
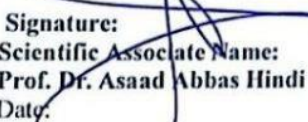


**Academic Program Description Guide Year:
2025**

Academic Program Description
University Name: University of Basra
College/Institute: College of Education for Humanities
Scientific Department: Department of English Language
Program or Professional Name: English Language
Degree Name: Bachelor of English Language
Academic Year System

File Filling Date: 28/8/2025

File Verification by
Department of Quality and Academic Performance
Name of the Department of Quality and Academic Performance
Manager: Dr. Makram Jamal
Signature: 

Signature: 
Scientific Associate Name:
Prof. Dr. Asaad Abbas Hindi
Date:

Signature: 
Head of Department Name:
Prof. Dr. Amin Ukaal Ghailan
Date:

Authentication of the Dean:


Assist. Prof. Dr. Wissam Juma Lafta

Date:
Signature:



Ministry of Higher Education and Scientific Research:
Scientific Supervision and Evaluation Device
Quality Assurance and Academic Accreditation Department

Course Description Form
2024 -2025

University: University of Basra

College: College of Education for Human Science

Department: English Language

Date of File Filling: 2 8/ 8/ 2025

Vision, Mission, and Program Objectives

1. Program Vision

The English Language Department of the College of Education for Human Sciences / University of Basra aspires to be distinguished among its counterparts in Iraq and other countries in scientific and academic fields. It envisions itself for the future as having implemented global quality standards guaranteed by the International Standards ISO 9001:2000 and its subsequent amendments, as well as the Quality and Academic Accreditation Guide issued by the Iraqi Ministry of Higher Education and Scientific Research. It has embodied the academic professional culture among the faculty and staff, in addition to noting the horizons of development in all educational and research aspects.

2. Program Message

The English Language Department at the College of Education for Humanities / University of Basra strives to provide the best service to the community by graduating a select group of English language teachers for all educational stages, to serve the speaking of English as a global language, through precise diagnosis of the community's need to develop this language to enter most educational, research, advisory, administrative, and other fields using modern means.

3. Program objectives

1. Prepare a generation of teachers for middle and preparatory education, capable .1 of teaching English vocabulary in those educational levels.

2. Prepare a graduate who uses the English language proficiently in the four skills:

A-Understanding and comprehension B- Speaking C- Reading D- Writing

3. Enabling students to rely on themselves in understanding what they read and hear in English outside the previous study boundaries.

4 .Create a balanced student character in terms of behavior and emotions.

5. Develop students' literary taste and aesthetic sense through teaching English language vocabulary.

6. Using techniques to achieve integration between other aspects of the curriculum and incorporating them as an essential part of the department's educational programs

4. The Program Approach
None

5. other external effects
None

6. Description of the Academic Program
<p>This academic program description provides a concise summary of the program's main features and the expected learning outcomes for students to achieve, proving whether they have maximized the available opportunities, accompanied by a description of each course within the program.</p>

1 Educational institution -	1 University of Basra / College of - Education for Human Sciences
2 Scientific Section -	2. English Department
3 Name of the Academic or Professional Program -	3. Teaching English
4. Name of the Final Certificate	4. Bachelor of Education / English - Language
5. Academic System Annual / Courses / -	5. Annual
Others	-

6 Certified Accreditation Program -	6 Quality Guarantee -
7. Other External Effects-	7 Ministry of Education / Ministry of - Planning
8. Date of Description Preparation -	8. 28/8/2025

7. Academic Program Objectives

The department aims to achieve the following goals:

1. Introduce the principles and basic techniques for teaching the English language
2. Encourage students to emphasize the communicative aspect in the teaching of English
3. Encourage students to use the communicative approach in teaching and compare it with the previously abolished methods
4. Encourage students to practice the active role in teaching and pay attention to the scientific and educational management of the classroom
5. Encourage students to use educational tools in teaching in the future -

8. Required Program Outcomes and Teaching, Learning, and Assessment Methods

a. Cognitive Objectives

a1 - Learning to speak English correctly and fluently

a 2-Prepare a generation of teachers for middle and preparatory education to have the ability to teach English vocabulary

a3- Prepare a graduate who uses English proficiently and is skilled in the four

skills a4- Comprehension and understanding, b- Speaking, c- Reading, d-

Writing

Learn to use proper English grammar rules

A5- Empowering students to rely on themselves to understand what they read and what they hear in the English language outside

Previous study limits.

A6 - The use of technologies to achieve complementarity between other systematic aspects and introduce them as an essential part of education programs in the department.

B - The skills goals of the program

B1- Communicative language skills, both spoken and written

B2-Listening language skills in English during the

lecture B3- Analytical and inferential thinking skills

C -Emotional and value goals

C1 - Achieving a high level of fluency in speaking English as well as discussing speech errors.

C2 - Encouraging the achievement of the highest level of communicative practice in teaching in the future.

C3 - Achieving the highest level of scientific analysis and deduction efficiency. C 4 - Creating a balanced student character in terms of behavior and emotions.

9. Evaluation Methods

Quarterly Exams

Weekly Exams

Encourage students to increase reading and rely on other sources, and submit summary reports

10. Educational and Learning

Methods 1- Lecturing Method

2 - Brainstorming Method

3 Discussion and Scientific Linking Method

General skills and transferable qualifications. Other skills related to employability and personal development.

1 - Skill of effective written and oral communication

2 - Skill of listening in English within the classroom

10. Values

Developing students' sense of self-respect.

-

Education of students on the culture of - integrity and combating corruption in all its forms. Strengthening the students' sense of respect

- for

the highest principles and ethics of the profession.

Enabling students to respect the rights of the

- beneficiaries of their profession, culture, religion, gender, and race.

Training students to respect the freedom of

- expression, thought, and creativity of others.

Strengthening the spirit of cooperation

Teach students to respect the dignity

- of humanity.

Developing students' sense of - responsibility during the study and work period.

Developing ethical values in students

- that serve as models for noble virtues and high ideals through highlighting several ethical images.

Training students to work with - honesty and objectivity, and what distinguishes his work is his ability to open up and accept the opinions of others as they are.

Providing students with diverse academic skills that enhance their

among students and group work.

academic achievement, discussing
their scientific aspirations, and
making the student a well-
rounded individual in terms of
personality,

psychology, social, cultural,
intellectual, and mental aspects.

11. Program Structure

Academic Stage	Code of the Course	Name of the Course	Credits Hours	
			Theoretical	practical
first		English grammar	3	
first		Phonetics	3	
first		Composition writing	2	
First		Reading	2	
first		listening and speaking	2	
first		An introduction to English literature	3	
first		Human Rights	1	
First		Educational psychology	2	
e first		Computer Science	2	
first		Fundamentals of Education	2	

first		Arabic Language	2	
Second		Morphology and syntax (2)	3	

second		English phonology	3	
second		An introduction to academic writing	2	
Second		Short story	2	
Second		Poetry (1)	2	
second		One act play	2	
second		Advanced reading	2	
Second		Conversation (2)	2	
Second		Crimes of the Ba'ath	2	
Second		adult education	2	
second		An introduction to ELT	3	

Third		Contemporary grammar of English (3)	3	
Third		Introductio n to Linguist ics	3	
Third		listening and speaking	2	

Third		Essay Writing	2	
Third		Victorian Novel	3	
Third		Renaissance Drama	3	
the third		Romantic and Victorian Poetry	2	
Third		Pedagogy and Curriculum Innovation	3	
Third		Guidance and psychological health	2	
Fourth		Contempor ary Grammar of English (4)	3	

The Fourth		Linguistics (2)	3	
Fourth		Modern Novel (2)	3	
Fourth		Modern Drama (3)	3	
Fourth		Modern Poetry (3)	2	
Fourth		Translation	2	
Fourth		Graduation research	-	

Fourth		Practicum and EFL Classroom Practices	3	
Fourth		Test Design and Assessm ent	2	

12. Professional Development for Members of the Teaching Staff

1. Attention to the external appearance and formal attire of the university professor

Focus on the creative aspect with the teaching staff and students.

