

Ministry of Higher Education and Scientific Research  
Scientific Supervision and Evaluation Authority  
Department of Quality Assurance and Academic Accreditation  
Preparation Department



**Academic Program and Course Description  
Faculty of Physical Education and Sports Sciences  
University of Basra**

**2025-2024**

### **1. Program vision**

Leadership and excellence in preparing specialized cadres in physical education and sports science, capable of contributing to the development of the sports movement, scientific research, and community service .locally, regionally, and internationally

### **2. Program message**

The College of Physical Education and Sports Sciences' program seeks to prepare graduates who possess the knowledge, skills, and ethical and .professional values in the fields of physical education and sports science This is achieved through an innovative educational and research ,environment that contributes to the development of human capabilities the advancement of the sports sector, and the strengthening of community partnerships, in accordance with quality standards and academic .accreditation

### **3. Program objectives**

- 1- Preparing specialized cadres who are scientifically and professionally qualified and able to compete in the labor market in the field of education for various educational, youth, and sports institutions and .ministries of the state
- 2- ,Scientific and educational preparation for the purposes of teaching ,training, organization and management in the fields of physical education .sports sciences, health and recreation in a way that serves society
- 3- Developing academic curricula and programs in line with local and .international academic quality and accreditation standards
- 4- Promote scientific research in the fields of physical education and .sports science and link it to the needs of society
- 5- Using modern scientific methods in teaching, training, writing and .scientific research
- 6- Providing scientific and educational research and studies that .accelerate the educational process
- 7- Working to develop the sports movement in all sectors of civil society .in cooperation with sports institutions
- 8- Providing scientific advice to governmental and civil bodies and institutions in the fields of physical education and sports sciences to .achieve common goals

9- Preparing young leaders to lead the sports and youth movement in the region and work in the clubs and sports federations affiliated with the .Iraqi National Olympic Committee
10- Nurturing talented champions in various sports to enhance the .country's reputation in Arab and international forums
<b>4. Program accreditation</b>
nothing

<b>5. Other external influences</b>
<ul style="list-style-type: none"> <li>- Research projects</li> <li>- Application</li> <li>- Festivals and conferences</li> </ul>

<b>6. Program structure</b>				
comments	percentage	Study unit	Number of courses	Program structure
	%12.24	12	6	Institutional requirements
	%87.75	134	43	College requirements
			nothing	Department requirements
			nothing	Summer training
			nothing	Other

<b>Program description -7</b>					
Number of units	Credit hours		Course name	Course code	Year Level
	practical	theoretical			
2		2	Arabic		The first stage
4		2	Anatomy		
4		2	the date		
4		2	English language		
2		2	computer		

2		2	rights		
4	4		The square and the field		
2	2		swimming		
4	4		basketball		
4	4		soccer		
2	2		Student weights		
			Student fitness		
2	2		Scouting education		
4		2	Tests and Measurements		The second stage
4		2	Biomechanics		
4		2	Sports training		
4		2	Statistics		
2	2		Teaching methods		
2	2		basketball		
4	4		handball		
4	4		volleyball		
4	4		The square and the field		
4	4		Gymnastics		
2	2		Student fitness		
			Student boxing		
4		2	Baath crimes		
4		2	Scientific research		Stage 3
4		2	motor learning		
4		2	physical injuries		
4		2	Teaching methods		
4		2	Training physiology		
2	2		Racket games		
2	2		handball		
2	2		soccer		
2	2		duel		



2	2		Gymnastics equipment		
2	2		Wrestling for Students		
			Physical fitness for female students		
2	2		volleyball		
4		2	Kinetic analysis		
2		2	Practical application		Stage Four
2		2	Graduation research project		
4		2	Sports Psychology		
4		2	Sports training science		
4		2	Management and Organization		
4	4		Square and field		
2	2		basketball		
2	2		handball		
2	2		soccer		
2	2		volleyball		
2	2		computer		
4		2	Special sports		
4		2	sociology		

<b>8- Expected learning outcomes of the program</b>
Enabling students to acquire knowledge in the basic subjects related to -1 .sports
Enabling students to gain knowledge in the legal subjects related to -2 .individual and team sports
Developing students' scientific research and continuous learning skills -3 .in the fields of physical education and sports science
Preparing students to spread the culture of physical activity and -4 .promote healthy lifestyles in society
Enhancing students' commitment to ethical values , the spirit of -5 .cooperation and teamwork in the field of sports

<b>9- Expected learning outcomes of the program</b>
<b>:Knowledge</b>
Enabling students to acquire knowledge in the basic subjects related to -1 .sports
Enabling students to gain knowledge in the legal subjects related to -2 .individual and team sports
Developing students' scientific research and continuous learning skills -3 .in the fields of physical education and sports science
Preparing students to spread the culture of physical activity and -4 .promote healthy lifestyles in society
Enhancing students' commitment to ethical values , the spirit of -5 .cooperation and teamwork in the field of sports
<b>:Skills</b>
. Acquiring sports skills -1
.Acquire the ability to manage sports competitions -2
.Ability to teach physical education in secondary schools -3
. Organizing and managing sports activities , events and tournaments -4
.Efficiently
<b>:Values</b>
Brainstorming -1
Mental training-2
Guided exploration-3
Duties -4

## 10- Evaluation methods

- Daily, semester and annual exams (written and practical)
- .Reports and extracurricular activities

## 11- Faculty

### Faculty members

Faculty preparation		Special requirements/skills (if any)	Specialization		Academic rank	T
lecturer	angel		precise	general		
	angel		Teaching methods	Physical Education and Sports Science	Lamia Hassan Mohammed Ahmed Al-Diwan	1
	angel		Physiology Sports Training / Football	Physical Education and Sports Science	Ammar Jassim Muslim Hussein Al-Mutawari	2
	angel		/ Sports Psychology Team Games	Physical Education and Sports Science	Abdul Sattar Jabbar Damd Musa Akbawi	3
	angel		/ Sports Training Handball	Physical Education and Sports Science	Hussam Mohammed Jaber Najm Al-Ghalbi	4
	angel		/ Sports Training Track and Field	Physical Education and Sports Science	Majid Ali Musa Murad Al-Tamimi	5
	angel		/ Sports Psychology Boxing	Physical Education and Sports Science	Abdul Kadhim Jalil Hassan Shandi Al-Mansouri	6
	angel		Biomechanics Volleyball/	Physical Education and	Yarab Abdel Baqi is dizzy	7

