



## وصف البرنامج الأكاديمي

اسم الجامعة: جامعة بابل  
الكلية / المعهد: كلية التربية الاساسية  
القسم العلمي: قسم اللغة الانكليزية  
اسم البرنامج الأكاديمي او المهني : تدريس اللغة الانكليزية  
اسم الشهادة النهائية : تربية لغة انكليزية  
النظام الدراسي: فصلي  
تاريخ اعداد الوصف: ٢٠٠٧ - ٢٠٠٦  
تاريخ ملء الملف: ٢٠٠٧ - ٢٠٠٦

التوقيع  
اسم المعاون العلمي : أ.د. عارف حاتم هادي  
التاريخ

التوقيع  
اسم رئيس القسم أ.م.د. اسعد قحطان  
نجم

دقق الملف من قبل  
شعبة ضمان الجودة والأداء الجامعي  
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مصادقة السيد العميد  
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جامعة بابل  
كلية التربية الاساسية  
قسم اللغة الانكليزية

### 1. رؤية البرنامج

يسعى قسم اللغة الإنجليزية في كلية التربية الأساسية إلى أن يكون مركزاً ريادياً في تدريس اللغة الإنجليزية وآدابها وتطبيقاتها، مع الالتزام بتقديم تعليم متميز يواكب التطورات الأكاديمية والمعرفية العالمية. يهدف البرنامج إلى تأهيل خريجين يمتلكون مهارات لغوية وثقافية عالية تمكنهم من المنافسة في سوق العمل محلياً وعالمياً، بالإضافة إلى تعزيز البحث العلمي والمساهمة في خدمة المجتمع.

### 2. رسالة البرنامج

تسعى الكلية إلى تخريج معلمين يمتلكون القدرة على تدريس اللغة الإنجليزية بفعالية في مختلف البيئات التعليمية، بالإضافة إلى تعزيز فهمهم للثقافات المختلفة. يهدف البرنامج إلى تقديم تعليم يركز على الجانب اللغوي والتربوي مع التركيز على استخدام التكنولوجيا الحديثة، بالإضافة إلى تطوير قدرة الخريجين على مواجهة التحديات التربوية والمجتمعية. تسعى إلى أن يكون قسم اللغة الإنجليزية في كلية التربية الأساسية بجامعة بابل نموذجاً يحتذى به في التعليم العالي، وأن يساهم في تطوير العملية التعليمية على مستوى العراق والعالم العربي، من خلال تقديم تعليم عالي الجودة يُخرج أفراداً قادرين على الإبداع والابتكار في مجالاتهم المختلفة.

### 3. اهداف البرنامج

1. تحقيق التميز الأكاديمي: الارتقاء بمستوى التعليم الأكاديمي للطلاب من خلال تقديم برامج تعليمية متكاملة وشاملة تلبي احتياجات المجتمع الأكاديمي والتربوي.
2. التطوير المستمر للمناهج: مراجعة وتحديث المناهج الدراسية لتتماشى مع أحدث الاتجاهات والتقنيات في تعليم اللغة الإنجليزية وطرق التدريس.
3. تعزيز مهارات الطلاب: توفير بيئة تعليمية داعمة تهدف إلى تطوير مهارات الاستماع، القراءة، الكتابة، والتحدث باللغتين الإنجليزية والعربية، مما يتيح للطلاب التواصل الفعال في سياقات مختلفة.
4. تشجيع البحث العلمي: دعم وتشجيع الأبحاث الأكاديمية المبتكرة في مجالات اللغة الإنجليزية وآدابها، والترجمة، وطرق التدريس، بما يساهم في تطوير المعرفة اللغوية والتربوية.
5. خدمة المجتمع: إعداد خريجين مؤهلين لخدمة المجتمع من خلال التدريس والبحث، قادرين على معالجة القضايا التربوية والتعليمية المتعلقة بتدريس اللغة الإنجليزية على كافة المستويات.
6. تعزيز التعاون الدولي: توسيع آفاق التعاون الأكاديمي مع الجامعات والمؤسسات التعليمية الدولية بما يعزز التبادل المعرفي والثقافي و يتيح للطلاب وأعضاء هيئة التدريس فرصاً للتطوير المستمر.
7. دمج التكنولوجيا في التعليم: استغلال التقنيات الحديثة في التعليم مثل التعلم الإلكتروني وتطبيقات الذكاء الاصطناعي، بما يعزز من فعالية العملية التعليمية ويساعد على تطوير مهارات الطلاب التقنية.

### 4. الاعتماد البرامجي

يسعى قسم اللغة الانكليزية في كلية التربية الاساسية/ جامعة بابل الى الحصول على متطلبات الاعتماد البرامجي

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5. المؤثرات الخارجية الأخرى

سوق العمل، الزيارات العملية و الميدانية للدوائر الحكومية المدارس الابتدائية والمتوسطة

6. هيكلية البرنامج

ملاحظات *	النسبة المئوية	وحدة دراسية	عدد المقررات	هيكل البرنامج
لا يوجد	16.2%	22	11	متطلبات المؤسسة
لا يوجد	30.9%	42	17	متطلبات الكلية
لا يوجد	52.9%	72	30	متطلبات القسم
	-	-	-	التدريب الصيفي
	100%	136	58	أخرى

\* ممكن ان تتضمن الملاحظات فيما اذا كان المقرر أساسي او اختياري .

7. وصف البرنامج

الساعات المعتمدة		اسم المقرر أو المساق	رمز المقرر أو المساق	السنة / المستوى
عملي	نظري			
	2	حقوق الانسان و الديمقراطيه	Huri.100	الاولى
2	1	الحاسوب	Comp.100	الاولى
	3	علم نفس النمو	Psgr.100	الاولى
2	2	قواعد	BE.En.Gr.113	الاولى
	2	مدخل الى الادب	BE.En.Lit.112	الاولى
2	1	الاستيعاب	BE.En.comp.1 14	الاولى
2	1	المحادثة	BE.E.n.Con.11 1	الاولى
	2	اللغه العربيه	Arab.100	الاولى
	2	التربيه البيئيه و الصحيه	Env.100	الاولى
	3	اصول التربيه و التعليم	Ased.100	الاولى
	2	التربيه الاسلاميه/ الحضاره	Ised.100	الاولى
2	2	قواعد	BE.En.Gr.123	الاولى

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	2	الادب/قصة قصيره	BE.En.Str.124	الاولى
2	1	المحادثه	BE.En.Con.12 1	الاولى
2	1	الصوت	BE.En.Ph.122	الاولى
	2	اللغه العربيه	Arab.200	الثانيه
	2	جرائم حزب البعث	Cbp.200	الثانيه
	2	مناهج و كتب مدرسيه	Cute.200	الثانيه
2	2	القواعد	BE.En.Gr.212	الثانيه
2	2	ادب/روايه	BE.ENov.(N)2 23	الثانيه
2	1	الصوت	BE.En.Ph.214	الثانيه
2	2	المحادثه	BE.En.Con.(N) 216	الثانيه
2	1	الاستيعاب	BE.En.Comp.2 11	الثانيه
2	1	الحاسوب	Comp.200	الثانيه
2	2	سايكولوجي التعلم الصفي	Ptct.200	الثانيه
2	2	القواعد	BE.En.Gr(N)2 22	الثانيه
2	1	الادب/ مسرحيه	BE.En.Dram.( N)215	الثانيه
2	1	الانشاء	BE.En.Com(N) 225	الثانيه
2	1	الصوت	BE.En.Ph.224	الثانيه
2	1	الاستيعاب	BE.En.Comp.2 21	الثانيه
	3	طرائق تدريس عامه	TchM. 300	الثالثه
	2	اللغة العربية	Arab. 300	الثالثه
	2	التتميه المستدامة	SD. 300	الثالثه
	2	علم اللغة	Ling. 300	الثالثه
	2	ادب/مسرحيه	Lit. 300	الثالثه
	2	المقالة	Essay. 300	الثالثه
	2	القواعد	Gr. 300	الثالثه
	3	منهج البحث التربوي	ResM.300	الثالثه
	2	مناهج وكتب مدرسيه	TchB. 300	الثالثه
	2	قياس وتقييم	Ass. 300	الثالثه
2	1	علم اللغة	Ling. 301	الثالثه
	2	القواعد	Gr. 301	الثالثه
	2	ترجمة	Trans. 300	الثالثه
	2	استيعاب	Comp.201	الثالثه
	2	طرائق تدريس متخصصة	TchM. 301	الثالثه
	2	عربي - ادب	Arab.301	الثالثه
	2	منهج بحث تخصصي	Ress.301	الثالثه
	2	اخلاقيات المهنة	Ethics. 400	الرابعة
4		التربية العملية/ المشاهدة	Pract. 400	الرابعة

	2	النحو التحويلي	Gr. 401	الرابعة
	2	الاختبارات	Tests. 400	الرابعة
1	2	اصغاء	Listen. 400	الرابعة
	2	ترجمة	Trans. 400	الرابعة
	2	فلسفة	Phil. 400	الرابعة
	2	بحث التخرج	Res. 400	الرابعة
	12	التطبيق (تربوية عملية)	App. 400	الرابعة

#### 8. مخرجات التعلم المتوقعة للبرنامج

##### المعرفة

- معرفة شاملة بقواعد اللغة الإنجليزية، النحو، وعلم الصوتيات.
- الإلمام بالتاريخ الأدبي والأدب الإنجليزي (شعر، روايات، مسرحيات، قصص قصيرة).
- فهم عميق للطرق التربوية وأصول التعليم.
- الإلمام بالمفاهيم الثقافية والحضارية المرتبطة باللغتين العربية والإنجليزية.

##### المهارات

- القدرة على التحدث والكتابة بطلاقة في اللغة الإنجليزية.
- تطوير مهارات البحث الأكاديمي والتحليل الأدبي.
- القدرة على استخدام التكنولوجيا في التدريس والبحث.
- تطبيق استراتيجيات التدريس الحديثة بشكل فعال.

##### القيم

- الالتزام بالأخلاقيات المهنية والبحثية.
- تقدير واحترام التنوع الثقافي.
- تعزيز قيم الديمقراطية وحقوق الإنسان.
- العمل بروح التعاون والمسؤولية في مجال التعليم والتدريس.

#### 9. استراتيجيات التعليم والتعلم

1. التعلم التفاعلي
2. التعلم القائم على التكنولوجيا
3. التعلم القائم على المشاريع
4. المحاكاة ولعب الأدوار
5. التعلم التجريبي
6. التقييم المستمر:
7. التعلم القائم على حل المشكلات

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### 10. طرائق التقييم

- اولا: الاختبارات التحريرية  
 ثانيا: التقييم المستمر عبر النشاطات الصفية وتقديم التغذية الراجعة حول اداء الطالب  
 ثالثا: العروض التقديمية  
 رابعا: المشاريع البحثية
1. الأبحاث الفردية أو الجماعية
  2. مشروع التخرج
- خامسا: التقييم الشفهي
1. مناقشات الصف:
  2. اختبارات الاستماع والتحدث:
- سادسا: التقييم العملي
1. التطبيق العملي
  2. التربية العملية (المشاهدة)
  3. التقارير الكتابية
  4. الاختبارات القصيرة (امتحانات يومية)
  5. التقييم الذاتي وتقييم الأقران
  6. المشاركة الصفية

### 11. الهيئة التدريسية

اعداد الهيئة التدريسية		المتطلبات/المهارات الخاصة (ان وجدت)		التخصص		الرتبة العلمية
محاضر	ملاك			خاص	عام	
لا يوجد	1			علم اللغة	لغة إنكليزية	أستاذ (4) 1. عبد علي نايف حسن
لا يوجد	1			ادب-شعر	لغة انكليزية	1) ناديه علي اكبر 2) هديل عزيز محمد رضا
لا يوجد	1			ادب	لغة انكليزية	

لا يوجد	1		طرائق تدريس لغة انكليزية	لغة انكليزية	صبيحه حمزه دحام
لا يوجد	2		طرائق تدريس لغة انكليزية	لغة انكليزية	أستاذ مساعد (7) 1) ميس فليح حسن 2) رسل عاصم عبود 3) كاظم محمد موسى
لا يوجد	1		ادب	لغة انكليزية	1) رواء جواد كاظم
لا يوجد	3		علم اللغة	لغة انكليزية	1) حسنين حسن شهيد 2) اسعد قحطان نجم 3) سوزان سعد محمد علي
لا يوجد	4		علم اللغة	لغة انكليزية	مدرس (11) 1) نور عثمان عداي 2) حياة حسن كاظم 3) نعيمة جاسم عباس 4) امير سلمان حسين
لا يوجد	3		طرائق تدريس اللغة الانكليزية	لغة انكليزية	1) اصال هاني حمزة 2) امجد جبار مجيد 3) جعفر محمود عبد العباس
لا يوجد	1		علم اللغة	اللغة العربية	1) مرتضى احمد عبد الرضا
لا يوجد	1		ادب	لغة انكليزية	
لا يوجد	2		طرائق تدريس عامة	طرائق تدريس عامة	1) امنه حاتم عبد الواحد 2) رحيم كامل خضير
لا يوجد	9		طرائق تدريس اللغة الانكليزية	لغة انكليزية	مدرس مساعد (13) 1) الاء فارس هادي 2) امنه عامر عبد الحسين 3) بشار سليم سعيد 4) حسن ماجد محمد 5) حوراء هاشم حميد

						(6) ديار مهدي رضا (7) ساره نزار كاظم (8) غسق باسم (9) ورود عمار حسن
لا يوجد	1		ادب	لغة انكليزية	(1) مرتضى ايباد محمد	
لا يوجد	3		علم اللغة	لغة انكليزية	(1) مريم كامل كاظم (2) مصطفى فاضل عبيد (3) الاء علي كاظم	
	34				المجموع الكلي	

التطوير المهني	
توجيه أعضاء هيئة التدريس الجدد	
<ol style="list-style-type: none"> <li>1. برامج التوجيه والإرشاد</li> <li>2. ورش العمل والدورات التدريبية</li> <li>3. التدريب على استراتيجيات التعليم الحديثة</li> <li>4. المشاركة في المؤتمرات والندوات</li> <li>5. تنظيم الفعاليات الاجتماعية</li> </ol>	
التطوير المهني لأعضاء هيئة التدريس	
<ol style="list-style-type: none"> <li>1. تقييم الاحتياجات المهنية</li> <li>2. برامج التدريب والتطوير المستمر</li> <li>3. التدريب على البحث العلمي</li> <li>4. تعزيز التعاون بين الأقسام</li> <li>5. تطوير مهارات التكنولوجيا التعليمية</li> <li>6. المشاركة في المؤتمرات والندوات</li> <li>7. التوجيه والإشراف</li> <li>8. تطوير المهارات القيادية</li> <li>9. تعزيز البحث التعاوني</li> <li>10. دعم الابتكار والإبداع</li> <li>11. تقييم الأداء الأكاديمي</li> </ol>	

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12. معيار القبول

يجب على المتقدمين الحصول على شهادة الاعدادية من المؤسسات العراقية او ما يعادلها وحسب تعليمات القبول لوزارة التعليم العالي والبحث العلمي.

