

## *The First Stage*

### Course description form

<b>1. Course Name</b>
Pronunciation
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: : Israa Mahmood Salman E-mail:- arts.lect.236@avicenna.uobasrah.edu.iq
<b>8. Goals</b>
<ul style="list-style-type: none"><li>•master the English speech sounds (consonants and vowels)</li><li>•master the supra segmental features</li><li>•shed light on the importance of proper pronunciation in English language acquisition, finding out up &amp; running effective approaches.</li><li>•not only acquiring a cognitive 'knowing-that' but it is also a physical 'knowing-how' confirming the success of practical phonetic training combined with adequate theoretical information.</li></ul>
<b>9. Teaching and Learning strategies</b>



Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them  
 Conducting daily and quarterly tests  
 Assigning activities specific to the course

### 10. Course structure

the week	hours	Required outcomes	Learning	Name of the unit or topic	Learning method	Evaluation method
1	3			General introduction	theoretical	Explanation, questions, and discussion
2	=			Problems in pronunciation-part1	=	=
3	=			How the speech organs work in	=	=
4	=			English- the vocal cords ,palate, teeth	=	=
5	=			How the speech organs work in	=	=
6	=			English-tongue ,lips ,exercise	=	=
7	=			How the speech organs work in	=	=
8	=			The consonants of English-friction	=	=
9	=			consonants	=	=
10	=			The consonants of English-friction	=	=
11	=			consonants	=	=
12	=			The consonants of English-friction	=	=
13	=			consonants	=	=
14	=			The consonants of English-stops	=	=
15	=			The consonants of English-stops	=	=
16	=			The consonants of English-nasal	=	=
17	=			The consonants of English-lateral	=	=



18	=		Gliding consonants,	=	=
19	=		Consonant sequences-initial	=	=
20	=		sequences	=	=
21	=		assignment	=	=
22	=		General introduction	=	=
23	=		Short vowel ( part 1)	=	=
24	=		Short vowel(part2)	=	=
25	=		Long vowel(part1)	=	=
26	=		How the speech organs work in	=	=
27	=		Long vowels (part2)	=	=
28	=		Diphthong (part1)	=	=
29	=		Diphthong(part2)	=	=
30	=	Exam	Exam		



### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

- Better English Pronunciation
- A course in phonetics
- English Phonetics and Phonology

Required textbooks (methodology, if any)

Main references (sources)

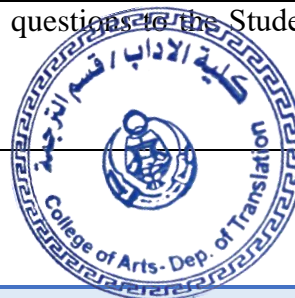
Recommended supporting books and references (scientific journals, reports, ....)

	Electronic references, websites

Course description form

<b>1. Course Name</b>
Grammar
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Ahmed Falih Email: ahmed.falih71@gmail.com
<b>8. Goals</b>
<ul style="list-style-type: none"> <li>• Understand English grammar and how the English language works in and out of class</li> <li>• Study English grammar for translation purposes</li> </ul>
<b>9. Teaching and learning strategies</b>

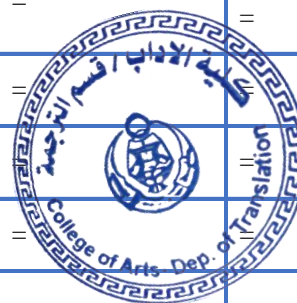
Managing the lecture, explaining and clarifying the topics, asking questions of the Students' and discussing them  
 Conducting daily and quarterly tests  
 Assigning activities specific to the course



### 10. Course structure

the week	hours	Required outcomes	Learning	Name of the unit or topic	Learning method	Evaluation method
1	3			Present tense	theoretical	Explanation, questions, and discussion
2	=			Past tense	=	=
3	=			Present continuous and present	=	=
4	=			simple	=	=
5	=			Past continuous and past simple	=	=
6	=			Past perfect	=	=
7	=			Present perfect 1	=	=
8	=			Present perfect 2	=	=
9	=			Present perfect continuous	=	=
10	=			Past perfect	=	=
11	=			Past perfect continuous	=	=
12	=			Future tense	=	=
13	=			Future: will/shall	=	=
14	=			Modals 1	=	=
15	=			assignment	=	=
16	=			Passive voice 1	=	=
17	=			Passive voice 2	=	=

18	=		Passive voice 3	=	
19	=		Passive voice 4	=	
20	=		Past perfect	=	
21	=		Passive voice 5	=	
22	=		Prepositions / place	=	
23	=		Countable and non-countable nouns	=	
24	=		Countable and non-countable nouns	=	
25	=		Countable and non-countable nouns	=	
26	=		Adjectives and adverbs	=	
27	=		Relative clauses	=	
28	=		Relative clauses	=	
29	=		Relative clauses	=	
30	=	Exam	Exam		



### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

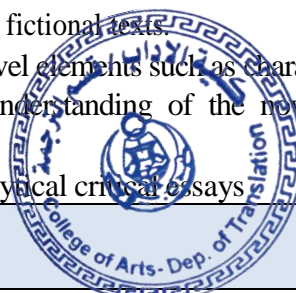
English Grammar In Use For Intermediate Learners	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites



## Course description form

<b>1. Course Name</b>
Introduction to Literature
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Dr.Mugdad Abdulimam Abood
<b>8. Goals</b>
<ul style="list-style-type: none"><li>• Enhancing critical thinking and deep comprehension of fictional texts.</li><li>• Text analysis: Students' are taught how to analyze novel elements such as characters, plot, time, and place. This aims to achieve a deeper understanding of the novel and its meanings.</li><li>• Literary criticism: Students' learn how to write analytical critical essays</li></ul>
<b>9. Teaching and learning strategies</b>
Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them Conducting daily and quarterly tests





Assigning activities specific to the course

### 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		What is literature	theoretical	Explanation, questions, and discussion
2	=		What is literature	=	=
3	=		HOMEWORK	=	=
4	=		Why we study literature?	=	=
5	=		Why we study literature?	=	=
6	=			=	=
7	=		HOMEWORK	=	=
8	=		Lucy Kellaway	=	=
9	=		Lucy Kellaway	=	=
10	=		Homework	=	=
11	=		August Strindberg/The	=	=
12	=		Stronger	=	=
13	=		August Strindberg	=	=
14	=		Stronger	=	=
15	=		Homework	=	=
16	=		The Old Man at the Bridge	=	=
17	=		Ernest Hemingway	=	=
18	=		Let Me Not to the Marriage of True	=	=



			Minds(Sonnet 116)William Shakespeare		
19	=		Let Me Not to the Marriage of True Minds(Sonnet 116)William Shakespeare	=	=
20	=		August Strindberg	=	=
21	=		Homework	=	=
22	=		The Chimney Sweepers by	=	=
23	=		Alice Munro	=	=
24	=		The Chimney Sweepers by	=	=
25	=		Stronger	=	=
26	=		Homework	=	=
27	=		The Old Man at the Bridge	=	=
28	=		Ernest Hemingway	=	=
29	=		Let Me Not to the Marriage of True Minds(Sonnet 116)William Shakespeare	=	=
30	=	Exam	Exam		

### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

Required textbooks (methodology, if any)

Main references (sources)

Recommended supporting books and references (scientific journals, reports,



....)

Electronic references, websites

### Course description form

<b>1. Course Name</b>
Computer Science
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one names mentioned)</b>
Name: Kamel Mu'allā Kafi
<b>8. Goals</b>
<ul style="list-style-type: none"><li>• A practical application for opening orders and discussing them with Students' in practice.</li><li>• Learning different computing skills that benefit Students' in their practical life.</li></ul>



## 9. Teaching and learning strategies

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them

Conducting daily and quarterly tests

Assigning activities specific to the course

## 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		An introductory lecture on the vocabulary and objectives of the curriculum.	theoretical	Explanation, questions, and discussion
2	=		Theoretical lecture / information technology and its importance in our contemporary life.	=	=
3	=		Theoretical lecture / definition of computers and explanation of its types.	=	=
4	=		Computer development generations and their applications.	=	=
5	=		Computer hardware and software.	=	=
6	=		Computer hardware / input and output units	=	=
7	=		CPU/Submodules and their functions	=	=
8	=		RAM - ROM)definition and tasks(	=	=
9	=		A practical application to identify the hardware of the computer	=	=



10	=		A practical application to identify the motherboard and where to install components	=	=
11	=		The mechanism of action of the microprocessor and memories	=	=
12	=		Computer software components definition and boot	=	=
13	=		Types of Software / System Software	=	=
14	=		Utility and application software	=	=
15	=		Programming languages and their types	=	=
16	=		Operating systems and their functions	=	=
17	=		Windows and Mac OS	=	=
18	=		Electronic viruses	=	=
19	=		A practical application to identify computer units	=	=
20	=		Computer Networks	=	=
21	=		Classification of computer networks by size	=	=
22	=		Classification of computer networks by connection structure	=	=
23	=		Using computer programs with translation	=	=
24	=		Google Translator	=	=
25	=		Machine translation problems - practical application	=	=



26	=		Programming languages and their types	=	=
27	=		Operating systems and their functions	=	=
28	=		Windows and Mac OS	=	=
29	=		Electronic viruses	=	=
30	=	Exam	Exam		

### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

Required textbooks (methodology, if any)

Main references (sources)

Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites

## Course description form

<b>1. Course Name</b>
Human Rights and Democracy
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
1 hour per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Abdul Jaleel Kathban Mahdi
<b>8. Goals</b>
Having a clear vision on the concept of right to the human
<b>9. Teaching and learning strategies</b>
Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them Conducting daily and quarterly tests Assigning activities specific to the course



