Ministry of Higher Education and Scientific Research
Supervisory body and Scientific Evaluation
Quality Assurance and Academic Accreditation Department
Accreditation Department

Academic Programme Description Manual

Department of English

2024

Academic Program Description Template

College/Institute: College of Basic Education
Department: English Language Department
Program Name: Teaching English Language
Final Degree: Bachelor in English Education
Academic System: Semester-based
Date of Description Preparation: 1/9/2024
Date of File Completion: 1/10/2024

Signature

Scientific Associate's Name
Prof. Aref Hatim Hadi (Phd)
Date: .....

Signature

Department Head'sName:

Lect. Asaad Qahtan Najm (Phd)
Date: .....

File Reviewed By

Quality Assurance and University Performance Division
Name of Director: Prof. Ibtisam Sahib Al-Zouaini (Phd)
Date: .....
Signature: _____

Mr. Dean's approval

1. Program Vision

The English Language Department at the College of Basic Education aims to be a leading center in the teaching of English language and literature, along with its applications. It is committed to providing high-quality education that aligns with global academic and cognitive developments. The program seeks to prepare graduates with strong linguistic and cultural skills, enabling them to compete in the local and global job markets, while also promoting scientific research and contributing to community service.

2. Program Mission

The college aims to graduate teachers who are capable of effectively teaching English in diverse educational environments, while also enhancing their understanding of different cultures. The program focuses on providing an education that emphasizes both linguistic and pedagogical aspects, incorporating modern technology and developing graduates' abilities to address educational and societal challenges.

We aspire for the English Language Department at the College of Basic Education, University of Babylon, to be a model in higher education, contributing to the development of the educational process at both the national and Arab levels by delivering high-quality education that produces individuals capable of creativity and innovation in their respective fields.

3. Program Objectives

1. **Achieve Academic Excellence:** Elevate the academic standards of students by providing comprehensive and integrated educational programs that meet the needs of the academic and educational community.
2. **Continuous Curriculum Development:** Review and update curricula to align with the latest trends and technologies in English language education and teaching methodologies.
3. **Enhance Student Skills:** Provide a supportive learning environment aimed at developing listening, reading, writing, and speaking skills in both English and Arabic, enabling effective communication in various contexts.
4. **Encourage Scientific Research:** Support and promote innovative academic research in the fields of English language, literature, translation, and teaching methods, contributing to the advancement of linguistic and educational knowledge.
5. **Community Service:** Prepare qualified graduates to serve the community through teaching and research, capable of addressing educational

issues related to English language instruction at all levels.

6. **Enhance International Collaboration:** Expand academic cooperation with international universities and educational institutions to promote knowledge and cultural exchange, providing students and faculty with opportunities for continuous development.

7. **Integrate Technology in Education:** Utilize modern technologies in education, such as e-learning and artificial intelligence applications, to enhance the effectiveness of the educational process and help develop students' technical skills.

4. Program Accreditation

The English Language Department at the College of Basic Education, University of Babylon, strives to meet the requirements for program accreditation.

5. Other External Influences

Labor Market, Practical and Field Visits to Government Agencies and Primary and Secondary Schools

6. Program Structure

Program Structure	Number of Courses	Credit Unit	Percentage	Notes *
Institutional Requirements	13	25	18%	
College Requirements	15	46	33%	
Department Requirements:	30	65	49%	
Summer Training:		-		
Others	58	136	%100	

The notes may include whether the course is mandatory or elective.

7. Program Description

Credit Hours		Course Name	Course Code	Year / Level
Practica l	theore tical			
	3	Grammar	Gr.100	First
	2	Literature	Lit. 100	First
	2	Comprehension	Comp100	First
	3	Developmental Psychology	D.Ps. 100	First
	2	Human Rights	HR. 100	First
1	2	Conversation	Con. 101	First
2	1	Computer	Comp. 100	First
	2	Literature / short story	Lit. 101	First
	2	Islamic Studies	Rel. 100	First
	2	Grammar	Gr. 101	First
	3	Principles and Foundations of Education	Ed. 101	First
	2	Environmental and Health Education	Env. 100	First
	2	Phonetics	Phon. 100	First
1	2	Conversation	Con. 102	First
	2	Arabic Language	Arab. 100	First
	2	Arabic Language	Arab. 200	Second
2	1	Computer	Comp. 200	Second
	3	Guidance and Mental Health	Ps. 200	Second
	2	Comprehension	Comp. 200	Second
	3	Grammar	Gr. 200	Second
	2	Literature/Short Story	Lit. 200	Second
1	2	Phonetics	Phon. 200	Second
	2	Composition	Writ. 200	Second
	1	Democracy	Dem. 200	Second
	3	Educational Statistics	Stat. 200	Second
	2	Educational Psychology	Ed.Ps. 200	Second
	2	Comprehension	Comp. 201	Second
	2	Grammar	Gr. 201	Second
	2	Literature/Novel	Lit. 201	Second
1	2	Phonetics	Phon. 201	Second
1	2	Conversation	Con. 200	Second
	3	General Teaching Methods	TchM. 300	Third
	3	Educational Research Methodology	ResM. 300	Third