13. أهم مصادر المعلومات عن البرنامج

1. الموقع الرسمي للكلية
2. الكتب والمراجع الأكاديمية
3. الدورات التدريبية وورش العمل
4. المؤتمرات والندوات
5. التقارير السنوية
6. التغذية الراجعة من الطلاب الخريجين

14. خطة تطوير البرنامج

1. تقييم البرنامج الحالي
2. تحديث المناهج الدراسية
3. تطوير مهارات أعضاء هيئة التدريس
4. تعزيز البحث العلمي
5. تحسين تجربة الطلاب
6. استخدام التكنولوجيا
7. تقييم مستمر للبرنامج
8. تطوير شراكات مع مؤسسات أخرى



مخطط مهارات البرنامج															
مخرجات التعلم المطلوبة من البرنامج												اساسي أم اختياري	اسم المقرر	رمز المقرر	السنة / المستوى
القيم				المهارات				المعرفة							
ج4	ج3	ج2	ج1	ب4	ب3	ب2	ب1	أ4	أ3	أ2	أ1				
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	قواعد	BE.En.Gr.1 13	الاولى
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	مدخل الى الادب	BE.En.Lit. 112	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	استيعاب	BE.EN.Co mp.114	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	علم نفس النمو	Psgr.100	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	حقوق انسان	Huri.100	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	محادثة	BE.En.Con .111	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	حاسبات	Comp.100	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	ادب/قصة قصيرة	BE.En.Str. 124	



• لايرجى وضع اشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقبي

*	*	*	*	*	*	*	*	*	*	*	*	اساسي	اسلامية	Ised.100	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	قواعد	BEEEn.Gr.1 23	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	اصول التعليم ومبادئه	Ased.100	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	تربية بيئية وصحية	Env. 100	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	صوت	BE.En.Ph.1 22	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	محاضرة	BE.En.Con .121	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	لغة عربية	Arab. 100	
*	*	*	*	*	*	*	*	*	*	*	*	اساسي	اللغة العربية	Arab.200	
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الثانية

جامعة يابل  
كلية التربية الاساسية  
قسم اللغة الانجليزية

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*	*	*	*	*	*	*	*	*	*	*	*	اساسي	علم النفس التربوي	Edps.200
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*	*	*	*	*	*	*	*	*	*	*	*	اساسي	ادب/ رواية	BE.En.Nov (N)223
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جامعة يابل  
كلية التربية الاساسية  
قسم اللغة الانجليزية

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جامعة يابل  
كلية التربية الاساسية  
قسم اللغة الانجليزية

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جامعة بابل  
كلية التربية الاساسية  
قسم اللغة الانجليزية

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													التطبيق	App. 400

جامعة بايل  
كلية التربية الاساسية  
قسم اللغة الانجليزية



وصف المقرر الدراسي للدراسة الأولية  
قسم اللغة الإنجليزية

كلية التربية الأساسية / جامعة بابل



2026

الإعداد: م.م. ديار مهدي رضا

**University of Babylon**

**College of Basic Education**

**Department of English**

**Translation – Third year classes – 2<sup>nd</sup> semester**

**Asst. Prof. Hasanain H Shaheed**

### **Course Description**

This course clarifies students to the essential concepts of translation through both theoretical and practical approaches. It focuses on core principles such as equivalence, meaning transfer, cultural context, and linguistic structure across languages. The course emphasizes critical reading and analysis of selected texts in order to develop students' analytical, interpretive, and practical translation skills, as well as their understanding of the relationship between source texts and target language renderings. Students will engage with exercises that highlight challenges in word choice, idiomatic expressions, and stylistic adaptation, preparing them to approach translation as both a scientific process and an art of communication.

### **Course Objectives**

- To understand the basic theoretical foundations of translation .
- To develop the ability to analyze source and target texts using academic and critical terminology .
- To identify and evaluate strategies for meaning transfer, equivalence, and cultural adaptation .
- To recognize the significance of linguistic and contextual elements such as syntax, semantics, idioms, and cultural references .
- To distinguish between major types of translation (e.g., literary, technical, audiovisual, and pragmatic) .

	<b>week</b>	<b>Subject</b>
1-	1 <sup>st</sup> week	Chapter one Translation as process and product Definition of translation
2-	2 <sup>nd</sup> week	The source language and the target language The basis of translation Meaning and translation
3-	3 <sup>rd</sup> week	Translation theories Types of texts
4-	4 <sup>th</sup> week	The linguistic sign Object language and Metalanguage
5-	5 <sup>th</sup> week	Chapter Two Word meaning Open class words Reference Sense
6-	6 <sup>th</sup> week	The 1 <sup>st</sup> month exam
7-	7 <sup>th</sup> week	Denotation Connotation Grammatical words
8-	8 <sup>th</sup> week	Chapter three Defining sentence meaning
9-	9 <sup>th</sup> week	Sentence, proposition
10-	10 <sup>th</sup> week	truth value
11-	11 <sup>th</sup> week	Negative and Interrogative
12-	12 <sup>th</sup> week	Imperative and Exclamative
13-	13 <sup>th</sup> week	Define of text Information Distribution
14-	14 <sup>th</sup> week	Theme-Rheme organization
15-	15 <sup>th</sup> week	The 2 <sup>nd</sup> month exam

### References

- Aziz , Y., & Lataiwish, M. S. (2000). *Principles of Translation*. Benghazi, Libya. DAR ANNAHDA ALARABIYA.
- Masoudi, H.H.B. (2012). *In Translation form English to Arabic*. Amman, Jordan: Dar al-Ridwan Publishing & Distribution.

## **Novel**

**Asst. Prof. Rawaa Jawad Kadhim**

**Email: basic.rawa.jawad@uobabylon.edu.iq**

**Term: 1st Course, 2025 2026**

**Office: Department of English Language College of Basic Education**

### **Course Objectives**

1. Analyze the American novel as a reflection of historical, cultural, and social contexts, including war, identity, race, gender, and national ideology.
2. Interpret major themes of the American literary tradition, such as individualism, trauma, moral conflict, freedom, and disillusionment.
3. Apply literary theories (postcolonial, psychoanalytic, feminist, and cultural criticism) to American novels in order to produce critical readings.
4. Analyze narrative techniques in American fiction, including point of view, fragmentation, realism, modernism, and postmodern experimentation.
5. Develop critical writing and research skills, producing well-structured analytical essays that engage with primary texts and scholarly criticism.

### **Teaching Strategies**

1. Contextual and Historical Reading Strategy: Use short lectures, historical documents, and multimedia materials to contextualize American novels within their social, political, and cultural backgrounds (e.g., war, race, gender, nationalism).
2. Thematic Close Reading and Guided Discussion :Employ close textual analysis and guided class discussions to explore recurring American themes such as individualism, trauma, identity, and moral conflict.
3. Theory-Based Analytical Application :Introduce literary theories (feminist, psychoanalytic, postcolonial) through brief theoretical overviews, then apply them to selected passages or characters in student-led analyses.
4. Narrative Technique Workshops:Analyze narrative strategies (point of view, fragmentation, realism, postmodernism) through comparative excerpts and short analytical exercises or group work.
5. Critical Writing and Research-Based Assessment:Develop students' academic writing through response papers, and presentations that integrate textual evidence with scholarly criticism

## Course Syllabus

week	Hours	Require required learning outcomes	Unit or subject name	Learning method	Evaluation method
1w	2	To understand the Techniques and Basic Elements of novel and Its Origins and Early Developments	Introduction to the Novel - Origins and Early Developments.  Introduction to the Novel - Evolution and Key Developments.  Narrative Techniques and Basic Elements - Structure and Plot.  Narrative Techniques and Basic Elements - Character Development and Setting	Collaborative and Discussion-Based Learning	Class Participation and Discussion
2w	2	To understanding the text	Tim O'Brien's The Things They Carried - Storytelling and Truth	Contextual and Historical Learning	Quiz
3w	2	To Analyze the characters	Tim O'Brien's The Things They Carried - Character Studies	Close Reading and Textual Analysis	Class Participation and Discussion
4w	2	To analyze selected novel using close reading skills, identifying key themes, symbols, and textual evidence.	They Carried - Themes of Guilt, Grief, and Redemption	Close Reading and Textual Analysis	Quiz

5w	2		First Monthly Exam		
6w	2	To understand the coherent academic writing.	Narrative Techniques and Basic Elements - Stream of Consciousness and Epistolary Form	Collaborative and Discussion-Based Learning	Quiz
7w	2	Practicing the ideas of Aijaz Mohanty on the text	Tim O'Brien's The Things They Carried - Introduction and Discussion persist (Aijaz Mohanty (1984)	Contextual and Historical Learning	Research Project or Presentation
8w	2		Postmodernism and Contemporary Novels - Overview and Historical Fiction; Science Fiction and Fantasy: Mystery and Dystopian Literature Themes and Genre Exploration - Global Perspectives	Theory-Guided Interpretive Learning	Research Project or Presentation
9w	2	Reading the text having a full idea	Tim O'Brien's The Things They Carried - Introduction and Discussion	Close Reading and Textual Analysis	Close Reading Texts
10w	2	Apply appropriate literary theories to interpret American fiction critically.	Critical Approaches - Feminist Theory Feminist reading for the things they carried	Theory-Guided Interpretive Learning	Quiz

11w	2	To apply appropriate literary theories to interpret American fiction critically.	Critical Approaches - Psychoanalytic Criticism and Contemporary Trends  Psychoanalytic reading for the things they carried	Theory-Guided Interpretive Learning	Quiz
12w	2	To apply appropriate literary theories to interpret American fiction critically.	Postcolonial Theory Postcolonial reading for the things they carried	Theory-Guided Interpretive Learning	Analytical Essays
13w	2	To apply appropriate literary theories to interpret American fiction critically.	Narrative Techniques and Basic Elements - Stream of Consciousness and Epistolary Form	Collaborative and Discussion-Based Learning	Analytical Essays
14w	2	Evaluate narrative techniques and literary movements (realism, modernism, postmodernism) shaping the American novel.	Major Literary Movements - Realism, Romanticism, Modernism	Collaborative and Discussion-Based Learning	Analytical Essays
15w	2		Second monthly exam		

## Course Description: Teaching Grammar for Undergraduate Students

1. Course Name: grammar	
2. Course target : first undergraduate students in faculty of basic education\ department of English	
3. Semester / Year:2025- 2026	
4. Description Preparation Date: 15 weeks	
5. Available Attendance Forms: Daily Attendance Form	
6. Number of Credit Hours (Total) / Number of Units (Total)	
4 hours / 3 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Suzanne Saad Mohammed Ali Email: <a href="mailto:suzanne.al-khafaji@uobabylon.edu.iq">suzanne.al-khafaji@uobabylon.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a comprehensive understanding of English grammar structures.</li> <li>• Apply effective methods for teaching grammar to undergraduate learners.</li> <li>• Analyze common grammatical errors and design corrective teaching strategies.</li> <li>• Develop engaging lesson plans and activities for grammar instruction.</li> <li>• Assess students' grammatical proficiency using appropriate evaluation methods.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1- Problem-Based Learning (PBL)</li> <li>2- Seminar Discussions</li> <li>3- Collaborative Learning</li> <li>4- Research-Based Learning</li> <li>5- Reflective Learning.</li> </ol>

10. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Thomson, A. J. and A. V. Martinet A practical English Grammar 4th Ed
Main references (sources)	Perfect English Verbs
Recommended books and references (scientific journals, reports...)	English for English Speakers Beginner: Level 1
Electronic References, Websites	

### Assessment Components

- Participation & Homework:
- Midterm Quiz (Week 7):
- Writing Portfolio (10 assignments):
- Oral Presentation (Week 12):
- Final Exam (Listening, Reading, Grammar):

### Course Description:

This course provides an in-depth understanding of English grammar and effective methods for teaching it to undergraduate students. It explores key grammatical concepts, teaching strategies, and practical applications in language instruction. The course emphasizes both theoretical and practical aspects of grammar teaching, helping students develop the necessary skills to explain, analyze, and apply grammatical rules in real-world classroom settings.

### Course Structure (15 Weeks)

- Week 1: Introduction & Study Skills  
introduction to the course Review Method and Rubric
- Week 2: Articles.
- Week 3: Nouns. Kinds, Gender, Number, etc

- Week 4 Review and Remedial Work
- Week 5: Adjectives: kinds, position. Adverbs: kinds, form, order, comparison, construction
- Week 6: Adverbs: kinds, order, comparison, construction form and use, formation, position.
- Week 7: Assignment Test Feedback and Remedial Work
- Week 8: all, each, every, both, neither, either, some, any, no, none
- Week 9: interrogatives: wh- words and how?
- Week 10: Possessive, personal and reflexive pronouns: my, mine, I, myself, etc
- Week 11: Review and Remedial Work Relative pronouns and clauses
- Week 13: Assignment Test r. Feedback and Remedial Work
- Week 14: Prepositions
- Week 15 : Review and Remedial Work

## 1. Program Vision

The program aims to foster a deep appreciation and understanding of Grammar by equipping students with analytical skills to explore tenses, sentence' construction, and sentence analysis. It seeks to inspire critical thinking and a lifelong engagement with Grammar as a basic for fostering students' ability to communicate in academic professional, and social contexts.

## 2. Program Mission

The mission of the program is to provide students with a foundational understanding of grammar through cultivating a deep understanding of English language structure and usage. The task is also to develop student's ability to understand and apply grammatical concepts in academic, professional, everyday communication.

## 3. Program Objectives

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

## 4. Program Accreditation

.80% monthly exams  
10% quizzes  
10% class activity

## 5. Other external influences

No

## 6. Program Structure

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

<b>Department</b>	one			
<b>Requirements</b>				
<b>Summer Training</b>				
<b>Other</b>	The course is basic			

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Fourth stage		Grammar	2	

8. Expected learning outcomes of the program	
<b>Knowledge</b>	
Learning Outcomes 1	Demonstrate a thorough understanding of grammatical issues, including syntactic forms and structures.
<b>Skills</b>	
Learning Outcomes 2 Learning Outcomes 3 Learning Outcomes 4	<ul style="list-style-type: none"> <li>Analyze sentences to find out the tenses used in them.</li> <li>Apply transformational rules on sentences to draw tree diagrams for them and give their formulas.</li> <li>Communicate effectively and correctly in written and oral presentations.</li> </ul>
<b>Ethics</b>	
	Exhibit academic integrity and ethical standards in research, analysis, and discussion of literary texts, respecting diverse perspectives and cultural contexts.

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

10. Evaluation methods
Exam Quizzes Group work

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

Professional Development
<b>Mentoring new faculty members</b>
<ul style="list-style-type: none"> <li>Establishing programs to guide new faculty members in teaching strategies, and research methodologies.</li> <li>Pair new faculty members with mentors who are experienced enough to foster professional growth and adaptation to institutional culture.</li> </ul>
<b>Professional development of faculty members</b>
<ul style="list-style-type: none"> <li>Organize workshops and conferences to envisage the latest advancements in teaching strategies of grammar.</li> <li>Encourage participation in academic research projects, and higher education courses.</li> </ul>

12. Acceptance Criterion
It depends on college regulations.

13. The most important sources of information about the program
<b>Textbooks:</b> Liles, Bruce. (1971). An Introductory Transformational Grammar. New Jersey: Prentice Hall, Inc.

14. Program Development Plan

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

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

## Course Description Form

1. Course Name: Grammar					
2. Course Code:					
3. Semester / Year: 2025-2026					
4. Description Preparation Date:1/9/2025					
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		Lect. Dr. Noor Othman Adday <a href="mailto:bas656.nour.athman@uobabylon.edu.iq">bas656.nour.athman@uobabylon.edu.iq</a>			
Email					
8. Course Objectives					
<b>Course Objectives</b> .....					
1. Develop fundamental competence .....					
2. Enhance analytical skills .....					
3. Promote practical application .....					
4. Strengthen vocabulary and syntax					
5. Foster communication skills					
9. Teaching and Learning Strategies					
<b>Strategy</b>		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 to Transformational Grammar	Traditional Grammar Structural Grammar	Lecture/ board	group work
W2	2	Introduction to Transformational Grammar	Transformational Grammar	Lecture/ audio-video material	Quiz
W3	2	The structure of the sentence	Phrase Structure Rules	Lecture/ audio-video material	group work

W4	2	The Auxiliary	Expansion of Phrase Structure Rules	Lecture/ audio-video material	Quiz + group work
W5	2	Lexical Features	Transitive and Intransitive Restrictions	Lecture/ audio-video material	Quiz + group work
W6	2	Lexical Features	Subject-Verb Restrictions	Lecture/ audio-video material	Quiz + group work
W7	2	Lexical Features	Determiner and Noun Restrictions	Lecture/ audio-video material	Quiz + group work
W8	2	The Negative Transformation	Negation in Transformation Rules	Lecture/ audio-video material	Quiz + group work
W9	2	Question Transformations	Transformation of yes/no Q	Lecture/ audio-video material	Quiz + group work
W10	2	Question Transformations	Transformation of wh Q	Lecture/ board	Quiz
W11	2	Transformational Rules	Processes of Transformation and Adverbial Movement	Lecture/ audio-video material	Quiz + group work
W12	2	Transformational Rules	Indirect Object and Imperatives	Lecture/ audio-video material	Quiz
W13	2	The Passive Transformation	The Passive Transformation	Lecture/ board	Quiz + group work
W14	2	Principles of Transformational Grammar	Principles of Transformational Grammar	Lecture/ audio-video material	group work

<b>11. Course Evaluation</b>					
Exams 30, quizzes 5, Daily activity 5					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)			Liles, Bruce. (1971). An Introductory Transformational Grammar. New Jersey: Prentice Hall, Inc.		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

## University Course Syllabus

### Course Title: Drama I

College: College of Basic Education

Department: English Language

Academic Stage: Second Year

Semester: Fourth Semester

Credit Units: 3

Weekly Contact Hours: 3

### Course Description

This course introduces students to the fundamental concepts of drama through both theoretical and practical approaches. It focuses on plot and dramatic structure, characterization, dialogue and monologue, theatrical space, and major types of drama. The course emphasizes critical reading and analysis of selected modern plays in order to develop students' analytical, interpretive, and performance-oriented skills, as well as their understanding of the relationship between dramatic text and theatrical performance.