				Sports Science	with the coming of rain	
	angel		/ Sports Training Basketball	Physical Education and Sports Science	Haider Abdul Razzaq Kazim Faris Al-Hajjaj	8
	angel		Tests and - Measurements Basketball	Physical Education and Sports Science	Mustafa Abdel Rahman Muhammad Hassoun Al-Saadi	9
	angel		/ Sports Psychology Volleyball	Physical Education and Sports Science	Mohammed Abdel Wahab Hussein Younis Al-Younis	10
	angel		Physiology of Sports Training / Track and Field	Physical Education and Sports Science	Falah Mahdi Aboud Hussein Al-Batat	11
	angel		Administration and / Organization Basketball	Physical Education and Sports Science	Qusay Fawzi Khalaf Shuwail Al-Muzani	12
	angel		Biomechanics Volleyball/	Physical Education and Sports Science	Mustafa Abdel Mohi Shabib Al-Shabib	13
	angel		Tests and / Measurements Team Games	Physical Education and Sports Science	Raed Mohammed Mushtat Khaled Al-Salem	14
	angel		/ Biomechanics Arena and Field	Physical Education and Sports Science	Haider Mahdi Abdul Sahib Ramadan Ramadan	15
	angel		Administration and / Organization Football	Physical Education and	Abdul Halim Jabr Nazal Alkam Al-Khafaji	16

				Sports Science		
	angel		/ Sports Training Handball	Physical Education and Sports Science	Sadiq Abbas Ali Juhayni Al-Abouda	17
	angel		Biomechanics Basketball/	Physical Education and Sports Science	Wasam Falah Attia Kazim Al-Saedi	18
	angel		Physiology of Sports Training / Swimming	Physical Education and Sports Science	Yassin Habib Ezzal, Emirate Diwan	19
	angel		/ Sports Training Track and Field	Physical Education and Sports Science	Shaza Mahaoush Khafi Moataq Al-Sabti	20
	angel		/ Sports Training Volleyball	Physical Education and Sports Science	Adel Majeed Khazal Khanjar Al-Abadi	21
	angel		/ Sociology of Sports Individual Games	Physical Education and Sports Science	Firas Hassan Abdul Hussein Abdul Karim Al-Haram	22
	angel		/ Motor Learning Racket Games	Physical Education and Sports Science	Muntadhar Majeed Ali Muhammad Al-Matrouk	23
	angel		Motor Learning/Volleyball	Physical Education and Sports Science	Mohammed Awfi Radhi Mansour Al-Maliki	24
	angel		/ Sports Training Football	Physical Education and	Aqeel Hassan Faleh Subhan Al-Ashour	25

				Sports Science		
	angel		/ Motor Learning Volleyball	Physical Education and Sports Science	Mowaffaq Saynakh Jaafar Hussein Al-Hajjaj	26
	angel		Physiology of sports training / weights	Physical Education and Sports Science	Sabah Mahdi Karim Badi Al-Khalaf	27
	angel		Biomechanics Square and Field/	Physical Education and Sports Science	Nahida Hamid Mashkoor Hamidi Al-Waili	28
	angel		Teaching methods	Physical Education and Sports Science	Luqman Imran Shanin Muhammad Al-Hajjaj	29
	angel		Motor learning/swimming	Physical Education and Sports Science	Ali Farhan Hussein Mahdi Al-Eidani	30
	angel		Teaching methods	Physical Education and Sports Science	Mohammed Ali Faleh Abdul Hadi Arabi Al-Sahlani	31
	angel		Therapeutic/Handball	Physical Education and Sports Science	Kamel Shenin Manahi Taresh Al - Jawrani	32
	angel		/ Motor Learning Gymnastics	Physical Education and Sports Science	Laith Mohammed Hussein Ali Al-Khazaali	33
	angel		/ Sports Psychology Football	Physical Education and	Ahmed Kazem Fahd Nahi Al-Bahdali	34

				Sports Science		
	angel		/ Biomechanics Volleyball	Physical Education and Sports Science	Qasur Abdul Hamid Abdul Wahid Khalaf Al-Tammari	35
	angel		Tests and Measurements	Physical Education and Sports Science	Zainab Abdul Rahim Khadir Obaid Al-Amri	36
	angel		/ Sports Training Track and Field	Physical Education and Sports Science	Qusay Muhammad Ali Rakhis Ali Al-Amiri	37
	angel		Therapeutic/Fencing	Physical Education and Sports Science	Peace be upon you Jaber Abdullah Hussein Al-Tamimi	38
	angel		/ Sports Training Martial Arts	Physical Education and Sports Science	Ali Jassim Kareem Farhan Kareem	39
	angel		/ Biomechanics Basketball	Physical Education and Sports Science	Shukri Shaker Faleh Sabti Al-Hajjaj	40
	angel		/ Sports Psychology Volleyball for the Disabled	Physical Education and Sports Science	Hazem Jassim Khazal Yassin Al-Hamid	41
	angel		Therapeutic/Team Games	Physical Education and Sports Science	Louay Kazim Mohammed Hussein Al-Abdullah	42
	angel		/ Sports Training Basketball	Physical Education and	Adel Naji Hassan	43

				Sports Science	Saeed Al-Saadoun	
	angel		Tests and / Measurements Tennis	Physical Education and Sports Science	Makki Jabbar Awda Hamidi Al-Majidi	44
	angel		/ Biomechanics Volleyball	Physical Education and Sports Science	Mahdi Saleh Zalan Abdul-Omran	45
	angel		/ Motor Learning Handball	Physical Education and Sports Science	Naji Mutasher Izzat Abdul Hussein Al-Badr	46
	angel		/ Sports Training Basketball	Physical Education and Sports Science	Thamer Kazim Rahim Arab Al-Azzawi	47
	angel		Tests and / Measurements Handball	Physical Education and Sports Science	Osama Subaih Mustafa Zamel Azirjawi	48
	angel		Administration and / Organization Scouting Education	Physical Education and Sports Science	Riyadh Nouri Abbas Ali Al-Ameri	49
	angel		/ Biomechanics Handball	Physical Education and Sports Science	Durgham Abdul Salem Ne'mah Jad'an Al-Jadaan	50
	angel		Teaching methods	Physical Education and Sports Science	Saad Laith Abdul Karim Mohammed Al-Abdul Karim	51
	angel		Administration and / Organization Volleyball	Physical Education and	Aqeel Jareh Sabr Mared Al-Rahma	52



				Sports Science		
	angel		/ Sports Psychology Volleyball	Physical Education and Sports Science	Muhammad Rahim Fa'il Ubaid al-Ubaid	53
	angel		/ Motor Learning Volleyball	Physical Education and Sports Science	Wathiq Abdul Sahib Obaid Saad Al-Hajjaj	54
	angel		Tests and / Measurements Volleyball	Physical Education and Sports Science	Raja Abdel Samad Ashour Samiji Al-Ghanem	55
	angel		Sports training/weights	Physical Education and Sports Science	Hassan Farhan Alwan Hussein Al-Farady	56
	angel		/ Biomechanics Futsal	Physical Education and Sports Science	Wael Qasim Jawad Muhammad al-Muhammadowi	57
	angel		Sports Psychology/Handball	Physical Education and Sports Science	Kazem Habib Abbas Shalash Shalash	58
	angel		Sociology of Sports/Football	Physical Education and Sports Science	Haider Awfi Ahmed Jaber Al-Taie	59
	angel		Physiology of Sports Training / Futsal	Physical Education and Sports Science	Majid Sabbar Mohammed Shalash Al-Sudani	60
	angel		/ Sports Training Football	Physical Education and	Abdul Ali Jaafar Muhammad	61