3. Cooperation on the administrative side and providing assistance to the examination committees.

4. Focus on scientific publishing in local, Arabic, and international magazines.

5. Encourage them to participate in academic activities including conferences, seminars, and workshops.

13. Acceptance Standard (Establishing Systems for Enrollment in Colleges or Institute)

Central Acceptance from the Ministry of Higher Education and Scientific Research
Central Acceptance of Certified Teachers from the Ministry of Education

14. The Most Important Sources of Information About the Program

- 1- Curriculum books
- 2- Supplementary books
- 3- Internet

15. The Teaching Staff

N.	Teacher's Name	Certificate	Issuing Country	Scientific Title	Specialisation
1	Majeed Hamid Jassem	Ph.D.	Iraq	Professor	literary stylistics
2	Balqees Eassa Katta	PhD	Iraq	Professor	Phonetics
3	Alaa Hussein Oda	Ph.D.	Iraq	Professor	Teaching Methods
4	Jenan Fadl Baryou	PhD	United Kingdom	Professor	English poetry
5	Mahdi Mohsen Mohamed	Master's degree	Iraq	Professor	Discourse Analysis
6	Amin Ukaal Gailan	Ph.D.	Iraq	Professor	Pragmatics and Discourse Analysis
7	Rana Abdulsattar Abd	PhD	Iraq	Assistant Professor	Discourse Analysis
8	Nada Saleh Abdulrazzaq	Master's Degree	Iraq	Assistant Professor	Psycholinguistics
9	Zaidon Abdulrazak Yeboud	PhD	Iraq	Assistant Professor	Discourse Analysis
				or	

10	Alaa Hussein Sharhan	Master's Degree	Iraq	Assistant Professor	Discourse Analysis
11	Wassan Abdul Hussien Javad	PhD	United Kingdom	Assistant Professor	Phonetics
12	Saad Jasseb Daghir	Ph.D.	Iraq	Lecturer	Discourse Analysis
13	Abdulrazak Drouish Abdulrazak	Master	Iraq	Assistant Professor	Semantics
14	Nawras Sabah Abdul Zahra	Master's Degree	Iraq	Lecturer	Pragmatics

15	Saad Muhammad Kazzam	PhD	United Kingdom	Lecturer	literary criticism
16	Ahmad Hashim Abbas	Master's degree	India	Assistant Professor	English Literature
17	Iman Abdul-Salam Abdul-Hafiz	Master's Degree	Yemen	Assistant Professor	Translation
18	Ahmad Adeel Abdul Wahid	Master's Degree	China	Assistant Professor	Computer Engineering
		Degree		Professor	

19	Wafaa Shakir Ibrahim	Master's Degree	Iraq	Assistant Lecturer	Psycholinguistics
20	Rasha Ali Seho	Master's degree	Iraq	Assistant lecturer	sociolinguistics
21	Firas Fathi Ali	Master's Degree	Iraq	Assistant lecturer	Phonetics
22	Munaf Youssef Zahr	Master's Degree	Malaysia	Assistant lecturer	Psycholinguistics
23	Juma Sheal Bedawi	Master's Degree	Iraq	Assistant lecturer	Phonetics
24	Najwan Jassim Hatem	Master's Degree	Iraq	Assistant lecturer	Stylistics
25	Muna Mohammed Ali	Master's Degree	Iraq	Assistant lecturer	Discourse Analysis
26	Ethar Nour Eldin Jumail	Master's Degree	Iraq	Assistant lecturer	Phonetics
27	Shahed Hasham Khudher	Master's Degree	Iraq	Assistant Lecturer	Discourse analysis

28	Maha Abdul Hassan Rheim	Master 's Degree	Iraq	Assistant lecturer	Stylistics
29	Ahmad Sabih Khalf	Master 's Degree	Lebanan	Assistant Professor	Literature/ Short Story
30	Ragid Jassem Mohamed	Master 's Degree	Iran	Assistant lecturer	literature
31	Rawan Kareem Sadkhan	Master's Degree	Iraq	Assistant lecturer	Discourse Analysis
32	Aya Hussein	Master 's Degree	Iraq	Assistant lecturer	Discourse Analysis

33	Zainab Jaafar Al-Returna	Master's Degree	Iraq	Assistant lecturer	Linguistics/ Testing
34	Ali Mohammd Hassan	PHD	Romania	Lecturer	Literature
35	Islam Adil	PHD	Iraq	Lecturer	Stylistics
36	Haneen Ali Jumaa	Master's Degree	Iraq	Assistant lecturer	Pragmatics
37	Omar Hussein Shihab	Master's Degree	India	Assistant Lecturer	Literature
38	Fatima Rassul	Master's Degree	Iraq	Assistant Lecturer	Discourse Analysis

program skill plan																
				Required Learning Outcomes of the Programme												
Year / Level	Course Code	Course Name	Essential or Optional	knowledge				Skills				Values				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	
First		English grammar	Essential				*	*	*	*		*	*		*	*
		Phonetics	essential				*	*	*	*		*		*		*
		Composition writing	essential				*	*	*	*		*		*		*
		Reading	Essential				*						*			
		listening and speaking	Essential				*						*			
		An introduction to English Literature	Essential	*	*			*				*	*	*	*	*
		Human Rights	Essential	*	*						*					
		Educational psychology	essential	*											*	
		Computer Science	Essential	*									*	*	*	*
		Fundamentals of Education	Essential		*		*		*			*	*	*		

second		Morphology and syntax (2)	essential	*	*		*				*		*		*
		English phonology	Essential	*	*	*	*						*		*
		An introduction to academic Writing	essential	*	*			*			*			*	*
		Short story	essential	*	*		*						*		
		Poetry (1)	Essential	*	*			*		*			*	*	*
		One act play	essential	*		*		*			*		*		*
		Advanced reading	essential	*	*						*				
		Conversation (2)	Essential		*										*
		Crimes of the Ba'ath	essential		*	*			*	*			*	*	*
Third		Contemporary grammar of English (3)	essential		*	*	*						*		* *
		Introduction to Linguistics	essential	*	*				*				*	*	

		listening and speaking	essential	*	*		*		*		*		*		*
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		Essay Writing	essential	*	*	*	*	*	*		*		*		*
		Victorian Novel	essential												
		Renaissance Drama	essential	*	*	*						*			
		Romantic and Victorian Poetry	essential	*		*						*			*
		Pedagogy and Curriculum Innovation	Essential									*		*	*
		Guidance and psychological Health	essential	*	*			*					*		*
Fourth		Contemporary Grammar of English (4)	Essential	*	*			*					*		*
		Linguistics (2)	Essential												
		Modern Novel (2)	Basic	*	*		*	*	*		*				
		Modern Drama (3)	essential	*			*		*		*		*		*
		Modern Poetry (3)	essential	*	*			*					*		*
		Translation	essential	*	*	*						*			*

		Graduation research	Essential	*	*	*	*	*	*	*	*				*
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Course Description Model