### Course Objectives

- To understand the basic theoretical foundations of drama.
- To develop the ability to analyze dramatic texts using academic and critical terminology.
- To identify and analyze character construction and dramatic functions.
- To recognize the significance of theatrical elements such as setting, stage directions, props, and costume.
- To distinguish between major dramatic genres and forms.
- To apply critical approaches to the analysis of selected modern plays.

### Intended Learning Outcomes

By the end of the course, students will be able to:

- Analyze dramatic texts using appropriate literary and dramatic concepts.
- Differentiate between various types of drama and their defining characteristics.
- Examine themes, character development, and dramatic conflict.
- Establish connections between the written dramatic text and its stage performance.
- Demonstrate critical thinking through written and oral discussions of drama.

### Weekly Course Plan

Week 1: Plot and Dramatic Structure – Introduction and Overview

Week 2: Plot and Dramatic Structure – In-depth Analysis

Week 3: Characterization – Protagonist and Antagonist

- Week 4: Character Development, Dialogue, and Monologue
- Week 5: Setting, Stage Directions, Props, and Costume
- Week 6: Performance and Production – Acting Techniques, Directing, and Stage Design
- Week 7: Types of Drama – Tragedy, Comedy, and Absurd Drama
- Week 8: Types of Drama – Full-Length Plays and One-Act Plays
- Week 9: Edward Albee’s *The Zoo Story* – Introduction and Critical Analysis
- Week 10: *The Zoo Story* – Themes and Character Analysis
- Week 11: Nick Payne’s *Constellations* – Introduction and Critical Analysis
- Week 12: *Constellations* – Themes and Character Analysis
- Week 13: Branden Jacobs-Jenkins’s *Gloria* – Introduction and Critical Analysis
- Week 14: *Gloria* – Themes and Character Analysis
- Week 15: Course Review and Practical Exercises in Performance and Production

### **Teaching Methods**

- Interactive lectures
- Classroom discussion
- Textual and critical analysis
- Student presentations
- Practical and performance-based activities

### **Assessment Methods**

- Attendance and class participation
- Quizzes and short tests
- Written assignments and analytical reports
- Final examination

### **References**

- Barnet, Sylvan. *A Dictionary of Literary, Dramatic, and Cinematic Terms*.
- Cuddon, J. A., & Habib, M. A. R. *The Penguin Dictionary of Literary Terms and Literary Theory*.
- Albee, Edward. *The Zoo Story*.

# Reading Comprehension

Bachelor in EFL

Department of English Language

College of Basic Education, University of Babylon



## COURSE SYLLABUS

Instructor:	Asst. Prof. Kadhim Muhammad Musa	Term:	1 <sup>st</sup> Course, 2025-2026
Office:	Department of English Language College of Basic Education	Class Meeting Days Lecture time:	Sundays Two Hours
E-Mail:	<a href="mailto:bsc.kadhim.mohammed@uobabylon.edu.iq">bsc.kadhim.mohammed@uobabylon.edu.iq</a>	Class Location: Stage:	Department of English 1 <sup>st</sup> Morning & Evening
		No. of Units:	2

### Course Overview

This course is designed to develop first-year English language students' reading comprehension skills while integrating listening, speaking, writing, pronunciation, and basic grammar instruction. The course adopts a communicative and skills-integrated approach, enabling students to comprehend, interpret, and respond to a variety of short texts related to everyday topics and real-life contexts.

Throughout the course, students are exposed to carefully sequenced units that focus on vocabulary development, pronunciation features (such as stress, intonation, and connected speech), and functional grammar structures essential for understanding written texts. Reading tasks are supported by listening activities and followed by speaking and writing exercises that reinforce comprehension and promote meaningful language use.

The course emphasizes practical language functions, including self-introduction, describing daily routines, expressing preferences, talking about family, narrating past events, describing places and people, and sharing personal experiences. Grammar instruction is contextualized within reading passages and communicative tasks, covering structures such as *be*, *do*, demonstratives, present

continuous, adverbs of frequency, simple past, *there is/there are*, and present perfect forms.

Assessment is continuous and formative, including assignments, two assessment tests, remedial feedback sessions, and guided free-reading practice to enhance fluency and learner autonomy. By the end of the course, students are expected to demonstrate improved reading comprehension, accurate use of basic grammatical structures, clearer pronunciation, and greater confidence in spoken and written communication.

The course is based on *Cambridge Interchange 1 (3rd Edition)* by Jack C. Richards and is aligned with international standards for beginner-level English language instruction.

## **Course Objectives**

By the end of this course, students will be able to:

1. Develop foundational reading comprehension skills by understanding the main ideas, supporting details, and specific information in short, level-appropriate texts.
2. Expand basic academic and everyday vocabulary related to personal information, daily routines, family, places, and experiences.
3. Demonstrate improved listening comprehension and pronunciation, with attention to stress, intonation, and connected speech patterns.
4. Use basic grammatical structures accurately in context, including *be*, *do*, demonstratives, present continuous, adverbs of frequency, simple past, *there is/there are*, and present perfect forms.
5. Communicate effectively in spoken English through simple interactions such as introducing oneself, describing people and places, expressing preferences, and narrating past events.
6. Produce short, coherent written texts (e.g., emails, messages, postcards, short descriptions) that reflect comprehension of reading materials.
7. Apply reading strategies such as skimming, scanning, predicting, and inferencing to enhance understanding and reading efficiency.
8. Participate actively in guided reading and free-reading activities, demonstrating increased fluency and learner autonomy.
9. Integrate reading, listening, speaking, and writing skills to respond meaningfully to texts in communicative and academic contexts.

## Required Texts and Materials

*Cambridge Interchange 1 (3rd Edition)* by Jack C. Richards.

### Schedule

Week	Unit	Unit Title	Listening / Pronunciation	Speaking	Writing	Grammar
1	Unit 1	<i>Please, call me Beth.</i>	Listening for linked sounds and names of countries	Introducing yourself, introducing someone, checking information, exchanging personal information, saying hello and goodbye	Questions requesting personal information	Wh-questions and statements with <b>be</b>
2	Unit 2	<i>How do you spend your day?</i>	Syllable stress	Describing work and school	Writing a biography of a classmate	Yes–No questions and short answers with <b>be</b>
3	Unit 3	<i>How much is it?</i>	Sentence stress	Talking about prices, selling and buying things	A comparison of prices in different countries	Demonstratives
4	Unit 4	<i>Do you like rap?</i>	Intonation in questions	Talking about likes and dislikes	Writing a text message	Yes–No and Wh-questions with <b>do</b>
5	Unit 5	<i>Tell me about your family.</i>	Intonation in statements	Talking about families and family members	An e-mail about family	Present continuous: Yes–No and Wh-questions and statements
6	Unit 6	<i>How often do you exercise?</i>	Intonation with direct address	Asking about and describing routine and exercise	Favorite activities	Adverbs of frequency
7	—	Assignment Test 1	—	Feedback and Remedial Work	—	—
8	Unit 7	<i>We had a great time!</i>	Reduction of <i>did you</i>	Talking about past events	A postcard	Simple past: Yes–No and Wh-questions
9	Unit 8	<i>What's your neighborhood like?</i>	Reduction of <i>there is / there are</i>	Asking about and describing location	“The world in one neighborhood”	There is / There are
10	Unit 9	<i>What does she look like?</i>	Contrastive stress	Asking about and describing people	An e-mail describing people	Questions for describing people

11	Unit 10	<i>Have you ever ridden a camel?</i>	Linked sounds	Describing past experiences	A letter to an old friend	Present perfect: Yes-No and Wh-questions
12	—	Assessment Test 2	—	Feedback and Remedial Work	—	—
13	—	Free Reading Practice	—	—	—	—
14	—	Free Reading Practice	—	—	—	—
15	—	Review and Assessment	—	—	—	—

## Assessment

Assessment	Percent of Final Grade
1 <sup>st</sup> monthly exam	15%
2 <sup>nd</sup> monthly exam	15%
Participation and quizzes	5%
Term paper	5%
Final exam	60%
Final score	100%

Grading Scale (%)	
90-100	A (excellent)
80 - 89	B (very good)
70 - 79	C (good)
60 - 69	D (medium)
50-59	E (satisfactory)
0 - 49	F (fail)

# Testing and Assessment

Bachelor in EFL

Department of English Language

College of Basic Education, University of Babylon



## COURSE SYLLABUS

Instructor:	Lect. Ameer Salman Hussein	Term:	1 <sup>st</sup> Course, 2025-2026
Office:	Department of English Language College of Basic Education	Class Meeting Days	Sundays & Mondays
E-Mail:	ameer.salman@uobabylon.edu.iq	Lecture time:	Two Hours
		Class Location:	Department of English
		Stage:	4 <sup>th</sup> Morning & Evening
		No. of Units:	2

### I. University Course Catalog Description

Examines the important terms that are used throughout the studying course such as testing, assessment, measurement and evaluation. In addition to that, the main types of tests are given to make students able to write and design such tests in their work as teachers. Moreover, the most important and widely used techniques are explained with the most useful elements that are required for producing an effective English language test.

### II. Course Overview

This Course begins with the definitions of the test, testing, assessment, measurement, and evaluation. Then, the features of good test and the main types of tests are explained narrowing the focus to those important types that are considered essential in every stage of teaching to test EFL learners through the four skills, reading, writing, speaking, and listening. Finally, the main strategies are shown to design objective and subjective tests in grammar, vocabulary, comprehension, and oral skills.

### III. Course Objectives

By the end of this course, students will be able to:

1. Know the concept of tests.
2. Distinguish between the concepts of testing, measurement and evaluation and the importance of each of them.

3. Understand the main types of tests and the mechanism for correcting them.
4. Critically analyze each type of test by knowing the steps of writing, advantages and disadvantages.
5. Design and write objective questions with all their strategies.
6. Design and write subjective questions with all their strategies.
7. Formulate questions to test all skills

#### IV. Required Texts and Materials

Collected lectures prepared by the instructor from different sources

#### V. Schedule

Week	Topic	Required & Supplemental Reading Assignments
1 <sup>st</sup>	Definitions of test, testing, assessment, measurement and evaluation.	Testing Sheet
2 <sup>nd</sup>	Characteristics of a good test	=
3 <sup>rd</sup>	Test construction and administration	=
4 <sup>th</sup>	Types of tests	=
5 <sup>th</sup>	<b>1<sup>st</sup> Monthly Exam</b>	=
6 <sup>th</sup>	Objective and subjective test	=
7 <sup>th</sup>	Tips for designing a good MCQ	=
8 <sup>th</sup>	Matching items	=
9 <sup>th</sup>	Techniques of subjective test	=
10 <sup>th</sup>	<b>2<sup>nd</sup> Monthly Exam</b>	=
11 <sup>th</sup>	Testing Grammar	=
12 <sup>th</sup>	Testing vocabulary	=
13 <sup>th</sup>	Testing writing	=
14 <sup>th</sup>	Testing reading comprehension	=
15 <sup>th</sup>	<b>3<sup>rd</sup> Monthly Exam (Comprehensive and Optional)</b>	=

\* Note: The Schedule is subject to revision

## VI. Basis for Final Grade

Assessment	Percent of Final Grade
1 <sup>st</sup> monthly exam	15%
2 <sup>nd</sup> monthly exam	15%
Participation and quizzes	5%
Term paper	5%
Final exam	60%
Final score	100%

Grading Scale (%)	
90-100	A (excellent)
80 - 89	B (very good)
70 - 79	C (good)
60 - 69	D (medium)
50-59	E (satisfactory)
0 - 49	F (fail)

## نموذج وصف المقرر

١. اسم المقرر	
الادارة والاشراف	
٢. رمز المقرر	
/	
٣. الفصل / السنة	
الكورس الاول للعام الدراسي 2026/2025	
٤. تاريخ إعداد هذا الوصف	
25/1/2026	
٥. أشكال الحضور المتاحة	
٦. عدد الساعات الدراسية (الكلية / عدد الوحدات) (الكلية)	
2	
٧. اسم مسؤول المقرر الدراسي ( إذا أكثر من اسم يذكر )	
الاسم: م.د. امنة حاتم عبد الواحد اليميل : bsc.amnaa.husun@uobabylon.edu.iq	
٨. اهداف المقرر	
اهداف المادة الدراسية	<ol style="list-style-type: none"> <li>1- يعرف الادارة التربوية.</li> <li>2- يعدد نظريات الادارة.</li> <li>3- يوضح وظائف الادارة.</li> <li>4- يعرف انماط الادارة التربوية.</li> <li>5- يبين مفهوم القيادة.</li> <li>6- يعدد نظريات القيادة.</li> <li>7- يعدد نماذج السلوك القيادي.</li> <li>8- يعرف الادارة الصفية</li> <li>9- يعرف الاشراف التربوي.</li> <li>10- يوضح مفهوم التقويم التربوي.</li> </ol>
٩. استراتيجيات التعليم والتعلم	
الاستراتيجية	<ol style="list-style-type: none"> <li>1- طريقة المناقشة</li> <li>2- طريقة الاستجواب</li> <li>3- طريقة العصف الذهني</li> <li>4- طريقة لعب الادوار</li> </ol>

١٠. بنية المقرر					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
الاسبوع الاول	3		الادارة التربوية	المناقشة	اختبارات يومية
الاسبوع الثاني	3		نظريات الادارة	الاستجواب	اختبارات يومية
الاسبوع الثالث	3		وظائف الادارة	العصف الذهني	اختبارات يومية
الاسبوع الرابع	3		انماط الادارة التربوية	المناقشة	اختبارات يومية
الاسبوع الخامس	3		مفهوم القيادة	المناقشة والاستجواب	اختبارات يومية
الاسبوع السادس	3		نظريات القيادة -	مناقشة والعصف الذهني	اختبارات يومية
الاسبوع السابع	3		نماذج السلوك القيادي	المناقشة والاستجواب	اختبارات يومية
الاسبوع الثامن	3		الادارة الصفية	المناقشة	اختبارات يومية
الاسبوع التاسع	3		الاشراف التربوي	لعاب الادوار	اختبارات يومية

#### ١١. تقييم المقرر

توزيع الدرجة من 011 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفهوية والشهوية والتحضيرية والتقارير .... الخ

#### ١٢. مصادر التعلم والتدريس

لا يوجد	الكتب المقررة المطلوبة ( المنهجية أن وجدت )
لا يوجد	كتاب الادارة والاشراف لذكاتور ضياء العرنوسي وحيدر حاتم العجرش واخرون
لا يوجد	المراجع الرئيسية ( المصادر )
لا يوجد	الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير.... )
لا يوجد	المراجع الإلكترونية ، مواقع الانترنت