				Sports Science	Sajit Al-Dahami	
	angel		/ Motor Learning Arena and Field	Physical Education and Sports Science	William Louis William Joseph Roddick	62
	angel		Therapeutic/Team Games	Physical Education and Sports Science	Haider Awda Zghair Mishil Al-Fadhli	63
	angel		/ Sports Psychology Handball	Physical Education and Sports Science	Qusay Saleh Mal Allah Tahir Al-Moussawi	64
	angel		/ Motor Learning Arena and Field	Physical Education and Sports Science	Sabah Abdullah Ibrahim Akoul The greedy	65
	angel		Teaching methods	Physical Education and Sports Science	I miss Hamid Abdullah Rashid Al Shamri	66
	angel		Tests and / Measurements Dueling	Physical Education and Sports Science	Muhammad Abd al- Razzaq Ni'mah Judeh al-Gharbawi	67
	angel		/ Biomechanics Gymnastics	Physical Education and Sports Science	Zaki Nasser Shaaban Rajab Al - Sankour	68
	angel		/ Teaching Methods Swimming	Physical Education and Sports Science	Victory Ahmed Othman Hussein Al- Hussein	69
	angel		/ Sports Psychology Athletics	Physical Education and	Saeed Hussein Hassan	70

				Sports Science	Jassim Al-Hussein	
	angel		/ Sports Training Volleyball	Physical Education and Sports Science	Shihab Ghaleb Shihab Ahmed Al-Dawoud	71
	angel		/ Teaching Methods Gymnastics	Physical Education and Sports Science	Ali Jabbar Hassan Ghafil Al-Asadi	72
	angel		/ Teaching Methods Gymnastics	Physical Education and Sports Science	Ghazi Lafta Hussein Badr Al-Fayyadh	73
	angel		/ Sports training gymnastics	Physical Education and Sports Science	Mahasin Hussein Fadil Hassan Al-Sudani	74
	angel		Sociology of Sports/Football	Physical Education and Sports Science	Amer Abbas Issa Fakher Al Fakher	75
	angel		Gymnastics	Physical Education and Sports Science	Zainab Sabah Ibrahim Raafat Al-Qaisi	76
	angel		Sports training/athletics	Physical Education and Sports Science	Hashem Shaker Abdul Karim Ali Al-Mutawwar	77
	angel		Tests and / Measurements Basketball	Physical Education and Sports Science	Ali Ashour Obaid Majidi Al-Majidi	78
	angel		/ Biomechanics Handball	Physical Education and	Faisal Ghazi ,Abdul Hassan the guarantor of the half	79

				Sports Science		
	angel		Sports Management Fitness /	Physical Education and Sports Science	Sanaa Ali Ahmed Ali Rashid	80
	angel		Tests and / Measurements Badminton	Physical Education and Sports Science	This is Abdul Amir Amin Abdul Nabi Al- Zaidi	81
	angel		Sports Management Boxing /	Physical Education and Sports Science	Fouad Abdul Mahdi Mahmoud Ali Al-Hamdani	82
	angel		/ Sports training gymnastics	Physical Education and Sports Science	Kazem Issa Kazem Jaafar Al-Amiri	83
	angel		/ Sports Training Track and Field	Physical Education and Sports Science	Abdullah Shanta Faraj Hussein Al- Bahadli	84
	angel		/ Sports Training Track and Field	Physical Education and Sports Science	Ansam Khazal Jabbar Sebahi Al-Sudani	85
	angel		/ Sports Training Handball	Physical Education and Sports Science	Haider Jassim Mohammed Jaber Al- Ghalbi	86
	angel		/ Motor Learning Basketball	Physical Education and Sports Science	Ali Mohammed Hadi Abboud Hassan Al- Aboudi	87
	angel		/ Biomechanics Weights	Physical Education and	Imad Adel Ali Abu Al-Hail Al- Hajj Wadi	88

				Sports Science		
	angel		Gymnastics students	Physical Education and Sports Science	Fatima Hassan Mohammed Hassan Al-Zawwar	89
	angel		/ Biomechanics Volleyball	Physical Education and Sports Science	Samir Khalaf Jari Yousef Halboush	90
	angel		/ Teaching Methods Swimming	Physical Education and Sports Science	Mustafa Abdul-Ridha Kazim Abdul-Wahhab Al-Mujaddad	91
	angel		/ Motor Learning Volleyball	Physical Education and Sports Science	Muhand Khairallah Jabbar Abdul-Ridha Al-Hajjaj	92
	angel		wrestling	Physical Education and Sports Science	Ali Kazim Abdul Qadir Mohi Issa	93
	angel		Arabic language	Physical Education and Sports Science	Loyalty Mahmoud Shaker Habib Al-Abbadi	94
	angel		/ Biomechanics Martial Arts	Physical Education and Sports Science	Riyadh Abdul Ali Hussein Saeed Al-Saeed	95
	angel		Sports Management Scouting Education /	Physical Education and Sports Science	Hatem Karim Kazim Khamis Al- Duaim	96
	angel		Biomechanics	Physical Education and	Ali Hani Abdul Walid Al-Khafaji	97

				Sports Science		
	angel		- Teaching Methods Basketball	Physical Education and Sports Science	Bilal Haidar Makki Awda Al-Adhari	98
	angel		Biomechanics Fencing/	Physical Education and Sports Science	Ali Abdullah Issa Abdullah Al-Mahmoud	99
	angel		Biomechanics Basketball/	Physical Education and Sports Science	Amani Alaa Abbas Badi Al-Falah	100
	angel		Physical Education and Sports Science	Physical Education and Sports Science	Ali Khayoun Tareh Hamidi Al-Jawady	101
	angel		Biomechanics Basketball/	Physical Education and Sports Science	Ghazwane Abdul Latif Hassan Dhaher Al-Shammari	102
	angel		disabled	Physical Education and Sports Science	Mohammed Najm Abdullah Abdul Mohsen Al-Shaaban	103
	angel		Forensic accounting	Physical Education and Sports Science	My dream is Hamza Abbas Mishari Al-Asadi	104
	angel		Sports Nutrition Physiology/Football	Physical Education and Sports Science	Mazen Ali must be bored Al-Zaydawi	105
	angel		Arabic language literature	Physical Education and	Hazem Abdul Latif Abdul Redha Yousef Al-Shawi	106