	2	Arabic Language	Arab. 300	Third
	2	Sustainable Development	SD. 300	Third
	2	Linguistics	Ling. 300	Third
	2	Literature/Play	Lit. 300	Third
	2	Comprehension	Comp. 300	Third
	2	Essay	Essay. 300	Third
	2	Grammar	Gr. 300	Third
	2	Arabic Language	Arab. 301	Third
	2	Curricula and School Books	TchB. 300	Third
	2	Measurement and Evaluation	Ass. 300	Third
	2	Specialized Research Methodology	ResS. 301	Third
	2	Linguistics	Ling. 301	Third
	2	Grammar	Gr. 301	Third
	2	Translation	Trans. 300	Third
	3	Specialized Teaching Methods	TchM. 301	Third
	3	Professional Ethics	Ethics. 400	Forth
	2	Administration and Supervision	Admin. 400	Forth
4		Practical Education/Observation	Pract. 400	Forth
	2	Transformational Grammar	Gr. 401	Forth
	2	Tests	Tests. 400	Forth
1	2	Listening	Listen. 400	Forth
	2	Translation	Trans. 400	Forth
	2	Philosophy	Phil. 400	Forth
	2	Graduation Research	Res. 400	Forth
	12	Practical education	App. 400	Forth

8. Expected Learning Outcomes of the Program

Knowledge

1- Comprehensive knowledge of English grammar, syntax, and phonetics
2- Familiarity with literary history and English literature (poetry, novels, plays, short stories).
3- Deep understanding of pedagogical methods and educational principles.
4- Familiarity with the cultural and civilizational concepts related to both Arabic and English languages.

Skills

- Ability to speak and write fluently in English.
- Development of academic research and literary analysis skills.
- Ability to use technology in teaching and research.
- Effectively applying modern teaching strategies.

Values

- **Commitment to professional and research ethics.**
- **Appreciation and respect for cultural diversity.**
- **Promotion of democratic values and human rights.**
- **Collaboration and responsibility in the field of education and teaching**

9. **Teaching and Learning Strategies**

1. **Interactive Learning:**
2. **Technology-Based Learning:**
3. **Project-Based Learning:**
4. **Simulation and Role-Playing:**
5. **Experiential Learning:**
6. **Continuous Assessment:**
7. **Problem-Based Learning:**

10. **Assessment Methods**

First: Written Tests

Second: Continuous Assessment through Classroom Activities and Providing Feedback on Student Performance

Third: Presentations

Fourth: Research Projects

1. **Individual or Group Research**
2. **Graduation Project**

Fifth: Oral Assessment

1. **Class Discussions**
2. **Listening and Speaking Tests**

Sixth: Practical Assessment

1. **Practical Application**
2. **Practical Education (Observation)**
3. **Written Reports**
4. **Quizzes**
5. **Self-Assessment and Peer Assessment**

Class Participation

11. Teaching Staff						
faculty members						
Number of Teaching Staff		Requirements/ Special Skills (if any)		specialization		Academic Rank
lecturer	**Staff**			special	General	
None	1			Linguistics	English language	**Professor**
None	1			Literature \ poetry	English language	4
None	1			Literature	English language	
None	1			Methods of teaching English language	English language	
None	2			Methods of teaching English language	English language	**Associate Professor**
None	2			Linguistics	English language	4

None	4			Linguistics	English language	**Lecturer**
None	1			Linguistics	Arabic language	11
None	1			Literature	English language	
None	3			Methods of teaching English	English language	
None	2			General teaching methods	General teaching methods	
None	10			Methods of teaching English	English language	**Assistant Lecturer**
None	1			Science teaching methods	General teaching methods	16
None	1			Literature	English language	
None	4			Linguistics	English language	
	35					**Total**

Professional Development
Orientation for New Faculty Members
☐ Orientation and Guidance Programs ☐ Workshops and Training Courses ☐ Training on Modern Teaching Strategies ☐ Participation in Conferences and Seminars ☐ Organization of Social Events

Professional Development for Faculty Members

1. **Assessment of Professional Needs**
2. **Continuous Training and Development Programs**
3. **Training on Scientific Research**
4. **Enhancing Collaboration Between Departments**
5. **Developing Educational Technology Skills**
6. **Participation in Conferences and Seminars**
7. **Guidance and Supervision**
8. **Developing Leadership Skills**
9. **Enhancing Collaborative Research**
10. **Supporting Innovation and Creativity**
11. **Evaluation of Academic Performance**

12. Admission Criteria

Applicants must hold a secondary school certificate from Iraqi institutions or its equivalent, in accordance with the admission regulations of the Ministry of Higher Education and Scientific Research.

13. Key Sources of Information About the Program

1. **Official College Website**
2. **Academic Books and References**
3. **Training Courses and Workshops**
4. **Conferences and Seminars**
5. **Annual Reports**
6. **Feedback from Graduating Students**

14 Program Development Plan

- **Assessment of the Current Program**
- **Updating the Curriculum**
- **Developing Faculty Skills**
- **Enhancing Scientific Research**
- **Improving Student Experience**
- **Utilizing Technology**
- **Continuous Assessment of the Program**
- **Developing Partnerships with Other Institutions**

Program Skills Framework															
Required Learning Outcomes of the Program															
Values				**Skills**				Knowledge				Basic or optional	**Course Name**	**Course Code**	**Yea lev**
C4	C3	C2	C1	B4	B 3	B2	B1	A 4	A3	A2	A1				
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Grammar	Gr.100	F
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Literature	Lit. 100	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Comprehension	Comp100	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Developmental Psychology	D.Ps. 100	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Human Rights	HR. 100	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Conversation	Con. 101	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Computer	Comp. 100	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Literatures/ short story	Lit. 101	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Islamic Studies	Rel. 100	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Grammar	Gr. 101	