## نموذج وصف المقرر

١. اسم المقرر	
طرائق التدريس العامة	
٢. رمز المقرر	
/	
٣. الفصل / السنة	
الكورس الاول للعام الدراسي 2026/2025	
٤. تاريخ إعداد هذا الوصف	
25/1/2026	
٥. أشكال الحضور المتاحة	
٦. عدد الساعات الدراسية (الكلية / عدد الوحدات) (الكلية)	
3	
٧. اسم مسؤول المقرر الدراسي ( إذا أكثر من اسم يذكر )	
الاسم: م.د امنة حاتم عبد الواحد البريد الإلكتروني: bsc.amnaa.husun@uobabylon.edu.iq	
٨. اهداف المقرر	
اهداف المادة الدراسية	<ol style="list-style-type: none"> <li>1- يعرف نظريات التدريس.</li> <li>2- يعدد مصطلحات التدريس.</li> <li>3- يوضح مهارات التدريس.</li> <li>4- يعرف مفهوم التدريس الفعال.</li> <li>5- يبين مفهوم تنويع التدريس واستراتيجياته.</li> <li>6- يعدد طرائق التدريس شائعة الاستخدام.</li> <li>7- يعدد طرائق التدريس القائمة على البحث.</li> <li>8- يعرف مفهوم التعلم التعاوني والفردي</li> <li>9- يعرف طرائق التدريس القائمة على الابداع والابتكار.</li> </ol>
٩. استراتيجيات التعليم والتعلم	
الاستراتيجية	<ol style="list-style-type: none"> <li>1- طريقة المناقشة</li> <li>2- طريقة الاستجواب</li> <li>3- طريقة العصف الذهني</li> <li>4- طريقة لعب الادوار</li> </ol>

١٠. بنية المقرر					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
الاسبوع الاول	3	يعرف نظريات التدريس	مفهوم نظريات التدريس	المناقشة	اختبارات يومية
الاسبوع الثاني	3	يعرف مصطلحات التدريس	مصطلحات التدريس	الاستجواب	اختبارات يومية
الاسبوع الثالث	3	يعرف مهارات التدريس	مهارات التدريس	العصف الذهني	اختبارات يومية
الاسبوع الرابع	3	يعرف التدريس الفعال	التدريس الفعال	المناقشة	اختبارات يومية
الاسبوع الخامس	3	يعرف تنويع التدريس واستراتيجياته	تنويع التدريس واستراتيجياته	المناقشة والاستجواب	اختبارات يومية
الاسبوع السادس	3	طرائق التدريس شائعة 'يعرف الاستخدام	مفهوم طرائق التدريس شائعة الاستخدام	مناقشة والعصف الذهني	اختبارات يومية
الاسبوع السابع	3	يعرف طرائق التدريس قائمة على البحث	طرائق التدريس القائمة على البحث	المناقشة والاستجواب	اختبارات يومية
الاسبوع الثامن	3	يعرف مفهوم التعلم التعاوني والفردي	مفهوم التعلم التعاوني	المناقشة	اختبارات يومية
الاسبوع التاسع	3	يعرف طرائق التدريس القائمة على البحث والابتكار	طرائق التدريس القائمة على البحث والابتكار	لعب الادوار	اختبارات يومية

### ١١. تقييم المقرر

توزيع الدرجة من 011 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشرفية والشهرية والتقريرية والتقارير .... الخ

### ١٢. مصادر التعلم والتدريس

لا يوجد	الكتب المقررة المطلوبة ( المنهجية أن وجدت )
لا يوجد	المراجع الرئيسية ( المصنفة ) المصنفة للمالب التدريس لدكتوراه ابتسام صاحب الزويني وايضا كتاب طرائق التدريس العامة لدكتوراه ابتسام صاحب
لا يوجد	الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير .... )
لا يوجد	المراجع الإلكترونية ، مواقع الانترنت

College of Basic Education.

University of Babylon.

Dept. of English.

Course Description:

Lect. Assal Hani Hamza

Essay / Third Stage.

First Semester 2025-2026.

Completion Rate: (4<sup>th</sup> week).

Week One: Introduction to Essays

Done

Week Two: Types of Essays

Done

Week Three: structure of an essay

Done

Week four: Examples for Essays

Done

Week Five: The Importance of the topic sentence + Practice Writing

Week Six: Tips for Essay Writing+ Practice Writing

Week Seven: The Five Parts of an Essay+ Practice Writing

Week Eight: How to Write an Essay: 10 Easy Steps (part 1)

Week Nine: How to Write an Essay: 10 Easy Steps (part 2)

Week Ten: How to Write an Essay: Monthly Exam+ Practice Writing

Week Eleven: How to Write an Essay: 10 Easy Steps (part 1)

Week Twelve: How to Write an Essay: 10 Easy Steps (part 2)

Week Thirteen: 9 steps for writing a great essay + Practice Writing

Week Fourteen: A few ways to make your essay more acceptable+ Practice Writing

Note: Holidays may cause changes to this table..

**Subject:** Grammar

**Department:** English

**Stage:** Fourth

**Teacher name:** Lect. Dr. Noor Othman Adday

**Syllabus:**

<b>Weeks</b>	<b>Material</b>	<b>Achievement</b>
<b>Week 1</b>	<b>Chapter One :</b> Grammars of English	Done
<b>Week 2</b>	<b>Chapter Two:</b> The Structure of the Sentence	Done
<b>Week 3</b>	<b>Chapter Three:</b> The Auxiliary	Done
<b>Week 4</b>	<b>Chapter Four:</b> Lexical Features (Divisions of Transformational Grammar)	
<b>Week 5</b>	((First Monthly Exam))	
<b>Week 6</b>	<b>Chapter Four:</b> Lexical Features (Determiner and Noun Restrictions)	
<b>Week 7</b>	<b>Chapter Five:</b> The Negative Transformation	
<b>Week 8</b>	<b>Chapter Six:</b> Question Transformations	
<b>Week 9</b>	<b>Chapter Seven:</b> Transformational Processes	
<b>Week 10</b>	((Second Monthly Exam))	
<b>Week 11</b>	<b>Chapter Eight:</b> The Passive Transformation 1	
<b>Week 12</b>	<b>Chapter Eight:</b> The Passive Transformation 2	
<b>Week 13</b>	<b>Chapter Nine:</b> Principles of Transformational Grammar 1	
<b>Week 14</b>	<b>Chapter Nine:</b> Principles of Transformational Grammar 2	

**University of Babylon**  
**College of Basic Education**  
**English Department**

**Course Syllabus: Methods of Teaching**

**1. Course Title:** Methods of Teaching

**2. Course Type:**

Theoretical / Practical (depending on the program)

**3. Course Objectives:**

By the end of this course, students are expected to:

1. To provide university students with a solid theoretical foundation in teaching methodologies, learning theories, and instructional principles that guide effective classroom practice.
2. To enable students to connect educational theories with real classroom situations and apply appropriate teaching methods based on learners' needs, objectives, and contexts.
3. To equip students with practical skills such as lesson planning, classroom management, material selection, assessment design, and the use of teaching aids and technology.
4. To encourage students to critically reflect on their teaching practices, evaluate their effectiveness, and continuously improve through self-assessment and feedback.
5. To help students recognize individual differences among learners (e.g., learning styles, proficiency levels, motivation, and cultural background) and adapt teaching methods accordingly.

**4. Course Content:**

Week	Topic
1.	Teaching and Learning
2.	Grammar Translation Method
3.	The direct Method
4.	Audio – lingual Method
5.	Silent way
6.	Desuggestopedia
7.	Community Language Learning (CLL)
8.	Exam1
9.	Total Physical Responses (TRP)
10.	Communicative Language Teaching

11.	Content –Based Instruction
12.	Task – based Teaching
13.	Participatory Approaches
14.	Exam 2
15.	Review

### **5. Teaching Methods:**

- Classroom discussions
- reading activities
- Group comprehension tasks and exercises
- Contextual practice

### **6. Assessment Tools:**

Assessment Type	Marks
Assignments and class activities	10
Quizzes	10
Participation and discussion	10
Final exam	20
<b>Total</b>	<b>50</b>

### **7. Recommended Reference:**

- Techniques and Principles in Language Teaching by Diane Larsen, Freeman. Third Edition. Oxford.

Instructor:

Prof. Dr. Sabeeha Hamza Dehham

اسم التدريسي الثلاثي: د. رسل عاصم عبود

اللقب العلمي: استاذ مساعد

المادة (المواد) التي يدرسها للكورس الثاني: منهج بحث / مرحلة ثالثة

عدد الساعات الفعلية: 10

المفردات التي ستدرس مقسمة على 14 اسبوع

وحدات منهج البحث: 2

المفردات	الاسابيع	ت
<b>TEN STEPS FOR WRITING RESEARCH PAPERS</b>	الاسبوع 1	1.
<b>What is a Research Paper?</b>	الاسبوع 2	2.
<b>Method Outlined</b>	الاسبوع 3	3.
<b>Writing an Abstract</b>	الاسبوع 4	4.
<b>The Contents of an Abstract</b>	الاسبوع 5	5.
<b>Exam</b>	الاسبوع 6	6.
<b>When to Write Your Abstract</b>	الاسبوع 7	7.
<b>Gather Sources</b>	الاسبوع 8	8.
<b>How to Make an Outline? What is an Outline?</b>	الاسبوع 9	9.
<b>Make the Outline</b>	الاسبوع 10	10.
<b>WHY DO WE CITE?</b>	الاسبوع 11	11.
<b>MLA vs. APA: What's the difference?</b>	الاسبوع 12	12.

<b>Quoting</b>	الاسبوع 13	<b>13.</b>
<b>Exam</b>	الاسبوع 14	<b>14.</b>

# Practical education ( وصف و مفردات مقرر المشاهده )

Instructor: Asst.Lect. Alaa Faris Hadi

Department of English Language

College of Basic Education, University of Babylon

1<sup>st</sup> course 2025-2026

4<sup>th</sup> morning & evening study

## Course Overview

This course provides fourth-year students with the opportunity to apply theoretical knowledge of teaching English in real classroom settings. Through guided school visits and supervised teaching practice, students observe experienced teachers, analyze classroom dynamics, and gradually assume teaching responsibilities. The course bridges the gap between theory and practice, helping future teachers develop essential skills in lesson planning, classroom management, and student assessment.

During the visits, students engage in reflective observation, deliver micro-teaching sessions, and receive feedback from both mentors and university supervisors. Emphasis is placed on professional behavior, effective communication, and adaptability in diverse learning environments. By the end of the course, students are expected to demonstrate the ability to plan and conduct English lessons confidently and competently in school contexts.

## Course Objectives:

1. Observe and analyze classroom teaching practices in real school settings.
2. Apply pedagogical theories to practical teaching situations.
3. Design and implement English language lessons for school students.
4. Develop classroom management and communication skills.
5. Reflect critically on their teaching experiences to improve professional performance.

Week No.	Syllabus	
1 <sup>st</sup>	The Concept Observation and its Importance	Done
2 <sup>nd</sup>	Student Observer Duties	Done
3 <sup>rd</sup>	Preparing the Study Plan and Defining Practical observes	Done
4 <sup>th</sup>	Visiting a School in Primary Education	Done
5 <sup>th</sup>	Visiting a School in Primary Education	
6 <sup>th</sup>	Visiting a School in Primary Education	
7 <sup>th</sup>	Visiting a School in Primary Education	
8 <sup>th</sup>	Visiting a School in Primary Education	
9 <sup>th</sup>	Visiting a School in Primary Education	
10 <sup>th</sup>	Visiting a School in Primary Education	
11 <sup>th</sup>	Visiting a School in Primary Education	
12 <sup>th</sup>	Discuss School Visit Notes	
13 <sup>th</sup>	Present an Individual Lesson	
14 <sup>th</sup>	Present an Individual Lesson	

# Practical education (Observation)

(وصف و مفردات مقرر المشاهده)

Asst.Lect. Hasan Majid Mohammed

Department of English Language

College of Basic Education- University of Babylon

1<sup>st</sup> course - 2025-2026

4<sup>th</sup> morning & evening study

## Course Overview

This course provides fourth-year students with the opportunity to apply theoretical knowledge of teaching English in real classroom settings. Through guided school visits and supervised teaching practice, students observe experienced teachers, analyze classroom dynamics, and gradually assume teaching responsibilities. The course bridges the gap between theory and practice, helping future teachers develop essential skills in lesson planning, classroom management, and student assessment.

During the visits, students engage in reflective observation, deliver micro-teaching sessions, and receive feedback from both mentors and university supervisors. Emphasis is placed on professional behavior, effective communication, and adaptability in diverse learning environments. By the end of the course, students are expected to demonstrate the ability to plan and conduct English lessons confidently and competently in school contexts.

## Course Objectives:

1. Observe and analyze classroom teaching practices in real school settings.
2. Apply pedagogical theories to practical teaching situations.
3. Design and implement English language lessons for school students.
4. Develop classroom management and communication skills.
5. Reflect critically on their teaching experiences to improve professional performance.

Week No.	Syllabus	
1 <sup>st</sup>	The Concept Observation and its Importance	Done
2 <sup>nd</sup>	Student Observer Duties	Done
3 <sup>rd</sup>	Preparing the Study Plan and Defining Practical observes	Done
4 <sup>th</sup>	Visiting a School in Primary Education	Done
5 <sup>th</sup>	Visiting a School in Primary Education	
6 <sup>th</sup>	Visiting a School in Primary Education	
7 <sup>th</sup>	Visiting a School in Primary Education	
8 <sup>th</sup>	Visiting a School in Primary Education	
9 <sup>th</sup>	Visiting a School in Primary Education	
10 <sup>th</sup>	Visiting a School in Primary Education	
11 <sup>th</sup>	Visiting a School in Primary Education	
12 <sup>th</sup>	Discuss School Visit Notes	
13 <sup>th</sup>	Present an Individual Lesson	
14 <sup>th</sup>	Present an Individual Lesson	

**Subject: Grammar**

**Department: English**

**Stage: Third Stage**

**Teacher name: Lect. Naima Jassim Abbas**

**Syllabus: First Course- 2025-2026**

<b>Weeks</b>	<b>Material</b>
<b>Week 1</b>	- <b>Types of verbs generally</b>
<b>Week 2</b>	- <b>Main verbs and auxiliaries</b>
<b>Week 3</b>	- <b>Transitive and intransitive</b>
<b>Week 4</b>	- <b>Transitive and intransitive</b>
<b>Week 5</b>	- <b>Action and stative</b>
<b>Week 6</b>	- <b>Linking verbs</b>
<b>Week 7</b>	- <b>Non –finite verbs: a. infinitive b. gerund c. participle</b>
<b>Week 8</b>	- <b>Assessment Test 1</b>
<b>Week 9</b>	- <b>Primary auxiliaries</b>
<b>Week 10</b>	- <b>Model auxiliaries verbs</b>
<b>Week 11</b>	- <b>Prepositions of place</b>
<b>Week 12</b>	- <b>Prepositions of time</b>
<b>Week 13</b>	- <b>Prepositions + adjectives</b>
<b>Week 14</b>	- <b>Assessment Test 2</b>

**Text books Required : Oxford Practice Grammar by\ John Esastwood**

**Subject:** Linguistics

**Department:** English

**Stage:** Third Stage

**Teacher name:** Lect. Hayat Hasan Kadhim

**Syllabus:** First Course- 2025-2026

<b>Weeks</b>	<b>Material</b>
<b>Week 1</b>	- What is linguistics? - What is a linguist?
<b>Week 2</b>	- How does linguistics differ from traditional grammar?
<b>Week 3</b>	- What is language? - The Origin of Language
<b>Week 4</b>	- Properties of Human Language
<b>Week 5</b>	- Assessment Test
<b>Week 6</b>	- The study of language - Three major directions in linguistics
<b>Week 7</b>	- Language and Society - Dialect and Accent - Speech and Writing
<b>Week 8</b>	- Language and Society - Language and Sex - Multilingual Communities - Pidgin and creole
<b>Week 9</b>	- Language and mind - Psycholinguistics  - Language Acquisition - Speech Production
<b>Week 10</b>	- Assessment Test
<b>Week 11</b>	- Language and Mind - Slips of the tongue - Language and the Brain
<b>Week 12</b>	- Language and Style - Style and Stylistics
<b>Week 13</b>	- Language changes - Why and how languages change?

