			Unit3	Lecturing	Daily preparation and test
6			Unit 3	Lecturing	Daily preparation and test
7			Unit4	Lecturing	Daily preparation and test

8			Unit4	Lecturing	Daily preparation and test
9			Unit4	Lecturing	Daily preparation and test
10			Unit5	Lecturing	Daily preparation and test
11			Unit5	Lecturing	Daily preparation and test
12			Unit6	Lecturing	Daily preparation and test

13			Unit6	Lecturing	Daily preparation and test
14			Unit7	Lecturing	Daily preparation and test
15			Unit7	Lecturing	Daily preparation and test

### 11. Course Evaluation

- 1– Micro–teaching
- 2– Daily exams
- 3– Preparing research and reports
- 4– Field visits to schools
- 5–Recording videos for microlearning and watching the performance

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

*The Principles and Techniques of English as a Foreign Language by Khalil Al-Hamash and Hamdi Younis.*

*Teaching English as a Foreign Language.*



	<i>by Broughton, G., C. Brumfit, R. Flavell, P. Hill and A Pincas.</i>
Main references (sources)	None
Recommended books and references (scientific journals, reports...)	Books and articles on modern teaching methods of the English language
Electronic References, Websites	All sites that deal with modern teaching methods of the English language.

1. Course Name: Testing	
2. Course Code:	
3. Semester/Year 2023/2024	
4. Description Preparation Date: 11/2/2024	
5. Available Attendance Forms: actual attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) (100) hypothetical/3	
7. Course administrator's name (mention all, if more than one name)	
Name: Ass.Prof. Dr. Luhadh Abdulammer	
8. Course Objectives	
Course Objectives	1- Cognitive objectives A1- Developing students' skills in designing and setting questions A2- Access to modern testing methods -Developing students' skills in designing and setting questions 1- The skills objectives of the course. B1- The possibility of setting questions in a scientific manner B2- Analyzing the curriculum so that the questions are based on the importance of each topic

9. Teaching and Learning Strategies					
Strategy	1– Method of giving lectures. 2– Discussion session among students 3– Workshops Theoretical and practical				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1		Knowledge of the critical aspects of the study subject	Unit1	Lecturing	Daily preparation and test
2		Knowledge of the critical aspects of the study subject	Unit1	Lecturing	Daily preparation and test
3		Knowledge of the critical aspects of the study subject	Unit2	Lecturing	Daily preparation and test
4		Knowledge of the critical aspects of the study subject	Unit2	Lecturing	Daily preparation and test

5		Knowledge of the critical aspects of the study subject	Unit3	Lecturing	Daily preparation and test
6		Knowledge of the critical aspects of the study subject	Unit 3	Lecturing	Daily preparation and test
7		Knowledge of the critical aspects of the study subject	Unit4	Lecturing	Daily preparation and test
8		Knowledge of the critical aspects of the study subject	Unit4	Lecturing	Daily preparation and test
9		Knowledge of the critical aspects of the study subject	Unit4	Lecturing	Daily preparation and test

10		Knowledge of the critical aspects of the study subject	Unit5	Lecturing	Daily preparation and test
11		Knowledge of the critical aspects of the study subject	Unit5	Lecturing	Daily preparation and test
12		Knowledge of the critical aspects of the study subject	Unit6	Lecturing	Daily preparation and test
13		Knowledge of the critical aspects of the study subject	Unit6	Lecturing	Daily preparation and test
14		Knowledge of the critical aspects of the study subject	Unit7	Lecturing	Daily preparation and test

15		Knowledge of the critical aspects of the study subject	Unit7	Lecturing	Daily preparation and test
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### 11. Course Evaluation

- 1– Monthly exams
- 2– Daily exams
- 3– Preparing research and reports
- 4– Designing question forms
- 4– Field visits to schools
- 5–Recording videos for micro–learning and watching the performance

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Teacher's guide of Teasing and Assessment
Main references (sources)	Assessment and Evaluation of English language
Recommended books and references (scientific journals, reports...)	Books and articles in testing
Electronic References, Websites	All sites that deal with testing

1. Course Name: Translation
2. Course Code:
3. Semester/Year 2024/2025
4. Description Preparation Date: 11/11/2024

5. Available Attendance Forms: actual attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) (100) hypothetical/3					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Qassim Obais & Ass.Lec. Hassan Emad					
8. Course Objectives					
Course Objectives		1- Cognitive objectives Developing the student's ability to study translation. 2-How students deal with the Arabic and English languages. 3-How students deal with the linguistic and cultural problems of the two languages. 4- The skills objectives of the course. 5-Self-evaluation for students Application of what has been learned			
9. Teaching and Learning Strategies					
Strategy		1-Project student groups 2- Workshops 3- Scientific trips to follow up on environmental pollution 4- Learning Technologies on Campus E-learning on campus. 5- Experiential Learning in the Application Learning			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1		Know the aspects	Unit1	Lecturing	Daily preparation and test

2		The theory of scientific material	Unit1	Lecturing	Daily preparation and test
3		Simple Sentence in	Unit2	Lecturing	Daily preparation and test
4		English	Unit2	Lecturing	Daily preparation and test
5		Theoretical explanation	Unit3	Lecturing	Daily preparation and test
6		And application	Unit 3	Lecturing	Daily preparation and test

7		practical	Unit4	Lecturing	Daily preparation and test
8		Practical evaluation and	Unit4	Lecturing	Daily preparation and test
9		the view of the syllabus to the student	Unit4	Lecturing	Daily preparation and test
10		Simple Sentence in	Unit5	Lecturing	Daily preparation and test
11		Arabic	Unit5	Lecturing	Daily preparation and test



12		Theoretical explanation	Unit6	Lecturing	Daily preparation and test
13		And application	Unit6	Lecturing	Daily preparation and test
14		practical	Unit7	Lecturing	Daily preparation and test
15		Practical evaluation and the view of the syllabus to the student	Unit7	Lecturing	Daily preparation and test

### 11. Course Evaluation

- 1– Monthly exams
- 2– Daily exams
- 3– Preparing research and reports

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	An Introduction to Translation
Main references (sources)	Translation An advanced resource book

Recommended books and references (scientific journals, reports...)	A Textbook of Translation
Electronic References, Websites	– <a href="https://books-library.net/c-Translation">https://books-library.net/c-Translation</a> download

1. Course Name:	
Victorian Novel	
2. Course Code:	
3. Semester/Year	
First/ 2024–2025	
4. Description Preparation Date:	
5/ 11/ 2024	
5. Available Attendance Forms:	
In person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3/ 5	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Lect. Ridha'a Ali j.	
Email: <a href="mailto:ridha'a.ali.humlec15@uobabylon.edu.iq">ridha'a.ali.humlec15@uobabylon.edu.iq</a>	
8. Course Objectives	
Course Objectives	This course aims at introducing the third year students with the Victorian Novel. The course begins with a general introduction to the Victorian novel; themes, characteristics and the Victorian novelists as social reformers. Before each novel

			there is an introduction to the novel; life, style, work, themes, contribution....etc.		
9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-3	9		1. ch. 1-3		Written exams (monthly and daily)
4-5	6		2. ch. 4-10		
6-7	6		3. ch. 10-16		
8-10	9		4. ch. 16-24		
11-12	6		5. ch. Ch. 25-31		Participation
13-15	9		6. ch. 32- 34		
					Oral exams