				Sports Science		
	angel		basketball	Physical Education and Sports Science	Youssef Hassan Khalaf Abbas Khalaf	107
	angel		Calculators	Physical Education and Sports Science	Sabah Abdul Muttalib Saywan Sabah Al-Diraawi	108
	angel		Computer Science and Information Technology	Physical Education and Sports Science	Ali Raad Abdul Karim Abdul Wahid Al-Tammari	109
	angel		soccer	Physical Education and Sports Science	Hudhayfah ,Najm Khazal the woodcutter of the emirate	110
	angel		Nutrition	Physical Education and Sports Science	Hassan Saad Shallak Obaid Al-Mutawwari	111
	angel		Sociology of Sports	Physical Education and Sports Science	Muhammad Riyadh Muhammad Rida al-Tamimi	112
	angel		language	Physical Education and Sports Science	,Osama Riyadh you must be generous	113
	angel		Teaching methods	Physical Education and Sports Science	Awad Younis Awda Naeem Al-Naeem	114
	angel		Physical Education and Sports Science	Physical Education and	Ammar Nasser Younis Ali Al-Saedi	115

				Sports Science		
	angel		Tests and - Measurements Swimming	Physical Education and Sports Science	Blessed Saeed Yaqoub Kniouch Al-Atabi	116
	angel		Physical Education and Sports Science	Physical Education and Sports Science	Ziad Jalal Khadir Abbas Zaydawi	117
	angel		Physical Education and Sports Science	Physical Education and Sports Science	Abdullah Tahseen Hashim Aziz Al-Saeed	118
	angel		Management	Physical Education and Sports Science	Firas Adel Abdul Hassan Sahen Al - Talabiyawi	119
	angel		Physical Education and Sports Science	Physical Education and Sports Science	Hoda Mohammed Hijaya Muhail Abbudah	120
			the date		Wad Saeed Tahir Ali Al-Moussawi	121

<b>:Professional development</b>
– :Orientation of new faculty members
New faculty members are trained and honed in line with the Ministry's requirements and modern scientific resources
– :Professional development for faculty members
Development is achieved through the preparation of workshops and specialized training courses in physical education and sports sciences for the purpose of developing the academic and scientific skills and teaching methods of instructors



**12- :Acceptance criteria**

- 1- Special admission to preparatory studies in all its branches (scientific, literary, and vocational) in the year of graduation or one .academic year before
- 2- Special admission for sports channel and champions from middle .school graduates
- 3- Special admission for graduates of the first-class faculty of physical .education and sports sciences
- 4- Acceptance is based on the Ministry of Education's nomination for .physical education teachers
- 5- .Accepting students from martyrs' families

**13- :The most important sources of information about the program**

- 1- .Curriculum books approved by the Ministry
- 2- .Help books
- 3- .Letters and dissertations
- 4- .The Internet
- 5- .Extracurricular activities
- 6- .Festivals and tournaments
- 7- .The website of the virtual library approved by the Ministry

**14- .Program development plan**

- 1- Make the students able to lead a physical education lesson in an .integrated manner
- 2- Raising the cognitive and intellectual level of students in all .individual, group and team sports
- 3- Providing students with the cognitive potential of theoretical scientific .materials and how to apply them in the field
- 4- Building an educational cadre capable of leading, organizing, and managing sports festivals and competitions, and student .participation in university teams

Curriculum Skills Map															
Required learning outcomes of the program												General information			
values				Skills				knowledge				Essenti al or optional ?	Course name	Cours e code	Year/Le vel
4 c	3 C	2 C	1 c	4 b	3 b	2 b	1 b	4 A	3 A	2 A	1 A				
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Arabic		First
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Anatomy		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	the date		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	English language		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	computer		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	rights		
√				√				√				essenti al	The square and the field		
√				√				√				essenti al	swimming		
√				√				√				essenti al	basketball		
√				√				√				essenti al	soccer		
√				√				√				essenti al	Student weights		
√				√				√				essenti al	Student fitness		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Scouting education		Second
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Tests and Measureme nts		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Biomechani cs		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Sports training		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Statistics		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Teaching methods		

√				√				√				essenti al	basketball		
√				√				√				essenti al	handball		
√				√				√				essenti al	volleyball		
√				√				√				essenti al	The square and the field		
√				√				√				essenti al	Gymnastics		
√				√				√				essenti al	Student fitness		
√				√				√				essenti al	Student boxing		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Baath crimes		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Scientific research		Third
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	motor learning		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	physical injuries		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Teaching methods		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Training physiology		
√				√				√				essenti al	Racket games		
√				√				√				essenti al	handball		
√				√				√				essenti al	soccer		
√				√				√				essenti al	duel		
√				√				√				essenti al	Gymnastics equipment		
√				√				√				essenti al	Wrestling for Students		
√				√				√				essenti al	Physical fitness for female students		
√				√				√				essenti al	volleyball		

√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Kinetic analysis		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Practical application		Fourth
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Graduation research project		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Sports Psychology		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Sports training science		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Manageme nt and Organizatio n		
√				√				√				essenti al	Square and field		
√				√				√				essenti al	basketball		
√				√				√				essenti al	handball		
√				√				√				essenti al	soccer		
√				√				√				essenti al	volleyball		
√				√				√				essenti al	computer		
√				√				√				essenti al	Special sports		
√	√	√	√	√	√	√	√	√	√	√	√	essenti al	sociology		

University of Basra  
Faculty of Physical Education and Sports Sciences  
Applied Sciences Branch