## Course Description Form

1. Course Name:					
2. Course Code:					
3. Semester / Year:					
First semester					
4. Description Preparation Date:					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Rawaa Jawad Kadhi    basic.rawa.jawad@uobabylon.edu.iq					
Email: <span style="background-color: #e1eef6; display: inline-block; width: 100px; height: 15px;"></span>					
8. Course Objectives					
<b>Course Objectives</b>			<b>1-</b> Understand basic English grammar structures <b>2-</b> Communicate effectively in everyday situations <b>3-</b> Develop vocabulary related to daily life <b>4-</b> Improve reading comprehension skills <b>5-</b> Build confidence in using English orally and in writing		
9. Teaching and Learning Strategies					
<b>Strategy</b>	1-Communicative Language Teaching 2-Interactive and Student-Centered Learning 3- Continuous Assessment and Feedback				
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>

<b>1w</b>	2	Identify the main parts of speech (noun, verb, adjective, pronoun, preposition, conjunction).	Parts of a speech	Teacher explanation with examples  PPT  Sentence-building activities  Group work (sorting words into categories)	Oral questioning
<b>2w</b>	2	Use the simple present to talk about daily routines and facts.  Form affirmative, negative, and interrogative sentences.  Use the present continuous to describe actions happening now.  Differentiate between simple present and present continuous.	Simple present Present continuous	Explanation with daily routine examples  Role play (talking about daily activities)  Pair work (asking and answering questions)  Board exercises	Quiz
<b>3w</b>	2	Use the simple past to talk about completed actions.  Form sentences with regular and irregular verbs.  Ask and answer questions about past events.	Simple past	Demonstration using pictures or actions  PPT  Pair and group speaking tasks  Comparison with simple present	Quiz

<b>4w</b>	2	<p>Use <b>will</b> and <b>going to</b> to talk about future actions.</p> <p>Make predictions and express plans.</p> <p>Form affirmative, negative, and question forms.</p>	Simple future	<p>Teacher explanation (will / going to)</p> <p>Discussion about future events</p> <p>Planning activities</p> <p>Pair work</p>	Oral questions
<b>5w</b>	2	<p>Use question words (who, what, where, when, why, how).</p> <p>Ask and answer basic questions correctly.</p>	Question words	Question-answer	Quiz
<b>6w</b>	2		First monthly exam		<p>Written exam</p> <p>Grammar section</p> <p>Reading comprehension</p> <p>Vocabulary test</p>
<b>7w</b>	2	<p>Name different countries and nationalities.</p> <p>Talk about common jobs and professions.</p> <p>Describe family members using simple sentences.</p>	Countries, jobs, and family	<p>Speaking activities</p> <p>Short dialogues</p>	Oral presentation

<b>8w</b>	2	<p>Introduce themselves confidently.</p> <p>Talk about their favorite sports, food, and drinks.</p> <p>Use simple descriptive sentences in oral communication.</p>	Introducing self sport food drinks	<p>Speaking activities</p> <p>Short dialogues</p>	Oral presentation
<b>9w</b>	2	<p>Tell the time using <b>o'clock, half past, quarter past/to.</b></p> <p>Ask and answer questions about time.</p> <p>Use time expressions in daily conversations.</p>	The time	<p>Clock models</p> <p>Board practice</p> <p>Pair work (asking and answering time)</p>	<p>Oral questioning</p> <p>Matching activities</p> <p>Short quiz</p>
<b>10w</b>	2	<p>Read short passages for main ideas and details.</p> <p>Answer comprehension questions correctly.</p> <p>Improve vocabulary through reading.</p>	Reading passages and answering the questions.	<p>Silent reading</p> <p>Guided reading</p> <p>Vocabulary explanation</p> <p>Group discussion</p>	<p>Comprehension questions</p> <p>Multiple-choice questions</p> <p>Short answers</p> <p>Reading test</p>
<b>11w</b>	2		Second monthly exam		<p>Written exam</p> <p>Grammar section</p> <p>Reading comprehension</p> <p>Vocabulary test</p>

<b>12w</b>	2	<p>Use adjectives to describe people, places, and things.</p> <p>Identify and use opposite adjectives.</p> <p>Apply adjectives correctly in sentences.</p>	Adjectives and opposite adjectives	PPT Sentence building	Oral questioning  Quiz
<b>13w</b>	2	<p>Read short passages for main ideas and details.</p> <p>Answer comprehension questions correctly.</p> <p>Improve vocabulary through reading.</p>	Reading passages and answering the questions	Silent reading Guided reading Vocabulary explanation Group discussion	Comprehension questions  Multiple-choice questions  Short answers Reading test
<b>14w</b>	2	<p>Use <b>can</b> and <b>can't</b> to talk about ability and permission.</p> <p>Form positive, negative, and question sentences.</p>	Can / can't	PPT Sentence building	Oral questioning  Quiz
<b>15w</b>	2	<p>Talk about future plans using appropriate future forms.</p> <p>Express intentions and hopes.</p>	<b>Future plans</b>	PPT Sentence building	Oral questioning  Quiz

<b>11. Course Evaluation</b>					
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)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					



# ACADEMIC PROGRAM DESCRIPTION

DEPARTMENT OF ENGLISH LANGUAGE

COLLEGE OF BASIC EDUCATION / UNIVERSITY OF BABYLON

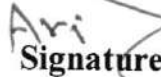


# 2026


prepared by  
Asst.Lect. Diyar Mahdi Ridha

## 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: .....  
Date of File Completion: .....

  
Signature

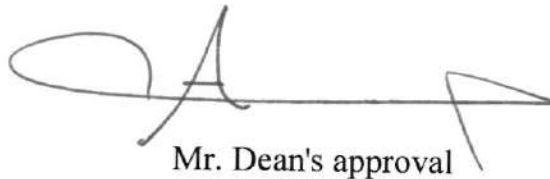
**Scientific Associate's Name**  
Prof. Arif Hatim Mahdi (Phd)  
**Date:** .....

  
Signature  
**Department Head's Name:** 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



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.

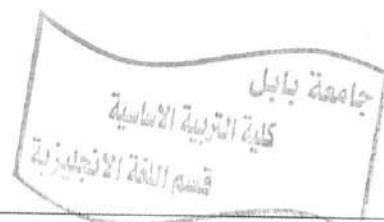
#### 5. Other External Influences

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	11	22	16.2%	
College Requirements	17	42	30.9%	
Department Requirements:	30	72	52.9%	
Summer Training:		-		
Others	58	136	100%	

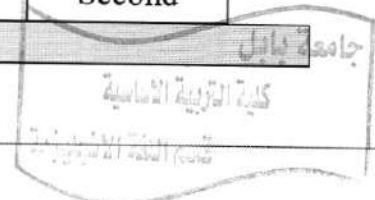
The notes may include whether the course is mandatory or elective.



7. Program Description

Credit Hours		Course Name	Course Code	Year / Level
Practical	theoretical			
	3	Grammar	BE.En.Gr.123	First
	2	Literature	BE.En.Lit.112	First
	2	Comprehension	BE.En.Comp.114	First
	3	Developmental Psychology	Psgr.100	First
	2	Human Rights	Hubi.160	First
1	2	Conversation	BE.En.Con.111	First
2	1	Computer	Comp.100	First
	2	Literature / short story	BE.En.Str.124	First
	2	Islamic Studies	Ised.100	First
	2	Grammar	BE.En.Gr.123	First
	3	Principles and Foundations of Education	Ased.100	First
	2	Phonetics	BE.En.Ph.122	First
1	2	Conversation	BE.En.Con.121	First
	2	Arabic Language	Arab.200	First
	2	Arabic Language	Arab.200	Second
	2	Crimes of the B'ath Party	Cbp.200	Second
2	1	Curricula and Textbooks	Cute.200	Second
	2	Comprehension	BE.En.Comp.211	Second
	3	Grammar	BE.En.Gr.212	Second
1	2	Phonetics	BE.En.Ph.214	Second
	2	Literature/Novel	BE.En.Nov.(N)223	Second
1	2	Conversation	BE.En.Con.(N)216	Second
2	1	Computer	Comp.200	Second
2	2	Psychology of Teaching Classroom Thinking	Ptct.200	Second

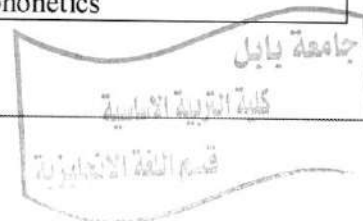
8. Expected Learning Outcomes of the Program



2	2	Literature (Drama)	BE.En.Dram.(N)215	Second
	2	Composition	BE.En.Com.(N)225	Second
	2	Educational Psychology	Edps.200	Second
	2	Comprehension	BE.En.Comp.221	Second
	2	Grammar	BE.En.Gr.(N)222	Second
1	2	Phonetics	BE.En.Ph.224	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

**\*\*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	<b>Professor</b>
None	1			Literature \ poetry	English language	4
None	1			Literature	English language	
None	1			Methods of teaching	English language	

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قسم اللغة الانجليزية

				English language		
None	2			Methods of teaching English language	English language	<b>Associate Professor</b>  7
None	2			Linguistics	English language	
None	4			Linguistics	English language	<b>Lecturer</b>
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	<b>Assistant Lecturer</b>
None	1			Science teaching methods	General teaching methods	13
None	1			Literature	English language	
None	4			Linguistics	English language	

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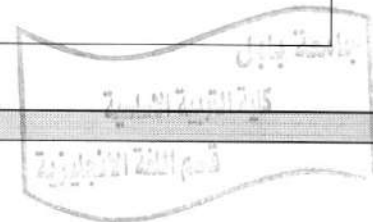
	<b>34</b>					<b>Total</b>
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<b>Professional Development</b>	
<b>Orientation for New Faculty Members</b>	
<input type="checkbox"/>	Orientation and Guidance Programs
<input type="checkbox"/>	Workshops and Training Courses
<input type="checkbox"/>	Training on Modern Teaching Strategies
<input type="checkbox"/>	Participation in Conferences and Seminars
<input type="checkbox"/>	Organization of Social Events
<b>Professional Development for Faculty Members</b>	
1.	<b>Assessment of Professional Needs</b>
2.	<b>Continuous Training and Development Programs</b>
3.	<b>Training on Scientific Research</b>
4.	<b>Enhancing Collaboration Between Departments</b>
5.	<b>Developing Educational Technology Skills</b>
6.	<b>Participation in Conferences and Seminars</b>
7.	<b>Guidance and Supervision</b>
8.	<b>Developing Leadership Skills</b>
9.	<b>Enhancing Collaborative Research</b>
10.	<b>Supporting Innovation and Creativity</b>
11.	<b>Evaluation of Academic Performance</b>

<b>12. Admission Criteria</b>
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.

<b>13. Key Sources of Information About the Program</b>
1. <b>Official College Website</b>
2. <b>Academic Books and References</b>
3. <b>Training Courses and Workshops</b>
4. <b>Conferences and Seminars</b>
5. <b>Annual Reports</b>
6. <b>Feedback from Graduating Students</b>

<b>14</b>	<b>Program Development Plan</b>
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- **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												Basic or optional	Course Name	Course Code	Year / level	
Values				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Grammar	BE.En.Gr.13	First
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Literature	BE.En.Lit.112	
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Comprehension	BE.En.Comp.114	
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Developmental Psychology	Psgr.100	
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Human Rights	Huri.100	
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Conversation	BE.En.Con.111	
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Computer	Comp.100	
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Literatures/ short story	BE.En.Str.124	



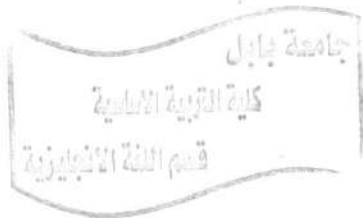
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Islamic Studies	Ised.100	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Grammar	BE.En.Gr.1 23	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Principles and Foundations of Education	Ased.100	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Phonetics	BE.En.Ph.1 22	Second
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Conversation	BE.En.Con .121	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Arabic Language	Arab.200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Arabic Language	Arab.200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Computer	Comp.200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Curricula and Textbooks	Cute.200	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Comprehension	BE.En.Co mp.211	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Grammar	BE.En.Gr.2 12	



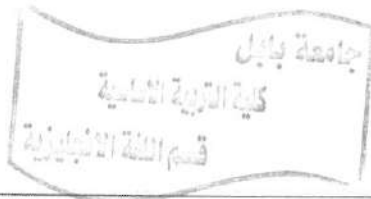
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Crimes of the B'ath Party	Cbp.200
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Psychology of Teaching Classroom Thinking	Ptct.200
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Phonetics	BE.En.Ph.2 14
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Composition	BE.En.Co m.(N)225
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Literature (Drama)	BE.En.Dra m.(N)215
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Psychology	Edps.200
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Comprehension	BE.En.Co mp.221
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Grammar	BE.En.Gr.( N)222
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Literature/Novel	BE.En.Nov . (N)223
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Phonetics	BE.En.Ph.2 24

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*	*	*	*	*	*	*	*	*	*	*	*	Basic	Conversation	BE.En.Con (N)216	Third
*	*	*	*	*	*	*	*	*	*	*	*	Basic	General Teaching Methods	TchM. 300	
*	*	*	*	*	*	*	*	*	*	*	*	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	Forth
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Grammar	Gr. 301	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Translation	Trans. 300	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Specialized Teaching Methods	TchM. 301	
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Professional Ethics	Ethics. 400	
*	*	*	*	*	*	*	*	*	*	*	*	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	





# Course Description for Undergraduate Studies English Language Department

College of Basic Education  
University of Babylon



# 2026

Prepared by: Assist. Lect. Diyar Mahdi Redha

**University of Babylon**

**College of Basic Education**

**Department of English**

**Translation – Third year classes – 2<sup>nd</sup> semester**

**Asst. Prof. Hasanain H Shaheed**

### **Course Description**

This course clarifies students to the essential concepts of translation through both theoretical and practical approaches. It focuses on core principles such as equivalence, meaning transfer, cultural context, and linguistic structure across languages. The course emphasizes critical reading and analysis of selected texts in order to develop students' analytical, interpretive, and practical translation skills, as well as their understanding of the relationship between source texts and target language renderings. Students will engage with exercises that highlight challenges in word choice, idiomatic expressions, and stylistic adaptation, preparing them to approach translation as both a scientific process and an art of communication.

### **Course Objectives**

- To understand the basic theoretical foundations of translation .
- To develop the ability to analyze source and target texts using academic and critical terminology .
- To identify and evaluate strategies for meaning transfer, equivalence, and cultural adaptation .
- To recognize the significance of linguistic and contextual elements such as syntax, semantics, idioms, and cultural references .
- To distinguish between major types of translation (e.g., literary, technical, audiovisual, and pragmatic) .

	<b>week</b>	<b>Subject</b>
1-	1 <sup>st</sup> week	Chapter one Translation as process and product Definition of translation
2-	2 <sup>nd</sup> week	The source language and the target language The basis of translation Meaning and translation
3-	3 <sup>rd</sup> week	Translation theories Types of texts
4-	4 <sup>th</sup> week	The linguistic sign Object language and Metalanguage
5-	5 <sup>th</sup> week	Chapter Two Word meaning Open class words Reference Sense
6-	6 <sup>th</sup> week	The 1 <sup>st</sup> month exam
7-	7 <sup>th</sup> week	Denotation Connotation Grammatical words
8-	8 <sup>th</sup> week	Chapter three Defining sentence meaning
9-	9 <sup>th</sup> week	Sentence, proposition
10-	10 <sup>th</sup> week	truth value
11-	11 <sup>th</sup> week	Negative and Interrogative
12-	12 <sup>th</sup> week	Imperative and Exclamative
13-	13 <sup>th</sup> week	Define of text Information Distribution
14-	14 <sup>th</sup> week	Theme-Rheme organization
15-	15 <sup>th</sup> week	The 2 <sup>nd</sup> month exam

### References

- Aziz , Y., & Lataiwish, M. S. (2000). *Principles of Translation*. Benghazi, Libya. DAR ANNAHDA ALARABIYA.
- Masoudi, H.H.B. (2012). *In Translation form English to Arabic*. Amman, Jordan: Dar al-Ridwan Publishing & Distribution.