11. Course Evaluation	
40 Marks (two monthly exams)	
10 Marks (Daily exams and participation)	
50 Marks (Final exam)	
12. Learning and Teaching Resources	
Textbook	<i>Hard Times</i> by Charles Dickens <i>Wuthering Heights</i> by Bronte
Main Source	<i>Hard Times</i> by Charles Dickens <i>Wuthering Heights</i> by Bronte
Recommended books and references (scientific journals, reports...)	Sparknote.com
Electronic References, Websites	<a href="https://www.sparknotes.com/lit/hardtimes/">https://www.sparknotes.com/lit/hardtimes/</a>

1. Course Name:	Modern novel
2. Course Code:	EMN133
3. Semester/Year	First course
4. Description Preparation Date:	2024-2025
5. Available Attendance Forms:	In person
6. Number of Credit Hours (Total) / Number of Units (Total)	45 hours
7. Course administrator's name (mention all, if more than one name)	

Name: Assistant Professor Aseel K. Alrikabi  
 Email: [aseel722000@yahoo.com](mailto:aseel722000@yahoo.com)  
 Assistant .Lec. Estabraq Yahya Mohammed  
 Email : [hum807.astaeq.yehaa@uobabylon.edu.iq](mailto:hum807.astaeq.yehaa@uobabylon.edu.iq)

#### 8. Course Objectives

Course Objectives	<ul style="list-style-type: none"> <li>• This course intends to give the fourth-year students an idea on Twentieth Century English and American novel.</li> <li>• It outlines the major characteristics and techniques adapted by the modern novelists.</li> <li>• 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 them</li> <li>• mastery over language.</li> </ul>
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#### 9. Teaching and Learning Strategies

Strategy	Discussing Cultural, historical and social context in modern times and American literature Lecturing and discussion Debates of evening students with morning students or other universities -Presentations  Research events- Using brainstorming to connect the novel with other literary texts -
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Lectures	General Introduction to the modern American novel	Questions & Discussion	Questions & Discussion

٢.	3	Lectures	Scott. Fitzgerald's Life and works	Questions & Discussion	Questions & Discussion
٣.	3	Read the text, analyses it and ask questions	Introduction to the great Gatsby	Questions & Discussion	Questions & Discussion
٤.	3	Read the text, analyses it and ask questions	Chapter one	Questions & Discussion	Oral discussions, quizzes, and a question to discover students' opinions
٥.	3	Read the text, analyses it and ask questions	Chapter two	Questions & Discussion	Oral discussions, quizzes, and question to discover students' opinions
٦.	3	Read the text, analyses it and ask questions	Chapter three	Questions & Discussion	Oral discussions, quizzes, and question to discover students' opinions
٧.	3	Written exam	First monthly exam	Questions & Discussion	First monthly exam

٨.	3	Read the text, analyses it and ask questions	Chapter four	Questions & Discussion	Oral discussions, quizzes, and question to discover students' opinions
٩.	3	Read the text, analyses it and ask questions	Chapter five	Questions & Discussion	Oral discussions, quizzes, and question to discover students' opinions
١٠.	3	Read the text, analyses it and ask questions	Chapter 6	Questions & Discussion	Oral discussions, quizzes, and question to discover students' opinions
١١.	3	Read the text, analyses it and ask questions	Chapter seven	Questions & Discussion	Oral discussions, quizzes, and question to discover students' opinions
١٢.	3	Written exam	Second monthly exam	Questions & Discussion	Second monthly exam

١٣.	3	Read the text, analyses it and ask questions	Chapter eight	Questions & Discussion	Oral discussions, quizzes, and question to discover students' opinions
١٤.	3	Read the text, analyses it and ask questions	Chapter nine	Questions & Discussion	Oral discussions, quizzes, and question to discover students' opinions
١٥.	3	Read the text, analyses it and ask questions	Review	Questions & Discussion	Oral discussions, quizzes, and question to discover students' opinions



<b>11. Course Evaluation</b>	
Assessment through the daily performance of students in class discussions - Evaluation through monthly exams for students - Oral exams - Reports on specific topics within the American narrative	
<b>12. Learning and Teaching Resources</b>	
Required textbooks (curricular books, if any)	Scott Fitzgerald, The Great Gatsby
Main references (sources)	Allen, Walter. The English Novel. George Perkins , The American Tradition in Literature
Recommended books and references (scientific journals, reports...)	The Great Gatsby: Establishing the Historical Context with Primary Sources Teaching with the Library of Congress March 26, 2015 <a href="https://www.loc.gov/exhibits/books-that-shaped-america/1900-to-1950.html#obj13">https://www.loc.gov/exhibits/books-that-shaped-america/1900-to-1950.html#obj13</a>
Electronic References, Websites	Scott Fitzgerald, The Great Gatsby

1. Course Name: Grammar / Syntax
2. Course Code:
3. Semester/Year : yearly
4. Description Preparation Date: 7/11/2024
5. Available Attendance Forms: weekly
6. Number of Credit Hours (Total) / Number of Units (Total) : 100 default
7. Course administrator's name (mention all, if more than one name)
Name:                   Lect. Dr. Hasan Imad Kadhim & Asst. Lect. Zainab lyad
Email: alkhafajihasan@uobabylon.edu.iq
8. Course Objectives

Course Objectives	<p>.....-A Student's Grammar of English Language.1990.byS.Greenbaum and R.Quirk.London: Longman.</p> <ul style="list-style-type: none"> <li>2-A Comprehensive Grammar of English Language.1985.by R.Quirk, S.Greenbaum, G.Leech, and J.Svartvik.London: Longman..</li> <li></li> </ul>
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#### 9. Teaching and Learning Strategies

Strategy	<p>١. Preparing qualified cadres in the field of teaching English to intermediate and secondary school students in Iraq.</p> <p>٢. Preparing qualified researchers by providing them with the necessary information about the English language and general linguistics.</p> <p>Qualifying students to engage in postgraduate studies (Masters) .٣ in the specializations of English language teaching methods, linguistics, and translation.</p>
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	٦		Parts of a sentence	lecture	Oral and written
٢	٦		Parts of a sentence	lecture	Oral and written

٣	٦		Categories of Verb	lecture	Oral and written
٤	٦		Parts of Speech	lecture	Oral and written
٥	٦		Questions and Negations	lecture	Oral and written
٧	٦		Types and Morphology of Verbs	lecture	Oral and written
٨	٦		Do, have, and be	lecture	Oral and written

٩	٦		Finite and non-finite verbs	lecture	Oral and written
١٠	٦		Tense,mood,and aspect	lecture	Oral and written
١١	٦		Subjunctive	lecture	Oral and written
١٢	٦		The modals and their functions	lecture	Oral and written
١٣	٦		The modals and their functions	lecture	Oral and written

١٤	٦		The modals and their functions	lecture	Oral and written
١٥	٦		Noun phrase and determiners	lecture	Oral and written
١٦	٦		Pre-,post-,determiners and quantifiers	lecture	Oral and written
١٧	٦		Reference of noun	lecture	Oral and written
١٨	٦		Variable nouns	lecture	Oral and written

١٩	٦		Invariable nouns	lecture	Oral and written
٢٠	٦		Gender	lecture	Oral and written
٢١	٦		Genitive	lecture	Oral and written
٢٢	٦		Pronouns	lecture	Oral and written
٢٣	٦		Numerical	lecture	Oral and written

٢٤	٦		Numerical	lecture	Oral and written
٢٥	٦		Adjectives	lecture	Oral and written
٢٦	٦		Adverbs	lecture	Oral and written
٢٧	٦		Characteristics of adjectives	lecture	Oral and written
٢٨	٦		Characteristics of adverbs	lecture	Oral and written