1. Course Name: Phonetics
2. Course Code
3. Section / Year 2024-2025
4. Date of Preparation of this Description: 20/3/2025
5. Available Attendance Forms: Daily Direct Attendance
6. Number of teaching hours: 90 hours / 3 hours per week / Number of units (total) : 5 units
7. Name of the course responsible (if more than one name is mentioned) Dr. Waseem Abdul Hussien Al-Sarih wassan.jawad@uobasrah.edu.iq
8. Objectives of the course

9. Teaching and learning strategies

The Strategy	Method B 1 - Inductive Questioning Method
	Section 2 - Discussion Method
	Section 3 - Review Method Linking What is Displayed to What Has Been Displayed

10. Required Program Outcomes

	<p>Cognitive goals -1</p> <p>A- Knowing the members of a person's speech and how to use them in the voices of voices</p> <p>A2-Learn the word "English language sounds" in a correct way Learn to differentiate between correct sounds and errors</p> <p>Learn to use and read phonetic symbols to know the pronunciation of any new word Learn to listen to what is pronounced and repeat it to identify the speech organs that contributed to its pronunciation</p> <p>b- The skill-specific goals of the program</p> <p>1 - The skill of pronouncing sounds with a close approximation to the correct English pronunciation</p> <p>2 - The skill of predicting the pronunciation of sounds even in new vocabulary</p>
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11 Course Structure

Week	hours	required learning outcomes	Unit Name / Subject	Teaching Method	Evaluation Method

2-1	6	Understanding the importance of sound, distinguishing between sounds and letters, and knowing which English accent we study	Chapter 1	Method of inferential questions and discussion	Participation in daily discussion and answering questions within the classroom
4-3	6	Know the details of human phonetic members along with	2 Chapter	Method of deductive	Participation in daily discussion

		their names, how they work, and determine which one is used in pronouncing English sounds		questions and discussion	And answering questions within the classroom
5	3	Understanding the basic divisions of the Inca language into right and wrong	Chapter 4	Method of inferential questions and discussion	Participation in daily discussions and answering questions within the classroom

					m
6	3	Know the types and factors for classifying the disease's voice	Chapter 4	Method of inductive questions and discussion	Participa ti on in daily discussio n s and answerin g question s within the classroo m
9-7	9	Know the English short vowels	Chapter 4	Inductive question method and discussion + training on pronunciati on of sounds	Participa ti on in daily discussio n s and answerin g question s within the classroo m

12-10	9	Know the long English vowels	Chapter 4	The method of inductive questions, discussion, and review that connects what is presented with what has been presented + training on	Participa ti on in daily discussio n s and answerin g question s within the classroo m
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				pronouncin g the sounds	
16-13	12	Know the English compound words' sounds	Chapter 4	The deductive question method, discussion, and review that link what is presented to what has been presented + training on pronouncin g the sounds	Participa ti on in daily discussio n s and answerin g question s within the classroo m

17	3	Know the types and factors for classifying correct voices	Chapter 3	Method of inductive questions and discussion	Participation in daily discussions and answering questions within the classroom
20-18	9	Know the correct English explosive sounds	Chapter 3	Method of inferential questions and discussion + training on pronunciation of sounds	Participation in daily discussions and answering questions within the classroom
22-21	6	Know the correct English frictional sounds	Chapter 3	The method of inductive questions, discussion, review that connects what is presented with what has been presented + training on	Participation in daily discussions and answering questions within the

				pronouncing sounds	classroom
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24-23	6	Understanding the correct English explosive-friction sounds	Chapter 3	Method of inductive questions, discussion, review that connects what is presented with what has been presented + training on pronunciation of sounds	Participation in daily discussions and answering questions within the classroom
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26-25	6	Know the correct English nasal sounds	Chapter 3	Inductive questioning method, discussion, review that connects what is presented with what has been presented + training on pronunciation of sounds	Participa ti on in daily discussio n s and answerin g question s within the classroo m
28-27	6	Know the correct English Approximants	Chapter 3	The method of inductive questions, discussion, and review that connects what is presented with what has been presented + training on pronouncin g the sounds	Participa ti on in daily discussio n s and answerin g question s within the classroo m
30-29	6	Know the correct English sounds Lateral	Chapter 3	The method of inductive questions, discussion	Participa ti on in daily discussio n s and

				and review that connects what is presented with what has been presented + training on pronouncin g sounds	answeri ng question s within the classroo m
12 - Main References (Sources)			Phonetics and Phonology: A Practical Course		
Recommended books and references (scientific journals, reports, etc.)			English Pronunciation in Use .1		
Electronic references, internet sites ..			BBC Learning English The Sounds of English: .1 (Bbc.co.uk) British Council: .2 (Learning English.british Council.org)		

Course Description Model

1. Course Name: Reading / first stage
2. Course Code

3. Section / Year 2024-2025

4. Date of Preparation of this Description: 23/3/2025

5. Available Attendance Forms: Daily Direct Attendance

6. Number of class hours: 60 hours / 2 hours per week

7. Name of the Course Responsible (if more than one name is mentioned) Assist.
Lec. zainab Jaafar Al-Rouda / zainab.auda@uobasrah.edu.iq

8. Objectives of the Course

Training students to comprehend the texts read and to gain a reasonable understanding of the tone 1 and intonation in the language.

Training students to read silently and comprehend literary texts at appropriate levels. -2

Training students to raise questions or answer questions that require a short or extended answer. -3

Motivating students to use as many different types of sentences in the language as possible orally -4 and in writing.

Training students to write a summary of the text read in the student's own words and extract -5 synonymous and opposite vocabulary for the text's vocabulary.

Training students to link the ideas presented in the form of notes to form a complete written -6 paragraph.

Training students to infer opinions and extract the main ideas found in the texts read. -7

9. Teaching and Learning Strategies

The
Strategy

- Lecture Method
- 2- Brainstorming Method
- 3- Discussion Method

10. Required Program Outputs

	<p>A- Cognitive Objectives</p> <p>A1- Learn effective reading strategies and comprehension of the read texts.</p> <p>A2- Write a summary of the read text and enrich the student's linguistic vocabulary (synonyms and antonyms).</p> <p>Learn how to deduce opinions and extract the main ideas contained in the text. Learn how to ask and answer questions.</p> <p>Learn to connect the presented ideas in the form of notes to form a complete written paragraph.</p> <p>Identify some unclear words or commonly used incorrect terms, as well as a number of technical expressions.</p> <p>B - The specific skills objectives of the course</p> <p>B 1 - Developing the ability to comprehend among students</p> <p>B 2 - Developing the writing skills for students</p> <p>B 3 - Developing the skill of analyzing and interpreting texts</p>
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11 Structure of the syllabus

Week	hours	required learning outcomes	Unit name / subject	method of education	method of assessment
2-1	8	What is comprehension + Types of sentences	Selecte d Passage s	Speech and Discussio n	Writing a summary and extracting new words + exercises
4-3	8	Identification tools + Time review			

6-5	8	Direct and indirect speech plus The built for the known and the built for the unknown	Selecte d Passage s	The Lecture and Discussion	Writing a Summary and Extracting New Words + Exercises
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8-7	8	Add prefix and suffix to the root of the word + Identify the structure and composition of the paragraph	Selecte d Passage s	Lecture and discussio n	Writing a summary and extracting new words + exercises
10-9	8	The Three Reading Methods + Extracting the Meaning of a Word from the Context	Selecte d Passage s	the lecture and discussion	writing a summary and extracting new words + exercises
	8	The main sentence or topic sentence			

12-11		+ Identifying the main idea - explicit or implicit		The Lecture and Discussion	Writing a Summary and Extracting New Words + Exercises
14-13	8	Secondary or supporting ideas	Selecte d Passage s	Speech and Discussio n	Writing a summary and extractin g new words
16-15	8	Summary and paraphrasin g	Selecte d Passage s	Speech and discussio n	Writing a summar y and extracting new words + exercises