## 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		The concept of right and human	theoretical	Explanation, questions, and discussion
2	=		Natural personality characteristics	=	=
3	=		The historical development of the idea of human rights	=	=
4	=		Human rights in Mesopotamia and the Nile	=	=
5	=		The idea of human rights in Western civilization	=	=
6	=		The idea of human rights in Roman civilization.	=	=
7	=		The idea of human rights in the Middle Ages, the Renaissance and the early modern era.	=	=
8	=		Human rights in heavenly laws	=	=
9	=		Human rights in the Constitution of Iraq for the year 2005 / public rights and freedoms.	=	=
10	=		Personal rights and freedoms.	=	=
11	=		The right to privacy.	=	=
12	=		Universal Declaration of Human Rights	=	=
13	=		The idea of human rights in Western civilization	=	=
14	=		The idea of human rights in Roman	=	=





			civilization.		
15	=		The idea of human rights in the Middle Ages, the Renaissance and the early modern era.	=	=
16	=		Human rights in heavenly laws	=	=
17	=		Human rights in the Constitution of Iraq for the year 2005 / public rights and freedoms.	=	=
18	=		The idea of human rights in Western civilization	=	=
19	=		The concept of democracy	=	=
20	=		The intellectual foundations of democracy.	=	=
21	=		Patterns of democracy.	=	=
22	=		Constitutional legality.	=	=
23	=		Separation between government and parliament.	=	=
24	=		Election oversight.	=	=
25	=		Election oversight.	=	=
26	=		Qualities of elections.	=	=
27	=		Election Conditions	=	=
28	=		Elements of democracy.	=	=
29	=		Elements of the democratic style Islamists' view of democracy.	=	=

30	=	Exam	Exam		
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### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

Required textbooks (methodology, if any)

Human Rights, Hamid Hanoun Khaled, Beirut, 2015.

Main references (sources)

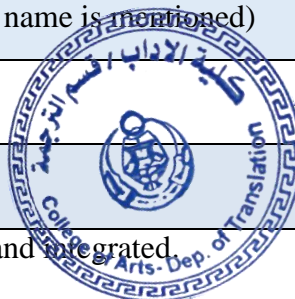
Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites



## Course description form

<b>1. Course Name</b>
Arabic Grammar
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Tayseer Abdul Lateef
<b>8. Goals</b>
1-Enable Students' to use Arabic structures correctly and integrated. 2- Understand the texts that the student needs. 3- Understanding of the exact meanings intended by the speaker, which contributes to the correct translation from Arabic to languages the other and vice versa
<b>9. Teaching and learning strategies</b>
Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them Conducting daily and quarterly tests



Assigning activities specific to the course

10. Course structure					
the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		Introducing the importance of Arabic grammar and its field of study	theoretical	Explanation, questions, and discussion
2	=		The word and its divisions in the Arabic language.	=	=
3	=		Speech, sentence and attribution.	=	=
4	=		Compound nouns and types.	=	=
5	=		The verb in terms of completeness and deficiency.	=	=
6	=		The difference between perfect and imperfect verbs.	=	=
7	=		intransitive and transitive verbs	=	=
8	=		Verbs in relation with tense	=	=
9	=		Connotation of verb tenses.	=	=
10	=		Structure of subject and object.	=	=
11	=		Intransitive verbs and that are constructed incidentally	=	=
12	=		Arabized verbs and their signs.	=	=
13	=		Assertive letters and their meanings.	=	=



14	=		Accusative letters and their uses	=	=
15	=		Interrogative nouns and condition nouns	=	=
16	=		The difference between an Arabized noun and a structure noun	=	=
17	=		Structure of subject and object.	=	=
18	=		Arabized verbs and their signs.	=	=
19	=		Speech, sentence and attribution.	=	=
20	=		Compound nouns and types.	=	=
21	=		The verb in terms of completeness and deficiency.	=	=
22	=		The difference between perfect and imperfect verbs.	=	=
23	=		intransitive and transitive verbs	=	=
24	=		Verbs in relation with tense	=	=
25	=		Connotation of verb tenses.	=	=
26	=		Irregular plural	=	=
27	=		plurals	=	=
28	=		pronouns	=	=
29	=		Letter meanings and uses	=	=
30	=	Exam	Exam		



## 11. Course evaluation

Students' participation and assigning them according various activities

## 12. Learning and teaching resources

Required textbooks (methodology, if any)

Arabic Lessons Inclusive

Main references (sources)

Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites



## Course description form

<b>1. Course Name</b>
Comprehension
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Salwa Adnan Email: salwa.adnan@Uobasrah.edu.iq
<b>8. Goals</b>
1-Enhancing the Students' ' skill in translating from English into Arabic 2-Overcoming the obstacles they naturally find when translating when syntactic or . cultural 3- Having some theoretical information about this type of translation.
<b>9. Teaching and learning strategies</b>
Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them Conducting daily and quarterly tests Assigning activities specific to the course



### 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3			theoretical	Explanation, questions, and discussion
2	=			=	=
3	=			=	=
4	=			=	=
5	=			=	=
6	=			=	=
7	=			=	=
8	=			=	=
9	=			=	=
10	=			=	=
11	=			=	=
12	=			=	=
13	=			=	=
14	=			=	=
15	=			=	=
16	=			=	=
17	=			=	=
18	=			=	=
19	=			=	=





20	=			=	=
21	=			=	=
22	=			=	=
23	=			=	=
24	=			=	=
25	=			=	=
26	=			=	=
27	=			=	=
28	=			=	=
29	=			=	=
30	=	Exam	Exam		

### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

Required textbooks (methodology, if any)

Main references (sources)

Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites



## *The Second Stage*

### Course description form

<b>13. Course Name</b>
Sight Translation
<b>14. Course Code</b>
<b>15. Semester/year</b>
annual
<b>16. The date this description was prepared</b>
3/30/2024
<b>17. Available attendance forms</b>
Attendance
<b>18. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>19. Name of the course administrator (if more than one name is mentioned)</b>
Name: Mohammed Humood Email: lec.mohammed.humood@uobasrah.edu.iq



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## 20. Goals

- Reading smoothly and comprehension of written source materials.
- Emphasis on grasping the conveyed meaning rather than fixating on formal details.
- Rendering different texts into a different language.
- Immediate oral translation of the comprehended content into the target language.

## 21. Teaching and learning strategies

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them

Conducting daily and quarterly tests

Assigning activities specific to the course

## 22. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		Lecture One: Introduction	theoretical	Explanation, questions, and discussion
2	=		Lecture Two: Principles of sight translation	=	=
3	=		Lecture Four: Skills of Sight Translator	=	=
4	=		Lecture Four: Skills of Sight Translator	=	=
5	=		Lecture Five: Sight translating English texts into Arabic	=	=
6	=		Lecture Six: Sight translating English texts into Arabic	=	=
7	=		Lecture Seven: Sight translating English texts into Arabic	=	=
8	=		Lecture Eight: Sight translating Arabic texts into English	=	=
9	=		Lecture Nine: Sight translating English texts into Arabic	=	=



10	=		Lecture Ten: Sight translating English texts into Arabic	=	=
11	=		Lecture Eleven: Sight translating English texts into Arabic	=	=
12	=		Lecture Twelve: Sight translating English texts into Arabic	=	=
13	=		Lecture Thirteen: Sight translating English texts into Arabic	=	=
14	=		Comprehensive Review	=	=
15	=		Comprehensive Review	=	=
16	=		Lecture One: Review/ Discussing Exam	=	=
17	=		Lecture Two: Sight translation/ Consecutive Interpreting	=	=
18	=		Lecture Three: Sight translation/ Simultaneous Interpreting	=	=
19	=		Lecture Four: Sight translating English texts into Arabic	=	=
20	=		Lecture Five: Sight translating English texts into Arabic	=	=
21	=		Lecture Six: Sight translating Arabic texts into English	=	=
22	=		Lecture Seven: Sight translating Arabic texts into English	=	=
23	=		Lecture Eight: Sight translating Arabic texts into English	=	=
24	=		Lecture Nine: Sight translating English texts into Arabic	=	=
25	=		Lecture Ten: Sight translating English texts into Arabic	=	=
26	=		Lecture Eleven: Sight translating English texts into Arabic	=	=
27	=		Lecture Twelve: Sight translating English texts into Arabic	=	=

28	=		Comprehensive Review	=	=
29	=		Comprehensive Review	=	=
30	=	Exam	Exam		



### 23. Course evaluation

Students' participation and assigning them according various activities

### 24. Learning and teaching resources

1. Exploring Translation and Interpreting Hybrids. The Case of Sight Translation	Required textbooks (methodology, if any)
2. What Skills Do Student Interpreters Need to Learn in Sight Translation Training?	
	Main references (sources)
- Selected Texts	Recommended supporting books and references (scientific journals, reports, ....)
	Electronic references, websites



Course description form

<b>1. Course Name</b>
<i>Novel</i>
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2 hours per week

## 7. Name of the course administrator (if more than one name is mentioned)

Name: Estabraq Ali Al-Wazzan

Email: [estabraq.ali@uobasrah.edu.iq](mailto:estabraq.ali@uobasrah.edu.iq)



## 8. Goals

- Enhancing critical thinking and deep comprehension of fictional texts.
- Text analysis: Students' are taught how to analyze novel elements such as characters, plot, time, and place. This aims to achieve a deeper understanding of the novel and its meanings.
- Literary criticism: Students' learn how to write analytical critical essays about novels, expressing their opinions and analysis systematically.
- Cultural context: Novels are presented in their cultural and historical context to understand the circumstances in which they were written and how they were influenced by society and the era.