۲۸	۶		Adverbs, adjectives ,	lecture	Oral and written
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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)	<i>University Grammar of English Language</i>
Main references (sources)	<ul style="list-style-type: none"> <li>•<i>University Grammar of English Language (1973) by Quirk et.al.</i></li> <li><i>Work book by close</i></li> <li><i>Some other secondary sources</i></li> </ul>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Course Name:	Romantic and Victorian poetry
2. Course Code:	Engl362
3. Semester/Year:	Third
4. Description Preparation Date: 1/9/2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	60 hours/ 2units
7. Course administrator's name (mention all, if more than one name)	
Name: Lina Muhssen	Email: <a href="mailto:lina.hum2018@gmail.com">lina.hum2018@gmail.com</a>
8. Course Objectives	

Course Objectives		1. Teachers who can teach English for Intermediat and secondary schools 2. Preparing researchers throughout providing them with the essentials about English language and literature 3. Preparing students to enroll in MA studies in Linguistics, Literature, and Methods of Teaching			
9. Teaching and Learning Strategies					
Strategy	1–Lecture . 2– Discussion 3– Workshops 4– Trips to Intermediate and Secondary Schools				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	As mentioned above	Introduction	As mentioned above	Oral and Written
2			William Blake		
3			William Blake		
4			Thomas Gray		
5			Thomas Gray		
6			W. Wordsworth		
7			W. Wordsworth		
8			W. Wordsworth		
9			S. T. Coleridge		
10			S. T. Coleridge		
11			P. B. Shelley		
12			P. B. Shelley		
13			John Keats		
14			John Keats		

15			Orientation;		
16			Introduction to		
17			Victorian		
18			Poetry		
19			"Ulysses"		
20			My Last "		
21			" "Duchess		
22			My Last "		
23			Duchess";		
24			"Dover Beach		
25			"Up-Hill"		
26			"Remember"		
27			The Cry of "		
28			" ("Children		
29			The Cry of "		
30			"Children		
			Review		

<b>11. Course Evaluation</b>	
Three exams each out of 15 marks + 5 marks for the daily participation	
<b>12. Learning and Teaching Resources</b>	
Required textbooks (curricular books, if any)	<i>Romantic Poetry.</i>
Main references (sources)	<i>Texts of the poems for the main poets in each age.</i> <i>Sources and articles about the different works.</i>
Recommended books and references (scientific journals, reports...)	The Mirror and the Lamb: Romantic Theory and the Critical Tradition M.H. Abrams
Electronic References, Websites	

1. Course Name:	Academic Writing
2. Course Code:	
3. Semester/Year	First course. 2024
4. Description Preparation Date:	9\11\2024
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	Two hours, two units
7. Course administrator's name (mention all, if more than one name)	Name: Dr. zina Abdul-Hussein Khudhair hum975.zynh.abdlhussein@uobabylon.edu.iq Email:
8. Course Objectives	

Course Objectives	<ul style="list-style-type: none"> <li>• .....focusing on one of the types of writing which academic one</li> <li>• Focusing on writing in a way that follows the criteria of English</li> </ul> <p>Recognizing the different types of academic writing such as descriptive, narrative, etc.</p> <ul style="list-style-type: none"> <li>• .....</li> </ul>
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#### 9. Teaching and Learning Strategies

Strategy	
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

### 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	

1. Course Name: Drama	
2. Course Code:	
3. Semester/Year : yearly	
4. Description Preparation Date: 18/11/2024	
5. Available Attendance Forms: weekly	
6. Number of Credit Hours (Total) / Number of Units (Total) : 100 default	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof Dr. Raad Kareem & Asst. Lect. Muhannad Salman	
Email: <a href="mailto:Hum272.muhanad.salman@uobabylon.edu.iq">Hum272.muhanad.salman@uobabylon.edu.iq</a>	
8. Course Objectives	
Course Objectives	1.Delving into the pivotal manifestos of fiction.

	<p>2.Delving into the literary triad; Form, Language and Contents.</p> <p>3.Delving into the recent waves of Modern Criticism.</p> <p>4.Bestowing upon the students an impetus to dissect a text themselves.</p> <p>5. The course primarily focuses on certain plays to get acquainted with the various schools of fiction.</p>
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#### 9. Teaching and Learning Strategies

Strategy	The plays are classroom-centered and one is an out-of-classroom activity. The course also aims at the study of these plays analytically , thematically and technically: the students are expected to contribute very much to the classroom activities necessary for the study of the plays.
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4		An introduction : The Renaissance, Structure of Dram and Elizabethan Theatre	Lecture	Oral and written
۲	۴		The Stronger	Lecture	Oral and written

٣	٤		Riders to the Sea	Lecture	Oral and written
٤	٤		Riders to The Sea	Lecture	Oral and written
٥	٤		Act without words	Lecture	Oral and written
٦	٤		A Sunny Morning	lecture	Oral and written
٧	٤		Faustus: Prologue Scene 1	lecture	Oral and written



۸	ε		Scene 2 and 3	lecture	Oral and written
۹	ε		Scene 4 and 5	lecture	Oral and written
۱۰	ε		Scene 5	lecture	Oral and written
۱۱	ε		Students present short story	lecture	Oral
۱۲	ε		Students present short story	lecture	Oral

۱۳	ε		Students present short story	lecture	Oral
۱۴	ε		Exam	lecture	written
۱۵	ε		Scene 6, Chorus	lecture	Oral and written
۱۶	ε		Scene 7	lecture	Oral and written
۱۷	ε		Scene 7	lecture	Oral and written

۱۸	ε		Scene 8 , Chorus	lecture	Oral and written
۱۹	ε		Scene 8	lecture	Oral and written
۲۰	ε		Exam	lecture	Oral and written
۲۱	ε		Scene 9	lecture	Oral and written
۲۲	ε		Scene 10	lecture	Oral and written

۲۳	ε		Scene 11	lecture	written
۲۴	ε		Scene 12	lecture	Oral and written
۲۵	ε		Scene 13	lecture	Oral and written
۲۶	ε		Scene 13 and Epilogue	lecture	Oral and written
۲۷	ε		Exam	lecture	Oral and written

1. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	A Pamphlet of Drama (plays): 1.The Stronger  2.Riders to The Sea  3.Act without Words  4.A Sunny Morning  5.Dr. Faustus
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Course Name: Communicative Language Teaching
2. Course Code:
3. Semester/Year 2023/2024
4. Description Preparation Date: 11/11/2024
5. Available Attendance Forms: actual attendance
6. Number of Credit Hours (Total) / Number of Units (Total) (100) hypothetical/3

7. Course administrator's name (mention all, if more than one name)					
Name: Ass.Lec. Farah Abdul Sadda					
8. Course Objectives					
Course Objectives		1-Accuracy and fluency in the English language.1 2- The student's ability to apply teaching methods according to the academic and linguistic situation. 3- Enabling students to employ the acquired linguistic information in their specialization. 4-Knowing human behavior and developing the student's awareness of philosophical ideas that help to understand individual behavior in society 5-Developing the student's linguistic skills and his ability to understand, understand, speak and write the English language fluently.			
9. Teaching and Learning Strategies					
Strategy	lecture, How to give a lecture Brainstorming Survey				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1			Unit1	Lecturing	Daily preparation and test
2			Unit1	Lecturing	Daily preparation and test

3			Unit2	Lecturing	Daily preparation and test
4			Unit2	Lecturing	Daily preparation and test
5			Unit3	Lecturing	Daily preparation and test
6			Unit 3	Lecturing	Daily preparation and test
7			Unit4	Lecturing	Daily preparation and test