18-17	8	links + Writing notes	Selecte d Passage s	the lecture and discussion	writing a summary and extracting new words + exercises
19-20	8	Sparking questions, imagination, and inferences + Informatio n Organizati on Patterns			
22-21	8	Overview and Concept Map + Understand the point of view of the writer or author	Selecte d Passage s	The Lecture and Discussio n	Writing a Summary and Extracting New Words + Exercises
24-23	8	The truth versus expressing an opinion + Distinguishing between truth and fiction	Selecte d Passage s	Speech and Discussio n	Writing a summary and extracting new words + exercises
26-25	8	Identifying similarities and differences + Defining the debate	Selecte d Passage s	the lecture and discussion	writing a summary and extracting new words + exercises

28-27	8					
Main resources						
Recommended books and references (scientific journals, reports, etc.)		Developing Skills: An Integrated Course for Intermediate Students, by L. G. Alexander. 1- Interactions Access Readings 6th Ed., by Pamela Hartmann & James Mentel. 2- Select Readings 2nd Ed., by Linda Lee & Erik Gundersen. 3- Active Skills for Reading by Neil J. Anderson				
Electronic references, internet sites ..		Https: // read theory.org				

Course Description Model

1. Course Name: Listening and Speaking
2. Course Code
3. Chapter / Year 2024-2025
Date of preparation of this description: 35/3/2025
5. Available attendance forms: Daily direct attendance
6. Number of teaching hours: 60 hours / 2 hours per week

. Name of the Course Coordinator (if more than one name is mentioned) . Asst. lec. Shahad Hesham Khudher / Lec.shahad.hosham@uobasrah.edu.iq Asst. Lec. Rageed Jamil Muhammad/ragheed.jasem@uobasrah.edu.iq Asst lect. Haneen Ali/ haneen.a.jumaa@uobasrah.edu.iq Asst.Lect.Muneef Yousif / munaif.dhaher@uobasrah.edu.iq Iman Add Al-Salam /cehs.lect.024@avicenna.uobasrah.edu.iq
8. Course Objectives

Developing speaking skills among students in the first stage/section1
 Implementing various activities that enrich speaking skills and instill confidence in students -2 Encouraging students to interact and speak inside and outside the classroom by identifying goals -3 and available resources
 Reducing the level of stress among students -4
 Introducing the need to use English outside the classroom -5
 Introducing the use of what students have learned from grammar, pronunciation and vocabulary -6 in their speech on various topics
 Introducing the use of programs supporting the curriculum such as video clips and audio clips to -7 increase their level of comprehension of the language

9. Teaching and Learning Strategies

Th
e
Strateg
y

- Group work method in the lecture
- 2- Brainstorming method
- 3- Discussion Method

10. Required Program Outputs

<p>A- Knowledge goals</p> <p>A1- Learn the correct reading strategies and absorb readable texts.</p> <p>A2- Writing a summary of the readable text and enriching the student's linguistic storage for vocabulary (synonyms and contradictions).</p> <p>Learn how to deduce opinions and extract the main ideas contained in the text. Learn how to ask and answer questions.</p> <p>Learn to link the presented ideas in the form of notes to form a complete written paragraph.</p> <p>Identify some unclear words or commonly used incorrect terms, as well as a number of technical expressions.</p> <p>Objectives of the course's skill-specific goals</p> <p>1 - Developing the students' comprehension skill</p> <p>2 - Developing the students' writing skill</p> <p>3 - Developing the skill of analyzing and interpreting texts</p>					
<p>Cognitive Objectives:</p> <p>a1- Developing the speaking skill among students of the department/first stage</p> <p>a2- Applying diverse activities that enrich the speaking skill and instill confidence in the students</p> <p>Encourage students to interact and speak inside and outside the classroom by specifying the objectives and available resources</p> <p>Reduce the level of stress among students</p> <p>Introduce the necessity of using English outside the classroom</p> <p>Introduce the use of what students have learned from grammatical rules, vocabulary, and idioms in their speech on various topics</p> <p>Introducing the curriculum using supporting programs such as video and audio clips to enhance their language comprehension level</p>					
11 Structure of the Course					
week	Hours	Required Learning Outcomes	Unit Name / Subject	Teaching Method	Evaluation Method

2-1	6	Learn how to introduce yourself to others and make acquaintances	Unit 1 Unit 2 Unit 3 Unit 4	the lecture and discussion	Solution of exercises
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4-3	6	Know personal information and how to ask for it	Unit 5 Unit 6	the lecture and discussion	Solution of exercises
6-5	6	Know how to talk about work, study, and life	Unit 7 Unit 8 Unit 9 Unit 10 Unit 11 Unit 12	the lecture and discussion	Solution of exercises
8-7	6	Know how to ask and answer about time	Unit 13 Unit 14	the lecture and discussion	Solution of exercises
10-9	6	How to talk about daily activities and routine	Unit 15 Unit 16	the lecture and discussion	Solution of exercises
12-11	6	Know how to fill out a form and how to ask and answer questions about things and numbers and quantities	Unit 19 Unit 20 Unit 21 Unit 22	The Lecture and Discussion	Exercise Solutions

14-13	6	Understanding to talk about electronic communication and the family, and how to order food in a restaurant	Unit 23 Unit 24 Unit 25	the lecture and discussion	solving exercises
16-15	6	Know how to talk about what are the favorite activities in leisure time and buying things	Unit 38 Unit 39 Unit 40	the lecture and discussion	Solution of exercises
18-17	6	Know how to speak during tourist trips and travel to different countries	Unit 42 Unit 43 Unit 44	lecture and discussion	solution of exercises

19-20	6	Know how to talk about trends and talk about social media and the internet	Unit 45 Unit 46	lecture and discussion	solution of exercises
22-21	6	Learn how to speak at special and public events such as birthdays and weddings	Unit 47 Unit 48	Session and Discussion	Solution of Exercises
24-23	6	Listen to native English speakers	Units 69-74	The lecture and discussion	Solution of exercises

26-25	6	Learn how to work in a group and have a multi-party discussion during the conversation	Units 75-79	the lecture and discussion	solving exercises
28-27	6	Learn how to greet and say goodbye	Units 92-97	Speech and Discussion	Exercise Solutions
30-29	6	Know the conditions and characteristics	Units 98-101	lecture and discussion	Solution of Exercises

1- Required Scheduled Books	Face2Face starter
Main references (sources)	Face2Face pre-intermediate
Recommended books and references (scientific journals, reports, etc.)	Face2Face Intermediate
electronic references, internet sites ..	Http: // Woohoo .english Conversation.org/ .1 Http: // Woohoo .learn English.com/ .2 .3

1. Course Name: English grammar/ second stage
2. Rapporteur code
3. Chapter / Year 2024-2025
Date of Description Preparation: 25/3/2025
5. Available Attendance Forms: Daily Direct Attendance
6. Number of Study Hours: 90 hours / 3 hours per week
0. Name of the Course Responsible (if more than one name is mentioned) Asst. lec. Fatima Rasul / lec.fatima.rasool@uobasrah.edu.iq
8. Course Objectives

Definition of morphology

Study of the internal structure of words and the laws governing word formation -2 Definition of the meaning, types and function of morphemes -

3

Definition of the meaning of the word and its classification -4 Definition of word formation processes