## 9. Teaching and learning strategies

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them

Conducting daily and quarterly tests

Assigning activities specific to the course

## 10. Course structure

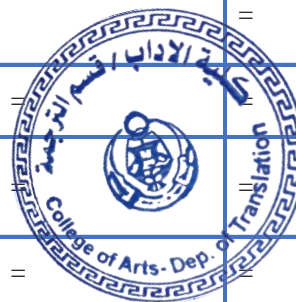
the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		Introduction to Literature and an Overview of the Curriculum	theoretical	Explanation, questions, and discussion
2	=		introduction to the Novel: In this section, we will explore the history, types, and significance of the novel	=	=
3	=		Literary Tools and Techniques in the Novel: We will delve into the literary tools and techniques commonly used in novels	=	=
4	=		Literary Elements: We will define and analyze key literary elements in novels, such as	=	=

			plot, characters, setting, and themes.		
5	=		First Monthly Theoretical Exam (Part 1)	=	=
6	=		Analysis of the Key Elements of the Novel "The Old Man and the Sea" + Introduction to the Author, Ernest Hemingway	=	
7	=		Analysis and Critique of the Novel's Main Idea	=	
8	=		Analysis and Critique of Primary and Secondary Characters	=	
9	=		Second Monthly Exam (Part 2)	=	=
10	=		Analysis and Critique of Chapters Three, Four, and Five of the Novel	=	=
11	=		Literary Criticism of Novel Principles and Concepts + Plot Developments	=	=
12	=		Third Monthly Exam (Part 3):	=	=
13	=		Analysis of Writing Style + Figurative Language + Important Quotations	=	=
14	=		Review of Key Points of the First Section	=	=
15	=		<b>Mid Exam</b>	=	=
16	=		Reading the Preliminary Sections of the Book, Including the Introduction, and Understanding the Author's Background and Historical Context in Which the Novel "Animal Farm" Was Written:	=	=
17	=		Understanding the Basic Elements and Components of the Novel (Introduction, Plot, Ending, etc.):	=	=
18	=		Analysis and Critique of the Novel's Main plot	=	=
19	=		Analysis and Critique of the Primary and Secondary Characters	=	=
20	=		First Part of the Course Exam	=	=





21	=		Analysis and Critique of Chapters One, Two, and Three of the Novel	=	=
22	=		Analysis and Critique of Chapters Four, Five, and Six of the Novel	=	=
23	=		Second Part of the Course Exam	=	=
24	=		Analysis and Critique of Chapters Seven, Eight, and Nine of the Novel	=	=
25	=		Literary Criticism of Novel Principles and Concepts + Plot Developments:	=	=
26	=		Analysis of Writing Style + Figurative Language + Important Quotations:	=	=
27	=		Third Part of the Course Exam:	=	=
28	=		Discussion on the Third Novel " home reading " [ The return of the native ]	=	=
29	=		General Review of the three Novels	=	=
30	=	Exam	Exam		



## 11. Course evaluation

Students' participation and assigning them according various activities

## 12. Learning and teaching resources

1- Yes, it is possible (point an appropriate aspect)	Required textbooks (methodology, if any)
2- Suggest aspect that serves sustainability	Main references (sources)
	Recommended supporting books and references (scientific journals, reports, ....)
	Electronic references, websites



Course description form

<b>1. Course Name</b>
Grammar
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024

**5. Available attendance forms**

Attendance

**6. Number of study hours (total) / number of units (total)**

2-3 hours per week

**7. Name of the course administrator (if more than one name is mentioned)**

Name: Dr. Dhaher Ja'far khasal

**8. Goals**

- Understand English grammar and how the English language works in and out of class
- Study English grammar for translation purposes

**9. Teaching and learning strategies**

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them

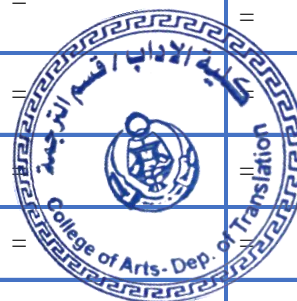
Conducting daily and quarterly tests

Assigning activities specific to the course

**10. Course structure**

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		Tense Review	theoretical	Explanation, questions, and discussion
2	=		Past perfect Past perfect continuous	=	=
3	=		Future continuous, future perfect	=	=
4	=		Coordination: Introduction	=	=
5	=		Coordinating Conjunctions and parallel structure	=	=

6	=		Connecting complete sentences	=	=
7	=		Connecting more than two sentences	=	=
8	=		Correlative conjunctions: Either ...Or .....	=	=
9	=		Correlative conjunctions: Neither ...Nor .....	=	=
10	=		Correlative conjunctions: Not only ...but also .....	=	=
11	=		Correlative conjunctions: Both ...and .....	=	=
12	=		Conjunctive Adverbs	=	=
13	=		Indirect Speech	=	=
14	=		Basics in direct speech	=	=
15	=		Reporting commands and requests	=	=
16	=		Subordination	=	=
17	=		Adverb clauses	=	=
18	=		Building sentences with adverb clauses	=	=
19	=		Reduction of adverb clauses	=	=
20	=		Adjective clauses	=	=
21	=		Necessary vs unnecessary adjective clauses	=	=
22	=		Grammatical functions of relative clauses	=	=
23	=		Noun clauses	=	=
24	=		Subjunctive form of the verb in noun clauses	=	=
25	=		Passive Voice	=	=
26	=		Forming the passive	=	=
27	=		Modal Auxiliaries	=	=



28	=		Conditional Sentences	=	=
29	=		Verbal's	=	=
30	=	Exam	Exam		



### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

Required textbooks (methodology, if any)

Main references (sources)

Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites

### Course description form

#### 1. Course Name

Arabic Grammar

#### 2. Course Code

#### 3. Semester/year

annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Dr. Rafid Abdul Hussein Khalaf

<b>8. Goals</b>
1-Enable Students' to use Arabic structures correctly and integrated. 2 -Understand the texts that the student needs. 3- Understanding of the exact meanings intended by the speaker, which contributes to the correct translation from Arabic to languages the other and vice versa
<b>9. Teaching and learning strategies</b>
Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them Conducting daily and quarterly tests Assigning activities specific to the course

<b>10. Course structure</b>					
the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		What is the impact of studying Arabic grammar on translation, and what are the reasons for the difficulty of the grammar lesson and the Students'' aversion to it?	theoretical	Explanation, questions, and discussion

2	=		Feminization and masculinity in the Arabic verbal sentence	=	=
3	=		An attempt to link feminization and masculinity in Arabic to its equivalent in English	=	=
4	=		The active participle and how it is formed from the verbs	=	=
5	=		The meaning of the active participle and how it appears in English	=	=
6	=		The action of the active participle in the sentence	=	=
7	=		Applications on feminization, masculinity, and the active participle And test	=	=
8	=		The adverb in Arabic grammar is a general description	=	=
9	=		Types of adverbs, the possessor of the adverb, and clarifying the meaning of the adverb in the sentence	=	=
10	=		What is the equivalent of the adverb in English?	=	=
11	=		Clarifying some problems in monitoring and understanding the situation in a sentence	=	=
12	=		Determine the difference between the worker of the situation and the owner of the situation	=	=



13	=		Applications on the spot	=	=
14	=		General Review	=	=
15	=		Exam	=	=
16	=		The concept of the condition in Arabic and clarification of its two ends	=	=
17	=		Conditional devices, their meanings, and their benefit to the translator	=	=
18	=		Verbal and nominal sentences in the conditional	=	=
19	=		Applications to the condition	=	=
20	=		Returning to clarifying the difference between grammar and morphology and studying the active participle	=	=
21	=		Formulating the active participle of the verb	=	=
22	=		The work of the active participle and its relationship to the passive voice	=	=
23	=		Applications on the active participle and tests for the past	=	=
24	=		The passive voice and its causes in language	=	=
25	=		Past tense forms of the passive voice	=	=
26	=		The benefit of studying the passive voice for the translator	=	=
27	=		Applications and general review	=	=
28	=			=	=
29	=			=	=
30	=	Exam	Exam		





## 11. Course evaluation

Students' participation and assigning them according various activities

## 12. Learning and teaching resources

Required textbooks (methodology, if any)

Main references (sources)

Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites



Course description form

<b>1. Course Name</b>
Translation into English
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Nadia Odeh



## 8. Goals

This course aims to provide translation Students' with the knowledge and skills necessary to translate texts accurately and effectively.

## 9. Teaching and learning strategies

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them

Conducting daily and quarterly tests

Assigning activities specific to the course

## 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		<b>Review of the previous topics</b>	theoretical	Explanation, questions, and discussion
2	=		<b>Business correspondence and reports</b>	=	=
3	=		<b>Translating fiction and poetry</b>	=	=
4	=		<b>Translating specific challenges</b>	=	=
5	=		<b>Contracts, agreements, and legal texts</b>	=	=
6	=		<b>Cultural and linguistic considerations</b>	=	=
7	=		<b>Maintaining authorial voice and style</b>	=	=
8	=		<b>Practical exercises with CAT tools</b>	=	=
9	=		<b>Translating examples Finalizing translated texts after translating</b>	=	=
10	=		<b>Practice examples on Challenges in literary translation</b>	=	=

11	=		<b>Review and practice in previous translations</b>	=	=
12	=		<b>Translating nonfiction and poetry</b>	=	=
13	=		<b>Collaborative translation projects</b>	=	=
14	=		<b>A review on previous lectures</b>	=	=
15	=		<b>Final term exam</b>	=	=
16	=		<b>An introductory lecture</b>	=	=
17	=		<b>Key translation theories and approaches</b>	=	=
18	=		<b>Equivalence in translation</b>	=	=
19	=		<b>Cultural considerations in translation</b>	=	=
20	=		<b>Online and offline dictionaries and reference materials</b>	=	=
21	=		<b>Identifying cultural and contextual factors</b>	=	=
22	=		<b>Analyzing the source text (ST)</b>	=	=
23	=		<b>Register and tone in translation</b>	=	=
24	=		<b>Grammatical and syntactical challenges</b>	=	=
25	=		<b>Idioms, colloquialisms, and cultural expressions</b>	=	=
26	=		<b>Handling linguistic nuances</b>	=	=
27	=		<b>Introduction to specialized translation</b>	=	=
28	=		<b>Translating technical documents</b>	=	=



29	=		<b>Terminology management Examples of Legal terminology and documentation</b>	=	=
30	=	Exam	Exam		

### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

Required textbooks (methodology, if any)

Main references (sources)

Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites



Course description form

<b>1. Course Name</b>
Computer
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Kamel Mu'allā Kafi



## 8. Goals

- A practical application for opening orders and discussing them with Students' in practice.
- Learning different computing skills that benefit Students' in their practical life.