8			Unit4	Lecturing	Daily preparation and test
9			Unit4	Lecturing	Daily preparation and test
10			Unit5	Lecturing	Daily preparation and test
11			Unit5	Lecturing	Daily preparation and test
12			Unit6	Lecturing	Daily preparation and test



13			Unit6	Lecturing	Daily preparation and test
14			Unit7	Lecturing	Daily preparation and test
15			Unit7	Lecturing	Daily preparation and test

### 11. Course Evaluation

- 1– Micro–teaching
- 2– Daily exams
- 3– Preparing research and reports
- 4– Field visits to schools
- 5–Recording videos for microlearning and watching the performance

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<u>curriculum</u> .
Main references (sources)	None
Recommended books and references (scientific journals, reports...)	Books and articles on curriculum

Electronic References, Websites	All sites that deal with modern teaching methods of curriculum
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1. Course Name:	
Reading 1	
2. Course Code:	
104	
3. Semester/Year	
Annual	
4. Description Preparation Date:	
6/11/2024	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours / 3	
7. Course administrator's name (mention all, if more than one name)	
Name: Lect. Dr. Rafal Hassoon Obaid    Email: hum918.rafal.hasson@uobabylon.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>• Teaching students good reading and writing techniques in English.</li> <li>• Studying different passages with a detailed study of the vocabulary of each passage and how to use that vocabulary in other sentences.</li> <li>• Identifying types of sentences, their functions, their most important components and parts.</li> <li>• Identifying methods of linking sentences, linking conjunctions, methods of coordinating</li> </ul>

			paragraphs, and the unity of the topic.		
9. Teaching and Learning Strategies					
Strategy		Theoretical lectures Discussion method			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures.	<b>A Puma at Large:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure:</b> simple, compound and complex statements. <b>Special difficulties</b>	Explanation and clarification	Oral and written tests
2	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>Thirteen Equals One:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure:</b> What is happening? What always happens? <b>Special difficulties:</b> Phrases with <i>in</i>	Explanation and clarification	Oral and written tests
3	2	The student's knowledge of new	<b>An Unknown Goddess:</b> its vocabulary and	Explanation and clarification	Oral and written tests

		vocabulary specific to this passage, along with some difficulties and linguistic structures	comprehension questions about it to make précis. <b>Key structure:</b> What happened? <b>Special difficulties:</b> misused and confused words		
4	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>The Double Life of Alfred Bloggs:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure</b> <b>Special difficulties</b>	Explanation and clarification	Oral and written tests
5	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>The Facts:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure:</b> A, the and some <b>Special difficulties</b>	Explanation and clarification	Oral and written tests
6	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties	<b>Smash and Grab:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure:</b> What happened?	Explanation and clarification	Oral and written tests

		and linguistic structures	What was happening? <b>Special difficulties:</b> Word building		
7	Monthly Exam				
8	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>Crazy:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure</b> <b>Special difficulties:</b> Suppose	Explanation and clarification	Oral and written tests
9	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>A Famous Monastery:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure:</b> Verb-forms <b>Special difficulties</b>	Explanation and clarification	Oral and written tests
10	2	The student's knowledge of new	<b>A Trip to Mars:</b> its vocabulary and comprehension	Explanation and clarification	Oral and written tests

		vocabulary specific to this passage, along with some difficulties and linguistic structures	questions about it to make précis. <b>Key structure:</b> What will happen? <b>Special difficulties</b>		
11	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>The Loss of the Titanic:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure:</b> What has happened? <b>Special difficulties:</b> Word building	Explanation and clarification	Oral and written tests
12	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>Not Guilty:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure</b> <b>Special difficulties</b>	Explanation and clarification	Oral and written tests

13	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>Life on a Desert Island:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure:</b> if <b>Special difficulties</b>	Explanation and clarification	Oral and written tests
14	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>Daniel Mendoza:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure</b> <b>Special difficulties</b>	Explanation and clarification	Oral and written tests
15	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and	<b>By Heart:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure</b> <b>Special difficulties</b>	Explanation and clarification	Oral and written tests

		linguistic structures			
16	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>One Man's Meat is Another Man's Poison:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure</b> <b>Special difficulties</b>	Explanation and clarification	Oral and written tests
17	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>A Skeleton in the Cupboard:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure</b> <b>Special difficulties</b>	Explanation and clarification	Oral and written tests



18	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>The Catty Sark:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure</b> <b>Special difficulties</b>	Explanation and clarification	Oral and written tests
19	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>Wanted: a Large Biscuit Tin:</b> its vocabulary and comprehension questions about it to make précis. <b>Key structure</b> <b>Special difficulties</b>	Explanation and clarification	Oral and written tests
20	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and	<b>Answering 6 common interview questions</b> <b>Using context</b> <b>Understanding phrasal verbs</b>	Explanation and clarification	Oral and written tests

		linguistic structures			
21	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>Young woman changing the word</b> <b>Making inferences</b> <b>Understanding suffixes</b>	Explanation and clarification	Oral and written tests
22	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>Student learning teams</b> <b>Skimming and scanning</b> <b>Learning collocations</b>	Explanation and clarification	Oral and written tests
23	Monthly Exam				

24	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>Learning to speak</b> <b>Distinguishing facts from opinions</b> <b>Understanding connecting words</b>	Explanation and clarification	Oral and written tests
25	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>The man in the moon has company</b> <b>Using context clues</b> <b>Learning synonyms</b>	Explanation and clarification	Oral and written tests
26	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and	<b>Culture shock</b> <b>Finding the topic and main idea</b> <b>Learning collocations</b>	Explanation and clarification	Oral and written tests

		linguistic structures			
27	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>Private Lives</b> <b>Identifying supporting ideas</b> <b>Learning noun suffixes</b>	Explanation and clarification	Oral and written tests
28	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>A young blind whiz</b> <b>Identifying pronoun references</b> <b>Understanding compound words</b>	Explanation and clarification	Oral and written tests

29	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>How to make a speech</b> <b>Understanding text organization: headings</b> <b>Understanding multi-word verbs</b>	Explanation and clarification	Oral and written tests
30	2	The student's knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures	<b>Conversational ball games</b> <b>Understanding figurative language</b> <b>Learning prefixes</b>	Explanation and clarification	Oral and written tests

### **11. Course Evaluation**

40 monthly exams  
10 daily preparation and daily oral  
50 final exam

### **12. Learning and Teaching Resources**

Required textbooks (curricular books, if any)	Developing Skills, L .G. Alexander, Longman, 1967 Select Reading: Intermediate, Linda Lee and Erik Gundersen, Oxford
Main references (sources)	Interactions, Pamela Hartman and James Mentel, MCGraw-Hill
Recommended books and references (scientific journals, reports...)	Practice and Progress , L .G. Alexander Longman Dictionary of Contemporary English Oxford Advanced Learner's Dictionary
Electronic References, Websites	