*	*	*	*	*	*	*	*	*	*	*	*	Basic	Principles and Foundations of Education	Ed. 101	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Environmental and Health Education	Env. 100	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Phonetics	Phon. 100	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Conversation	Con. 102	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Arabic Language	Arab. 100	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Arabic Language	Arab. 200	Secc
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Computer	Comp. 200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Guidance and Mental Health	Ps. 200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Comprehension	Comp. 200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Grammar	Gr. 200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Literature/Short Story	Lit. 200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Phonetics	Phon. 200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Composition	Writ. 200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Democracy	Dem. 200	

*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Statistics	Stat. 200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Psychology	Ed.Ps. 200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Comprehension	Comp. 201	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Grammar	Gr. 201	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Literature/Novel	Lit. 201	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Phonetics	Phon. 201	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Conversation	Con. 200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	General Teaching Methods	TchM. 300	Th
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Research Methodology	ResM. 300	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Arabic Language	Arab. 300	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Sustainable Development	SD. 300	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Linguistics	Ling. 300	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Literature/Play	Lit. 300	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Comprehension	Comp. 300	

*	*	*	*	*	*	*	*	*	*	*	*	Basic	Essay	Essay. 300	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Grammar	Gr. 300	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Arabic Language	Arab. 301	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Curricula and School Books	TchB. 300	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Measurement and Evaluation	Ass. 300	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Specialized Research Methodology	ResS. 301	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Linguistics	Ling. 301	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Grammar	Gr. 301	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Translation	Trans. 300	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Specialized Teaching Methods	TchM. 301	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Professional Ethics	Ethics. 400	Fo
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Management and Supervision	Admin. 400	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Practical Education/Observation	Pract. 400	

*	*	*	*	*	*	*	*	*	*	*	*	Basic	Transformational Grammar	Gr. 401
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Tests	Tests. 400
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Listening	Listen. 400
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Translation	Trans. 400
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Philosophy	Phil. 400
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Graduation Research	Res. 400
												Basic	Practical education	App. 400

Please check the boxes corresponding to the individual learning outcomes of the program that are subject to evaluate

1. Course Name:
Management and supervision
2. Course Code:
3. Semester / Year:
Second course 2023/2024
4. Description Preparation Date:
2/1/2025
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
2
7. Course administrator's name (mention all, if more than one name)
Name: Name: Ms. Amna Hatem Abdel Wahid Email: bsc.amnaa.husun@uobabylon.edu.iq
8. Course Objectives

Course Objectives	• **Knows educational administration.** • **2- Lists theories of administration.** • **3- Explains the functions of administration.** • **4- Knows the patterns of educational administration.** • **5- Explains the concept of leadership.** • **6- Lists theories of leadership** • **7- Lists models of leadership behavior.** • **8- Knows classroom**

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	management. • 9- Knows educational supervision. • 10- Explains the concept of educational evaluation.

9. Teaching and Learning Strategies

Strategy	Discussion method 2-Interrogation method 3-Brainstorming method 4-Role playing method

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Educational	Discussion	Daily Tests
2	2		Administration		Daily Tests
3	2			Interrogatio	Daily Tests
4	2		Administration		Daily Tests
5	2		Theories	Brainstormi	Daily Tests
6	2				Daily Tests
7	2		Administration	Discussion	Daily Tests
8	2		Functions		Daily Tests
9	2			Discussion a	Daily Tests
10	2		Educational	Interrogatio	Daily Tests
11	2		Administration		Daily Tests
12	2		Patterns	Discussion a	Daily Tests
13	2			Brainstormi	Daily Tests
14	2		Leadership Concep		Daily Tests
				Discussion a	
			- Leadership	Interrogatio	
			Theories		
				Discussion	
			Leadership Behavi		
			Models	Role Play	
			Classroom		

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			Management Educational Supervision		

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 book of management and supervision by Dr. Diaa Al-Arnousi, Haider Hatem Al-Ajrash and others
Main references (sources)	Nothing
Recommended books and references (scientific journals, reports...)	Nothing
Electronic References, Websites	Nothing

13. Course Name:
Testing
14. Course Code:
15. Semester / Year:
First Semester 2024-2025
16. Description Preparation Date:
25/1/2025
17.Available Attendance Forms:
Attending
18.Number of Credit Hours (2) / Number of Units (2)
19. Course administrator's name (mention all, if more than one name)
Name: Assist. Lect. Ameer Salman Hussein Email: ameer.salman@uobabylon.edu.iq

20. Course Objectives

Course Objectives	1. The student should know the concept of tests in general. 2. Distinguish between the concepts of assessment, measurement and evaluation. 3. Be able to know the types of tests and how to formulate them. 4. Be able to conduct a logical analysis of each test and know its advantages and disadvantages and how to conduct it. 5. Be able to formulate objective questions with all their strategies. 6. Be able to formulate essay questions with all their strategies.

21. Teaching and Learning Strategies

Strategy	Lecture, discussion and questioning

22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understand the concepts of tests	Testing and assessment	Discussion and questioning	Oral and written questions
2	2	Understand the characteristics of tests	Features of a good test	Discussion and questioning	Oral and written questions
3	2	Understand good test administration	Test administration	Discussion and questioning	Oral and written questions
4	2	Understand the types of tests	Types of tests	Discussion and questioning	Oral and written questions
5	2	Understand essay and objective questions	Objective & subjective tests	Discussion and questioning	Oral and written questions
6	2	Understand the types of essay questions	Techniques of subjective tests	Discussion and questioning	Oral and written questions
7	2	How to test grammar	Testing Grammar	Discussion and questioning	Oral and written questions
8	2	How to test vocabulary meanings	Testing Vocabulary	Discussion and questioning	Oral and written questions
9	2	How to test reading comprehension	Testing Reading comprehension	Discussion and questioning	Oral and written questions
10	2	How to test reading	Testing writing	Discussion and questioning	Oral and written questions

23. Course Evaluation

(40) Written Test Points, (10) Participation Points, Daily Exams, and Extracurricular Activity

24. Learning and Teaching Resources

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

- Al-Juboury, N. (2014). *A Language Teacher's Guide to Assessment*. Al-Yaqdha Printing.
- Brown, H. D. (2010). *Language assessment: Principles and classroom practices*. 2nd Edition. Pearson Education.