## 9. Teaching and learning strategies

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them

Conducting daily and quarterly tests

Assigning activities specific to the course

## 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		Definition and explanation of Microsoft software and its components	theoretical	Explanation, questions, and discussion
2	=		The main interface of the Word program	=	=
3	=		Word Art	=	=
4	=		General Settings	=	=
5	=		A practical application for opening orders and discussing them with Students' in practice	=	=
6	=		Shortcut keyboard shortcuts	=	=

7	=		Graphics	=	=
8	=		text	=	=
9	=		printing	=	=
10	=		Practical application of previous orders	=	=
11	=		Adding effects in Word	=	=
12	=		Add photos	=	=
13	=		Tables	=	=
14	=		practical application	=	=
15	=		Discussing student reports	=	=
16	=		A general explanation of the office programs related to graduation research	=	=
17	=		The main interface of PowerPoint	=	=
18	=		How to write text in PowerPoint	=	=
19	=		Main tabs	=	=
20	=		A practical application for opening orders and discussing them with Students' in practice	=	=
21	=		Adding effects to PowerPoint	=	=
22	=		Add photos	=	=
23	=		How to add images and charts and work with them	=	=
24	=		printing	=	=



25	=		PowerPoint	=	=
26	=		practical application	=	=
27	=		Keyboard shortcuts for creating progressive PowerPoint presentations	=	=
28	=		PowerPoint Options (Advanced Options)	=	=
29	=		Slide show modes	=	=
30	=	Exam	Exam		

### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports, ....)
	Electronic references, websites



### *The Third Stage*

Course description form

<b>25. Course Name</b>
Diplomatic & Political Translation
<b>26. Course Code</b>
<b>27. Semester/year</b>
annual
<b>28. The date this description was prepared</b>
3/30/2024
<b>29. Available attendance forms</b>



Attendance
<b>30.</b> Number of study hours (total) / number of units (total)
2-3 hours per week
<b>31.</b> Name of the course administrator (if more than one name is mentioned)
Name: Lamya Rasheed Majid Email: lamya.rasheed@uobasrah.edu.iq

<b>32. Goals</b>
This course aims to provide third-year translation Students' with the knowledge and skills necessary to translate diplomatic and political texts accurately and effectively. The course focuses on translating texts related to international relations, diplomacy, politics, and government using the Arabic English language pair
<b>33. Teaching and learning strategies</b>
Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them Conducting daily and quarterly tests Assigning activities specific to the course

<b>34. Course structure</b>					
the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		Diplomatic and Political Translation: An Overview	theoretical	Explanation, questions, and discussion
2	=		Diplomatic and Political Translation: Range of Materials + Importance of Diplomatic and	=	=

			Political Translation		
3	=		Challenges of Diplomatic and Political Translation	=	=
4	=		Diplomatic and Political Translation: Arabic-English Language Pair	=	=
5	=		Assignment 1	=	=
6	=		Translation Process of Diplomatic and Political Translation	=	=
7	=		How to Deal with Idiomatic Expressions and Cultural References	=	=
8	=		Cultural Knowledge of Diplomatic And Political Translation	=	=
9	=		Political VS. Legal Translation: Key Differences	=	=
10	=		Analysis of ST and TT 1	=	=
11	=		Analysis of ST and TT 2	=	=
12	=		Translation Strategies and Techniques	=	=
13	=		Practical Part: Practice translating various types of diplomatic and political texts	=	=
14	=		Practical Part: Practice translating various types of	=	=



			diplomatic and political texts		
15	=		Practical Part: Practice translating various types of diplomatic and political texts	=	=
16	=		Reviewing the material of the previous semester		
17	=		Practical Part: Practice translating various types of diplomatic and political texts	=	=
18	=		Peer-review + Feedback on translations	=	=
19	=		Practical Part: Practice translating various types of diplomatic and political texts / Focus on the use of appropriate terminology and language styles in translation	=	=
20	=		Assignment 2	=	=
21	=		Reviewing Translation Strategies and Techniques to Enhance Students' Skills in such Texts.	=	=
22	=		Practical Part: Practice translating various types of diplomatic and political texts	=	=



23	=		Final Project: Students' (in groups) will work on a final project of their choice related to diplomatic and political translation of specific texts	=	=
24	=		Project presentations and feedback	=	=
25	=		Project presentations and feedback	=	=
26	=		Project presentations and feedback	=	=
27	=		Project presentations and feedback	=	=
28	=		Project presentations and feedback	=	=
29	=		Course wrap-up / Review of course material and discussion of next steps for continued learning and professional development	=	=
30	=	Exam	Exam		



### 35. Course evaluation

Students' participation and assigning them according various activities

### 36. Learning and teaching resources

Required textbooks (methodology, if any)

Handout prepared by the instructor of the course + Selected texts to be translated during the lecture - updated weekly.	Main references (sources)
[3] Some Political & Diplomatic websites (online resources): The United Nations Website / The Arab League Website / The European Union Website / The White House Website / The Arab Strategy Forum Website	Recommended supporting books and references (scientific journals, reports, ....)
Some websites that include diplomatic and political terminology.	Electronic references, websites



### Course description form

<b>1. Course Name</b>
Audio-Visual Translation
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>

3/30/2024

**5. Available attendance forms**

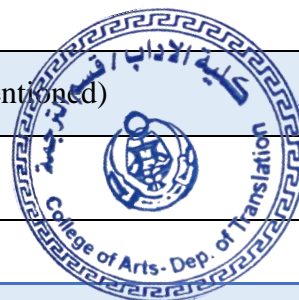
Attendance

**6. Number of study hours (total) / number of units (total)**

2-3 hours per week

**7. Name of the course administrator (if more than one name is mentioned)**

Name: Ahmed Fakher Majeed  
Email: ahmedmajeed@uobasrah.edu.iq



**8. Goals**

Goal 1 - Develop Translation Skills: To enhance Students' ' proficiency in translating audio-visual content, including accurate rendering of spoken dialogue, captions, subtitles, and dubbing, while maintaining cultural nuances and context.

Goal 2 - Foster Cultural Sensitivity: To educate Students' about the importance of cultural sensitivity in audio-visual translation and how to adapt content for diverse audiences while respecting cultural differences.

Goal 3 - Utilize Technical Tools: To familiarize Students' with modern translation tools and software used in the audio-visual translation industry, enabling them to work efficiently and adhere to industry standards.

Goal 4 - Prepare for Industry Careers: To equip Students' with the skills and knowledge required for a successful career in audio-visual translation, including job opportunities in subtitling, dubbing, and localization. Identify the components of remote sensing  
Identify the components of geographic information systems science

**9. Teaching and learning strategies**

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them

Conducting daily and quarterly tests

Assigning activities specific to the course

**10. Course structure**

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
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1	3		Introduction to Audio-Visual Translation	theoretical	Explanation, questions, and discussion
2	=		Types of AVT: Subtitling, Dubbing, Voice-over	=	=
3	=		Translation Theory and AVT Principles	=	=
4	=		AVT-specific challenges: lip-sync, time constraints, cultural adaptation	=	=
5	=		Assignment 1	=	=
6	=		Subtitling Techniques and Guidelines	=	=
7	=		Dubbing and Voice-over	=	=
8	=		Voice modulation, synchronization, and acting skills	=	=
9	=		Captioning for Accessibility	=	=
10	=		Localization in AVT	=	=
11	=		Cultural adaptation and localizability	=	=
12	=		Mid-term Assessment and Review	=	=
13	=		Final Projects and Presentations	=	=
14	=		Final presentations and evaluation of projects	=	=
15	=		Technical Aspects of AVT	=	=
16	=		AVT software tools and platforms	=	=
17	=		Ethical and Legal Considerations in	=	=



			AVT		
18	=		Copyright issues and permissions in AVT	=	=
19	=		Specialized AVT Genres	=	=
20	=		AVT for educational content and e-learning platforms	=	=
21	=		Quality Control and Revision in AVT	=	=
22	=		Proofreading, editing, and quality assurance in AVT	=	=
23	=		AVT and New Technologies	=	=
24	=		Human vs. machine translation in AVT	=	=
25	=		AVT for documentaries and news segments	=	=
26	=		Final Projects and Portfolio	=	=
27	=		Development Portfolio Preparation and Review	=	=
28	=		Review and reflection on the course	=	=
29	=		Review and reflection on the course	=	=
30	=	Exam	Exam		



## 11. Course evaluation

Students' participation and assigning them according various activities

## 12. Learning and teaching resources

- "Audiovisual Translation: Subtitling" Author: Jorge Díaz Cintas and Aline Remael.
- "Audiovisual Translation: Theories, Methods, and Issues" Author: Louise M. Phillips and B. J. Dams.
- "Translation Goes to the Movies" Author: Michael Cronin
- "Audiovisual Translation: Language Transfer on Screen" Author: Frederic Chaume.
- "The Routledge Handbook of Audiovisual Translation" Editor: Luis Pérez-González

Required textbooks (methodology, if any)

Main references (sources)

Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites



### Course description form

#### 1. Course Name

Business Translation

<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Nada Dheya Lazim (MORNING CLASSES) Email: nada.deyaa@uobasrah.edu.iq
Name: Mays Fareeq Shaker (EVENING CLASSES) Email: mays.fareeq@buog.edu.iq