### Course Description Form

1. Course Name:	
Advanced Reading	
2. Course Code:	
3. Semester/Year	
Yearly	
4. Description Preparation Date:	
16/9/2024	
5. Available Attendance Forms:	
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: Asst. Lect. Ali Abdulkareem Mukheef	
Email: <a href="mailto:hum394.ali.abdulkarim@uobabylon.edu.iq">hum394.ali.abdulkarim@uobabylon.edu.iq</a>	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>To teach students advanced reading techniques to save time when reading any topic.</li> <li>To enable students to acquire a wide range of vocabulary and grammatical rules related to each topic discussed in lectures.</li> <li>To use critical and analytical thinking extensively.</li> <li>To improve writing skills by reading well-written texts.</li> </ul>
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> <li>Exposing students to a variety of text types and literary genres enhances effective reading skills.</li> <li>Students engage interactively with texts when asked to respond personally to the topics.</li> <li>Readers improve their reading skills, vocabulary, and language when skill-based tasks are directly tied to the content and language of each reading passage.</li> <li>Good readers become good writers.</li> <li>Prior knowledge plays a significant role in understanding reading material.</li> </ul>

**10. Course Structure**

<b>Week(s)</b>	<b>Topic Name</b>	<b>Learning Outcomes</b>	<b>Teaching Method</b>	<b>Assessment Method</b>	<b>Hours</b>
1-2	Youth Behind YouTube	Identify main ideas; understand compound nouns	Student presentations and Q&A on the topic	Daily tests	4
3-4	When to Use Feminine Nouns	Support main ideas; use feminine and gender-neutral nouns	Active reading strategies	Daily tests	6
5-7	Negative Behavior Impacting Careers	Examine texts for specific info; use synonyms and antonyms	Discussions in groups	Daily tests	6
8-9	The World of Synesthetic Perception	Make inferences; understand verb-forming suffixes	Recorded text analysis	Daily tests	4
10-11	What is Creative Thinking?	Use context; understand rhetorical purposes	Student reflection and discussion	Daily tests	4



12-13	Becoming an Effective Listener	Identify connections in ideas; use adverbial clauses	Student activities and analysis	Daily tests	6
14-16	American Student Obsession with Food Idioms	Rephrase and interpret idiomatic phrases	Contextual vocabulary practice	Daily tests	6
17-19	Why Employees Resign	Rephrase ideas; understand phrasal verbs	Group discussions on perspectives	Daily tests	6
20-22	Online Dating Risks	Identify perspectives; use context clues	Class debates	Daily tests	6
23-24	Harmful Effects of Stereotypes	Recognize sources; derive adjectives from verbs	Writing assignments	Daily tests	4
25-27	The Art of Reading	Compare items; learn word forms	Comparative analysis tasks	Daily tests	6
28-30	Extraterrestrial Communication	Explore scenarios; derive nouns from adjectives	Creative problem-solving activities	Daily tests	6

11. Course Evaluation	
<ul style="list-style-type: none"> <li>Grades distribution is out of 100, with 25 marks for the first semester. These include: <ul style="list-style-type: none"> <li>Daily preparation and attendance: 5 marks</li> <li>Monthly exams: 5 marks</li> </ul> </li> <li>Similarly, the second semester also totals 25 marks. The final exam accounts for 50 marks.</li> </ul>	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Selected Readings: Upper-Intermediate Level
Main references (sources)	/
Recommended books and references (scientific journals, reports...)	/
Electronic References, Websites	/

1. Course Name:	
	<b>Introduction to Academic Writing</b>
2. Course Code:	
3. Semester/Year	
	First Semester/ 2024-2025
4. Description Preparation Date:	
	11-6-2024
5. Available Attendance Forms:	
	Weekly
6. Number of Credit Hours (Total) / Number of Units (Total)	
	30 hours/ 10 units
7. Course administrator's name (mention all, if more than one name)	
Name:	Assist.Lect. Haneen Kamil Shakeer
Email:	bsc.haneen.kamel@uobabylon.edu.iq

8. Course Objectives					
Course Objectives Students are expected to have learned: -		<ul style="list-style-type: none"><li>• The sequence structure of effective information.</li><li>• Creating a flowing text through linking ideas and arguments smoothly.</li><li>• Writing clear and concise texts.</li><li>• Taking a critical view of their own work.</li><li>• How to engage the reader’s interest.</li><li>• The logical sequence of narrating and describing.</li></ul>			
9. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"><li>– Learning to collaborate in writing an academic text.</li><li>–Discussing academic writing methods and their differences from creative writing.</li><li>–Encouraging students to choose topics to write about in an academic manner.</li></ul>			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Knowing the theoretical aspects of the material	What is Academic Writing	Explanation with examples	Theoretical and practical application
2	2	Knowing the theoretical aspects of the material	Capitalization	Explanation with examples	Theoretical and practical application

3	2	Knowing the theoretical aspects of the material	Sentence Structure	Explanation with examples	Theoretical and practical application
4	2	Knowing the theoretical aspects of the material	Fragments	Exercises	multiple exercises
5	2	Knowing the theoretical aspects of the material	The writing process	Explanation with examples	Theoretical and practical application
6	2	Knowing the theoretical aspects of the material	Writing assignment	Exercises	Multipole exercises
7	2	Knowing the theoretical aspects of the material	Narrative paragraph	Exercises	multiple exercises
8	2	Knowing the theoretical aspects of the material	Compound sentences	Explanation with examples	Theoretical and practical application
9	2	Knowing the theoretical aspects of the material	punctuation	Quiz	Multipole exercises
10	2	Knowing the theoretical aspects of the material	Freewriting	Exercises	Multipole exercises

11	2	Knowing the theoretical aspects of the material	Three parts of a paragraph	Explanation with examples	Theoretical and practical application
12	2	Knowing the theoretical aspects of the material	Outlining	Quiz	multiple exercises
13	2	Knowing the theoretical aspects of the material	Spatial order	Explanation with examples	Theoretical and practical application
14	2	Knowing the theoretical aspects of the material	Paragraph unity	Explanation with examples	Theoretical and practical application
15	2	Knowing the theoretical aspects of the material	Clustering	exercises	multiple exercises
16	2	Knowing the theoretical aspects of the material	Logical division of ideas	Exercises	Multiple exercises
17	2	Knowing the theoretical aspects of the material	Run-Ons and comma splices	Explanation with examples	Theoretical and practical application
18	2	Knowing the theoretical aspects of the material	Skill sharpness	Explanation with examples	Theoretical and practical application

19	2	Knowing the theoretical aspects of the material	Time order	Exercises	multiple exercises
20	2	Knowing the theoretical aspects of the material	Clauses	Exercises	multiple exercises
21	2	Knowing the theoretical aspects of the material	Subordinates	Explanation with examples	Theoretical and practical application
22	2	Knowing the theoretical aspects of the material	Comparisons/ contrast paragraphs	Explanation with examples	Theoretical and practical application
23	2	Knowing the theoretical aspects of the material	Block organization	Explanation with examples	Theoretical and practical application
24	2	Knowing the theoretical aspects of the material	Defining paragraphs	Exercises	multiple exercises
25	2	Knowing the theoretical aspects of the material	Appositives and adjective clauses	Explanation with examples	Theoretical and practical application
26	2	Knowing the theoretical aspects of the material	Three parts of an essay	Exercises	multiple exercises

27	2	Knowing the theoretical aspects of the material	Transitions between paragraphs	Quiz	multiple exercises
28	2	Knowing the theoretical aspects of the material	Planning an essay	Explanation with examples	Theoretical and practical application
29	2	Knowing the theoretical aspects of the material	Opinion essays	Exercises	multiple exercises
30	2	Knowing the theoretical aspects of the material	Developing supporting details	Exercises	multiple exercises

### 11. Course Evaluation

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

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<b>Introduction to Academic Writing, 3<sup>rd</sup> edition, Level 3</b>
Main references (sources)	<b>The Longman Academic Series</b>
Recommended books and references (scientific journals, reports...)	<b>Practical essays and researches from different resources</b>
Electronic References, Websites	<b>Net articles and sources</b>