25. Course Name:
Principles and foundations of education
26. Course Code:
27. Semester / Year:
Second course 2023/2024
28. Description Preparation Date:
2/1/2025
29.Available Attendance Forms:
30.Number of Credit Hours (Total) / Number of Units (Total)
31. Course administrator's name (mention all, if more than one name)
Name: Name: Ms. Amna Hatem Abdel Wahid Email: bsc.amnaa.husun@uobabylon.edu.iq
32. Course Objectives

Course Objectives	• **Knows the concept of educati and its goals** • **Knows the concept of**

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	philosophy and its types • Knows the concept of basic education and its features • Knows the educational systen in Arab countries

33.	Teaching and Learning Strategies
Strategy	Discussion, Questioning, Brainstorming Method Cooperative Learning Problem Solving PQ4R Strategy

34. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		The meaning of	Discussion	Daily Tests
2	3		education and its	Interrogatio	Daily Tests
3	3		goals	Discussion	Daily Tests
4	3		Historical origins c	Interrogatio	Daily Tests
5	3		education	Discussion	Daily Tests
6	3		Education before	Presentatior	Daily Tests
7	3		Islam	Collaborativ	Daily Tests
8	3		Islamic education	Learning	Daily Tests
9	3		and its goals	Problem	Daily Tests
10	3		Leaders of Arab an	Solving	Daily Tests
11	3		Western thought	Brainstormi	Daily Tests
12	3		The concept of	Collaborativ	Daily Tests
13	3		philosophy and its	Learning	Daily Tests
14	3		characteristics	Presentatior	Daily Tests
			Idealist philosophy		
			Realistic philosopl		
			Pragmatic philosophy		
			Intentional and unintentional education		
			School and non-school education		

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			Basic education an its characteristics Education in Iraq Education in the United States		

35. 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

36. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Foundations of Education (Fahim Hussein Al-Turahi and Hussein Hamma
Main references (sources)	Nothing
Recommended books and references (scientific journals, reports...)	Nothing
Electronic References, Websites	Nothing

37. Course Name:
The curriculum and books of the school
38. Course Code:
39. Semester / Year:
Second course 2023/2024
40. Description Preparation Date:
2/1/2025
41.Available Attendance Forms:
42.Number of Credit Hours (Total) / Number of Units (Total)
2
43. Course administrator's name (mention all, if more than one name)
Name: Name: Ms. Amna Hatem Abdel Wahid Email: bsc.amnaa.husun@uobabylon.edu.iq

44. Course Objectives

Course Objectives	• **. Knows the concept of curriculum** • **A comparison between al-Manhaj Al-Qadim and Hadith** • **The number of elements of al-manhaj** • **The number of curriculum typ** • **He knows the meaning of the textbook and it is important**

45. Teaching and Learning Strategies

Strategy	The method of discussion and questioning, solving problems, induction, cooperative learning, brainstorming

46. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		He knows the	Al-Makhshar	Daily Tests
2	2		concept of al-manh	questioning	Daily Tests
3	2		It is a comparison	Al-Makhshar	Daily Tests
4	2		between the old	questioning	Daily Tests
5	2		school of thought	Al-Makhshar	Daily Tests
6	2		and the modern	induction	Daily Tests
7	2		school of thought	cooperative	Daily Tests
8	2		Knows the elemen	learning	Daily Tests
9	2		of al-manhaj	problem	Daily Tests
10	2		He knows the	solving	Daily Tests
11	2		concept of target a	Mental storr	Daily Tests
12	2		different types of	Cooperative	Daily Tests
13	2		fish	learning	Daily Tests
14	2		He knows the	Induction an	Daily Tests
			teaching method a	discussion	
			different types of	pq4r strateg	
			fish	Al-Makhshar	
			He knows the	questioning	

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			concept of content and standards He knows the concept of calenda and types Knows the concep of educational tool and activities	Mental storr Al-Makhshai	

47. 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

48. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Methods and analysis of the books of Ibtisam Sahib Al-Zawaini and others
Main references (sources)	Nothing
Recommended books and references (scientific journals, reports...)	Nothing
Electronic References, Websites	Nothing

1. Course Name: Comprehension
2. Course Code:
3. Semester / Year: 2025
Second course 2024/2025
4. Description Preparation Date:2024
26/01/2025
5. Available Attendance Forms: attendance
6. Number of Credit Hours (Total) / Number of Units (Total) 12

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2 hours/ units 2

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

Name Email :	Amjed Jabbar Majeed

8. Course Objectives

Course Objectives	To develop the critical reading and thinking skills of the learners or the students. On the other hand, it can develop the four basic skills of the learners. The four basic skills are the ***"Listing", "Speaking", "Reading" and "Writing"*** skills. It introduces the new ideas, thoughts, and concepts of the learners and builds the prior knowledge about the texts and the topics. With the help of **comprehension**, students can gain and learn new ideas about the topic. The objective of the compression is to provide new ideas and concepts about real-life experiences. It also supports the learners by expanding their vocabularies and knowledge about new and difficult words. Another objective of the comprehension is to develop the grammatical knowledge of the new learners or the children. It supports the students to familiarize themselves with the difficult texts and different writing styles. The **objective** of the textual comprehension is to ask the students different questions related to the texts which develop their power to summarize both specific ideas and the main detailed idea of the reading passage or the text. Lastly, it can develop the writing and paraphrasing skills of different topics of the new learners.