## **Novel**

**Asst. Prof. Rawaa Jawad Kadhim**

**Email: basic.rawa.jawad@uobabylon.edu.iq**

**Term: 1st Course, 2025 2026**

**Office: Department of English Language College of Basic Education**

### **Course Objectives**

1. Analyze the American novel as a reflection of historical, cultural, and social contexts, including war, identity, race, gender, and national ideology.
2. Interpret major themes of the American literary tradition, such as individualism, trauma, moral conflict, freedom, and disillusionment.
3. Apply literary theories (postcolonial, psychoanalytic, feminist, and cultural criticism) to American novels in order to produce critical readings.
4. Analyze narrative techniques in American fiction, including point of view, fragmentation, realism, modernism, and postmodern experimentation.
5. Develop critical writing and research skills, producing well-structured analytical essays that engage with primary texts and scholarly criticism.

### **Teaching Strategies**

1. Contextual and Historical Reading Strategy: Use short lectures, historical documents, and multimedia materials to contextualize American novels within their social, political, and cultural backgrounds (e.g., war, race, gender, nationalism).
2. Thematic Close Reading and Guided Discussion :Employ close textual analysis and guided class discussions to explore recurring American themes such as individualism, trauma, identity, and moral conflict.
3. Theory-Based Analytical Application :Introduce literary theories (feminist, psychoanalytic, postcolonial) through brief theoretical overviews, then apply them to selected passages or characters in student-led analyses.
4. Narrative Technique Workshops:Analyze narrative strategies (point of view, fragmentation, realism, postmodernism) through comparative excerpts and short analytical exercises or group work.
5. Critical Writing and Research-Based Assessment:Develop students' academic writing through response papers, and presentations that integrate textual evidence with scholarly criticism

## Course Syllabus

week	Hours	Require required learning outcomes	Unit or subject name	Learning method	Evaluation method
1w	2	To understand the Techniques and Basic Elements of novel and Its Origins and Early Developments	Introduction to the Novel - Origins and Early Developments.  Introduction to the Novel - Evolution and Key Developments.  Narrative Techniques and Basic Elements - Structure and Plot.  Narrative Techniques and Basic Elements - Character Development and Setting	Collaborative and Discussion-Based Learning	Class Participation and Discussion
2w	2	To understanding the text	Tim O'Brien's The Things They Carried - Storytelling and Truth	Contextual and Historical Learning	Quiz
3w	2	To Analyze the characters	Tim O'Brien's The Things They Carried - Character Studies	Close Reading and Textual Analysis	Class Participation and Discussion
4w	2	To analyze selected novel using close reading skills, identifying key themes, symbols, and textual evidence.	They Carried - Themes of Guilt, Grief, and Redemption	Close Reading and Textual Analysis	Quiz

5w	2		First Monthly Exam		
6w	2	To understand the coherent academic writing.	Narrative Techniques and Basic Elements - Stream of Consciousness and Epistolary Form	Collaborative and Discussion-Based Learning	Quiz
7w	2	Practicing the ideas of Aijaz Mohanty on the text	Tim O'Brien's The Things They Carried - Introduction and Discussion persist (Aijaz Mohanty (1984)	Contextual and Historical Learning	Research Project or Presentation
8w	2		Postmodernism and Contemporary Novels - Overview and Historical Fiction; Science Fiction and Fantasy: Mystery and Dystopian Literature Themes and Genre Exploration - Global Perspectives	Theory-Guided Interpretive Learning	Research Project or Presentation
9w	2	Reading the text having a full idea	Tim O'Brien's The Things They Carried - Introduction and Discussion	Close Reading and Textual Analysis	Close Reading Texts
10w	2	Apply appropriate literary theories to interpret American fiction critically.	Critical Approaches - Feminist Theory Feminist reading for the things they carried	Theory-Guided Interpretive Learning	Quiz

11w	2	To apply appropriate literary theories to interpret American fiction critically.	Critical Approaches - Psychoanalytic Criticism and Contemporary Trends  Psychoanalytic reading for the things they carried	Theory-Guided Interpretive Learning	Quiz
12w	2	To apply appropriate literary theories to interpret American fiction critically.	Postcolonial Theory Postcolonial reading for the things they carried	Theory-Guided Interpretive Learning	Analytical Essays
13w	2	To apply appropriate literary theories to interpret American fiction critically.	Narrative Techniques and Basic Elements - Stream of Consciousness and Epistolary Form	Collaborative and Discussion-Based Learning	Analytical Essays
14w	2	Evaluate narrative techniques and literary movements (realism, modernism, postmodernism) shaping the American novel.	Major Literary Movements - Realism, Romanticism, Modernism	Collaborative and Discussion-Based Learning	Analytical Essays
15w	2		Second monthly exam		

## Course Description: Teaching Grammar for Undergraduate Students

1. Course Name: grammar	
2. Course target : first undergraduate students in faculty of basic education\ department of English	
3. Semester / Year:2025- 2026	
4. Description Preparation Date: 15 weeks	
5. Available Attendance Forms: Daily Attendance Form	
6. Number of Credit Hours (Total) / Number of Units (Total)	
4 hours / 3 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Suzanne Saad Mohammed Ali Email: <a href="mailto:suzanne.al-khafaji@uobabylon.edu.iq">suzanne.al-khafaji@uobabylon.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a comprehensive understanding of English grammar structures.</li> <li>• Apply effective methods for teaching grammar to undergraduate learners.</li> <li>• Analyze common grammatical errors and design corrective teaching strategies.</li> <li>• Develop engaging lesson plans and activities for grammar instruction.</li> <li>• Assess students' grammatical proficiency using appropriate evaluation methods.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1- Problem-Based Learning (PBL)</li> <li>2- Seminar Discussions</li> <li>3- Collaborative Learning</li> <li>4- Research-Based Learning</li> <li>5- Reflective Learning.</li> </ol>

10. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Thomson, A. J. and A. V. Martinet A practical English Grammar 4th Ed
Main references (sources)	Perfect English Verbs
Recommended books and references (scientific journals, reports...)	English for English Speakers Beginner: Level 1
Electronic References, Websites	

### Assessment Components

- Participation & Homework:
- Midterm Quiz (Week 7):
- Writing Portfolio (10 assignments):
- Oral Presentation (Week 12):
- Final Exam (Listening, Reading, Grammar):

### Course Description:

This course provides an in-depth understanding of English grammar and effective methods for teaching it to undergraduate students. It explores key grammatical concepts, teaching strategies, and practical applications in language instruction. The course emphasizes both theoretical and practical aspects of grammar teaching, helping students develop the necessary skills to explain, analyze, and apply grammatical rules in real-world classroom settings.

### Course Structure (15 Weeks)

- Week 1: Introduction & Study Skills  
introduction to the course Review Method and Rubric
- Week 2: Articles.
- Week 3: Nouns. Kinds, Gender, Number, etc

- Week 4 Review and Remedial Work
- Week 5: Adjectives: kinds, position. Adverbs: kinds, form, order, comparison, construction
- Week 6: Adverbs: kinds, order, comparison, construction form and use, formation, position.
- Week 7: Assignment Test Feedback and Remedial Work
- Week 8: all, each, every, both, neither, either, some, any, no, none
- Week 9: interrogatives: wh- words and how?
- Week 10: Possessive, personal and reflexive pronouns: my, mine, I, myself, etc
- Week 11: Review and Remedial Work Relative pronouns and clauses
- Week 13: Assignment Test r. Feedback and Remedial Work
- Week 14: Prepositions
- Week 15 : Review and Remedial Work

## 1. Program Vision

The program aims to foster a deep appreciation and understanding of Grammar by equipping students with analytical skills to explore tenses, sentence' construction, and sentence analysis. It seeks to inspire critical thinking and a lifelong engagement with Grammar as a basic for fostering students' ability to communicate in academic professional, and social contexts.

## 2. Program Mission

The mission of the program is to provide students with a foundational understanding of grammar through cultivating a deep understanding of English language structure and usage. The task is also to develop student's ability to understand and apply grammatical concepts in academic, professional, everyday communication.

## 3. Program Objectives

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

## 4. Program Accreditation

.80% monthly exams  
10% quizzes  
10% class activity

## 5. Other external influences

No

## 6. Program Structure

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

<b>Department</b>	one			
<b>Requirements</b>				
<b>Summer Training</b>				
<b>Other</b>	The course is basic			

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Fourth stage		Grammar	2	

8. Expected learning outcomes of the program	
<b>Knowledge</b>	
Learning Outcomes 1	Demonstrate a thorough understanding of grammatical issues, including syntactic forms and structures.
<b>Skills</b>	
Learning Outcomes 2	<ul style="list-style-type: none"> <li>Analyze sentences to find out the tenses used in them.</li> <li>Apply transformational rules on sentences to draw tree diagrams for them and give their formulas.</li> <li>Communicate effectively and correctly in written and oral presentations.</li> </ul>
Learning Outcomes 3	
Learning Outcomes 4	
<b>Ethics</b>	
	Exhibit academic integrity and ethical standards in research, analysis, and discussion of literary texts, respecting diverse perspectives and cultural contexts.

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

10. Evaluation methods
Exam Quizzes Group work

## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
		Yes			1	

### Professional Development

#### Mentoring new faculty members

- Establishing programs to guide new faculty members in teaching strategies, and research methodologies.
- Pair new faculty members with mentors who are experienced enough to foster professional growth and adaptation to institutional culture.

#### Professional development of faculty members

- Organize workshops and conferences to envisage the latest advancements in teaching strategies of grammar.
- Encourage participation in academic research projects, and higher education courses.

## 12. Acceptance Criterion

It depends on college regulations.

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

### Textbooks:

Liles, Bruce. (1971). An Introductory Transformational Grammar. New Jersey: Prentice Hall, Inc.

## 14. Program Development Plan

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

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

## Course Description Form

1. Course Name: Grammar					
2. Course Code:					
3. Semester / Year: 2025-2026					
4. Description Preparation Date:1/9/2025					
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		Lect. Dr. Noor Othman Adday <a href="mailto:bas656.nour.athman@uobabylon.edu.iq">bas656.nour.athman@uobabylon.edu.iq</a>			
Email					
8. Course Objectives					
<b>Course Objectives</b>					
1. Develop fundamental competence				.....	
2. Enhance analytical skills				.....	
3. Promote practical application				.....	
4. Strengthen vocabulary and syntax					
5. Foster communication skills					
9. Teaching and Learning Strategies					
<b>Strategy</b>		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 to Transformational Grammar	Traditional Grammar Structural Grammar	Lecture/ board	group work
W2	2	Introduction to Transformational Grammar	Transformational Grammar	Lecture/ audio-video material	Quiz
W3	2	The structure of the sentence	Phrase Structure Rules	Lecture/ audio-video material	group work

W4	2	The Auxiliary	Expansion of Phrase Structure Rules	Lecture/ audio-video material	Quiz + group work
W5	2	Lexical Features	Transitive and Intransitive Restrictions	Lecture/ audio-video material	Quiz + group work
W6	2	Lexical Features	Subject-Verb Restrictions	Lecture/ audio-video material	Quiz + group work
W7	2	Lexical Features	Determiner and Noun Restrictions	Lecture/ audio-video material	Quiz + group work
W8	2	The Negative Transformation	Negation in Transformation Rules	Lecture/ audio-video material	Quiz + group work
W9	2	Question Transformations	Transformation of yes/no Q	Lecture/ audio-video material	Quiz + group work
W10	2	Question Transformations	Transformation of wh Q	Lecture/ board	Quiz
W11	2	Transformational Rules	Processes of Transformation and Adverbial Movement	Lecture/ audio-video material	Quiz + group work
W12	2	Transformational Rules	Indirect Object and Imperatives	Lecture/ audio-video material	Quiz
W13	2	The Passive Transformation	The Passive Transformation	Lecture/ board	Quiz + group work
W14	2	Principles of Transformational Grammar	Principles of Transformational Grammar	Lecture/ audio-video material	group work

<b>11. Course Evaluation</b>					
Exams 30, quizzes 5, Daily activity 5					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)			Liles, Bruce. (1971). An Introductory Transformational Grammar. New Jersey: Prentice Hall, Inc.		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

## University Course Syllabus

### Course Title: Drama I

College: College of Basic Education

Department: English Language

Academic Stage: Second Year

Semester: Fourth Semester

Credit Units: 3

Weekly Contact Hours: 3

### Course Description

This course introduces students to the fundamental concepts of drama through both theoretical and practical approaches. It focuses on plot and dramatic structure, characterization, dialogue and monologue, theatrical space, and major types of drama. The course emphasizes critical reading and analysis of selected modern plays in order to develop students' analytical, interpretive, and performance-oriented skills, as well as their understanding of the relationship between dramatic text and theatrical performance.

### Course Objectives

- To understand the basic theoretical foundations of drama.
- To develop the ability to analyze dramatic texts using academic and critical terminology.
- To identify and analyze character construction and dramatic functions.
- To recognize the significance of theatrical elements such as setting, stage directions, props, and costume.
- To distinguish between major dramatic genres and forms.
- To apply critical approaches to the analysis of selected modern plays.

### Intended Learning Outcomes

By the end of the course, students will be able to:

- Analyze dramatic texts using appropriate literary and dramatic concepts.
- Differentiate between various types of drama and their defining characteristics.
- Examine themes, character development, and dramatic conflict.
- Establish connections between the written dramatic text and its stage performance.
- Demonstrate critical thinking through written and oral discussions of drama.

### Weekly Course Plan

Week 1: Plot and Dramatic Structure – Introduction and Overview

Week 2: Plot and Dramatic Structure – In-depth Analysis

Week 3: Characterization – Protagonist and Antagonist

- Week 4: Character Development, Dialogue, and Monologue
- Week 5: Setting, Stage Directions, Props, and Costume
- Week 6: Performance and Production – Acting Techniques, Directing, and Stage Design
- Week 7: Types of Drama – Tragedy, Comedy, and Absurd Drama
- Week 8: Types of Drama – Full-Length Plays and One-Act Plays
- Week 9: Edward Albee’s *The Zoo Story* – Introduction and Critical Analysis
- Week 10: *The Zoo Story* – Themes and Character Analysis
- Week 11: Nick Payne’s *Constellations* – Introduction and Critical Analysis
- Week 12: *Constellations* – Themes and Character Analysis
- Week 13: Branden Jacobs-Jenkins’s *Gloria* – Introduction and Critical Analysis
- Week 14: *Gloria* – Themes and Character Analysis
- Week 15: Course Review and Practical Exercises in Performance and Production

### **Teaching Methods**

- Interactive lectures
- Classroom discussion
- Textual and critical analysis
- Student presentations
- Practical and performance-based activities

### **Assessment Methods**

- Attendance and class participation
- Quizzes and short tests
- Written assignments and analytical reports
- Final examination

### **References**

- Barnet, Sylvan. *A Dictionary of Literary, Dramatic, and Cinematic Terms*.
- Cuddon, J. A., & Habib, M. A. R. *The Penguin Dictionary of Literary Terms and Literary Theory*.
- Albee, Edward. *The Zoo Story*.

# Reading Comprehension

Bachelor in EFL

Department of English Language

College of Basic Education, University of Babylon



## COURSE SYLLABUS

Instructor:	Asst. Prof. Kadhim Muhammad Musa	Term:	1 <sup>st</sup> Course, 2025-2026
Office:	Department of English Language College of Basic Education	Class Meeting Days Lecture time:	Sundays Two Hours
E-Mail:	<a href="mailto:bsc.kadhim.mohammed@uobabylon.edu.iq">bsc.kadhim.mohammed@uobabylon.edu.iq</a>	Class Location: Stage:	Department of English 1 <sup>st</sup> Morning & Evening
		No. of Units:	2

### Course Overview

This course is designed to develop first-year English language students' reading comprehension skills while integrating listening, speaking, writing, pronunciation, and basic grammar instruction. The course adopts a communicative and skills-integrated approach, enabling students to comprehend, interpret, and respond to a variety of short texts related to everyday topics and real-life contexts.