1. Course Name:	
Listening and Speaking 3	
2. Course Code:	
3. Semester/Year	
yearly	
4. Description Preparation Date:	
11.11.2024	
5. Available Attendance Forms:	
attending	
6. Number of Credit Hours (Total) / Number of Units (Total)	
٦.	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst.Lect. Duaa Hamid Ali	
Email: hum734.duaa.hamid@uobabylon.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"><li>• Provide a clear overview of the basics of speaking and listening by learning reading skills</li></ul>



		<ul style="list-style-type: none"><li>Helping students recognize some common language concepts</li><li>Encouraging students to discuss the issues raised in the absorbing pieces</li></ul>			
9. Teaching and Learning Strategies					
Strategy	Cognitive strategies, emotional strategies, cooperative learning, discussion strategy, brainstorming strategy, roles play strategy				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	۲	Introduction about conversation	Introduction	Discussion	Oral tests
3-4	۲	Unit one	How is it going?	Discussion	Oral tests
5-6	۲	Unit two	I'm looking for a camera	Discussion	Oral tests
7-8	۲	Unit three	I need to see a doctor	Discussion	Oral tests
9-10	۲	Unit four	What's the problem?	Discussion	Oral tests
11-12	۲	Unit five	What a lot of red tape!	Discussion	Oral tests
13-14	۲	Unit six	What a great view!	Discussion	Oral tests
15	۲				Written

16-17	۲	1 <sup>st</sup> Monthly exam  Unit seven	I'd appreciate it	Discussion	Oral tests
18-19	۲	Unit eight	This is your office	Discussion	Oral tests
20-21	۲	Unit nine	I'll sort it out	Discussion	Oral tests
22-23	۲	Unit ten	Can I call you back?	Discussion	Oral tests
24-25	۲	Unit eleven	Shall we move on?	Discussion	Oral tests
26-27	۲	Unit twelve	I work well under pressure	Discussion	Oral tests
28-29	۲	2 <sup>nd</sup> monthly exam			Written
30		Final exam			Written & Oral

<b>11. Course Evaluation</b>	
25 marks for written exam & 25 marks for oral exam	
<b>12. Learning and Teaching Resources</b>	
Required textbooks (curricular books, if any)	Craven,Miles (2009) Real Listening and Speaking 4 . Cambridge: Cambridge University Press
Main references (sources)	Helen S. Solorazno and Jennifer P.L.Schmidt. NorthStar 3: Listening and Speaking
Recommended books and references (scientific journals, reports...)	Audio DVD Download + Chapter Tests
Electronic References, Websites	new reading passages www.oup.com

1. Course Name:	
Computer applications	
2. Course Code:	
3. Semester/Year	
annual	
4. Description Preparation Date:	
5/11/2024	
5. Available Attendance Forms:	
Attend the lecture in class	
6. Number of Credit Hours (Total) / Number of Units (Total)	
4 units/3 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Hussein Loia Hasan Email: hus_loia@uobabylon.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>–The student should get to know the computer</li> </ul>

	<ul style="list-style-type: none"> <li>– The student should be able to use different software</li> <li>– The student should differentiate between the programs that serve him and the general programs</li> <li>– The student should employ computer skills in his work</li> </ul>
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#### 9. Teaching and Learning Strategies

Strategy	It is a set of methods used to help students achieve the learning outcomes required by the course. Examples of this include lectures, small group teaching such as educational sessions and seminars, case studies for each student on how to analyze information and reach decisions, assignments such as writing research papers to enable students to acquire self-learning and presentation skills, field trips, practical sessions to provide students with practical skills and conducting experiments to train students to analyze results and reach specific conclusions and prepare reports, presentations or posters
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2-3		-١ The student understands the concepts of mathematical functions. -٢ Classifies the relationship between all existing functions.	Function1	E-learning on campus Education application	Tests on MOODLE
4-5-6					
7-8-9			Function2		
10-11-12			Function 3		

			-۳Analyzes the results of each function. -۴Evaluates the use of all functions in the curriculum.	Function 4		
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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)	The textbook (the third part of the excel book)
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Related books and references
Electronic References, Websites	Educational sites on the Internet

1. Course Name:grammar
2. Course Code:
3. Semester/Year
4. Description Preparation Date:1/11/2024
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)	
Name: Aseel kareem Mohammed    Email: <a href="mailto:hum218.aseel.kareem@uobabylon.edu.iq">hum218.aseel.kareem@uobabylon.edu.iq</a>	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>• 1. Understanding the different uses of English grammar and developing the students'</li> <li>• further knowledge ability by self-study at the end of the course.</li> <li>• 2. Acquiring knowledge about the types of grammatical problems that learners face</li> <li>• because of language interference.</li> <li>• 3. Acquiring knowledge about the different approaches, methodologies and</li> <li>• techniques of teaching English grammar in the light of research findings</li> <li>• concerning second language acquisition (SLA).</li> <li>• 4. Being familiarized to the basic principles of syntax in the English language,</li> <li>• phrases, phrasal verbs, and others.</li> <li>• 5. Improving the skills of using basic rules of English grammar.</li> <li>• 6. Improving students' level of language.</li> </ul>

	<ul style="list-style-type: none"><li>7. Being proficient in using certain grammatical terms.</li></ul>				
9. Teaching and Learning Strategies					
Strategy	The rules of writing English sentences are taught to students. The topics covered in this course are: parts of speech, verb tenses, subject–verb agreement, and types of sentences. This course focuses on the extensive use writing sentences and exercises in the classroom. The basic rules of the English language may help students improve their performance throughout the use of punctuation, capitalization, sentence structure, and so on. Nouns, pronouns, the definite and indefinite articles are also .taught in this course				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١٥	٣				

### 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)	Murphy, Raymond. English Grammar in Use. 5th edition
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Course Name: Short story
2. Course Code:
3. Semester/Year : yearly
4. Description Preparation Date: 15/11/2024
5. Available Attendance Forms: weekly
6. Number of Credit Hours (Total) / Number of Units (Total) : 100 default
7. Course administrator's name (mention all, if more than one name)
Name: Prof Dr. Haider Almoosawy & Asst. Lect. Salam Fadhil
Email: <a href="mailto:Altaeesalam5@gmail.com">Altaeesalam5@gmail.com</a>
8. Course Objectives



Course Objectives		1.Delving into the pivotal manifestos of fiction.			
		2.Delving into the literary triad; Form, Language and Contents.			
		3.Delving into the recent waves of Modern Criticism.			
		4.Bestowing upon the students an impetus to dissect a text themselves.			
		5. The course primarily focuses on certain short stories to get acquainted with the various schools of fiction . The course will, however, try to investigate these short stories penned by important novelists and short story tellers: Saki, Oscar, Poe, Mansfield and Hemingway .			
9. Teaching and Learning Strategies					
Strategy		The short stories are classroom-centered and one is an out-of-classroom activity. The course also aims at the study of these stories analytically , thematically and technically: the students are expected to contribute very much to the classroom activities necessary for the study of the plays.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4		The rise of fiction: an introduction	Lecture	Oral and written
2	4		Modernist short story: an introduction	Lecture	Oral and written

٣	٤		The literary traid i dissecting a text	Lecture	Oral and written
٤	٤		Cubism, neologism	Lecture	Oral and written
٥	٤		Saki..... The Open Window	Lecture	Oral and written
٦	٤		Oscar..... The Happy Prince	lecture	Oral and written
٧	٤		Poe..... The Black Cat	lecture	Oral and written