9. Teaching and Learning Strategies

Strategy	Discussion, Questioning, Brainstorming Method Cooperative Learning Problem Solving

10. Course Structure

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

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W1	2	distinguish main ideas from specific details	A puma at Large	1- Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions 6-Doing exercises	1-Quizzes 2- Evaluative Presentations 3-Home assignments
W2	2	distinguish main ideas from supporting details	Thirteen Equals One	1-Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions 6-Doing exercises	1-Quizzes 2- Evaluative Presentations 3-Home assignments
W3	2	make inferences and predictions based on comprehension of a text	An Unknown Goddess	1-Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions 6-Doing exercises	1-Quizzes 2- Evaluative Presentations 3-Home assignments
W4	2	utilize the target vocabulary to develop reading and vocabulary skills	The Double Life of Alfred Bloggs	1-Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions 6-Doing exercises	1-Quizzes 2- Evaluative Presentations 3-Home assignments

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W5	2		Monthly Exam		Exam
W6	2	Distinguish facts from opinions.	The Facts	1-Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions 6-Doing exercises	1-Quizzes 2- Evaluative Presentations 3-Home assignments
W7	2	Identify the meaning of references in the text such as pronoun references.	Smash and Grab	1-Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions 6-Doing exercises	1-Quizzes 2- Evaluative Presentations 3-Home assignments
W8	2	Use context clues to derive the meanings of unfamiliar words.	Crazy	1-Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions 6-Doing exercises	1-Quizzes 2- Evaluative Presentations 3-Home assignments
W9	2	Make inferences based on the information provided in the text.	A Famous Monastery	1-Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions	1-Quizzes 2- Evaluative Presentations 3-Home assignments

				6-Doing exercises	
W10	2		Monthly Exam		Exam
W11	2	Discovering Topics of Paragraphs	A Trip to Mars	1-Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions 6-Doing exercises	1-Quizzes 2- Evaluative Presentations 3-Home assignments
W12	2	Identifying Patterns of Present Perfect	The Loss of Titanic	1-Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions 6-Doing exercises	1-Quizzes 2- Evaluative Presentations 3-Home assignments
W13	2	Summarizing	Not Guilty	1-Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions 6-Doing exercises	1-Quizzes 2- Evaluative Presentations 3-Home assignments

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W14	2	Exercises (making predictions)	Life on a Desert Island	1-Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions 6-Doing exercises	1-Quizzes 2- Evaluative Presentations 3-Home assignments
W15	2	Understanding Sequences	"It's Only Me"	1-Brainstorming 2-Silent reading 3-Introducing the reading 4- Pre-reading tasks and activities 5- Pair work and group discussions 6-Doing exercises	1-Quizzes 2- Evaluative Presentations 3-Home assignments

Prof. Abd Ali Nayif Hasan (Ph.D)	**اسم التدريسي:**
basic.abid.ali@uobabylon.edu.iq	البريد الالكتروني:
English Phonetics	اسم المادة:
Course	مقرر الفصل:
Teaching English phonetics to the second year students in the first course aims at giving them comprehensive knowledge about recognition, classification and description of English vowels. It is necessary for students to pronounce vowels correctly and differentiate between them. It is important for them to pay attention to a fact that changing the pronunciation of a word leads to changing meaning.	**Aims**
English phonetics in the first course contains the following subjects: a. Pure vowels and their classification and description according to four factors. b. Classification of pure vowels into long and short with sufficient examples. c. Diphthongs and their types with sufficient examples. d. Triphthongs with enough examples.	**contents**

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1.Better English Pronunciation by O'Connor 2. English Phonetics and Phonology by Peter Roach	الكتب المنهجية:
Introducing English Pronunciation by Baker, A.	المصادر الخارجية:

Final Exam	Total	Written	Oral	Course	
%50	%50	40%	10%	First	تقديرات الفصل:
					معلومات اضافية:

جدول الدروس الاسبوعي – الفصل الدراسي الاول

		Subjects	التاريخ	الأسبوع
		Description of English Short Vowels	9/9/2024	1
		Examples and Exercises on English Short Vowels	16/9/2024	2
		Description of English Long Vowels	23/9/2024	3
		Examples and Exercises on Long Vowels	30/9/2024	4
		Examples on the following vowels: /i:/, /a/, /e/, /i/, /a:/,	7/10/2024	5
		First Monthly Exam	14/10/2024	6

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		A Comparison between the following vowels: /i:/ and /i/, /e/ and /a/, //i:/ and /a:/, /e/ and /a:/, /a/ and /a:/, /i:/ and /o/	21/10/2024	7
		A Comparison between the following vowels: /a:/ and /o/, /i:/ and /o:/, /a:/ and /o:/, /o/ and /o:/, /i:/ and /u/, /i/ and /a/	28/10/2024	8
		A Comparison between the following vowels: //i/ and /u/, /e/ and /u/, /a/ and /u/, /a:/ and /u/, /o/ and /u/, /o:/ and /u/	4/11/2024	9
		A Comparison between the following vowels: /i:/ and /u:/, /i/ and /u:/, /a/ and /u:/, /o:/ and /u:/, /ʌ/ and /ə:/, /a/ and /ə:/, /o/ and /ʌ/, /o:/ and /ʌ/, /e/ and /ə:/, /a:/ and /ə:/	11/11/2024	10
		Second Monthly Exam	18/11/2024	11
		Definition and Explanation of Diphthongs	25/11/2024	12
		Centering Diphthongs	2/12/2024	13
		Closing Diphthongs	9/12/2024	14
		Triphthongs	16/12/2024	15