-5

Definition of inflectional paradigms and its divisions -6

Definition of English sentence formation patterns -7

9. Teaching and Learning Strategies

The
Strategy

- Lecture Method
- 2- Brainstorming Method
- 3- Discussion Method

10. Required Program Outputs

	A- Knowledge goals A1- - Introducing the science of exchange A2- Study the internal composition of words and laws that govern the formation of words 3- Definition of morphemes and their types and functions 4- Definition of the meaning of the word and its classification 5- Definition of word formation processes 6- Definition of inflectional paradigms and their divisions 7 - Definition of sentence structure patterns in English
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11 Course Structure

week	Hours	Required Learning Outcomes	Unit Name / Subject	Teaching Method	evaluation method
2-1	6	Definition and types of morphemes: free, bound, and bases	Unit 8	the lecture and discussion	Solution of exercises
4-3	6	Affixes: inflectional & derivational	Unit 8	the lecture and discussion	solving exercises

6-5	6	Immediate constituents	Unit 8	The lecture and discussion	Exercise Solutions
8-7	6	Homophones and allomorphs	Unit 8	The lecture and discussion	Solve the exercises

10-9	6	Word definition and types: simple, compound, and complex	Unit 9	the lecture and discussion	Solution of exercises
12-11	6	Processes of word formation: compounding, derivation and invention	Unit 10	the lecture and discussion	solving exercises
14-13	6	Echoism, clipping, acronymy, blending	Unit 10	The lecture and discussion	Exercise Solutions
16-15	6	Back formation, folk etymology, antonomasia, reduplication	Unit 10	The lecture and discussion	Solution to exercises
18-17	6	Inflectional paradigms: noun paradigm	Unit 11	the lecture and discussion	Solution of exercises
19-20	6	Verb paradigm & comparable paradigm	Unit 11	the lecture and discussion	solving exercises
22-21	6	Basic sentence patterns: pattern 1 & pattern 2	Unit 15	The lecture and discussion	Exercise Solutions

24-23	6	Pattern 3 & pattern 4	Unit 15	The lecture and discussion	Solution of exercises
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26-25	6	Pattern 5 & pattern 6	Unit 15	the lecture and discussion	Solution of exercises
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28-27	6	Pattern 7 & pattern 8	Unit 15	the lecture and discussion	solving exercises
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1 - Required Scheduled Books	An Introductory English Grammar
The Main References (Sources)	An Introductory English Grammar
Recommended books and references (scientific journals, reports, etc.)	
Electronic references, internet sites ..	http://www.englishgrammar.org/ .3 Http: // Woohoo .u hv. End/AC .4 http. .4

Course description form

1. Course Name: English Phonology /Second Stage

2. Course Code
3. Section / Year 2024-2025
4. Date of Description Preparation: 25/3/2025

5. Available attendance forms: Daily direct attendance
6. Number of class hours: 90 hours / 3 hours per week
1. Name of the course responsible (if more than one name is mentioned) Asst. Lec. Ethar Noor al-Din Jumeil ethar.noor@uobasrah.edu.iq
8. Objectives of the course

Learn the use of English sounds and their nature in the standard English accent1
 Learn the sections of linguistic phonetics and the different branches and applications of each -2 section
 Learn the concept of the phoneme and its structure and strong and weak syllables -3 Learn the concept of phonetic stress in simple and compound words -4
 Learn the strong and weak phonetic structures or forms -5
 Learn the basic phonetic rules and concepts of daily conversational speech in the English -6 language such as rhythm, assimilation, deletion and linking
 Learn the concept of phonetic intonation and its units and functions -7

9. Educational and Learning Strategies

The Strategy	1- Lecture Method 2- Method of brainstorming 3 discussion method Using educational aids such as videos and audio files -4
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10. Program outputs required

A- Knowledge goals
 A- Learn an introduction to linguistic sounds, its branches, and vocal symbols A2- Learn the concept of the audio clip and analysis of its composition and types Learn the concept of vowel stress and its usage in simple and compound words Learn the use of strong and weak vowel shapes
 Learn the concepts of rhythm, assimilation, elision, linking, and the use of each Learn the concept of intonation, its parts, functions, and methods of its use

11 Structure of the course

Week	Hours	required learning outcomes	Unit Name / Subject	Method of Education	Method of Evaluation
1-2	12	Concept of sounds and symbols / Linguistic phonetics / Concept, nature, and structure of the English sound segment	Chapter five and chapter eight	Speech and discussion	Discussion, analysis, applications, exercises, and daily participation
3-4	12	Supplement to Chapter Eight with its revision /– Applications of Chapter Eight – Analysis of Word Segments	Chapter Eight	Lecture and discussion	Discussion, analysis, applications, exercises, and daily participation
5-7	18	Practical application and review of chapters five and	Chapter Nine	lecture and discussion	discussion, analysis, applications

		eight / Weak and strong audio segments / Review and applications			ns, exercise s, and daily participa ti on
8-10	18	Emphasis on simple words / Practical application and review of chapters 5, 8, 9, and 10 / Comprehensive theoretical exam in chapters 5, 8, 9, and 10	The Tenth Chapter	the lecture and discussion	discussio n , analysis, applicati o ns, exercise s, daily participa ti on, and daily written exam

11-13	18	Emphasis on complex and compound words / weak phonetic structures / Practical application and review of chapters 11 and 12	Chapter 11 and Chapter 12	Discussion and lecture	Discussion, analysis, applications, exercises, and daily participation
14-16	18	Acoustic Analysis Issues / Practical Application and Review of Sections 10, 11, 12, and 13 / Comprehensive Theoretical Exam of Sections 5, 8, 9, 10, 11, 12, and 13	Chapter Thirteen	Lecture and Discussion	Discussion, Analysis, Applications, Exercises, Daily Participation, and Daily Written Exam
17-19	18	Concepts and phonetic rules of everyday English speech / Section supplement / Practical	Chapter Fourteen	lecture and discussion	discussion, analysis, applications, exercises, and daily
		applications and section review			participation

20-21	12	Ornament 1 / Applications and Review of Chapters 14 and 15	Chapter Fourteen	the lecture and discussion	discussio n , analysis, applicati o ns, exercise s, and daily participa ti on
22-23	12	Harmony 2 / Applications and Review of Chapters 15 and 16	Chapter Sixteen	Lecture and Discussio n	Discussi o n, analysis, applicati o ns, exercise s, and daily participa ti on
24-26	18	Al-Tanjim 3 / Practical Applications and Review of Sections 16 and 17 / Comprehensive Theoretical Exam of Sections 14, 15, 16, and 17	Chapter Seventeen	Lecture and Discussio n	Discussi o n, Analysis , Applicat io ns, Exercise s, Daily Participa ti on, and Daily Written Exam

27-28	12	Waving Jobs 1 / Operational Applications	Chapter Eighteen	Lecture and Discussion	Discussion, Analysis , Applications, Exercises, and Daily Participation
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29-30	12	Job Scheduling 2 / Operational Applications	The Nineteenth Chapter	the lecture and discussion	the discussion , analysis, applications, exercises, and daily
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					participation
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31-32	12	Review of chapters 18 and 19 / Comprehensive exam in chapters 14, 15, 16, 17, 18, and 19	Chapter 19	Discussion and lecture	Discussion, analysis, applications, exercises, daily participation, and daily writing exam
1-2	12	– The concept of sounds and symbols /– The concept, nature, and structure of the English phonetic segment	Chapter Five and Chapter Eight	Lecture and Discussion	Discussion, analysis, applications, exercises, and daily participation

3-4	12	Continuation of Chapter Eight with its review /- Applications of Chapter Eight – Analysis of word segments	Chapter Eight	Lecture and Discussion	Discussion, Analysis, Applications, Exercises, and Daily Participation
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Required assigned books	An Introductory English Grammar
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1- The required books required	English Phonetics and Phonology: A Practical Course
Main References (Sources)	An Introduction to Phonetics .1 and Phonology English Pronunciation Practice
The recommended books and references (scientific journals, reports, etc.)	.5
b - Electronic references, internet sites ..	Youtube.com .2 English's .com .3 Ipa. Unified support .org .4 grammar in English.com/syllabification/ .6