٨	٤		Mansfield..... The Doll's House	lecture	Oral and written
٩	٤		Hemingway..... Cat in the Rain	lecture	Oral and written
١٠	٤		Hemingway.....techniques	lecture	Oral and written
١١	٤		Students present short story	lecture	Oral
١٢	٤		Students present short story	lecture	Oral

١٣	٤		Students present short story	lecture	Oral
١٤	٤		Exam	lecture	written
١٥	٤		Hemingway	lecture	Oral and written
١٦	٤		Hemingway's theory	lecture	Oral and written
١٧	٤		Political and social aspect in his writings	lecture	Oral and written

۱۸	ع		The Old Man and the Sea	lecture	Oral and written
۱۹	ع		Symbolism in Old Man and the Sea	lecture	Oral and written
۲۰	ع		Realism in Old Man and the Sea	lecture	Oral and written
۲۱	ع		Conflicts in Old Man and the Sea	lecture	Oral and written
۲۲	ع		Structure of Old Man and the Sea	lecture	Oral and written

۲۳	ε		Exam	lecture	written
۲۴	ε		Characters and numbers	lecture	Oral and written
۲۵	ε		Challenge	lecture	Oral and written
۲۶	ε		Optimism	lecture	Oral and written
۲۷	ε		Diction used	lecture	Oral and written

۲۸	۶		Narration kind	lecture	Oral and written
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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)	A Pamphlet of Short Story: 1.Saki...Open Window  2.Oscar...The Happy Prince  3.Poe..The Black Cat  4.Mansfield...The Doll`s House  5.Hemingway, Cat in The Rain...The Old Man and the Sea
Main references (sources)	Michael Meyer, <i>The Bedford Introduction to Literature</i> , Boston,Quebecor World,2005.  Wilfred L.Guerin, <i>A Hand Book of Critical Approaches to Literature</i> ,New York,the Murray Printing Company, 2006.  McCormick,Paul, <i>Adventure in English Literature</i> ,New York,Harcourt,Brace 1968.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description Form

1. Course Name:	
Adult Education	
2. Course Code:	
3. Semester/Year	
annual    ٢٠٢٤	
4. Description Preparation Date:	
٢٠٢٤/١١/١٠	
5. Available Attendance Forms:	
Blended learning	
6. Number of Credit Hours (Total) / Number of Units (Total)	
hours / 4 units ٢	
7. Course administrator's name (mention all, if more than one name)	
<div style="display: flex; justify-content: space-between;"> <span>Name: Wafea Jabber Al-yaser</span> <span>Email: <a href="mailto:wafea.alyaseri@yahoo.com">wafea.alyaseri@yahoo.com</a></span> </div>	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>• Making students able to understand adult education according to modern teaching strategies and their role in the educational process to be familiar with the theoretical and practical aspects.</li> <li>• The ability to deal with modern technologies used in the educational process, which ensures a highly accurate database.</li> <li>• Working on shaping the personality of students to make them able to think beyond thinking by developing cultural and social</li> </ul>

	<p>awareness that qualifies them after graduation to contribute effectively to serving the community.</p> <ul style="list-style-type: none"> <li>• Working on creating a suitable scientific environment for preparing educational cadres with a high degree of scientific specialization, while developing their ability to acquire skills and knowledge and develop their mental abilities.</li> </ul>
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#### 9. Teaching and Learning Strategies

Strategy	Reciprocal teaching / Cooperative learning / Brainstorming / V-shape / Hot seat
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Oral test	Discussion	Education from an Islamic perspective	Bachelor of English Language	2	The 1 week
Formative test	Lecture	Adult education is one of the basic components of human rights	Bachelor of English Language	2	The week ٢

Oral test	Interrogation	Education in Iraq between the knowledge economy and human development	Bachelor of English Language	2	The week <sup>٧</sup>
Formative test	Discussion	Education and keeping pace with development	Bachelor of English Language	2	The week <sup>٨</sup>
Oral test	Cooperative Learning	Adult Education and Self- Accomplishments	Bachelor of English Language	2	The week <sup>٩</sup>
Formative test	Brainstorming	Self-skills in adult education	Bachelor of English Language	2	The ٦ week
Written test	Reciprocal Teaching	Investing human energies economically with the requirements of sustainable development	Bachelor of English Language	2	The ٧ week

Oral test	Reciprocal Teaching	Potential and emerging difficulties facing adults during the education process	Bachelor of English Language	2	The week ٨
Formative test	Discussion	Models of the adult education process	Bachelor of English Language	2	The week ٩
Oral test	Lecture	Objectives in which learning difficulties appear for adults	Bachelor of English Language	2	The week ١٠
Formative test	Interrogation	Psychological and behavioral characteristics of people with learning difficulties	Bachelor of English Language	2	The week ١١
Written test	Discussion	Monthly test	Bachelor of English Language	2	The week ١٢

Oral test	Cooperative Learning	Psychological and behavioral characteristics of people with learning difficulties	Bachelor of English Language	2	The week ١٣
Formative test	Brainstorming	Development of adult education	Bachelor of English Language	2	The week ١٤
Oral test	Reciprocal Teaching	Reasons that lead to adult education	Bachelor of English Language	2	The week ١٥
Formative test	Reciprocal Teaching	Self-skills in adult education	Bachelor of English Language	2	The week ١٦
Written test	Discussion	Investing human energies economically with the requirements of sustainable development	Bachelor of English Language	2	The week ١٧

Oral test	Lecture	Potential and emerging difficulties facing adults during the education process	Bachelor of English Language	2	The week ١٨
Formative test	Interrogation	Models of adult education process	Bachelor of English Language	2	The week ١٩
Oral test	Discussion	Adult education theories	Bachelor of English Language	2	The week ٢٠
Formative test	Cooperative Learning	Technology and pedagogy	Bachelor of English Language	2	The week ٢١
Written test	Brainstorming	Behavioral Theory	Bachelor of English Language	2	The week ٢٢

Oral test	Reciprocal Teaching	Monthly Test	Bachelor of English Language	2	The week ٢٣
Formative test	Reciprocal Teaching	Modern Trends in Teaching Adult Education and its Strategies	Bachelor of English Language	2	The week ٢٤
Oral test	Discussion	Active Learning for Adult Learners	Bachelor of English Language	2	The week ٢٥
Formative test	Lecture	The Role of the Teacher and Learner in Active Learning	Bachelor of English Language	2	The week ٢٦
Written test	Interrogation	Active Learning Strategies	Bachelor of English Language	2	The week ٢٧

Oral test	Discussion	Learning Cycle Strategy	Bachelor of English Language	2	The week ٢٨
Formative test	Cooperative Learning	Cooperative Learning Strategy	Bachelor of English Language	2	The week ٢٩
Oral test	Brainstorming	The Foundations and Principles on Which the Learning for Empowerment Strategy is Based	Bachelor of English Language	2	The week ٣٠



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)	<ul style="list-style-type: none"> <li>• Achievement tests</li> <li>• Testing methods (essay and observation)</li> <li>• Feedback</li> </ul>
Main references (sources)	Adult Education Dr. Wafiya Jabbar Muhammad, and Eng. Muhammad Abdul Daim
Recommended books and references (scientific journals, reports...)	Adult Education Dr. Wafiya Jabbar Muhammad, and Eng. Muhammad Abdul Daim
Electronic References, Websites	Scientific journals and periodicals in specialized scientific research