49. Course Name: Viewership/Observation
50. Course Code:
51. Semester / Year: 2024/2025
52. Description Preparation Date: 5/1/2025
53.Available Attendance Forms: At the college & at the public and privately owned schools.
54.Number of Credit Hours (Total) / Number of Units (Total)
4+1 (practical). Units=2
55. Course administrator's name (mention all, if more than one name)

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Name: Asst. Lect. Bashar Saleem Saeed
Email: Bas228.bashair.saleem@uobabylon.edu.iq

56. Course Objectives

Course Objectives	• Developing the personality of a (successful teacher) within the hearts of the students. • The ability to convey scientific material to students in the future. • Introducing the student to educational tools. .....

57. Teaching and Learning Strategies

Strategy	Attending classes within the college to learn from specialized professors. Continuous training on using educational tools. Visiting public and private schools to observe subject teachers and benefit from their expertise. Returning to the college to review what was learned in the schools. Training the student to write a lesson plan. Encouraging students to give a lecture in front of their peers within the college, prepared by the students themselves using educational tools.

58. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	Creating a distinguished, wise, and prestigious academic persona.	Viewership Or Observation	In and Outsid Colleg	Presenting inside the class

59. 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

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

1. Course Name: Novel
2. Course Code:
3. Semester / Year: 2025
4. Description Preparation Date:2024
5. Available Attendance Forms: attendance
6. Number of Credit Hours (Total) / Number of Units (Total) 12
7. Course administrator's name (mention all, if more than one name)
Name: Rawaa Jawad Kadhim Email:
8. Course Objectives

Course Objectives	1.To familiarize the studets with the English novel. 2.To discusses the main themes in the novel along with his students.

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	3. To expand the students' vocabulary. 4.To develop the students' faculty in criticism.

9. Teaching and Learning Strategies	
Strategy	Discussion, Questioning, Brainstorming Method Cooperative Learning Problem Solving PQ4R Strategy

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
W1	2	Students should know what is novel	What is novel and the elements of novel	Discussion between students and teacher	quiz
W2	2	Students should understand English Novel	A background to the study of English novel.	Discussion between students and teacher	quiz
W3	2	Students should understand Brief historical summary of English novel.	A background to the study of English novel.	Discussion between students and teacher	quiz
W4	2	Students should understand Kinds of novel	Kinds of novel	Discussion between students and teacher	quiz

W5	2		Exam		exam
W6	2	Students should understand Hemingwat's life and works/	3.Hemingwat's life and works/	Discussion between students and teacher	quiz
W7	2	Students should understand Hemingways' The Old Man and the Sea	4.Hemingways' The Old Man and the Sea	Analyzing	quiz
W8	2	Understanding each character roll	4.1 Analyzing the characters	Play roll and discussion	quiz
W9	2	Discuss the symbols	symbols and style.	Discussion between students and teacher	Oral exam
W10	2	Understanding the conflicts	Kinds of conflicts	Discussion between students and teacher	project

W11	2	Understanding the Flash back in the novel	Flash back in the novel	Discussion between students and teacher	Oral quiz
W12	2	Reading text	Reading text	Discussion between students and teacher	Oral quiz
W13	2	Reading text	Reading text	Discussion between students and teacher	Oral quiz
W14	2	Reading text		Discussion between students and teacher	exam

61. Course Name: Translation
62. Course Code:
63. Semester / Year: fourth stage
64. Description Preparation Date: 5 / 1 / 2025
65.Available Attendance Forms: in person

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

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

Name: Mustafa Fadhil
Email: bas382.mustafa.fadel@uobabylon.edu.iq

68. Course Objectives

Course Objectives:	• The students' ability to translate sentences and types of sentences from English to Arabic and vice versa. • The student's awareness of understanding English and Arabic texts and how to translate them, as well as utilizing a dictionary for unfamiliar vocabulary. • Providing students with political, media, commercial, and legal texts to translate, helping them understan the structure of the linguistic text and the grammatical implications that enable correct translation.

69. Teaching and Learning Strategies

Strategy	**Lecture, discussion, study, and conclusion strategy**.

70. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1st 2nd 3rd 4th 5th 6th 7th 8th 9th	2 2 2 2 2 2 2 2 2	Understanding the meaning of the sentence Types of sentences in English and Arabic Understanding	• Define sentence meaning • Types of sentences • Definition of a text • Given and new	Review and conclusion Review and conclusion Review and	Oral questions and daily test Oral questions and daily test Oral questions and daily test Oral questions and

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10th 11th 12th 13th 14th	2 2 2 2 2	English texts and the linguistic structure of the text Distributing meaning in terms of whether it is given or new Understanding equivalence in translation Students' awareness of types of translation, whether literal or non-literal Knowing the types of texts, such as commercial, media, political texts, and others	information • Equivalence in translation • Literal and non-literal translation • Types of texts : commercial, journalistic and political	conclusion Review and conclusion Review and conclusion Review and conclusion Review and conclusion Review and conclusion Review and conclusion Review and conclusion Review and conclusion	daily test Oral questions and daily test Oral questions and daily test Oral questions and daily test Oral questions and daily test Oral questions and daily test Oral questions and daily test Oral questions and daily test