**Course Description for the Year (2024-2025)**  
**Four Stages**  
**(First, Second, Third, Fourth)**

**first– stage courses**

**Description of the Arabic Language Courses/First Stage  
2025-2024**

1.	: Course name				
	Arabic language / first stage				
2.	: Course code				
3.	Semester / Year : Annual				
	Annual				
4.	Date this description was prepared				
	2025–2024				
5.	Available attendance forms:				
	Daily attendance on the lecture schedule				
6.	:Number of study hours (total) / Number of units (total)				
	.hours annually . (2) units weekly (30)				
7.	Name of the course administrator (if more than one name is mentioned)				
	) name : Asst. Dr. Hazem Abdul Latif Abdul Redha Emailhazemalshawe 01 @gmail.com ) name : Asst. Dr. Walaa Mahmoud Shaker Email haidar.abdalrazzaq@uobasrah.edu.iq (				
8.	Course objectives				
	1- .Teaching students the basics of Arabic grammar 2- .A brief statement about the literary eras 3- Explaining some common spelling mistakes				
9.	(Course outcomes, teaching, learning and assessment methods)				
	<table> <tr> <td>A1- Enabling students to acquire knowledge in the basics of Arabic grammar . A2- Enabling students to gain knowledge of literary eras A3- Enabling students to understand how to avoid making spelling and grammatical errors in writing</td><td>A- Cognitive objectives</td></tr> <tr> <td>. B1 - Students acquire knowledge of Arabic linguistic concepts B2 - Students acquire knowledge of the rules of the Arabic language and how to apply them in writing B3- Students acquire the ability to study and understand Arabic literature across literary eras</td><td>B-Skill objectives for the course</td></tr> </table>	A1- Enabling students to acquire knowledge in the basics of Arabic grammar . A2- Enabling students to gain knowledge of literary eras A3- Enabling students to understand how to avoid making spelling and grammatical errors in writing	A- Cognitive objectives	. B1 - Students acquire knowledge of Arabic linguistic concepts B2 - Students acquire knowledge of the rules of the Arabic language and how to apply them in writing B3- Students acquire the ability to study and understand Arabic literature across literary eras	B-Skill objectives for the course
A1- Enabling students to acquire knowledge in the basics of Arabic grammar . A2- Enabling students to gain knowledge of literary eras A3- Enabling students to understand how to avoid making spelling and grammatical errors in writing	A- Cognitive objectives				
. B1 - Students acquire knowledge of Arabic linguistic concepts B2 - Students acquire knowledge of the rules of the Arabic language and how to apply them in writing B3- Students acquire the ability to study and understand Arabic literature across literary eras	B-Skill objectives for the course				

B4- Providing students with knowledge of some spelling and .linguistic errors	
A1- Raising the cognitive values of academic subjects through . discussions A2- Raising students' efficiency and teaching capabilities in Arabic . language lessons during the exchange of opinions A3- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards others	C- Emotional and value-based goals
.By giving scientific lectures -1 .Through Use of illustrations and human representation -2 ) By using modern display methods -3Data Show Models and ( .written presentation	Teaching and learning methods
D1 - Applying the knowledge students have acquired in the Arabic .language and literature D2- Applying the knowledge students have acquired in studying .some Quranic and literary texts	D- Skills

#### 10. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Student -1 evaluation from During homework And participation Activity -2 during the lesson ,Monthly -3 semester and final exams	-1 Explanation of lectures Theoretically using Illustrations Modern display Practical -2 application of some exercises and units	The origin of language	A brief overview of theories of the origin of language	2	1
		The importance of the Arabic language	The importance of the Arabic language	2	2
		Arabic grammar	How did Arabic ?grammar emerge	2	3
		Arabic linguists	The most important Arabic linguists and their works	2	4
		Parts of speech	Topic 1 / Parts of Speech	2	5
		The name in Arabic	,Section One: The noun its definition and meaning in the Arabic sentence, with examples of training from some Qur'anic .texts that contain nouns	2	6
		Verb in Arabic	,Section Two: The verb its definition and	2	7

			meaning in the Arabic sentence, with examples of training from some Qur'anic texts that contain verbs		
		The letter in the Arabic language	Section Three: The letter, its definition and meaning in the Arabic sentence, with mention of training models for some Qur'anic texts that contain letters	2	8
		Sentence in Arabic	, Sentence in Arabic definition, and types	2	9
		nominal sentence	The nominal -1 sentence and its components	2	10
		verbal sentence	verbal sentence and its components	2	11
		Duties	Asking students to prepare Quranic texts that include each part of speech and Quranic verses that include the types of Arabic sentences	2	12
		midterm exam	semester exam	2	13
		review	Comprehensive review of the first chapter	2	14
		midterm exam	Midterm test for all subjects	2	15
		quarterly break			
		Literary eras	Topic 2: Literature and Texts	2	16
		Literary eras	A brief overview of literary eras, their definition and types	2	17
		pre-Islamic era	1- The pre-Islamic era : its ,definition characteristics of the poem in it, its most important poets, the poem of memorization	2	18



		Islamic era	2- era : its ,definition characteristics of the poem, its most important poets, the poem of memorization	2	19
		Umayyad era	3- era : its ,definition characteristics of the poem, its most important poets, the poem of memorization	2	20
		Abbasid era	4- era : its ,definition characteristics of the poem, its most important poets, the poem of memorization	2	21
		Modern era	5- : Modern Era ,Definition Characteristics of Poetry in It, Its Most Important Poets, Poem of Memorization	2	22
		Spelling rules	: Topic 3: Spelling Rules Their Meaning and Most Important Topics	2	23
		Spelling rules	Examples of grammatical errors	2	24
		Spelling rules	Examples of linguistic errors	2	25
		Spelling rules	Examples of spelling errors	2	26
		Spelling rules	Examples of formal errors	2	27
		midterm exam	semester exam	2	28

		<b>General review</b>	<b>General review of the first and second semesters</b>	<b>2</b>	<b>29</b>
		<b>Comprehensive exam</b>	<b>Final Exam</b>	<b>2</b>	<b>30</b>
<b>11. Course Evaluation</b>					
Distribution as follows : 25 marks for monthly and daily exams for the first semester . 25 .marks for monthly and daily exams for the second semester . 50 marks for final exams					
<b>12. Learning and teaching resources</b>					
The origin of grammar and the history of -1 the most famous grammarians: Muhammad .al-Tantawi Explanation of Ibn Aqil: Baha' al-Din -2 .Abdullah Ibn Aqil .History of Arabic Literature: Shawqi Dayf -3 .Say and don't say: Mustafa Jawad -4			Required textbooks (methodology if (any		
The book of Ibn Aqil's explanation: Baha' al-Din Abdullah ibn Aqil			Main references (sources )		
1- Daily reports 2- Review of research in the Arabic language			Recommended supporting books and ,references (scientific journals, reports (.etc		
1- .Sites of specialized scientific journals .Arabic language websites -2 . University of Basra website, faculty portal -3			Electronic references , websites		

## Anatomy Course Description / First Stage

### 2026–2025

<b>1. :Course name</b>	
anatomy	
<b>2. :Course code</b>	
<b>3. :Semester/Year</b>	
annual	
<b>4. :Date of preparation of this description</b>	
2025–2024	
<b>5. :Available forms of attendance</b>	
My presence	
<b>6. :Number of study hours (total) / Number of units (total)</b>	
hours / 2 units per week 60	
<b>7. :Course Supervisor Name (if more than one name is mentioned)</b>	
:Name: Prof. Dr. Louay Kazem Mohammed Email <a href="mailto:Noot2019aa@gmail.com">Noot2019aa@gmail.com</a>  Name: Qusay Saleh Mal Allah Email: qusaialmosawi1973qq@gmail.com	
<b>8. Course objectives</b>	
Studying the human body, all its functions and vital * .organs, and linking this to the sports aspect Studying anatomy and linking it to other sciences such * , as sports injuries, physical therapy, sports training .biomechanics, massage science, and other sciences	<b>Course objectives</b>
<b>9. Anatomy Strategies</b>	