### Course Description Form

1. Course Name:	Adult Education
2. Course Code:	
3. Semester/Year	annual ٢٠٢٤
4. Description Preparation Date:	٢٠٢٤/١١/١٠
5. Available Attendance Forms:	Blended learning
6. Number of Credit Hours (Total) / Number of Units (Total)	hours / 4 units ٢
7. Course administrator's name (mention all, if more than one name)	
Name: Wafea Jabber Al-yaser	Email: <a href="mailto:wafea.alyaseri@yahoo.com">wafea.alyaseri@yahoo.com</a>

8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"><li>• Making students able to understand adult education according to modern teaching strategies and their role in the educational process to be familiar with the theoretical and practical aspects.</li><li>• The ability to deal with modern technologies used in the educational process, which ensures a highly accurate database.</li><li>• Working on shaping the personality of students to make them able to think beyond thinking by developing cultural and social awareness that qualifies them after graduation to contribute effectively to serving the community.</li><li>• Working on creating a suitable scientific environment for preparing educational cadres with a high degree of scientific specialization, while developing their ability to acquire skills and knowledge and develop their mental abilities.</li></ul>			
9. Teaching and Learning Strategies					
Strategy		Reciprocal teaching / Cooperative learning / Brainstorming / V-shape / Hot seat			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

Oral test	Discussion	Education from an Islamic perspective	Bachelor of English Language	2	The ١ week
Formative test	Lecture	Adult education is one of the basic components of human rights	Bachelor of English Language	2	The week ٢
Oral test	Interrogation	Education in Iraq between the knowledge economy and human development	Bachelor of English Language	2	The week ٣
Formative test	Discussion	Education and keeping pace with development	Bachelor of English Language	2	The week ٤
Oral test	Cooperative Learning	Adult Education and Self-Accomplishments	Bachelor of English Language	2	The week ٥
Formative test	Brainstorming	Self-skills in adult education	Bachelor of English Language	2	The ٦ week

Written test	Reciprocal Teaching	Investing human energies economically with the requirements of sustainable development	Bachelor of English Language	2	The week ٧
Oral test	Reciprocal Teaching	Potential and emerging difficulties facing adults during the education process	Bachelor of English Language	2	The week ٨
Formative test	Discussion	Models of the adult education process	Bachelor of English Language	2	The week ٩
Oral test	Lecture	Objectives in which learning difficulties appear for adults	Bachelor of English Language	2	The week ١٠
Formative test	Interrogation	Psychological and behavioral characteristics of people with learning difficulties	Bachelor of English Language	2	The week ١١
Written test	Discussion	Monthly test	Bachelor of English Language	2	The week ١٢

Oral test	Cooperative Learning	Psychological and behavioral characteristics of people with learning difficulties	Bachelor of English Language	2	The week ١٣
Formative test	Brainstorming	Development of adult education	Bachelor of English Language	2	The week ١٤
Oral test	Reciprocal Teaching	Reasons that lead to adult education	Bachelor of English Language	2	The week ١٥
Formative test	Reciprocal Teaching	Self-skills in adult education	Bachelor of English Language	2	The week ١٦
Written test	Discussion	Investing human energies economically with the requirements of sustainable development	Bachelor of English Language	2	The week ١٧
Oral test	Lecture	Potential and emerging difficulties facing adults during the education process	Bachelor of English Language	2	The week ١٨

Formative test	Interrogation	Models of adult education process	Bachelor of English Language	2	The week ١٩
Oral test	Discussion	Adult education theories	Bachelor of English Language	2	The week ٢٠
Formative test	Cooperative Learning	Technology and pedagogy	Bachelor of English Language	2	The week ٢١
Written test	Brainstorming	Behavioral Theory	Bachelor of English Language	2	The week ٢٢
Oral test	Reciprocal Teaching	Monthly Test	Bachelor of English Language	2	The week ٢٣
Formative test	Reciprocal Teaching	Modern Trends in Teaching Adult Education and its Strategies	Bachelor of English Language	2	The week ٢٤

Oral test	Discussion	Active Learning for Adult Learners	Bachelor of English Language	2	The week ٢٥
Formative test	Lecture	The Role of the Teacher and Learner in Active Learning	Bachelor of English Language	2	The week ٢٦
Written test	Interrogation	Active Learning Strategies	Bachelor of English Language	2	The week ٢٧
Oral test	Discussion	Learning Cycle Strategy	Bachelor of English Language	2	The week ٢٨
Formative test	Cooperative Learning	Cooperative Learning Strategy	Bachelor of English Language	2	The week ٢٩
Oral test	Brainstorming	The Foundations and Principles on Which the Learning for Empowerment Strategy is Based	Bachelor of English Language	2	The week ٣٠

## 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	
<b>12. Learning and Teaching Resources</b>	
Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> <li>• Achievement tests</li> <li>• Testing methods (essay and observation)</li> <li>• Feedback</li> </ul>
Main references (sources)	Adult Education Dr. Wafiya Jabbar Muhammad, and Eng. Muhammad Abdul Daim
Recommended books and references (scientific journals, reports...)	Adult Education Dr. Wafiya Jabbar Muhammad, and Eng. Muhammad Abdul Daim
Electronic References, Websites	Scientific journals and periodicals in specialized scientific research

1. Course Name:
Listening and Speaking 2
2. Course Code:
3. Semester/Year
yearly
4. Description Preparation Date:
25.11.2024
5. Available Attendance Forms:
attending



6. Number of Credit Hours (Total) / Number of Units (Total)					
٦.					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst.Lect. Duaa Fareed Hameed					
Email: hum580.duaa.fareed@uobabylon.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> <li>• Provide a clear overview of the basics of speaking and listening by learning reading skills</li> <li>• Helping students recognize some common language concepts</li> <li>• Encouraging students to discuss the issues raised in the absorbing pieces</li> </ul>			
9. Teaching and Learning Strategies					
Strategy		Cognitive strategies, emotional strategies, cooperative learning, discussion strategy, brainstorming strategy, roles play strategy			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	٢	Introduction	Introduction	Discussion	Oral tests
3-4	٢	Unit one	Tell me about it	Discussion	Oral tests
5-6	٢	Unit two	Where is the difference?	Discussion	Oral tests
7-8	٢	Unit three	This is what I'm doing	Discussion	Oral tests
9-10	٢	Unit four	Where is it?	Discussion	Oral tests

11-12	۲	Unit five	Can you?	Discussion	Oral tests
13-14	۲	Unit six	What happened?	Discussion	Oral tests
15	۲	1 <sup>st</sup> Monthly exam			Written
16-17	۲	Unit seven	How was it?	Discussion	Oral tests
18-19	۲	Unit eight	Have you?	Discussion	Oral tests
20-21	۲	Unit nine	Do it like this	Discussion	Oral tests
22-23	۲	Unit ten	What's the matter?	Discussion	Oral tests
24-25	۲	Unit eleven	What do you think?	Discussion	Oral tests
26-27	۲	Unit twelve	Is that enough?	Discussion	Oral tests
28-29	۲	2 <sup>nd</sup> monthly exam			Written
30		Final exam			Written & Oral

## 11. Course Evaluation

25 marks for written exam & 25 marks for oral exam

<b>12. Learning and Teaching Resources</b>	
Required textbooks (curricular books, if any)	Breakthrough 2 A Course in English Communication Practice by J.C Richards
Main references (sources)	Helen S. Solorazno and Jennifer P.L.Schmidt. NorthStar 3: Listening and Speaking
Recommended books and references (scientific journals, reports...)	Audio DVD Download + Chapter Tests
Electronic References, Websites	new reading passages <a href="http://www.oup.com">www.oup.com</a>