71. 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

72. Learning and Teaching Resources	
Required textbooks (curricu books, if any)	Principles of translation
Main references (sources)	**Dr. Aziz and Dr. Latiush / University of Benghazi.**
Recommended books and references (scientific journals, reports…)	A textbook of translation by Peter Newmark
Electronic References, Websites	http://ilts.ir/Content/ilts.ir/Page/142/ContentImage/A%20Textbook%20of%20Translation%20by%20Peter%20Newmark%20(1).pdf

73. Course Name:
General teaching methods
74. Course Code:
75. Semester / Year:
Second course 2023/2024
76. Description Preparation Date:
2/1/2025
77.Available Attendance Forms:
78.Number of Credit Hours (Total) / Number of Units (Total)
3
79. Course administrator's name (mention all, if more than one name)
Name: Name: Ms. Amna Hatem Abdel Wahid Email: bsc.amnaa.husun@uobabylon.edu.iq
80. Course Objectives

Course Objectives	• **Knows teaching theories.** • **2- The number of teaching**

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	terms. • 3- Clarify teaching skills. • 4- Know the concept of active teaching. • 5- It shows the concept of diversification of teaching and strategies. • 6- Number of commonly used teaching methods. • 7- The number of research-based teaching methods. • 8- Know the concept of cooperative and individual learning • 9- Introduction of teaching methods based on creativity a innovation.

81.	Teaching and Learning Strategies
Strategy	1- Tariqah al-Khanseh 2- The questioning method 3- The mental storm method 4- The method of playing cards

82. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Knows teaching theories	The concept of teaching theories	Al-Makhshar	Daily Tests
2	3				Daily Tests
3	3			questioning	Daily Tests
4	3	Knows teaching terms	Teaching terms		Daily Tests
5	3			Mental storr	Daily Tests
6	3		Teaching skills		Daily Tests
7	3	Knows teaching skills			Daily Tests
8	3				Daily Tests
9	3			Al-Makhshar	Daily Tests

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10	3		Active teaching		Daily Tests
11	3	He knows the teaching of al-afāl			Daily Tests
12	3			Discussion a	Daily Tests
13	3		Diversification of teaching and	questioning	Daily Tests
14	3		strategies		Daily Tests
		He knows how to diversify teaching and strategies			
				Discussion a	
			The concept of	mental storr	
		It is known as 'commonly used teaching methods	popular teaching methods		
				Discussion a	
			A	questioning	
			Teaching methods		
		Knows research-based teaching methods	based on research		
				Al-Makhshar	
			The concept of		
			cooperative learni	Playing card	
		Knows the concep of cooperative and individual learnin			
			Teaching methods based on research		
		He knows teachin methods based on research and innovation	and innovation		

83. 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	
84. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	The book of teaching methods by Dr.

	Ibtisam Sahib Al-Zavini and also the bo of general teaching methods by Dr. Ibtisam Sahib
Main references (sources)	Nothing
Recommended books and references (scientific journals, reports...)	Nothing
Electronic References, Websites	Nothing

1. Course Name: Literature
2. Course Code:
3. Semester / Year: 2024/ 2025
4. Description Preparation Date:1/9/2024
5. Available Attendance Forms: attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
30 total credit hours, 2 units per week.
7. Course administrator's name (mention all, if more than one name)
Name: Prof. Dr. Hadeel Aziz Mohammed Ridha Email:
8. Course Objectives
Course Objectives 1. Develop Analytical Skills: 2. Enhance Interpretation Abilities: 3. Encourage Appreciation of Diversity: 4. Strengthen Communication Skills: 5. Promote Critical Thinking: 6. Build a Foundation for Advanced Study: 7. Inspire Lifelong Engagement with Literature:

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9. Teaching and Learning Strategies	
Strategy	Books, videos , white board, audio material

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
W1	2	Introduction	Introduction to Literature	Lecture/ audio-video material	group work
W2	2	Dramatic Analysis	Introduction to Dramatic Analysis	Lecture/ audio-video material	Quiz + group work
W3	2	Plot Structure and Characterization	Susan Glaspell's "Trifles"	Lecture/ audio-video material	Quiz + group work
W4	2	Dramatic Techniques	Susan Glaspell's "Trifles"	Lecture/ audio-video material	Quiz + group work
W5	2	Gothic Elements	Edgar Allan Poe's "The Tell-Tale Heart"	Lecture/ audio-video material	Quiz + group work
W6	2	Unreliable Narration	Edgar Allan Poe's "The Tell-Tale Heart"	Lecture/ audio-video material	Quiz + group work
W7	2	Psychological Themes	Edgar Allan Poe's "The Tell-Tale Heart"	Lecture/ audio-video material	Quiz + group work
W8	2	Poetic Forms	William Shakespeare's "Sonnet 29"	Lecture/ audio-video material	Quiz + group work
W9	2	Imagery and Poetic Elements	William Shakespeare's "Sonnet 29"	Lecture/ audio-video material	Quiz + group work
W10	2	Poetic Forms	Robert Frost's "Stopping by Woods on a Snowy Evening"	Lecture/ audio-video material	Quiz + group work
W11	2	Imagery	Robert Frost's "Stopping by Woods on a Snowy Evening"	Lecture/ audio-video material	Quiz + group work
W12	2	Thematic Elements	Robert Frost's "Stopping by Woods on a Snowy Evening"	Lecture/ audio-video material	Quiz + group work
W13	2	Overview	Critical Approaches to Literature and Drama	Lecture/ audio-video material	Quiz + group work

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W14	2	Application	Critical Approaches to Literature and Drama	Lecture/ audio-video material	Quiz + group work

1. Course Name: Grammar

2. Course Code:

3. Semester / Year: 2024-2025

4. Description Preparation Date:1/9/2024

5. Available Attendance Forms: attendance

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

30 total credit hours, 2 units per week.