- |   |
|---|
| <b>8. Goals</b>   |
| <ul style="list-style-type: none"> <li>• Give Students' the opportunity to have the knowledge of the characteristics of administration and texts;</li> <li>• Acquire a certain amount of the terminology needed to understand texts on business and finance (banking, sales, marketing, setting up a business, etc.);</li> <li>• Develop the Students' ' writing skills in the field of business, such as essays, reports, and various forms of business correspondence and etc.</li> <li>• Develop the Students' ' general capacity to a level that enables them to use English / Arabic translation in their academic and professional</li> <li>• environment, using different dictionaries and translation tools that help them to enhance their competence as translators.</li> </ul> |

## 9. Teaching and learning strategies

- How to translate administrative & economic texts?
- Informing Students' of the importance of continuous reading about the subject domain so they would be able to acknowledge different terminologies related to the field that is very likely to enhance their understanding and accordingly their translation.
- Necessary translation resources and tools used The requirements of the translator.
- Acquainting Students' with different approaches to translate so they are able to tackle different translation problems
- Translation practice
- Learning specialized vocabularies and translating related texts
- Handling various abbreviations in business translation

## 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		An introduction into the nature and characteristics of administration and economics texts	theoretical	Explanation, questions, and discussion
2	=		Teaching Translation approaches	=	=
3	=		Translating Administration and economics texts into Arabic or English	=	=
4	=		Practical Assignment	=	=
5	=		Learning specialized vocabularies	=	=
6	=		Bank and banking	=	=
7	=		Practical Assignment	=	=
8	=		Abbreviation in Business Correspondence	=	=



9	=		Translating Administration and economies texts into Arabic or English	=	=
10	=		Assignment/quiz/revision	=	=
11	=		Translating Administration and economies texts into Arabic or English	=	=
12	=		Translating Administration and economies texts into Arabic or English	=	=
13	=		Practical Assignment	=	=
14	=		Translating Administration and economies texts into Arabic or English	=	=
15	=		General review of course material	=	=
16	=		Translation competence	=	=
17	=		Translating Administration and economies texts into Arabic or English	=	=
18	=		Text analysis	=	=
19	=		Translating Administration and economies texts into Arabic or English	=	=
20	=		Practical Assignment	=	=
21	=		Translating Administration and economies texts into Arabic or English	=	=



22	=		Quiz assignment	=	=
23	=		Translating Administration and economies texts into Arabic or English	=	=
24	=		Translating Administration and economies texts into Arabic or English	=	=
25	=		Assignment/quiz/revision	=	=
26	=		Translating Administration and economies texts into Arabic or English	=	=
27	=		Translating Administration and economies texts into Arabic or English	=	=
28	=		Translating Administration and economies texts into Arabic or English	=	=
29	=		General review of course material	=	=
30	=	Exam	Exam		



**11. Course evaluation**


Students' participation and assigning them according various activities

**12. Learning and teaching resources**

Business Translation- Ali Al-Manna & Ayla Hade	Required textbooks (methodology, if any)
	Main references (sources)
Selected texts	Recommended supporting books and references (scientific journals, reports, ....)
	Electronic references, websites

## Course description form

<b>1. Course Name</b>
Linguistics
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance





**6. Number of study hours (total) / number of units (total)**

2-3 hours per week

**7. Name of the course administrator (if more than one name is mentioned)**

Name: DR. Nadia Abdulridha Alesi  
 Email: nadia.sakran@uobasrah.edu.iq

**8. Goals**

- Increase Students' knowledge of language and how they use this knowledge to enhance their understanding of the world;
- The discipline develops the Students' knowledge of such issues as the linguistic sign, language structure, correlation of lingual and mental processes, language and speech, the structure of language, types of language units, systems of writing, linguistic diversity, etc.;
- Enable Students' to improve and develop their skills of critical thinking and analysis so as improve and develop their translation achievements.

**9. Teaching and learning strategies**

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them  
 Conducting daily and quarterly tests  
 Assigning activities specific to the course

**10. Course structure**

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		The origins of language	theoretical	Explanation, questions, and discussion
2	=		Properties of human language	=	=
3	=		Word formation	=	=
4	=		Morphology and morphemes	=	=
5	=		Assignment	=	=



6	=		Free and bound morphemes	=	=
7	=		Morphological description	=	=
8	=		Semantics and meaning	=	=
9	=		Semantic roles and relations	=	=
10	=		Pragmatics and context	=	=
11	=		Speech acts	=	=
12	=		First Language acquisition	=	=
13	=		Second language acquisition	=	=
14	=		Focus on teaching method	=	=
15	=		Focus on the learner	=	=
16	=		Language history	=	=
17	=		Accent and dialect	=	=
18	=		Bilingualism	=	=
19	=		Neurolinguistics	=	=
20	=		Language change	=	=
21	=		Phonology and phonetics	=	=
22	=		The sounds patterns of language	=	=
23	=		Syntax and grammar	=	=
24	=		Written language	=	=
25	=		Discourse and conversational analysis	=	=
26	=		Discourse and power	=	=



27	=		Gestures and sign language	=	=
28	=		Language and culture	=	=
29	=		Sociolinguistics	=	=
30	=	Exam	Exam		

### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

The Study of Language, George Yule, Fifth edition, 2014	Required textbooks (methodology, if any)
	Main references (sources)
-Schiffrin, D. (2003) Approaches to Discourse (2nd edition) -van Dijk, T. (1996) Discourse and power	Recommended supporting books and references (scientific journals, reports, ....)
	Electronic references, websites



Course description form

<b>1. Course Name</b>
Basics Of Research Writing
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Amani N. Saeed Email: Amani.saeed80@yahoo.com

**8. Goals**



- Understanding the process of writing research papers.
- Learning the main steps of writing
- Practicing writing a sample research paper.

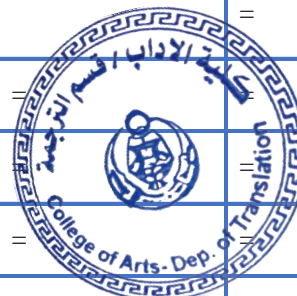
### 9. Teaching and learning strategies

Acquiring good writing skills is essential for Students' success both at university and in professional life. This course "basics of research Writing" is planned to help undergraduate Students' to understand the basic steps of research writing to be able to write a good research Paper. It covers different topics starting from choosing a topic and ending up with writing the resource list in a systematic way.

### 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		General Introduction	theoretical	Explanation, questions, and discussion
2	=		Choosing a topic + collecting resources + Developing preliminary outline	=	=
3	=		Abstract Writing	=	=
4	=		Introduction Writing	=	=
5	=		Assignment	=	=
6	=		Review of Literature	=	=
7	=		Objectives	=	=
8	=		Methodology	=	=
9	=		Research Analysis and discussion	=	=
10	=		Results / Findings	=	=
11	=		conclusion	=	=
12	=		References	=	=
13	=		References	=	=

14	=		Review	=	=
15	=		Review	=	=
16	=		Learning writing Skills	=	=
17	=		Quotation	=	=
18	=		Summary	=	=
19	=		paraphrasing	=	=
20	=		paraphrasing	=	=
21	=		In-Text Citation	=	=
22	=		In-Text Citation	=	=
23	=		Learning basic punctuation skills	=	=
24	=		Research Formatting	=	=
25	=		Writing Sample research paper	=	=
26	=		Writing Sample research paper	=	=
27	=		Writing Sample research paper	=	=
28	=		Review	=	=
29	=		Review	=	=
30	=	Exam	Exam	=	=



### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

Writing from A to Z : the Easy-to-Use Reference Handbook.. By: S.B.Ebest, G.J.Alred, C.T. Brusaw, Walter E. Oliu. (2004)	Required textbooks (methodology, if any)
	Main references (sources)
-A Step by Step Guide to Writing a Research Paper. - Other selected sections of books.	Recommended supporting books and references (scientific journals, reports, ....)
	Electronic references, websites

Course description form

<b>1. Course Name</b>
Specialized translation
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>

Name: Mohammed Humood  
 Email: lec.mohammed.humood@uobasrah.edu.iq



### 8. Goals

- The course aims at training the translators to translate different texts selected from various references from English into Arabic and vice versa.
- To enable him/her to understand the translation process and its related matters in general.

### 9. Teaching and learning strategies

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them  
 Conducting daily and quarterly tests  
 Assigning activities specific to the course

### 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		An Introduction	theoretical	Explanation, questions, and discussion
2	=		Dictional meaning and implicit meaning / Cohesion and consistency	=	=
3	=		Specialized Translation: Key Concepts	=	=
4	=		Translation of scientific and medical texts	=	=
5	=		Translation of scientific and medical texts	=	=
6	=		Translation of scientific and medical texts	=	=
7	=		Translating media texts	=	=



8	=		Translating media texts	=	=
9	=		Translating economic texts	=	=
10	=		Translating economic texts	=	=
11	=		Translating political texts	=	=
12	=		Translating political texts		=
13	=		Translating political texts		=
14	=		review		=
15	=		review	=	=
16	=		An Introduction	=	=
17	=		Dictional meaning and implicit meaning / Cohesion and consistency	=	=
18	=		Specialized Translation: Key Concepts	=	=
19	=		Translation of scientific and medical texts	=	=
20	=		Translation of scientific and medical texts	=	=
21	=		Translation of scientific and medical texts	=	=
22	=		Translating media texts	=	=
23	=		Translating media texts	=	=
24	=		Translating economic texts	=	=

25	=		Translating economic texts	=	
26	=		Translating political texts	=	
27	=		Translating political texts	=	
28	=		review	=	
29	=		review	=	
30	=	Exam	Exam		



### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

-1 A University Handbook on Terminology and Specialized Translation by NOA TALAVÁN  
 2. The Routledge Course On Media, Legal And Technical Translation  
 3. Thinking Arabic Translation A course in translation method: Arabic to English

Required textbooks (methodology, if any)

Main references (sources)

-Working with Different Text Types in English and Arabic: Translation in Practice  
 -Research and Professional Practice in Specialized Translation by Federica Scarpa  
 - Selected Texts

Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites

## 8. Goals

### Course description form



<b>1. Course Name</b>
Play
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Shahed Raheem

- Enhancing critical thinking and deep comprehension of fictional texts.
- Text analysis: Students' are taught how to analyze Plays elements such as characters, plot, time, and place. This aims to achieve a deeper understanding of the Plays and its meanings.
- Literary criticism: Students' learn how to write analytical critical essays about Plays, expressing their opinions and analysis systematically.