Throughout the course, students are exposed to carefully sequenced units that focus on vocabulary development, pronunciation features (such as stress, intonation, and connected speech), and functional grammar structures essential for understanding written texts. Reading tasks are supported by listening activities and followed by speaking and writing exercises that reinforce comprehension and promote meaningful language use.

The course emphasizes practical language functions, including self-introduction, describing daily routines, expressing preferences, talking about family, narrating past events, describing places and people, and sharing personal experiences. Grammar instruction is contextualized within reading passages and communicative tasks, covering structures such as *be*, *do*, demonstratives, present

continuous, adverbs of frequency, simple past, *there is/there are*, and present perfect forms.

Assessment is continuous and formative, including assignments, two assessment tests, remedial feedback sessions, and guided free-reading practice to enhance fluency and learner autonomy. By the end of the course, students are expected to demonstrate improved reading comprehension, accurate use of basic grammatical structures, clearer pronunciation, and greater confidence in spoken and written communication.

The course is based on *Cambridge Interchange 1 (3rd Edition)* by Jack C. Richards and is aligned with international standards for beginner-level English language instruction.

## **Course Objectives**

By the end of this course, students will be able to:

1. Develop foundational reading comprehension skills by understanding the main ideas, supporting details, and specific information in short, level-appropriate texts.
2. Expand basic academic and everyday vocabulary related to personal information, daily routines, family, places, and experiences.
3. Demonstrate improved listening comprehension and pronunciation, with attention to stress, intonation, and connected speech patterns.
4. Use basic grammatical structures accurately in context, including *be*, *do*, demonstratives, present continuous, adverbs of frequency, simple past, *there is/there are*, and present perfect forms.
5. Communicate effectively in spoken English through simple interactions such as introducing oneself, describing people and places, expressing preferences, and narrating past events.
6. Produce short, coherent written texts (e.g., emails, messages, postcards, short descriptions) that reflect comprehension of reading materials.
7. Apply reading strategies such as skimming, scanning, predicting, and inferencing to enhance understanding and reading efficiency.
8. Participate actively in guided reading and free-reading activities, demonstrating increased fluency and learner autonomy.
9. Integrate reading, listening, speaking, and writing skills to respond meaningfully to texts in communicative and academic contexts.

## Required Texts and Materials

*Cambridge Interchange 1 (3rd Edition)* by Jack C. Richards.

### Schedule

Week	Unit	Unit Title	Listening / Pronunciation	Speaking	Writing	Grammar
1	Unit 1	<i>Please, call me Beth.</i>	Listening for linked sounds and names of countries	Introducing yourself, introducing someone, checking information, exchanging personal information, saying hello and goodbye	Questions requesting personal information	Wh-questions and statements with <b>be</b>
2	Unit 2	<i>How do you spend your day?</i>	Syllable stress	Describing work and school	Writing a biography of a classmate	Yes–No questions and short answers with <b>be</b>
3	Unit 3	<i>How much is it?</i>	Sentence stress	Talking about prices, selling and buying things	A comparison of prices in different countries	Demonstratives
4	Unit 4	<i>Do you like rap?</i>	Intonation in questions	Talking about likes and dislikes	Writing a text message	Yes–No and Wh-questions with <b>do</b>
5	Unit 5	<i>Tell me about your family.</i>	Intonation in statements	Talking about families and family members	An e-mail about family	Present continuous: Yes–No and Wh-questions and statements
6	Unit 6	<i>How often do you exercise?</i>	Intonation with direct address	Asking about and describing routine and exercise	Favorite activities	Adverbs of frequency
7	—	Assignment Test 1	—	Feedback and Remedial Work	—	—
8	Unit 7	<i>We had a great time!</i>	Reduction of <i>did you</i>	Talking about past events	A postcard	Simple past: Yes–No and Wh-questions
9	Unit 8	<i>What's your neighborhood like?</i>	Reduction of <i>there is / there are</i>	Asking about and describing location	“The world in one neighborhood”	There is / There are
10	Unit 9	<i>What does she look like?</i>	Contrastive stress	Asking about and describing people	An e-mail describing people	Questions for describing people

11	Unit 10	<i>Have you ever ridden a camel?</i>	Linked sounds	Describing past experiences	A letter to an old friend	Present perfect: Yes-No and Wh-questions
12	—	Assessment Test 2	—	Feedback and Remedial Work	—	—
13	—	Free Reading Practice	—	—	—	—
14	—	Free Reading Practice	—	—	—	—
15	—	Review and Assessment	—	—	—	—

## Assessment

Assessment	Percent of Final Grade
1 <sup>st</sup> monthly exam	15%
2 <sup>nd</sup> monthly exam	15%
Participation and quizzes	5%
Term paper	5%
Final exam	60%
Final score	100%

Grading Scale (%)	
90-100	A (excellent)
80 - 89	B (very good)
70 - 79	C (good)
60 - 69	D (medium)
50-59	E (satisfactory)
0 - 49	F (fail)

# Testing and Assessment

Bachelor in EFL

Department of English Language

College of Basic Education, University of Babylon



## COURSE SYLLABUS

Instructor:	Lect. Ameer Salman Hussein	Term:	1 <sup>st</sup> Course, 2025-2026
Office:	Department of English Language College of Basic Education	Class Meeting Days	Sundays & Mondays
E-Mail:	ameer.salman@uobabylon.edu.iq	Lecture time:	Two Hours
		Class Location:	Department of English
		Stage:	4 <sup>th</sup> Morning & Evening
		No. of Units:	2

### I. University Course Catalog Description

Examines the important terms that are used throughout the studying course such as testing, assessment, measurement and evaluation. In addition to that, the main types of tests are given to make students able to write and design such tests in their work as teachers. Moreover, the most important and widely used techniques are explained with the most useful elements that are required for producing an effective English language test.

### II. Course Overview

This Course begins with the definitions of the test, testing, assessment, measurement, and evaluation. Then, the features of good test and the main types of tests are explained narrowing the focus to those important types that are considered essential in every stage of teaching to test EFL learners through the four skills, reading, writing, speaking, and listening. Finally, the main strategies are shown to design objective and subjective tests in grammar, vocabulary, comprehension, and oral skills.

### III. Course Objectives

By the end of this course, students will be able to:

1. Know the concept of tests.
2. Distinguish between the concepts of testing, measurement and evaluation and the importance of each of them.

3. Understand the main types of tests and the mechanism for correcting them.
4. Critically analyze each type of test by knowing the steps of writing, advantages and disadvantages.
5. Design and write objective questions with all their strategies.
6. Design and write subjective questions with all their strategies.
7. Formulate questions to test all skills

#### IV. Required Texts and Materials

Collected lectures prepared by the instructor from different sources

#### V. Schedule

Week	Topic	Required & Supplemental Reading Assignments
1 <sup>st</sup>	Definitions of test, testing, assessment, measurement and evaluation.	Testing Sheet
2 <sup>nd</sup>	Characteristics of a good test	=
3 <sup>rd</sup>	Test construction and administration	=
4 <sup>th</sup>	Types of tests	=
5 <sup>th</sup>	<b>1<sup>st</sup> Monthly Exam</b>	=
6 <sup>th</sup>	Objective and subjective test	=
7 <sup>th</sup>	Tips for designing a good MCQ	=
8 <sup>th</sup>	Matching items	=
9 <sup>th</sup>	Techniques of subjective test	=
10 <sup>th</sup>	<b>2<sup>nd</sup> Monthly Exam</b>	=
11 <sup>th</sup>	Testing Grammar	=
12 <sup>th</sup>	Testing vocabulary	=
13 <sup>th</sup>	Testing writing	=
14 <sup>th</sup>	Testing reading comprehension	=
15 <sup>th</sup>	<b>3<sup>rd</sup> Monthly Exam (Comprehensive and Optional)</b>	=

\* Note: The Schedule is subject to revision

## VI. Basis for Final Grade

Assessment	Percent of Final Grade
1 <sup>st</sup> monthly exam	15%
2 <sup>nd</sup> monthly exam	15%
Participation and quizzes	5%
Term paper	5%
Final exam	60%
Final score	100%

Grading Scale (%)	
90-100	A (excellent)
80 - 89	B (very good)
70 - 79	C (good)
60 - 69	D (medium)
50-59	E (satisfactory)
0 - 49	F (fail)

## نموذج وصف المقرر

١. اسم المقرر	
الادارة والاشراف	
٢. رمز المقرر	
/	
٣. الفصل / السنة	
الكورس الاول للعام الدراسي 2026/2025	
٤. تاريخ إعداد هذا الوصف	
25/1/2026	
٥. أشكال الحضور المتاحة	
٦. عدد الساعات الدراسية (الكلية / عدد الوحدات) (الكلية)	
2	
٧. اسم مسؤول المقرر الدراسي ( إذا أكثر من اسم يذكر )	
الاسم: م.د. امنة حاتم عبد الواحد البريد الإلكتروني: bsc.amnaa.husun@uobabylon.edu.iq	
٨. اهداف المقرر	
اهداف المادة الدراسية	<ol style="list-style-type: none"> <li>1- يعرف الادارة التربوية.</li> <li>2- يعدد نظريات الادارة.</li> <li>3- يوضح وظائف الادارة.</li> <li>4- يعرف انماط الادارة التربوية.</li> <li>5- يبين مفهوم القيادة.</li> <li>6- يعدد نظريات القيادة.</li> <li>7- يعدد نماذج السلوك القيادي.</li> <li>8- يعرف الادارة الصفية</li> <li>9- يعرف الاشراف التربوي.</li> <li>10- يوضح مفهوم التقويم التربوي.</li> </ol>
٩. استراتيجيات التعليم والتعلم	
الاستراتيجية	<ol style="list-style-type: none"> <li>1- طريقة المناقشة</li> <li>2- طريقة الاستجواب</li> <li>3- طريقة العصف الذهني</li> <li>4- طريقة لعب الادوار</li> </ol>

١٠. بنية المقرر					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
الاسبوع الاول	3		الادارة التربوية	المناقشة	اختبارات يومية
الاسبوع الثاني	3		نظريات الادارة	الاستجواب	اختبارات يومية
الاسبوع الثالث	3		وظائف الادارة	العصف الذهني	اختبارات يومية
الاسبوع الرابع	3		انماط الادارة التربوية	المناقشة	اختبارات يومية
الاسبوع الخامس	3		مفهوم القيادة	المناقشة والاستجواب	اختبارات يومية
الاسبوع السادس	3		نظريات القيادة -	مناقشة والعصف الذهني	اختبارات يومية
الاسبوع السابع	3		نماذج السلوك القيادي	المناقشة والاستجواب	اختبارات يومية
الاسبوع الثامن	3		الادارة الصفية	المناقشة	اختبارات يومية
الاسبوع التاسع	3		الاشراف التربوي	لعاب الادوار	اختبارات يومية

### ١١. تقييم المقرر

توزيع الدرجة من 011 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفهوية والشهوية والتحضيرية والتقارير.... الخ

### ١٢. مصادر التعلم والتدريس

لا يوجد	الكتب المقررة المطلوبة ( المنهجية أن وجدت )
لا يوجد	كتاب الإدارة والاشراف لذكاتور ضياء العرنوسي وحيدر حاتم العجرش واخرون
لا يوجد	المراجع الرئيسية ( المصادر )
لا يوجد	الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير.... )
لا يوجد	المراجع الإلكترونية ، مواقع الانترنت

## نموذج وصف المقرر

١. اسم المقرر	
طرائق التدريس العامة	
٢. رمز المقرر	
/	
٣. الفصل / السنة	
الكورس الاول للعام الدراسي 2026/2025	
٤. تاريخ إعداد هذا الوصف	
25/1/2026	
٥. أشكال الحضور المتاحة	
٦. عدد الساعات الدراسية (الكلية / عدد الوحدات) (الكلية)	
3	
٧. اسم مسؤول المقرر الدراسي ( إذا أكثر من اسم يذكر )	
الاسم: م.د امنة حاتم عبد الواحد البريد الإلكتروني: bsc.amnaa.husun@uobabylon.edu.iq	
٨. اهداف المقرر	
اهداف المادة الدراسية	<ol style="list-style-type: none"> <li>1- يعرف نظريات التدريس.</li> <li>2- يعدد مصطلحات التدريس.</li> <li>3- يوضح مهارات التدريس.</li> <li>4- يعرف مفهوم التدريس الفعال.</li> <li>5- يبين مفهوم تنويع التدريس واستراتيجياته.</li> <li>6- يعدد طرائق التدريس شائعة الاستخدام.</li> <li>7- يعدد طرائق التدريس القائمة على البحث.</li> <li>8- يعرف مفهوم التعلم التعاوني والفردي</li> <li>9- يعرف طرائق التدريس القائمة على الابداع والابتكار.</li> </ol>
٩. استراتيجيات التعليم والتعلم	
الاستراتيجية	<ol style="list-style-type: none"> <li>1- طريقة المناقشة</li> <li>2- طريقة الاستجواب</li> <li>3- طريقة العصف الذهني</li> <li>4- طريقة لعب الادوار</li> </ol>

١٠. بنية المقرر					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
الاسبوع الاول	3	يعرف نظريات التدريس	مفهوم نظريات التدريس	المناقشة	اختبارات يومية
الاسبوع الثاني	3	يعرف مصطلحات التدريس	مصطلحات التدريس	الاستجواب	اختبارات يومية
الاسبوع الثالث	3	يعرف مهارات التدريس	مهارات التدريس	العصف الذهني	اختبارات يومية
الاسبوع الرابع	3	يعرف التدريس الفعال	التدريس الفعال	المناقشة	اختبارات يومية
الاسبوع الخامس	3	يعرف تنوع التدريس واستراتيجياته	تنوع التدريس واستراتيجياته	المناقشة والاستجواب	اختبارات يومية
الاسبوع السادس	3	طرائق التدريس شائعة 'يعرف الاستخدام	مفهوم طرائق التدريس شائعة الاستخدام	مناقشة والعصف الذهني	اختبارات يومية
الاسبوع السابع	3	يعرف طرائق التدريس قائمة على البحث	طرائق التدريس القائمة على البحث	المناقشة والاستجواب	اختبارات يومية
الاسبوع الثامن	3	يعرف مفهوم التعلم التعاوني والفردي	مفهوم التعلم التعاوني	المناقشة	اختبارات يومية
الاسبوع التاسع	3	يعرف طرائق التدريس القائمة على البحث والابتكار	طرائق التدريس القائمة على البحث والابتكار	لعب الادوار	اختبارات يومية

### ١١. تقييم المقرر

توزيع الدرجة من 011 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشرفية والشهرية والتقريرية والتقارير .... الخ

### ١٢. مصادر التعلم والتدريس

لا يوجد	الكتب المقررة المطلوبة ( المنهجية أن وجدت )
لا يوجد	المراجع الرئيسية ( المصنفة ) المصنفة للتدريس لدكتوراه ابتسام صاحب الزويني وايضا كتاب طرائق التدريس العامة لدكتورة ابتسام صاحب
لا يوجد	الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير .... )
لا يوجد	المراجع الإلكترونية ، مواقع الانترنت

College of Basic Education.

University of Babylon.

Dept. of English.

Course Description:

Lect. Assal Hani Hamza

Essay / Third Stage.

First Semester 2025-2026.

Completion Rate: (4<sup>th</sup> week).

Week One: Introduction to Essays

Done

Week Two: Types of Essays

Done

Week Three: structure of an essay

Done

Week four: Examples for Essays

Done

Week Five: The Importance of the topic sentence + Practice Writing

Week Six: Tips for Essay Writing+ Practice Writing

Week Seven: The Five Parts of an Essay+ Practice Writing

Week Eight: How to Write an Essay: 10 Easy Steps (part 1)

Week Nine: How to Write an Essay: 10 Easy Steps (part 2)

Week Ten: How to Write an Essay: Monthly Exam+ Practice Writing

Week Eleven: How to Write an Essay: 10 Easy Steps (part 1)

Week Twelve: How to Write an Essay: 10 Easy Steps (part 2)

Week Thirteen: 9 steps for writing a great essay + Practice Writing

Week Fourteen: A few ways to make your essay more acceptable+ Practice Writing

Note: Holidays may cause changes to this table..