<ul style="list-style-type: none"> <li>- Explaining the material using models, pictures and videos for each organ or system in the human body</li> <li>- . Use of assistive devices, tools and video presentation</li> <li>- .Bring aids such as a skeleton and explain it to the students</li> </ul>				<b>Strategies</b>
<b>10.Course structure</b>				
<b>Evaluation method</b>	<b>Study method</b>	<b>Name of unit or topic</b>	<b>watches</b>	<b>week</b>
exam	Explanation and presentation	Anatomy General Concept	2	1
exam	Explanation and presentation	Types of Anatomy and Comparison with Examples	2	2
exam	Explanation and presentation	.Bones (bone structure. Structure (Formation	2	3
exam	Explanation and presentation	Types of bones by shape and size	2	4

exam	Explanation and presentation	The skeleton (parts of the skeleton in the human body - the axial skeleton - the (upper limb - the lower limb	2	5
exam	Explanation and presentation	Spine - Description of the spine	2	6
exam	Explanation and presentation	Typical Paragraph - Intervertebral Discs Structure and Function	2	7
exam	Explanation and presentation	Rib cage (components and functions)	2	8
exam	Explanation and presentation	The pelvis (its components - functions)	2	9
exam	Explanation and	Upper extremity (scapular bones)	2	10

	<b>presentati on</b>			
<b>exam</b>	<b>Explanatio n and presentati on</b>	Clavicle bone (structure and functions)	<b>2</b>	<b>11</b>
<b>exam</b>	<b>Explanatio n and presentati on</b>	- Shoulder bone (structure and functions (movement and muscle action	<b>2</b>	<b>12</b>
<b>exam</b>	<b>Explanatio n and presentati on</b>	Forearm bone (radius - ulna)	<b>2</b>	<b>13</b>
<b>exam</b>	<b>Explanatio n and presentati on</b>	Elbow joint (structure - movements)	<b>2</b>	<b>14</b>
Theoretical exam for the first semester			<b>2</b>	<b>15</b>
<b>exam</b>	<b>Explanatio n and presentati on</b>	Wrist joint (carpal bones and their (structure	<b>2</b>	<b>16</b>

exam	Explanation and presentation	Lower extremity (lower extremity belt)	2	17
exam	Explanation and presentation	femur - tibia (shinbone - fibula)	2	18
exam	Explanation and presentation	Knee joint (structure, anatomical (components, functions	2	19
exam	Explanation and presentation	Knee joint and muscle movements	2	20
exam	Explanation and presentation	Ankle joint (structure and components)	2	21
exam	Explanation and	Foot arches and body weight distribution	2	22

	presentati on			
exam	Explanatio n and presentati on	Head (head movements - skull bones)	2	23
exam	Explanatio n and presentati on	Joints (joint structure - types of joints)	2	24
exam	Explanatio n and presentati on	Synovial joints (types and movements)	2	25
exam	Explanatio n and presentati on	Muscles (types of muscles - muscle (structure	2	26
exam	Explanatio n and presentati on	Explanation of the most important muscles of the lower limb	2	27
The most important anatomical terms in English			2	28



Comprehensive review of the material	2	29
Second semester theoretical exam	2	30
<b>11.Course Evaluation</b>		
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc		
<b>12.Learning and teaching resources</b>		
	Required textbooks (methodology if available)	
<ul style="list-style-type: none"> <li>- Anatomy</li> <li>- . Qais Ibrahim Al-Douri - 2006</li> </ul>	Main References (Sources)	
	Recommended mainstream books ,and references (scientific journals (.reports, etc	
	Electronic references, website	

**Description of the basketball course curriculum / first stage**  
**For the academic year 2024–2025**

<b>1– :Course name</b>
<b>First Stage Basketball</b>
<b>2– :Course code</b>
<b>3– Study: (semester) (annual)</b>
<b>annual</b>
<b>4– :Date and preparation of this description</b>
<b>2025–2024</b>
<b>5– :Available forms of attendance</b>
<b>Daily attendance on the lecture schedule</b>
<b>6– :Number of study hours (total) / Number of units (total)</b>
<b>)120 ) ,hours per year (4 units per week (</b>
<b>7– Name of the course administrator (if more than one name is :(mentioned</b>
<b>) name : Asst. Dr. Amani Alaa Abbas Emailamani.alaa@uobasrah.edu.iq (</b> <b>) name : Asst. Dr. Ghazwan Abdul Latif Hassan Email</b> <b><a href="mailto:ghazwan.abdullatif@uobasrah.edu.iq">ghazwan.abdullatif@uobasrah.edu.iq</a> (</b> <b>) name : M. Youssef Hassan Khalaf Emailyousif.hasan@uobasrah.edu.iq</b> <b>(</b> <b>: Instructor's name: M. Bilal Haider Makki Email</b> <b>bilal.haider@uobasrah.edu.iq</b>
<b>8– :Course objectives</b>
<b>Knowing and understanding the history of basketball and its scientific and –1</b> <b>.educational foundations</b> <b>.Developing the physical abilities necessary to practice the game –2</b> <b>.Providing students with basic skills related to the activity –3</b>

<b>Preparing students for advanced stages that qualify them for higher academic –4 .levels</b>	
<b>9– :Course outcomes, teaching, learning and assessment methods</b>	
<b>1a– Enabling students to gain complete knowledge of .everything related to the game</b> <b>2A– Enabling students to know common mistakes and .how to correct them</b> <b>3a– Enabling students to Knowing and understanding the development of this game and keeping up with it</b> <b>4A– Enabling students to understand practical .application and actual performance</b>	<b>A– Cognitive objectives</b>
<b>B1– Enabling students to distinguish between basic offensive and defensive skills</b> <b>B2– Enabling students to master the skills of holding the ball, passing, balance and pivoting. Basic shots, defensive and offensive movements</b> <b>B3– Enabling students to combine more than one skill .to develop motor coordination</b> <b>B4– Enable students to interact and participate in simplified play situations that include the use of basic skills in offensive .and defensive situations</b>	<b>B–Skill objectives of the course</b>
<b>A1– The theoretical subjects simulate students’ sense of familiarity with cognitive aspects and how to apply them .practically</b> <b>A2– Consolidating the values of cooperation and teamwork</b> <b>A3– Raising students’ efficiency and developing a sense of responsibility and discipline. And commitment to sports ethics</b> <b>A4– Raising the emotional aspects of students through holding sports competitions and a sense of responsibility .towards others</b>	<b>C– Emotional and value goals</b>
<b>. By giving simplified theoretical lectures –1</b>	<b>Teaching and learning methods</b>