Course description form

1. Course Title: essay Writing / Third stage
2. Course Code
3. Section / Year 2024-2025
4. Date of Preparation of this Description: 28/3/2025
5. Available attendance types: Direct daily attendance

6. Number of class hours: 60 hours / 2 hours per week
7. Name of the course responsible (if more than one name is mentioned) Asst. Lec. Muna Mohamed Ali / mwana.wanas@uobasrah.edu.iq
8. Objectives of the course

<p>Learn the basic rules for writing English sentences of different types (simple, compound, complex, and complex-complex) and avoid common mistakes.</p> <p>Learn to write narrative and descriptive paragraphs. -2 Learn to write narrative and descriptive articles. -3 Learn to write basic and in-depth literary articles -4 Learn to write argumentative articles -5</p>
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9. Educational and Learning Strategies

The Strateg y	1- Lecture Method Mind Mapping Method 3 Discussion Method Homework Assignment Method -5
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10. Required Program Outputs

	<p>A- Knowledge goals</p> <p>A- Learn the basic rules for writing English sentences of various kinds (simple, complex, complex, complex- vehicle) and avoid common mistakes.</p> <p>A 2- Learn to write the narrative and descriptive paragraph. Learn to write narrative and descriptive essays.</p> <p>Learn to write basic and in-depth literary essays. Learn to write argumentative essays.</p> <p>b - The course's specific skill-based objectives</p> <p>B1 - The skill of writing English sentences in different types and identifying common errors in their writing.</p> <p>B2 - The skill of distinguishing and writing the expository paragraph in all its types. B3 - The skill of writing articles in different types.</p>

11 Structure of the course

Week	Hours	required learning outcomes	Unit Name / Subject	Teaching Method	Evaluation Method
6-1	12	Identify and skip grammatical errors and learn to construct different types of sentences	Chapter One	method of education	method of assessment
9-7	6	Identifying and writing the narrative and descriptive paragraph	Chapter Two	The lecture and discussion	Exercise Solutions

12-10	6	Identifying and writing the narrative and descriptive article	Chapter Three	Lecture and Discussion	Solving Exercises
15-13	6	Practice the basic literary essay	5	The Lecture and Discussion	Solution of Exercises
18-16	6	Writing the Basic Literary Essay	Chapter Six	the lecture and discussion	solving exercises

21-19		Practice the in-depth literary article	Chapter Seven	Lecture and Discussion	Solution to Exercises
25-22		Writing the in-depth literary article	Chapter Seven	the lecture and discussion	solving exercises
28-26		Practice the argumentative article	Chapter Eight	lecture and discussion	Solve the exercises
30-29		Writing the Argumentative Essay	Chapter Eight	the lecture and discussion	solving exercises

1- Required Scheduled Books	Essay and Letter Writing by L. G. Alexander
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1 - Required Scheduled Books	Academic Writing: From Paragraph to Essay By: D. E. Zemach and L. A. Rumisek
2—Main References (Sources)	How to Write Great Essays By: L. Starkey
Recommended Books and References (Scientific Journals, Reports, etc.)	Essay and Letter Writing by L. G. Elexander
Electronic references, internet sites ..	Academic Writing: From Paragraph to Essay By: D. E. Zemach and L. A. Rumisek

Course description form

1. Course Name: Poetry / Third Year
2. Course Code
3. Section / Year 2024-2025
4. Date of Preparation of this Description: 25/ 3/ 2025
5. Available Attendance Forms: Daily Direct Attendance
6. Number of class hours: 2 hours per week/ Number of units: 4
7.Name of the course responsible (if more than one name is mentioned) Dr. Ali Mohammed Hassan
8. Objectives of the course

9. Teaching and Learning Strategies

The Strategy	1- Lecture Method 2- Brainstorming Method Discussion Method -3 4- Analysis and Criticism
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10. Required program outputs

Knowledge Goals
Study of Romantic and Victorian English poetry
Study of poems representing the above two stages
Analysis of poems
Study of the ideas and values of poems
Use of modern critical and analytical methods in studying the required texts

b- The specific technical skills of the program

1 - Literary Text Comprehension Skill
2 - Text Analysis Skill
3 - English Language Use in Text Analysis

11 Course Structure

week	Hours	Required Learning Outcomes	Unit Name / Subject	Teaching Method	Evaluation Method
2-1	4	Understand the meaning of romantic poetry	Introduction to Romantic Poetry	The Lecture	The Discussion

4-3	4	Thomas Gray's poem	Elegy Written in a Country Churchyard	The Lecture	The Discussion
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6-5	4	Thomas Gray	Elegy Written in a Country Churchyard	lecture	discussion
8-7	4	William Blake	The Chimney Sweeper	The Lecture	Discussion
9	2	William Blake	London	The Lecture	The Discussion
10	2	William Wordsworth	The Solitary Reaper	The Lecture	The Discussion
12-11	4	Coleridge	Kublai Khan	the lecture	the discussion
14-13	4	Shelley	Ode to the West Wind	The Lecture	Discussion
15	2	Keats	The Lady of Shalott	The lecture	The discussion
16	2	Byron	She Walks in Beauty	The Lecture	The Discussion
18-17	4	维多利亚诗歌	引言	the lecture	the discussion
21-20-19	6	Tennyson	Tithonus	The Lecture	Discussion
23-22	4	Matthew Arnold	Dover Beach	the lecture	the discussion

					n
26-25-24	6	Robert Browning	My Last Duchess	The Lecture	The Discussi o n
27-28	4	Elizabeth h Brownin g	The Cry of the Children	the lecture	the discussio n

1 - Required Scheduled Books	The Oxford Book of English Verse
Main References (Sources)	The Cambridge Introduction to British Romantic Poetry The Cambridge Companion to Victorian Poetry
Recommended books and references (scientific journals, reports, etc.)	.7
Electronic references, internet sites ..	Web Sites .8

Course Description Model

1. Course Name: Drama / Third Stage
2. Course Code
3. Section / Year 2024-2025
4. Date of Preparation of this Description: 28/ 3/ 2025

5. Available attendance forms: Daily direct attendance
6. Number of class hours: 3 hours per week / Number of units: 4
7. Name of the course responsible (if more than one name is mentioned) Asst. Lect. Rageed Jasim ragheed.jasem@uobasrah.edu.iq
8. Course objectives

- 1- Creating linguistic awareness of the English language used in the English Renaissance
- 2- Creating theatrical awareness of the writings of the English poet William Shakespeare and the characteristics of Shakespearean theatrical language
- 3- Training students to analyze the theatrical text and reach to know the depth of the ideas it contains
- 4- Forming a critical faculty for the theatrical text

9. Educational and Learning Strategies

The Strategy	1- Lecture Method 2- Brainstorming Method Discussion Method -4 4- Analysis and Criticism
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10. Required Program Outputs

A- Knowledge goals
A- A1- Knowledge goals
A 1- Increase English linguistic wealth
Understanding English linguistic structures
Developing a critical awareness to analyze dramatic texts
Opening a cognitive window on the English social structure of Shakespeare's time and his use of theater as an educational tool for community development and criticism of negative phenomena.