### 9. Teaching and learning strategies

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them  
 Conducting daily and quarterly tests  
 Assigning activities specific to the course



### 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		General introduction about” What is Drama”?	theoretical	Explanation, questions, and discussion
2	=		Elements of Drama Start with the first play which is Shakespeare's play “Julius Caesar”	=	=
3	=		The plot of Julius Caesar Act 1, at the same time, reading the text	=	=
4	=		The plot of Julius Caesar Act 2, at the same time, reading the text	=	=
5	=		The plot of Julius Caesar Act 3, at the same time, reading the text	=	=
6	=		The plot of Julius Caesar Acts 4 and 5, at the same time,	=	=

			reading the text		
7	=		Characters in Julius Caesar	=	=
8	=		Themes in Julius Caesar, figure quotations out from the text	=	=
9	=		Quiz	=	=
10	=		Shakespearian language in Julius Caesar	=	=
11	=		Shakespearian language in Julius Caesar	=	=
12	=		Reading the text and explaining the themes	=	=
13	=		Applied new terminology	=	=
14	=		Applied new terminology	=	=
15	=		Quiz	=	=
16	=		Start with the second play: She Stoops to Conquer by Oliver Goldsmith	=	=
17	=		The Characters	=	=
18	=		The Plot Summary of Acts 1,2	=	=
19	=		Quiz	=	=
20	=		The Plot Summary of Acts 3,4	=	=
21	=		Applied new terminology such as "What is Epilogue"	=	=
22	=		Applied new	=	=



			terminology such as “What is Prologue”		
23	=		What is the Role of Women in the play	=	=
24	=		Language and Style in the play	=	=
25	=		Start with the third play by Arthur Miller “ All My Sons”	=	=
26	=		Plot Summary of the Play	=	=
27	=		Characters Language and Style	=	=
28	=		Quiz	=	=
29	=		Reading some acts from the text	=	=
30	=	Exam	Exam		



### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

1- Shakespeare " Julius Caesar" 2- Oliver Goldsmith "She stoops to conquer" 3- Arthur Millier's "All My Sons"	Required textbooks (methodology, if any)
	Main references (sources)
1-Sara Khazai. (2015). British and American Literary History. Iran: Tehran. 2-Guided books and notes as well movies to help them	Recommended supporting books and references (scientific journals, reports, ....)
	Electronic references, websites

<b>1. Course Name</b>
Contrastive Grammar
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Iman Ahmed Alrashed



<b>8. Goals</b>
Examine the underlying distinctions and affinities between the grammatical structures of Arabic and English. Students' will learn more about Arabic and English and improve their language skills in both by contrasting and comparing the two languages. The course will discuss a variety of grammatical topics, such as syntax, morphology, and semantics, and it will emphasize the major differences and difficulties that Arabic speakers frequently have when learning English and vice versa.
<b>9. Teaching and learning strategies</b>
Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them


Conducting daily and quarterly tests  
Assigning activities to the course

### 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		What is Contrastive Grammar?	theoretical	Explanation, questions, and discussion
2	=		the Structure of the sentence	=	=
3	=		the predicate- Arabic Predicate	=	=
4	=		how elements of a sentence are related Class and System	=	=
5	=		The Verb Phrase The Verb Phrase in English	=	=
6	=		Subclasses of Auxiliary Verbs in English - The Modal Auxiliaries in English - Forms and Combination of Verbs in English- Finite and Non-finite Verbs in English	=	=
7	=		The Verb Phrase in Arabic- Classes of Arabic Verbs- Derived Forms of the Verb in Arabic	=	=
8	=		Form and Combinations of Verbs in Arabic -	=	=





			Comparison of the verb Phrase in English and Arabic		
9	=		Tense Tense in English The Present Tense The Past Tense	=	=
10	=		Tense in Arabic The Present Tense (The Imperfect Tense) The past tense (The Perfect Tense)	=	=
11	=		Particles and Time Reference Absolute and Relative Tenses Comparison of Tenses in English and Arabic	=	=
12	=		English Aspect- The progressive Aspect	=	=
13	=		The perfective Aspect - Arabic Aspects	=	=
14	=		The Imperfect Aspect The Perfect Aspect	=	=
15	=		Comparison of Aspect in English and Arabic	=	=
16	=		Pronouns Personal pronouns Possessive pronouns		=
17	=		Reflexive pronouns Demonstrative pronouns Relative pronouns		
18	=		The adjective phrase The adjective Comparison of adjectives	=	=

19	=		The adverb phrase The Adverb Comparison of adverbs Comparing Arabic with English	=	=
20	=		The preposition phrase Prepositions	=	=
21	=		The sentence Sentence structure The simple sentence	=	=
22	=		Word order variation The compound sentence The complex sentence	=	=
23	=		Sentence types and discourse functions	=	=
24	=		Questions and Directives	=	=
25	=		Exclamations	=	=
26	=		Syntactic processes	=	=
27	=		Relative clauses - Ellipsis Passive voice	=	=
28	=		Morphology: an introduction	=	=
29	=		Word derivation	=	=
30	=	Exam	Exam		



### 11. Course evaluation

Students' participation and assigning them according various activities

## 12. Learning and teaching resources

Aziz, Yowell Y. 2000. A Contrastive Grammar of English and Arabic. Amman : konoz Almarefa Publishers	Required textbooks (methodology, if any)
	Main references (sources)
Bakirr. Murtadha Jawad. 2021. Comparing Arabic With English Amman : konoz Almarefa Publishers.	Recommended supporting books and references (scientific journals, reports, ....)
	Electronic references, websites



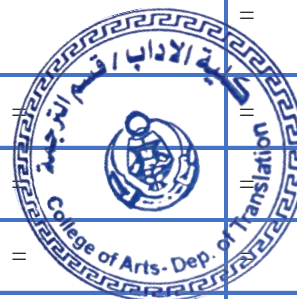
Course description form


<b>13. Course Name</b>
Literary Translation
<b>14. Course Code</b>
<b>15. Semester/year</b>
annual
<b>16. The date this description was prepared</b>
3/30/2024
<b>17. Available attendance forms</b>
Attendance
<b>18. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>19. Name of the course administrator (if more than one name is mentioned)</b>
Name: Ammar Fouad Email: ammar.mshuri@uobasrah.edu.iq
<b>20. Goals</b>
<ul style="list-style-type: none"><li>• Understand the theoretical foundations of literary translation, including concepts of equivalence, fidelity, and cultural adaptation.</li><li>• Develop practical skills in translating literary texts while maintaining the nuances and style of the original.</li></ul>
<b>21. Teaching and learning strategies</b>
Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them Conducting daily and quarterly tests Assigning activities specific to the course



## 22. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		What is literature?	theoretical	Explanation, questions, and discussion
2	=		Literary Language vs. Non-literary Language: Polarization	=	=
3	=		An Introduction to Literary Translation	=	=
4	=		The literary Translator	=	=
5	=		Methods of Literary Translation	=	=
6	=		Semantic and Communicative Translation	=	=
7	=		Literal and Free Translation	=	=
8	=		Creative Literary Stylistic Translation	=	=
9	=		The Importance of Style in Literary Translation	=	=
10	=		Literary Style as Choice	=	=
11	=		Stylistic Features	=	=
12	=		Stylistic Functions	=	=
13	=		Sources of Creativity in Literary Translation	=	=
14	=		The Holy Quran	=	=
15	=		The Prophet's Tradition	=	=



16	=		Classic Literature	=	=
17	=		Features of Literary Rhetoric: Collocations	=	=
18	=		Translating Metaphor	=	=
19	=		Types of Metaphor	=	=
20	=		Translating the Short Story	=	=
21	=		Translating the Novel	=	=
22	=		Translating Poetry	=	=
23	=		Translating Culture-specific Items	=	=
24	=		Translation Technologies and Literary Translation	=	=
25	=		Literary Translation and Artificial Intelligence	=	=
26	=		Literary Translation and Chatgpt	=	=
27	=		Practice: Translating Selected Texts from Different Sources		
28	=		Practice: Translating Selected Texts from Different Sources		
29	=		Practice: Translating Selected Texts from Different Sources		
30	=		Practice: Translating Selected Texts from Different Sources		

### 23. Course evaluation

Students' participation and assigning them according various activities

### 24. Learning and teaching resources

Required textbooks (methodology, if any)

Main references (sources)

Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites



## Course description form

<b>1. Course Name</b>
Media Translation
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Abdulsalam Abdul Majeed Saifuddin Email: <a href="mailto:abdulsalam.abdulmajeed@uobasrah.edu.iq">abdulsalam.abdulmajeed@uobasrah.edu.iq</a>
<b>8. Goals</b>
Training translators to acquire the linguistic ability Training translators to acquire the cultural ability Training translators to Face the problems of media translation professionally
<b>9. Teaching and learning strategies</b>





Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them  
 Conducting daily and quarterly tests  
 Assigning activities specific to the course

### 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		What is media and what are the types of media communication?	theoretical	Explanation, questions, and discussion
2	=		What does media translation refer to and what should media translators be required to do?	=	=
3	=		What are the general principles of media translation?	=	=
4	=		What are the types and causes of translation errors?  Media Texts for Translation	=	=
5	=		What are the unique features of news headlines?	=	=
6	=		How could "ellipses" feature raise the curiosity of the reader in the news headlines?	=	=
7	=		Why is a "play on words" or pun feature considered as a substantial part of other news headlines' ones?	=	=
8	=		News Headlines for	=	=