<p>Through Practical presentation and live models to –2 illustrate motor performance</p> <p>) By using modern display methods –3Data Show and ( explanatory videos</p> <p>Practical application of skills individually and –4 .collectively within small groups</p>	
<p>D1– Applying the knowledge students have acquired in .the theoretical aspect of basketball basics</p> <p>D2– Applying the knowledge students have acquired in .the practical aspect of basketball</p> <p>D3– Benefit from the knowledge students have acquired in the sciences of physical education for advanced .stages in the training subject</p>	D–Skills

#### 10– Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
<p>Student -1 evaluation from During homework</p> <p>-2 Performance and participation during the lesson</p> <p>,Monthly -3 semester and final exams</p>	<p>-1 Explanation of lectures Theoretically using , Illustrations Modern display and presentation models</p>	First Stage Basketball	date ball basket	4	1
		=	identification Students With skills ball basket Basic and its divisions with male Its features	4	2
		=	Musk The ball And receive it	4	3
		=	Pivot And movement feet	4	4
		=	Handling The chest and the apostate	4	5
	Practical -2 application	=	Handling With hands from above head	4	6

	<b>of physical exercises and basic skills</b>	=	<b>One-handed handling from shoulder level</b>	<b>4</b>	<b>7</b>
		=	<b>Taps in basketball and their types</b>	<b>4</b>	<b>8</b>
		=	<b>Peaceful shooting in basketball</b>	<b>4</b>	<b>9</b>
		=	<b>Shooting from a standing position and from a jump</b>	<b>4</b>	<b>10</b>
		=	<b>Linking handling and patting</b>	<b>4</b>	<b>11</b>
		=	<b>The link between tapping and peaceful scoring</b>	<b>4</b>	<b>12</b>
		=	<b>Linking handling and aiming from jumping</b>	<b>4</b>	<b>13</b>
		=	<b>Linking , handling slapping and scoring</b>	<b>4</b>	<b>14</b>
		=	<b>Practical exam for the first semester theoretical + exam for the first semester</b>	<b>4</b>	<b>15</b>
		=	<b>Defense in basketball and its importance</b>	<b>4</b>	<b>16</b>
		=	<b>defensive stance</b>	<b>4</b>	<b>17</b>
		=	<b>defensive footwork</b>	<b>4</b>	<b>18</b>
		=	<b>Defensive movement</b>	<b>4</b>	<b>19</b>

			and defensive position		
		=	Defense against patting	4	20
		=	Defense against handling	4	21
		=	Defense against aiming	4	22
		=	Defensive follow-up	4	23
		=	Linking offensive skills	4	24
		=	Perform offensive skills with defense	4	25
		=	Perform offensive skills with defense	4	26
		=	Perform offensive skills with defense	4	27
		=	Second semester practical exam	4	28
		=	Second semester theoretical exam	4	29
		=	Final practical exam	4	30

#### **11– :Course Evaluation**

**Distribution as follows : 25 marks for monthly and daily exams for the first . semester . 25 marks for monthly and daily exams for the second semester .marks for final exams 50**

#### **12– :Learning and teaching resources**

**.Basketball Basics, Principles and Skills ( Dr-1  
(Mustafa Muhammad Zidan**

**Required textbooks  
:(methodology if available)**

<b>Dr. Gamal Ramadan Musa</b> <b>Basketball for Teacher and Coach (Dr. Mustafa –2</b> <b>(Zidane</b>	
Basketball (Dr. Muhammad Anisi)	:Main references
3- Daily reports 4- Basketball Research Review	Recommended supporting books and references :(scientific journals, reports)
2- .Sites of specialized scientific journals .Websites for sports training -2 University of Basra website, faculty portal -3	,Electronic references websites

**Description of the curriculum for the subject ( Scouting Education ) / (first)  
stage For the academic year 2024–2025**

<b>:Course name .1</b>	
Scouting education	
<b>:Course code .2</b>	
<b>Study: (semester) (annual) .3</b>	
annual	
<b>:Date and preparation of this description .4</b>	
2025–2024	
<b>:Available forms of attendance .5</b>	
Daily attendance on the lecture schedule	
<b>:Number of study hours (total) / Number of units (total) .6</b>	
hours per year, (2) units per week (60)	
<b>Name of the course administrator (if more than one name is .7</b>	
:(mentioned	
<b>Name : M Hatem generous Kazem</b>	<b>Email</b>
hatemk566@gmail.com	
<b>Name : M.M Abdullah Tahseen Hashem</b>	<b>Email</b>
abdulltahsen@gmail.com	
<b>:Course objectives .8</b>	
Education Students What is it movement Scouting –1	
How the job With goals movement Scouting –2	
Movement Scouting from factors Mission same The effect The big – 3	
one in camps Scouting And in create Interaction Humanitarian necessary	
To achieve Objectives	
Statement importance movement Scouting For the community – 4	



**:Course outcomes, teaching, learning and assessment methods .9**

**A1– That Education Scouting practical Includes  
Jobs several she Jobs Educational And**

**. educational And healthy**

**A2– It is Social It is no arise from emptiness, but  
rather arise inside group regular from individuals**

**And take in Accounts Their feelings and their  
. needs And their aspirations**

**A3– It is means And it is not very It is means  
chant investigation Goals drawn**

**A4– It is Depends on investment Forces**

**. humanity and capabilities materialism Available**

**A5– It is Seeking to investigation Objectives  
degree High from Efficiency**

**A6– They were able to gain knowledge in  
.integrated scouting work**

**A7– Enabling students to understand the  
practical application of the Scout movement in  
.an actual manner**

A– Cognitive objectives

**B1– skills intellectual Like power on Vision  
inclusiveness And research and analysis**

**B2– Skills Scout means short ability on Dealing  
with life nature**

**B3– Students acquire knowledge of scouting  
.methods and means and how to apply them**

B–Skill objectives of  
the course

<p><b>B4– Providing students with the opportunity to interact and exchange information. In the . scouting field</b></p>	
<p><b>'A1– The theoretical materials simulate students sense of familiarity with cognitive aspects and . how to apply them practically</b></p> <p><b>A2– Raising the cognitive values of academic . subjects through discussions</b></p> <p><b>A3 – Raising students' efficiency and teaching capabilities in physical education lessons during the exchange of views</b></p> <p><b>A4– Raising the emotional aspects of students by holding sports and scouting competitions and instilling a sense of responsibility towards others .</b></p>	<p>C– Emotional and value goals</p>
<p><b>.D1– By giving scientific lectures</b></p> <p><b>D2 – Providing students with the basics of the course</b></p> <p><b>D3 – By using illustrations and human .presentation</b></p> <p><b>) D4 – By using modern display methodsData Show .models and written presentation ,(</b></p> <p><b>D5 – Subtraction ideas Training New As duties Betie in Jobs And tasks movement Scouting</b></p> <p><b>D6 – Discussion Students after Finish from Lecture including Related With material Education Scouting</b></p>	<p>D–Teaching and learning methods</p>