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

Name Email	Lect. Dr. Noor Othman Adday

8. Course Objectives

Course Objectives

1. Develop foundamental competence
2. Enhance analytical skills
3. Promote practical application
4. Strengthen vocabulary and syntax
5. Foster communication skills

9. Teaching and Learning Strategies

Strategy	Books, videos , white board, audio material

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
W1	2	Introduction	Introduction to Tenses	Lecture/ board	group work

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W2	2	Present Tenses	Introduction to Present Tenses	Lecture/ audio-video material	Quiz
W3	2	Present Simple	Present simple usage and structure	Lecture/ audio-video material	group work
W4	2	Present continuous	Present continuous usage and structure	Lecture/ audio-video material	Quiz + group work
W5	2	Present Perfect	Present Perfect usage and structure	Lecture/ audio-video material	Quiz + group work
W6	2	Present perfect continuous	Present perfect continuous usage and structure	Lecture/ audio-video material	Quiz + group work
W7	2	Past Tenses	Introduction to Past Tenses	Lecture/ audio-video material	Quiz + group work
W8	2	Past Simple	Past Simple usage and structure	Lecture/ audio-video material	Quiz + group work
W9	2	Past continuous	Past continuous usage and structure	Lecture/ audio-video material	Quiz + group work
W10	2	Past Perfect	Past perfect usage and structure	Lecture/ board	Quiz
W11	2	Past Perfect Continuous	Past perfect continuous usage and structure	Lecture/ audio-video material	Quiz + group work
W12	2	Future Tenses	Introduction to Future Tenses	Lecture/ audio-video material	Quiz
W13	2	Future Forms	Different Future forms	Lecture/ board	Quiz + group work
W14	2	Future Meanings	Meanings of Future Forms	Lecture/ audio-video material	group work

85. Course Name: transformational generative grammar
86. Course Code:
87. Semester / Year:2023-2024

88. Description Preparation Date:16/9/2023	
89.Available Attendance Forms: attendace	
90.Number of Credit Hours (Total) / Number of Units (Total) 30	
91. Course administrator's name (mention all, if more than one name) Name: Email:	
92. Course Objectives	
Course Objectives	1- Introduce Fundamental Concepts – Provide students with a solid foundation in Transformational Generative Grammar (TGG) and its theoretical principles. 2- Explain Phrase Structure Rules – Teach students how sentences are constructed using phrase structure rules and syntactic categories. 3- Differentiate Between Structures – Help students understand the distinction between deep structure and surface structure in syntax. 4- Explore Transformational Rules – Examine key transformational processes such as movement, deletion, insertion, and substitution. 5- Develop Analytical Skills – Enable students to analyze linguistic data by applying transformational and syntactic rules. 6- Construct Syntactic Representations – Train students to draw and interpret syntactic tree diagrams for various sentence structures.

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93. Teaching and Learning Strategies	
Strategy	1- Lecture-Based Instruction – Deliver engaging and structured lectures that introduce key concepts of Transformational Generative Grammar (TGG) with real-world examples. 2- Interactive Discussions – Encourage classroom discussions and debates on syntactic theories to enhance critical thinking and analytical skills. 3- Hands-On Syntax Analysis – Provide exercises where students apply phrase structure rules and transformational rules to analyze sentences. 4- Syntactic Tree Diagram Practice – Train students to construct and interpret tree diagrams for sentence structures in different languages. 5- Comparative Linguistic Analysis – Assign projects that require students to compare TGG with other grammatical frameworks. 6- Collaborative Learning – Use group activities, peer reviews, and team-based projects to promote cooperative learning and knowledge sharing. 7- Assignments & Quizzes – Use regular assessments, including problem-solving exercises, quizzes, and short analytical papers, to reinforce key concepts. 8- Research-Based Learning – Encourage students to explore scholarly articles, conduct mini research projects, and present findings on TGG-related topics. Technology Integration – Utilize linguistic software, online syntax parsers, and digital platforms and presentations to enhance engagement and understanding of syntactic structures.
94. Course Structure	

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95.

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Students should know traditional grammar	Ch.1 types grammars	Presentation, data platform, group wor and peer discussion	Oral quiz
2	2	Students should know structural grammar	Ch.1 types of grammars	Presentation, data platform, group work, and peer discussion	Open-book tes
3	2	Students should compar between structural and traditional grammar	Ch.1 types grammars	Presentation, data platform, group wo and peer discussior	Oral quiz
4	2	Students should know transformational grammar	Ch.1 types grammars	Presentation,data platform, group wo and peer discussior	Written quiz
5	2	Students should know basic definitions and abbreviations in T.G.G.	Ch2 phrase structure rules	discussion, individu repetitions, and students' discussio	Oral quiz
6	2	Students should know phrase structure rules i T.G.G.	Ch2 phrase structure rules	discussion, individu repetitions, and students' discussio	Written assinments
7	2	Students should know how to develop P3	ch3	Presentation,data platform, group wo and peer discussior	Oral presentation on the board
8	2	Students should know what are the transformational rules	Ch4	Discussion,data platform, team wor	Oral presentation on the board
9	1	Monthly exam			

96. 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

97. Learning and Teaching Resources

Required textbooks (curricular books, if any)	An introduction to transformational