			Translation		
9	=		Why is a "Noun Strings" feature regarded as an important part of news headlines' language?	=	=
10	=		Why are "Alliteration and Assonance" considered as a primary framework of the headline writing techniques?	=	=
11	=		Why is "Vagueness" regarded as the most prominent technique in news headline writing?	=	=
12	=		News Headlines for Translation	=	=
13	=		Why is "Verb Changes and Lexical Density" regarded as one of the important features in news headline writing?	=	=
14	=		Why is the use of "Abbreviations" considered as one of the important features in news headline writing?	=	=
15	=		Why does media translation have a communicative nature?	=	=
16	=		What is media and what are the types of media communication?	=	=
17	=		What does media translation refer to and what should media translators be required to do?	=	=
18	=		What are the general principles of media translation?	=	=



19	=		What are the types and causes of translation errors?  Media Texts for Translation	=	=
20	=		What are the unique features of news headlines?	=	=
21	=		How could "ellipses" feature raise the curiosity of the reader in the news headlines?	=	=
22	=		Why is a "play on words" or pun feature considered as a substantial part of other news headlines' ones?	=	=
23	=		News Headlines for Translation	=	=
24	=		Why is a "Noun Strings" feature regarded as an important part of news headlines' language?	=	=
25	=		Why are "Alliteration and Assonance" considered as a primary framework of the headline writing techniques?	=	=
26	=		Why is "Vagueness" regarded as the most prominent technique in news headline writing?	=	=
27	=		News Headlines for Translation	=	=
28	=		Why is "Verb Changes and Lexical Density" regarded as one of the important features in news headline writing?	=	=



29	=		Why is the use of "Abbreviations" considered as one of the important features in news headline writing?	=	=
30	=		Why does media translation have a communicative nature?		

### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports, ....)
	Electronic references, websites

### Course description form

<b>1. Course Name</b>
Scientific Translation
<b>2. Course Code</b>
<b>3. Semester/year</b>



annual

4. The date this description was prepared

3/30/2024

5. Available attendance forms

Attendance

6. Number of study hours (total) / number of units (total)

2-3 hours per week

7. Name of the course administrator (if more than one name is mentioned)

Name: Zeineb Sami Hawel

Email: zeineb.hawel@uobasrah.edu.iq

8. Goals

- The course aims at training the translators to translate different scientific texts selected from various scientific references from English into Arabic and vice versa.
- To enable him/her to understand the translation process and its related matters in general.
- To provide him/her with the differences between scientific translation and other types of translations.

9. Teaching and learning strategies

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them

Conducting daily and quarterly tests

Assigning activities specific to the course



10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		The Theoretical Part	theoretical	Explanation, questions, and

			<p>What Is Science? -1          Kinds of Sciences          What Is -          ?Technology          - The Relationship          between Science and          Technology</p>		discussion
2	=		<p>The Theoretical Part I          What Is Science? -          Kinds of Sciences          What Is -          ?Technology          - The Relationship          between Science and          Technology</p>	=	=
3	=		<p>-The Characteristics          of the Scientific          Language :          Vocabular          y          Grammar          -Scientific Texts vs.          Literary Texts, and          Other Types of          Texts</p>	=	=
4	=		<p>-The Characteristics          of the Scientific          Language :          Vocabular          y          Grammar          -Scientific Texts vs.          Literary Texts, and          Other Types of          Texts</p>	=	=
5	=		<p>-Scientific          Translation vs.          Literary Translation          -The Requirements of          the Scientific          Translator          -Methods of          Translating Scientific</p>	=	=



			Terms		
6	=		-Scientific Translation vs. Literary Translation -The Requirements of the Scientific Translator -Methods of Translating Scientific Terms	=	=
7	=		The Practical Part: -Translating Scientific Texts: (1). nadiArabic Selected Passages	=	=
8	=		The Practical Part: -Translating Scientific Texts: (1). Translation into Arabic Selected Passages	=	=
9	=		Revision	=	=
10	=		Revision	=	=
11	=		Selected Passages	=	=
12	=		Selected Passages	=	=
13	=		Selected Passages	=	=
14	=		Selected Passages	=	=
15	=		Mid Exam	=	=
16	=		Revision	=	=
17	=		Revision	=	=
18	=		Selected Passages	=	=
19	=		Selected Passages	=	=
20	=		Selected Passages	=	=

21	=		Selected Passages	=	=
22	=		Selected Passages	=	=
23	=		Selected Passages	=	=
24	=		Assignments 1	=	
25	=		Assignments 1	=	
26	=		General Revision	=	
27	=		General Revision	=	=
28	=		Quiz Exam	=	=
29	=		Quiz Exam	=	=
30	=		Final Exam		



### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

Required textbooks (methodology, if any)

Main references (sources)

Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites

### Course description form

#### 13. Course Name

Simultaneous Interpreting



<b>14. Course Code</b>	
<b>15. Semester/year</b>	
annual	
<b>16. The date this description was prepared</b>	
3/30/2024	
<b>17. Available attendance forms</b>	
Attendance	
<b>18. Number of study hours (total) / number of units (total)</b>	
2-3 hours per week	
<b>19. Name of the course administrator (if more than one name is mentioned)</b>	
Name: Jasim Khalifah Sultan Email: jasim.sultan1@uobasrah.edu.iq	
<b>20. Goals</b>	
<ul style="list-style-type: none"> <li>• an advanced understanding of professional interpreting practice</li> <li>• experience of dealing with problems in interpreting at the advanced level</li> <li>• experience of working in simultaneous interpreting settings</li> <li>• guidance in developing sufficient background knowledge in subject areas for simultaneous interpreting.</li> </ul>	
<b>21. Teaching and learning strategies</b>	
Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them Conducting daily and quarterly tests Assigning activities specific to the course	



## 22. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		Common Background on Conference Interpreting	theoretical	Explanation, questions, and discussion
2	=		Start learning the strategies used in simultaneous Interpreting: Part One	=	=
3	=		Start learning the strategies used in simultaneous Interpreting: Part Two	=	=
4	=		Start learning the strategies used in Simultaneous Interpreting: Part Three	=	=
5	=		Study the points of similarity and difference between political speeches, especially how to transform English into Arabic speech and vice versa.	=	=
6	=		Study the points of similarity and difference between social speeches, and how to transform English into Arabic speech and vice versa.	=	=
7	=		Study the points of similarity and difference between religious speeches, and how to transform	=	=



			English into Arabic speech and vice versa.		
8	=		Study the points of similarity and difference between political speeches, and how to transform English into Arabic speech and vice versa.	=	=
9	=		Study the points of similarity and difference between political speeches, and how to transform English into Arabic speech and vice versa.	=	=
10	=		Study the points of similarity and difference between political speeches, and how to transform English into Arabic speech and vice versa.	=	=
11	=		Study the points of similarity and difference between political speeches, and how to transform English into Arabic speech and vice versa.	=	=
12	=		Study the points of similarity and difference between	=	=



			political speeches, and how to transform English into Arabic speech and vice versa.		
13	=		Study the points of similarity and difference between political speeches, and how to transform English into Arabic speech and vice versa.	=	=
14	=		Study the points of similarity and difference between political speeches, and how to transform English into Arabic speech and vice versa.	=	=
15	=		Exam	=	=
16	=		Common Background on Conference Interpreting	=	=
17	=		Start learning the strategies used in simultaneous Interpreting: Part One	=	=
18	=		Start learning the strategies used in simultaneous Interpreting: Part Two	=	=
19	=		Start learning the strategies used in simultaneous Interpreting: Part Three	=	=
20	=		Study the points of similarity and difference between political speeches, especially how to	=	=



			transform English into Arabic speech and vice versa.		
21	=		Study the points of similarity and difference between social speeches, and how to transform English into Arabic speech and vice versa.	=	=
22	=		Study the points of similarity and difference between religious speeches, and how to transform English into Arabic speech and vice versa.	=	=
23	=		Study the points of similarity and difference between religious speeches, and how to transform English into Arabic speech and vice versa.	=	=
24	=		Study the points of similarity and difference between religious speeches, and how to transform English into Arabic speech and vice versa.	=	=
25	=		Study the points of similarity and difference between	=	=



			religious speeches, and how to transform English into Arabic speech and vice versa.		
26	=		Study the points of similarity and difference between religious speeches, and how to transform English into Arabic speech and vice versa.	=	=
27	=		Study the points of similarity and difference between religious speeches, and how to transform English into Arabic speech and vice versa.	=	=
28	=		Study the points of similarity and difference between religious speeches, and how to transform English into Arabic speech and vice versa.	=	=
29	=		Study the points of similarity and difference between religious speeches, and how to transform English into Arabic speech and vice versa.	=	=
30	=		Final Exam		



**23. Course evaluation**

Students' participation and assigning them according various activities

**24. Learning and teaching resources**

Required textbooks (methodology, if any)

Main references (sources)

Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites



## Course description form

**1. Course Name**

Legal Translation

**2. Course Code**

<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024
<b>5. Available attendance forms</b>
Attendance
<b>6. Number of study hours (total) / number of units (total)</b>
2-3 hours per week
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name: Ruqaya Sabeeh Al-Taie Email: Ruqaya.sabeeh@uobasrah.edu.iq
<b>8. Goals</b>
<ul style="list-style-type: none"> <li>○ Develop legal translation skills through the translation of various texts and at different levels.</li> <li>○ Develop Arabic and English translation skills.</li> <li>○ Improve Students' ' translation analysis skills.</li> <li>○ Develop the ability to edit MT of legal texts.</li> <li>○ Be familiar with the global legal translation market and legal translator qualifications.</li> <li>○ Increase the ability to acquire legal terms and expressions.</li> <li>○ Train Students' on the correct use of paper and electronic dictionaries.</li> <li>○ Other goals.</li> </ul>
<b>9. Teaching and learning strategies</b>
Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them Conducting daily and quarterly tests Assigning activities specific to the course