Skills objectives of the course
1 - Developing speaking skills
2 - Developing writing skills
3 - Developing reading skills

11 Structure of the syllabus

week	Hours	Required Learning Outcomes	Unit Name / Subject	Teaching Method	Evaluation Method
1	3	Understanding Hamlet	Act 1, i	Team Work	Discussion and Quiz
2	3	Understanding Hamlet	Act 1, ii	Team Work	Discussion and Quiz
3	3	Understanding Hamlet	Act 1, Scene iii	Team Work	Discussion and Quiz
4	3	Understanding Hamlet	Act 1, Scene iii	Team Work	Discussion and Quiz
5	3	Understanding Hamlet	Act 1, iv	Team Work	Discussion and Quiz
6	3	Understanding Hamlet	Act 1, iv	Team Work	Discussion and Quiz
7	3	Understanding Hamlet	Act 1, scene	Team Work	Discussion and Quiz

8	3	Understanding Hamlet	Act 1, scene	Team Work	Discussion and Quiz
9	3	Understanding Hamlet	Act 1, Scene vi	Team Work	Discussion and Quiz

1 - Required Scheduled Books

The Tragedy of Hamlet: The Prince of Denmark

2 - Main References (Sources)	1. Harold Goddard, The Meaning of Shakespeare 2. Northrop Frye, A Natural Perspective: The Development of Shakespearean Comedy and Romance 3. Keir Elam, Shakespeare's Universe of Discourse
Recommended books and references (scientific journals, reports, etc.)	1. PMLA 2. Shakespeare's Quarterly 3. Encyclopedia Britannica ⁹
Electronic references, internet sites ..	1. Folger Shakespeare Library 2. Shakespeare Institute and Library 3. Furness Shakespeare Library. ¹⁰

Course Description Model

1. Course Name: Language Tests / Fourth Grade
2. Course Code
3. Chapter / Year 2024-2025
4. Date of preparation of this description: 28/3/2025
5. Available attendance forms: Daily direct attendance

6. Number of teaching hours: 2 hours per week / Number of units: 4

7. Name of the Course Coordinator (if more than one name is mentioned) Dr. Balqees Eassa Katta
balqis.gatta@uobasrah.edu.iq

8. Course Objectives

Helping students acquire the knowledge and skills necessary to formulate and write high-quality 1 language tests.

In addition to highlighting the most important general principles of language tests, this academic -2 program explains to English language teachers and instructors how to formulate a wide and diverse range of tests and test vocabulary, especially those that serve specific assessment purposes.

There is a high focus on the process of training students on how to formulate different tests to -3 serve different educational purposes.

9. Teaching and Learning Strategies

strateg
y

- 1- Lecture method
- 2- Constructive criticism method
- 3- Discussion method

10. Required Program Outcomes

	<p>Knowledge Goals</p> <p>Learn definitions, processes, procedures, and techniques of language tests and how. Inform students about the most important theoretical and practical steps for designing tests and how to evaluate learners of English as a foreign language according to the communicative teaching method.</p> <p>Language tests include methods of knowing how to evaluate the language proficiency and the four language skills of learners: comprehension, speaking, reading, and writing.</p> <p>Understanding the basics of linguistic tests in various types.</p> <p>Learning new methods and modern techniques for the language assessment process. Make students familiar with the modern practices used for assessing English language learners.</p> <p>The specific skill-based objectives of the program</p> <p>Learn the process of linguistic evaluation</p> <p>Learn how to formulate tests</p> <p>Learn how to test comprehension skills</p> <p>Learn how to test speaking skills</p> <p>Level 5 – Learn how to test reading skills</p> <p>Level 6 - Learn how to test writing skills</p>
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11 Course Structure

Week	Hours	required learning outcomes	Unit Name / Subject	Teaching Method	Evaluation Method
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3-1	6	Understand some basic assessment concepts	Basic assessment concepts	the lecture and discussion	daily short exams and follow-up on exercise solutions
6-4	6	Some theories of language assessment	Approaches to Language Assessment	The lecture and discussion	Daily short exams and follow-up of exercise solutions
9-7	6	Good Test Specifications	Features of a good test	lecture and discussion	Short daily exams and follow-up of

					exercise solutions
10-8	6	Evaluation Techniques	Techniques of assessment	Presentations and discussions	Short daily exams and follow-up of exercise solutions
11-12	4	Oral assessment	Oral assessment	the lecture and discussion	daily short exams and follow-up on exercise solutions

13-14	4	Aural assessment	Aural assessment	Speech and discussion	Daily short exams and follow-up of exercise solutions
16-15	4	Grammar Test	Testing grammar	lecture and discussion	daily short exams and follow-up of exercise solutions
17-18	4	Word Test	Testing vocabulary	The lecture and discussion	Short daily exams and follow-up of exercise solutions
19-20	4	Test of reading comprehension	Testing reading comprehension	the lecture and discussion	daily short exams and follow-up on exercise solutions

1 - Required Scheduled Books	Language Testing / Language Assessment
Main References (Sources)	Language Assessment: Principles and Classroom Practice

Recommended books and references (scientific journals, reports, etc.)	A Practical Guide to Assessing English Language Learners .11
Electronic references, internet sites ..	Many different internet sources.12

Course Description Model

1. Course Name: Translation / Fourth Stage
2. Course Code
3. Section / Year 2024-2025
4. Date of Preparation of this Description: 28/3/2025
5. Available attendance forms: Daily direct attendance
6. Number of class hours: 2 hours per week / Number of units: 3

2. Name of the course responsible (if more than one name is mentioned). Prof
Majeed Hameed
Majeed.Hameed@uobasrah.edu.iq

8. Course objectives

Introducing the student to the science of translation, its origins, rules, and its special origins, and -1 its development throughout history.

Reviewing human experiences in the field of translation and the most famous translators in the -2 world.

Introducing the student to the importance of translation and the theories and methods of modern -3 translation.

Developing the ability to analyze and translate different translated texts and criticize the -4 translation.

Granting the student the ability to identify translation problems by analyzing texts and following -5 the most effective methods and procedures of modern translation as solutions to these problems.

Training the student to use the latest skills of scientific research and electronic translation. -6 Adopting field application in the field of simultaneous translation in various governmental and -7 private institutions, organizations, and international and national forums.

9. Educational and Learning Strategies

The Strategy	1- Lecture Method
	2- Constructive Criticism
	Method 3 Discussion
	Method

10. Required Program Outputs

	<p>A- Knowledge goals</p> <p>A 1- Definition of translation as science and art, its origins, rules, origins and development throughout history.</p> <p>Introduction to ancient and modern translation theories.</p> <p>Identifying translation issues for different texts by determining the type of text. Identifying general and specific procedures and methods of modern translation. Introduction to lexicography and its role in the development of the translation movement.</p> <p>B - The specific skill-based objectives of the course</p> <p>B 1 – The use of computer techniques and their applications in scientific research and electronic translation.</p> <p>B 2 - The field application of simultaneous interpretation in various government, private, and organizational institutions and international and national forums.</p> <p>Developing students' capabilities to contribute to the development of the translation and publishing movement.</p>
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11 Structure of the Course

Week	Hours	required learning outcomes	Unit Name / or Subject	Teaching Method	Evaluation Method
October	8	theoretical + practical	1- What is Translation Approaches to	lecture on theory and liberative and oral translation of different texts and the use of	daily tests and quarterly exams

			Translati on	the blackboar d	
November	8	theoretical + practical	3- Translation Method s 4- Translat ion Issues	----	----

December	8	theoretical + practical	5- Tra nslation Strategie s 6-Translation of Journalistic Texts	----	----
January	4 + Exam at the end of the first chapter		7- Translation of Religious Texts	----	----