**Subject:** Grammar

**Department:** English

**Stage:** Fourth

**Teacher name:** Lect. Dr. Noor Othman Adday

**Syllabus:**

<b>Weeks</b>	<b>Material</b>	<b>Achievement</b>
<b>Week 1</b>	<b>Chapter One :</b> Grammars of English	Done
<b>Week 2</b>	<b>Chapter Two:</b> The Structure of the Sentence	Done
<b>Week 3</b>	<b>Chapter Three:</b> The Auxiliary	Done
<b>Week 4</b>	<b>Chapter Four:</b> Lexical Features (Divisions of Transformational Grammar)	
<b>Week 5</b>	((First Monthly Exam))	
<b>Week 6</b>	<b>Chapter Four:</b> Lexical Features (Determiner and Noun Restrictions)	
<b>Week 7</b>	<b>Chapter Five:</b> The Negative Transformation	
<b>Week 8</b>	<b>Chapter Six:</b> Question Transformations	
<b>Week 9</b>	<b>Chapter Seven:</b> Transformational Processes	
<b>Week 10</b>	((Second Monthly Exam))	
<b>Week 11</b>	<b>Chapter Eight:</b> The Passive Transformation 1	
<b>Week 12</b>	<b>Chapter Eight:</b> The Passive Transformation 2	
<b>Week 13</b>	<b>Chapter Nine:</b> Principles of Transformational Grammar 1	
<b>Week 14</b>	<b>Chapter Nine:</b> Principles of Transformational Grammar 2	

**University of Babylon**  
**College of Basic Education**  
**English Department**

**Course Syllabus: Methods of Teaching**

**1. Course Title:** Methods of Teaching

**2. Course Type:**

Theoretical / Practical (depending on the program)

**3. Course Objectives:**

By the end of this course, students are expected to:

1. To provide university students with a solid theoretical foundation in teaching methodologies, learning theories, and instructional principles that guide effective classroom practice.
2. To enable students to connect educational theories with real classroom situations and apply appropriate teaching methods based on learners' needs, objectives, and contexts.
3. To equip students with practical skills such as lesson planning, classroom management, material selection, assessment design, and the use of teaching aids and technology.
4. To encourage students to critically reflect on their teaching practices, evaluate their effectiveness, and continuously improve through self-assessment and feedback.
5. To help students recognize individual differences among learners (e.g., learning styles, proficiency levels, motivation, and cultural background) and adapt teaching methods accordingly.

**4. Course Content:**

Week	Topic
1.	Teaching and Learning
2.	Grammar Translation Method
3.	The direct Method
4.	Audio – lingual Method
5.	Silent way
6.	Desuggestopedia
7.	Community Language Learning (CLL)
8.	Exam1
9.	Total Physical Responses (TRP)
10.	Communicative Language Teaching

11.	Content –Based Instruction
12.	Task – based Teaching
13.	Participatory Approaches
14.	Exam 2
15.	Review

### **5. Teaching Methods:**

- Classroom discussions
- reading activities
- Group comprehension tasks and exercises
- Contextual practice

### **6. Assessment Tools:**

Assessment Type	Marks
Assignments and class activities	10
Quizzes	10
Participation and discussion	10
Final exam	20
<b>Total</b>	<b>50</b>

### **7. Recommended Reference:**

- Techniques and Principles in Language Teaching by Diane Larsen, Freeman. Third Edition. Oxford.

Instructor:

Prof. Dr. Sabeeha Hamza Dehham

اسم التدريسي الثلاثي: د. رسل عاصم عبود

اللقب العلمي: استاذ مساعد

المادة (المواد) التي يدرسها للكورس الثاني: منهج بحث / مرحلة ثالثة

عدد الساعات الفعلية: 10

المفردات التي ستدرس مقسمة على 14 اسبوع

وحدات منهج البحث: 2

المفردات	الاسابيع	ت
<b>TEN STEPS FOR WRITING RESEARCH PAPERS</b>	الاسبوع 1	1.
<b>What is a Research Paper?</b>	الاسبوع 2	2.
<b>Method Outlined</b>	الاسبوع 3	3.
<b>Writing an Abstract</b>	الاسبوع 4	4.
<b>The Contents of an Abstract</b>	الاسبوع 5	5.
<b>Exam</b>	الاسبوع 6	6.
<b>When to Write Your Abstract</b>	الاسبوع 7	7.
<b>Gather Sources</b>	الاسبوع 8	8.
<b>How to Make an Outline? What is an Outline?</b>	الاسبوع 9	9.
<b>Make the Outline</b>	الاسبوع 10	10.
<b>WHY DO WE CITE?</b>	الاسبوع 11	11.
<b>MLA vs. APA: What's the difference?</b>	الاسبوع 12	12.

<b>Quoting</b>	الاسبوع 13	<b>13.</b>
<b>Exam</b>	الاسبوع 14	<b>14.</b>

# Practical education ( وصف و مفردات مقرر المشاهده )

Instructor: Asst.Lect. Alaa Faris Hadi

Department of English Language

College of Basic Education, University of Babylon

1<sup>st</sup> course 2025-2026

4<sup>th</sup> morning & evening study

## Course Overview

This course provides fourth-year students with the opportunity to apply theoretical knowledge of teaching English in real classroom settings. Through guided school visits and supervised teaching practice, students observe experienced teachers, analyze classroom dynamics, and gradually assume teaching responsibilities. The course bridges the gap between theory and practice, helping future teachers develop essential skills in lesson planning, classroom management, and student assessment.

During the visits, students engage in reflective observation, deliver micro-teaching sessions, and receive feedback from both mentors and university supervisors. Emphasis is placed on professional behavior, effective communication, and adaptability in diverse learning environments. By the end of the course, students are expected to demonstrate the ability to plan and conduct English lessons confidently and competently in school contexts.

## Course Objectives:

1. Observe and analyze classroom teaching practices in real school settings.
2. Apply pedagogical theories to practical teaching situations.
3. Design and implement English language lessons for school students.
4. Develop classroom management and communication skills.
5. Reflect critically on their teaching experiences to improve professional performance.

Week No.	Syllabus	
1 <sup>st</sup>	The Concept Observation and its Importance	Done
2 <sup>nd</sup>	Student Observer Duties	Done
3 <sup>rd</sup>	Preparing the Study Plan and Defining Practical observes	Done
4 <sup>th</sup>	Visiting a School in Primary Education	Done
5 <sup>th</sup>	Visiting a School in Primary Education	
6 <sup>th</sup>	Visiting a School in Primary Education	
7 <sup>th</sup>	Visiting a School in Primary Education	
8 <sup>th</sup>	Visiting a School in Primary Education	
9 <sup>th</sup>	Visiting a School in Primary Education	
10 <sup>th</sup>	Visiting a School in Primary Education	
11 <sup>th</sup>	Visiting a School in Primary Education	
12 <sup>th</sup>	Discuss School Visit Notes	
13 <sup>th</sup>	Present an Individual Lesson	
14 <sup>th</sup>	Present an Individual Lesson	

# Practical education (Observation)

(وصف و مفردات مقرر المشاهده)

Asst.Lect. Hasan Majid Mohammed

Department of English Language

College of Basic Education- University of Babylon

1<sup>st</sup> course - 2025-2026

4<sup>th</sup> morning & evening study

## Course Overview

This course provides fourth-year students with the opportunity to apply theoretical knowledge of teaching English in real classroom settings. Through guided school visits and supervised teaching practice, students observe experienced teachers, analyze classroom dynamics, and gradually assume teaching responsibilities. The course bridges the gap between theory and practice, helping future teachers develop essential skills in lesson planning, classroom management, and student assessment.

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## Course Objectives:

1. Observe and analyze classroom teaching practices in real school settings.
2. Apply pedagogical theories to practical teaching situations.
3. Design and implement English language lessons for school students.
4. Develop classroom management and communication skills.
5. Reflect critically on their teaching experiences to improve professional performance.

Week No.	Syllabus	
1 <sup>st</sup>	The Concept Observation and its Importance	Done
2 <sup>nd</sup>	Student Observer Duties	Done
3 <sup>rd</sup>	Preparing the Study Plan and Defining Practical observes	Done
4 <sup>th</sup>	Visiting a School in Primary Education	Done
5 <sup>th</sup>	Visiting a School in Primary Education	
6 <sup>th</sup>	Visiting a School in Primary Education	
7 <sup>th</sup>	Visiting a School in Primary Education	
8 <sup>th</sup>	Visiting a School in Primary Education	
9 <sup>th</sup>	Visiting a School in Primary Education	
10 <sup>th</sup>	Visiting a School in Primary Education	
11 <sup>th</sup>	Visiting a School in Primary Education	
12 <sup>th</sup>	Discuss School Visit Notes	
13 <sup>th</sup>	Present an Individual Lesson	
14 <sup>th</sup>	Present an Individual Lesson	

**Subject: Grammar**

**Department: English**

**Stage: Third Stage**

**Teacher name: Lect. Naima Jassim Abbas**

**Syllabus: First Course- 2025-2026**

<b>Weeks</b>	<b>Material</b>
<b>Week 1</b>	- <b>Types of verbs generally</b>
<b>Week 2</b>	- <b>Main verbs and auxiliaries</b>
<b>Week 3</b>	- <b>Transitive and intransitive</b>
<b>Week 4</b>	- <b>Transitive and intransitive</b>
<b>Week 5</b>	- <b>Action and stative</b>
<b>Week 6</b>	- <b>Linking verbs</b>
<b>Week 7</b>	- <b>Non –finite verbs: a. infinitive b. gerund c. participle</b>
<b>Week 8</b>	- <b>Assessment Test 1</b>
<b>Week 9</b>	- <b>Primary auxiliaries</b>
<b>Week 10</b>	- <b>Model auxiliaries verbs</b>
<b>Week 11</b>	- <b>Prepositions of place</b>
<b>Week 12</b>	- <b>Prepositions of time</b>
<b>Week 13</b>	- <b>Prepositions + adjectives</b>
<b>Week 14</b>	- <b>Assessment Test 2</b>

**Text books Required : Oxford Practice Grammar by\ John Esastwood**

**Subject:** Linguistics

**Department:** English

**Stage:** Third Stage

**Teacher name:** Lect. Hayat Hasan Kadhim

**Syllabus:** First Course- 2025-2026

<b>Weeks</b>	<b>Material</b>
<b>Week 1</b>	- What is linguistics? - What is a linguist?
<b>Week 2</b>	- How does linguistics differ from traditional grammar?
<b>Week 3</b>	- What is language? - The Origin of Language
<b>Week 4</b>	- Properties of Human Language
<b>Week 5</b>	- Assessment Test
<b>Week 6</b>	- The study of language - Three major directions in linguistics
<b>Week 7</b>	- Language and Society - Dialect and Accent - Speech and Writing
<b>Week 8</b>	- Language and Society - Language and Sex - Multilingual Communities - Pidgin and creole
<b>Week 9</b>	- Language and mind - Psycholinguistics  - Language Acquisition - Speech Production
<b>Week 10</b>	- Assessment Test
<b>Week 11</b>	- Language and Mind - Slips of the tongue - Language and the Brain
<b>Week 12</b>	- Language and Style - Style and Stylistics
<b>Week 13</b>	- Language changes - Why and how languages change?

## Course Description Form

1. Course Name:					
2. Course Code:					
3. Semester / Year:					
First semester					
4. Description Preparation Date:					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Rawaa Jawad Kadhi    basic.rawa.jawad@uobabylon.edu.iq					
Email: <span style="background-color: #cccccc; display: inline-block; width: 100px; height: 15px;"></span>					
8. Course Objectives					
<b>Course Objectives</b>			<b>1-</b> Understand basic English grammar structures <b>2-</b> Communicate effectively in everyday situations <b>3-</b> Develop vocabulary related to daily life <b>4-</b> Improve reading comprehension skills <b>5-</b> Build confidence in using English orally and in writing		
9. Teaching and Learning Strategies					
<b>Strategy</b>	1-Communicative Language Teaching 2-Interactive and Student-Centered Learning 3- Continuous Assessment and Feedback				
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>

<b>1w</b>	2	Identify the main parts of speech (noun, verb, adjective, pronoun, preposition, conjunction).	Parts of a speech	Teacher explanation with examples  PPT  Sentence-building activities  Group work (sorting words into categories)	Oral questioning
<b>2w</b>	2	Use the simple present to talk about daily routines and facts.  Form affirmative, negative, and interrogative sentences.  Use the present continuous to describe actions happening now.  Differentiate between simple present and present continuous.	Simple present Present continuous	Explanation with daily routine examples  Role play (talking about daily activities)  Pair work (asking and answering questions)  Board exercises	Quiz
<b>3w</b>	2	Use the simple past to talk about completed actions.  Form sentences with regular and irregular verbs.  Ask and answer questions about past events.	Simple past	Demonstration using pictures or actions  PPT  Pair and group speaking tasks  Comparison with simple present	Quiz

<b>4w</b>	2	<p>Use <b>will</b> and <b>going to</b> to talk about future actions.</p> <p>Make predictions and express plans.</p> <p>Form affirmative, negative, and question forms.</p>	Simple future	<p>Teacher explanation (will / going to)</p> <p>Discussion about future events</p> <p>Planning activities</p> <p>Pair work</p>	Oral questions
<b>5w</b>	2	<p>Use question words (who, what, where, when, why, how).</p> <p>Ask and answer basic questions correctly.</p>	Question words	Question-answer	Quiz
<b>6w</b>	2		First monthly exam		<p>Written exam</p> <p>Grammar section</p> <p>Reading comprehension</p> <p>Vocabulary test</p>
<b>7w</b>	2	<p>Name different countries and nationalities.</p> <p>Talk about common jobs and professions.</p> <p>Describe family members using simple sentences.</p>	Countries, jobs, and family	<p>Speaking activities</p> <p>Short dialogues</p>	Oral presentation

<b>8w</b>	2	<p>Introduce themselves confidently.</p> <p>Talk about their favorite sports, food, and drinks.</p> <p>Use simple descriptive sentences in oral communication.</p>	Introducing self sport food drinks	<p>Speaking activities</p> <p>Short dialogues</p>	Oral presentation
<b>9w</b>	2	<p>Tell the time using <b>o'clock, half past, quarter past/to.</b></p> <p>Ask and answer questions about time.</p> <p>Use time expressions in daily conversations.</p>	The time	<p>Clock models</p> <p>Board practice</p> <p>Pair work (asking and answering time)</p>	<p>Oral questioning</p> <p>Matching activities</p> <p>Short quiz</p>
<b>10w</b>	2	<p>Read short passages for main ideas and details.</p> <p>Answer comprehension questions correctly.</p> <p>Improve vocabulary through reading.</p>	Reading passages and answering the questions.	<p>Silent reading</p> <p>Guided reading</p> <p>Vocabulary explanation</p> <p>Group discussion</p>	<p>Comprehension questions</p> <p>Multiple-choice questions</p> <p>Short answers</p> <p>Reading test</p>
<b>11w</b>	2		Second monthly exam		<p>Written exam</p> <p>Grammar section</p> <p>Reading comprehension</p> <p>Vocabulary test</p>

<b>12w</b>	2	<p>Use adjectives to describe people, places, and things.</p> <p>Identify and use opposite adjectives.</p> <p>Apply adjectives correctly in sentences.</p>	Adjectives and opposite adjectives	PPT Sentence building	Oral questioning  Quiz
<b>13w</b>	2	<p>Read short passages for main ideas and details.</p> <p>Answer comprehension questions correctly.</p> <p>Improve vocabulary through reading.</p>	Reading passages and answering the questions	Silent reading Guided reading Vocabulary explanation Group discussion	Comprehension questions  Multiple-choice questions  Short answers Reading test
<b>14w</b>	2	<p>Use <b>can</b> and <b>can't</b> to talk about ability and permission.</p> <p>Form positive, negative, and question sentences.</p>	Can / can't	PPT Sentence building	Oral questioning  Quiz
<b>15w</b>	2	<p>Talk about future plans using appropriate future forms.</p> <p>Express intentions and hopes.</p>	<b>Future plans</b>	PPT Sentence building	Oral questioning  Quiz

<b>11. Course Evaluation</b>					
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)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					