## 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		Introductory lecture	theoretical	Explanation, questions, and discussion
2	=		Theoretical part / accuracy in translation	=	=
3	=		Theoretical part / strategies of legal translation	=	=
4	=		Translating a legal text into Arabic Assignment 1	=	=
5	=		Translating a legal text into English	=	=
6	=		Translate and analyze a legal text into English	=	=
7	=		Translate and analyze a legal text into Arabic	=	=
8	=		Assignment 2	=	=
9	=		Translating legal terms into Arabic	=	=
10	=		Translating a legal text into Arabic	=	=
11	=		Translating a legal text into English	=	=
12	=		Assignment 3	=	=
13	=		Compare MT with HT (into Arabic)	=	=
14	=		Translating for court	=	=
15	=		Mid Exam	=	=
16	=		Theoretical part / qualification of	=	=



			the legal translator		
17	=		Theoretical part / translator's code of conduct	=	=
18	=		Translating contract into Arabic	=	=
19	=		Translating marriage contract into English Assignment 1	=	=
20	=		Analyze a machine translated text	=	=
21	=		Analyze a legal translated text into Arabic	=	=
22	=		Legal translation market	=	=
23	=		Assignment 2	=	=
24	=		Compare a MT with HT (into English)	=	=
25	=		Analyze a legal translated text into	=	=
26	=		Compare two translations of a legal text	=	=
27	=		Assignment 2	=	=
28	=		Translating a contract into Arabic	=	=
29	=		Translating a contract into English	=	=
30	=		Final Exam		



### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports, ....)
	Electronic references, websites

### Course description form

<b>1. Course Name</b>	
Contrastive Grammar	
<b>2. Course Code</b>	
<b>3. Semester/year</b>	
annual	
<b>4. The date this description was prepared</b>	
3/30/2024	
<b>5. Available attendance forms</b>	
Attendance	
<b>6. Number of study hours (total) / number of units (total)</b>	
2-3 hours per week	
<b>7. Name of the course administrator (if more than one name is mentioned)</b>	
Name: Fatima Hussein Aziz	




## 8. Goals


The Curriculum is intended to examine the underlying distinctions and affinities between the grammatical structures of Arabic and English. Students' will learn more about Arabic and English and improve their language skills in both by contrasting and comparing the two languages. The course will discuss a variety of grammatical topics, such as syntax, morphology, and semantics, and it will emphasize the major differences and difficulties that Arabic speakers frequently have when learning English and vice versa.

## 9. Teaching and learning strategies

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them  
Conducting daily and quarterly tests  
Assigning activities specific to the course

## 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3	<ol style="list-style-type: none"><li>1. Understand Linguistic Typology: Gain understanding of the typological distinctions between Arabic and English, including word order, sentence structure, and grammatical elements.</li><li>2. Increased Linguistic knowledge: To improve language ability in both Arabic and English, cultivate a greater knowledge of the linguistic distinctions</li></ol>	NPs in English & nominal Sentences Arabic	 theoretical	Explanation, questions, and discussion

		<p>between the two languages.</p> <p>3. Improve Translation Skills: By identifying the structural and grammatical differences, one may more accurately and efficiently translate across Arabic and English.</p> <p>Increased Language Teaching Competence: Help Students' become more proficient in teaching Arabic or English as a second language by addressing typical grammatical difficulties encountered by pupils.</p>			
2	=	=	Functions of NPs in English	=	=
3	=	=	Functions of NPs in Arabic	=	=
4	=	=	Types of NPs in English	=	=
5	=	=	Types of NPs in Arabic	=	=
6	=	=	Classifications of Nouns in English	=	=
7	=	=	Classifications of Nouns in Arabic	=	=
8	=	=	Characteristics of Nouns in English		=
9	=	=	Characteristics of Nouns in Arabic		=

10	=	=	Noun Number in English And Arabic	=	=
11	=	=	Noun Gender in & English Arabic	=	=
12	=	=	Noun Case in English & Arabic	=	=
13	=	=	Pronouns in English	=	=
14	=	=	Pronouns in English	=	=
15	=	=	Mid Exam	=	=
16	=	=	Pronouns in Arabic	=	=
17	=	=	Determiners in English	=	=
18	=	=	Determiners in Arabic	=	=
19	=	=	Adjectives in English	=	=
20	=	=	Adjectives in Arabic	=	=
21	=	=	Prepositions in English	=	=
22	=	=	Prepositions in Arabic	=	=
23	=	=	Types of Sentences in English	=	=
24	=	=	Types of Sentences in Arabic	=	=
25	=	=	Simple Sentences in English & in Arabic	=	=
26	=	=	Compound Sentences in English & in Arabic	=	=
27	=	=	Complex Sentences in English & in Arabic	=	=
28	=	=	Complex Sentences in English	=	=



			& in Arabic		
29	=	=	Review	=	=
30	=	=	Final Exam		

<b>11. Course evaluation</b>	
Students' participation and assigning them according various activities	
<b>12. Learning and teaching resources</b>	
	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports, ....)
	Electronic references, websites

### Course description form

<b>1. Course Name</b>
Semantics & Pragmatics
<b>2. Course Code</b>
<b>3. Semester/year</b>
annual
<b>4. The date this description was prepared</b>
3/30/2024



### 5. Available attendance forms

Attendance

### 6. Number of study hours (total) / number of units (total)

2-3 hours per week

### 7. Name of the course administrator (if more than one name is mentioned)

Name: Mohamed Al Husain

Email:

### 8. Goals

Understand the structures of language including phonology, syntax, and semantics, and analyze the interplay between them.

### 9. Teaching and learning strategies

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them

Conducting daily and quarterly tests

Assigning activities specific to the course



### 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		What is the meaning of meaning	theoretical	Explanation, questions, and discussion
2	=		Possible definitions of Semantics	=	=
3	=		Dictionary definitions : Form and Content	=	=
4	=		classifications of meaning- types	=	=
5	=		Meaning at the level	=	=



			of words Reference and sense		
6	=		Meaning at the level of words: Intension and Extension	=	=
7	=		Meaning at the level of words Concept and prototype	=	=
8	=		Componential Analysis and Semantic Fields	=	=
9	=		Meaning at the level of words: Lexical Relations (synonymy; antonymy;	=	=
10	=		Polysemy Metaphor and metonymy	=	=
11	=		Sentences, utterances, and propositions	=	=
12	=		Meaning at the level :of the sentence Syntagmatic and paradigmatic	=	=
13	=		Meaning at the level of the sentence: Referring expressions to Predication	=	=
14	=		Meaning at the level of the sentence: Proposition Synthetic vs. Analytic	=	=
15	=		Meaning at the level of sentence: Lexical Relations (Paraphrase; contradiction;	=	=
16	=		Thematic roles 1		



17	=		Thematic roles 2	=	=
18	=		Non-literal meaning	=	=
19	=		Speech acts: Direct and indirect	=	=
20	=		Politeness and Face	=	=

### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

Required textbooks (methodology, if any)

Main references (sources)

Recommended supporting books and references (scientific journals, reports, ....)

Electronic references, websites

### Course description form

#### 1. Course Name

THEORIES OF TRANSLATION

#### 2. Course Code

#### 3. Semester/year

annual

#### 4. The date this description was prepared

3/30/2024

### 5. Available attendance forms

Attendance

### 6. Number of study hours (total) / number of units (total)

2-3 hours per week



### 7. Name of the course administrator (if more than one name is mentioned)

Name: Afaneen Al-Dirawi

Email: afaneen.aldirawi@uobasrah.edu.iq

### 8. Goals

1. Enabling translation Students' to benefit from translation theories in practicing the translation activities.
2. Diagnosing text-types based on their distinctive features to select the appropriate translation method that is suitable to the text under translation.
3. Trying to find solutions to translation difficulties for texts or parts of texts.

### 9. Teaching and learning strategies

Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them

Conducting daily and quarterly tests

Assigning activities specific to the course

### 10. Course structure

the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		Historical background of translation as a human activity	theoretical	Explanation, questions, and discussion
2	=		Types of equivalence	=	=

3	=		Nida's Formal Equivalence Vs Dynamic Equivalence	=	=
4	=		Catford's Formal Correspondent Vs Textual Equivalent House's Overt Translation Vs Covert Translation	=	=
5	=		Catford's Formal Correspondent Vs Textual	=	=
6	=		Catford's Formal Correspondent Vs Textual Gutt's Direct Translation Vs Indirect Translation	=	=
7	=		Venuti's Domestication Vs Foreignization	=	=
8	=		Translation Process	=	=
9	=		Ideological approach	=	=
10	=		Linguistic approach	=	=
11	=		Hermeneutic approach	=	=
12	=		Interpretive approach	=	=
13	=		Cognitive approach	=	=
14	=		Historical background of translation as a human activity	=	=
15	=		Mid Exam	=	=
16	=		Cultural approach	=	=
17	=		Translation of institutional and	=	=



			cultural terms		
18	=		Normative approach	=	=
19	=		Sociological approach Translation Strategies J. P. Vinay & J. Darbelnet's strategies	=	=
20	=		Translation Brief & Macro Factors	=	=
21	=		Cultural clashes	=	=
22	=		Ideological and habitual considerations	=	=
23	=		Master discourse & dominant poetics of translation	=	=
24	=		Generic conventions	=	=
25	=		Purpose of translation (Skopos)	=	=
26	=		Readership	=	=
27	=		Text type	=	=
28	=		System theories	=	=
29	=		Polysystem Theory	=	=
30	=		Final Exam		



### 11. Course evaluation

Students' participation and assigning them according various activities

### 12. Learning and teaching resources

Required textbooks (methodology, if any)

Main references (sources)