February	Holiday + Applica ti on			----	----
March	Applicati on			----	----
Nissan	8	Theoretical + Practical	8- Analysis of text genres. Features. 9- Translation of literary texts.	----	----
Myas	8	theoretical + practical	10- Translation of scientific texts. 11- Translation of business texts.	----	----
June	Final exam of the second chapter			----	----

Required Scheduled Books	<p>1- Translation as problems and solutions. By Dr. Hassan Ghazalah. 3rd ed.</p> <p>2- Al- Abbassi, A. (2009) 1st ed. Introduction to the Theory & Practice of Translation. A University Course Book. Al- Amin Sana'a. Yemen.</p>
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Main References (Sources)	<p>1- Ghazala, H.S. (2006) A Textbook of Translation. Darwa Maktabet Al-Hilal. Beirut.</p>
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Recommended books and references (scientific journals, reports, etc.)	<p>Baker, M. (1991) 1st ed. In Other Words. A Course book on Translation, Rutledge. London & New York.</p> <p>2- Bayar, M. (2007) 1st ed. To Mean or Not to Mean. .13 An Integrative View of Translation. Kadmous Cultural Foundation. Damascus, Syria.</p>
B- Electronic references, internet sites.	<p>All published books and research can be accessed and .14 relied upon through the International Information Network (the Internet) ..</p>

Course Description Model

1. Course Name: Modern Novel / Fourth Stage
2. Course Code
3. Semester / Year 2024-2025
Date of Description Preparation: 28/03/2025
Available Attendance Forms: Daily Direct Attendance

Number of Study Hours: 3 hours per week / 90 hours / Number of Units: 5

Course Instructor's Name (if more than one name is mentioned): Dr. Rana Abdul Sttar
rana.settar@uobasrah.edu.iq

8. Objectives of the Course

Defining the social and political circumstances that influenced British and American writers - Defining the styles of the British writer William Golding and the most important themes that - .2 repeatedly appeared in his novels

3

Defining the styles of the American writer Scott Fitzgerald and the most important themes that -4 repeatedly appeared in his novels

Defining the political and social details that appeared in the chapters of the novel Lord of the Flies -5 Defining the social details and class struggle that appeared in the chapters of the novel The Great -6 Catesby

Defining the critical aspects of both novels on various levels -7

Defining the social and political circumstances that influenced British and American writers and -2 nationalism.

9. Teaching and Learning Strategies

strateg
y

1- Lecture method
2- Constructive criticism
method 3 Discussion
Methods

10. Required Program Outcomes

	<p>a- Cognitive Objectives</p> <p>a1- Learning to read modern narrative texts and focusing on the flow of events and the conflict of characters</p> <p>Learn to track events by asking critical questions</p> <p>Learn to evaluate events in each section and their contribution to reflecting the author's opinion</p> <p>Learn to classify types of characters and apply them to the two narratives</p> <p>Learn types of literary symbols and apply them to the two narratives</p> <p>Learn and follow the development of themes and characters in the two novels</p> <p>b - The specific skill-based objectives of the course</p> <p>b 1 - The skill of writing analytical and critical essays on the development of characters and themes</p> <p>b 2 – The skill of evaluating characters and events based on their appearance time 3 – The skill of tracing and developing literary themes and symbols within the literary text</p>
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11 Structure of the course

Week	hours	required learning outcomes	Unit Name / or Subject	Method of Teaching	Method of Evaluation
2-1	6	Historical background about modern novels + knowing the characteristics of the novel "Lord of the Flies"	Introduction + author's life	Speech + discussion	writing a summary article

4-3	6	Know the details of the events and describe the characters and the type and nature of the relationship between them	Chapters 1, 2, 3, 4	the lecture+discussion	homework and critical questions solutions
6-5	6	Understanding the development of events and following	Chapters 5, 6, 7, 8	lecture+discussion	Writing analytical articles

		the plot and character conflict			
8-7	6	Know and track internal and external conflicts	chapters 9, 10, 11, 12	the lecture+discussion	answering critical and analytical questions
10-9	6	Know the tracking of the most important events and the development of individuals	Review	Discussion	Writing the article
12_11	6	Know the topics	Survey of the chapters	Discussion	Writing the article

15-14-13	6	Know the novel's symbols			Writing the article
17-16	6	Understanding the characteristics of modern American fiction + characteristics of The Great Gatsby novel	Modern American Novel + The Great Gatsby	lecture	summary articles
19-18	6	Chapters 1, 2, 3	Know the description of characters and their types and the way they are narrated	Speech + Discussion	descriptive articles
21-20	6	Chapters 4,5,6	Understanding the development of events and the relationship between individuals	The lecture and discussion	responding to some questions
23-22	6	Chapters 7, 8, 9	Know the conflicts and follow the plot	The lecture and discussion	Answering some questions

25-24	6	Chapters 10, 11	Know the end of internal and external conflicts	the lecture and discussion	writing analytical articles
27_26	6	Review	Know and track topics	Discussion	writing articles
29-28	6	Survey	Know the methods of personality analysis	The lecture and discussion	writing articles
30	6	Survey	Know and track literary symbols	Discussion	Summary articles

1- Required Scheduled Books	Lord of the Flies The Great Gatsby
The Main References (Sources)	Be Mindful of the Gap: Lord of the Flies Novels for Students: The Great Gatsby
Recommended Books and References (Scientific Journals, Reports, etc.)	Harold Bloom's Guide: Lord of the Flies Bloom's Interpretation: The Great Gatsby. ¹⁵
References, electronic, internet sites ..	The Lord of the Flies The Great Gatsby. ¹⁶

Course Description Model

1. Course Title: Language/ Stage Four
2. Course Code
3. Section / Year 2024-2025
4. Date of Preparation of this Description: 24/3/2025
5. Available attendance forms: Daily direct attendance
6. Number of class hours: 3 hours per week / 90 hours / number of units: 5
7. Name of the course responsible (if more than one name is mentioned) Dr. Ala Hussein Oda.. ala.oda@uobasrah.ed.iq
8. Course Objectives

Explaining the general principles of linguistics -1
 Explaining the most important topics -2
 The relationship of the topic to other topics -3
 The benefit of the topic for teachers -4
 Psycholinguistic analysis -5

9. Educational and Learning Strategies

The Strategy	1- Lecture method
	2- Constructive criticism method
	Discussion method 3
	Audio-visual explanatory means 4

10. Required program outputs

Cognitive Objectives -1
 1- Explain the importance of linguistics 1
 2- Statement of linguistic analysis methods1
 3- Identifying branches of linguistics1

B - The skills goals of the program By 1 qualified teachers prepared
 B2 Linguistic awareness development

11 Course Structure

Week	hours	required learning outcomes	Unit Name / or Subject	method of education	method of assessment
1	3	Explanation of the subject	introduction	explanation-discussion	Test-Assignment-Discussion
2	3	Explanation of the subject	History of psycholinguistics	Explanation - Dialogue	Test

3	3	Explanation of the topic	Language comprehension	Explanation - discussion	Test
4	3	Explanation of the subject	Language production	Explanation - discussion	Test-Assignment
5	3	Explanation of the topic	Short-term memory	Explanation - discussion	test
6	3	Explanation of the subject	Long-term memory	Explanation - Dialogue	Test
7	3	Explanation of the topic	Recognition of writing	Explanation - discussion	Test
8	3	Explanation of the subject	Individual differences	Explanation - discussion	Test
9	3	Explanation of the subject	Application in teaching and	Explanation - discussion	test

			d learnin g		
1- Required Scheduled Books		David Carrol, 2008, language and psychology			
2 - Main References (Sources)					
a- Recommended books and references (Scientific journals, reports, etc.)					
b - Electronic references, internet sites ..		Woohoo. The LingUist list.org.17			