<b>H1 – Applying the knowledge gained by the students in the scouting</b> <b>H2– Applying the knowledge students have acquired in applying the basics of work in scout camps</b> <b>H3– Providing students with scouting knowledge .To benefit from it in daily life</b>	e-Skills
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#### Course structure .10

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
<b>Student -1 evaluation from During homework And participation</b>  <b>Activity -2 during the lesson</b>  <b>Midterm -3 and final exams</b>	<b>-1 Explanation of lectures Theoretically using Illustrations Modern display</b>  <b>Practical -2 application of some vocabulary</b>	<b>General concepts of the Scout movement</b>	<b>The nature of ,the movement ,its importance principles and basic goals</b>	<b>2</b>	<b>1</b>
		<b>Elements of the Scout Method</b>	<b>Commitment to ,the promise ,the law ,nature's life the vanguard ,system learning by doing, and exciting gradual programs</b>	<b>2</b>	<b>2</b>
		<b>Scouting stages</b>	<b>Cub and Brownie stages and - their levels Scout and Guide stages and their levels Advanced - Scout and Guide stages and their levels</b>	<b>2</b>	<b>3</b>

			<b>Rover and - Guide stages and their levels</b>		
		<b>The history of the Scout movement and its beginnings globally</b>	<b>The idea of scouting - and milestones in the history of the movement the - movement after the death of the founder</b>	<b>2</b>	<b>4</b>
		<b>History of the Scouting Movement in the Arab World</b>	<b>Its emergence and spread in the Arab world</b>	<b>2</b>	<b>5</b>
		<b>The entry of the Scout movement into Iraq</b>	<b>The Beginning - and Origins Iraqi Scouts in the Era of ,Government ,Nationalism and Its Relationship with the Outside World</b>	<b>2</b>	<b>6</b>
		<b>Scout Training Camp and Organizational Structure</b>	<b>establishment Scout Educational Camp Admiration and encouragement for organizing scouting activities</b>	<b>2</b>	<b>7</b>
		<b>Practical applications in the scouting movement</b>	<b>,The meaning ,purpose importance and elements of traditions</b>	<b>2</b>	<b>8</b>
		<b>Scout salute</b>	<b>,Its definition types, and the cases in which it must be performed</b>	<b>2</b>	<b>9</b>

		<b>World Scout Emblem</b>	<b>,Its shape ,meaning symbols and connotations</b>	<b>2</b>	<b>10</b>
		<b>Media traditions</b>	<b>considerations , symbolism , and general rules</b>	<b>2</b>	<b>11</b>
		<b>Flag Ceremony of the Republic of Iraq</b>	<b>,Its colors ,dimensions and the procedures for , raising lowering, and .folding it</b>	<b>2</b>	<b>12</b>
		<b>Scout clothing The traditions of formations and calls</b>	<b>Clothing and ,tie colors - Scout tie types and divisions of formations and use of the whistle</b>	<b>2</b>	<b>13</b>
		<b>Badges</b>	<b>Its goals, parts and types</b>	<b>2</b>	<b>14</b>
		<b>midterm exam</b>	<b>First semester exam for the above vocabulary</b>	<b>2</b>	<b>15</b>
		<b>Scout camps</b>	<b>Introduction and General - Concept History of Scout Camps</b>	<b>2</b>	<b>16</b>
		<b>Camps in the life of a scout</b>	<b>The importance of camps in the life of a scout</b>	<b>2</b>	<b>17</b>
		<b>Types of scout camps</b>	<b>According to the participating parties - in terms of the duration of their stay - in</b>	<b>2</b>	<b>18</b>

			<b>terms of the purpose</b>		
		<b>Steps to prepare for scout camps</b>	<b>,Work before during and after the scout camp</b>	<b>2</b>	<b>19</b>
		<b>Camp management instructions and evaluation process</b>	<b>Conditions of his residence Camp and instructions scouting - management The final evaluation process of the camp</b>	<b>2</b>	<b>20</b>
		<b>Scouting skills</b>	<b>- Definition Pioneering Works - Rope Care</b>	<b>2</b>	<b>21</b>
		<b>,Knots, ties and scouting courses</b>	<b>- Definitions Types - Uses</b>	<b>2</b>	<b>22</b>
		<b>Scout tents</b>	<b>Parts of the tent - its types erecting and - demolishing the tent</b>	<b>2</b>	<b>23</b>
		<b>The four directions and their means</b>	<b>How to know The four directions and the means used</b>	<b>2</b>	<b>24</b>
		<b>, Exploration fires, and cooking</b>	<b>Exploration ,(Tracing) Fires ,Their Types and Cooking Food</b>	<b>2</b>	<b>25</b>
		<b>Leadership in Scouting</b>	<b>Definition - The Scout Leader and His Duties</b>	<b>2</b>	<b>26</b>
		<b>Public service fields</b>	<b>, cultural , social and community ,service fields , economic first aid</b>	<b>2</b>	<b>27</b>

		<b>Scouting terms</b>	<b>A set of definitions of the Scout movement</b>	<b>2</b>	<b>28</b>
		<b>midterm exam</b>	<b>Second semester exam for the above vocabulary</b>	<b>2</b>	<b>29</b>
		<b>General review</b>	<b>General review of the first and second chapters Before the final exam</b>	<b>2</b>	<b>30</b>

#### **:Course evaluation .11**

**Distribution as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams**

#### **:Learning and teaching resources .12**

The book " Scouting Education: Concepts and-Applications" / Riyadh Nouri Abbas and Ali Muhammad Hadi Abbud	Required textbooks :(methodology if available)
Scouting Education Book: Concepts and Applications	:Main references
5- Daily reports 6- Review of research in the Scouting movement	Recommended supporting books and references :(scientific journals, reports)
3- .Sites of specialized scientific journals .Websites -2 University of Basra website, faculty portal -3	,Electronic references websites

## Description of the Sports History Courses/First Stage

**2024–2025**

<b>Course name .1</b>
<b>Sports history of the first stage</b>
<b>Course code .2</b>
<b>Semester/Year .3</b>
<b>annual</b>
<b>Date of preparation of this description .4</b>
<b>2025-2024</b>
<b>Available forms of attendance .5</b>
<b>Daily attendance on the lecture schedule</b>
<b>Number of study hours (total) / Number of units (total) .6</b>
<b>hours per year 60</b>
<b>2 Two units per week</b>
<b>Name of the course supervisor (if more than one name is mentioned) .7</b>
<b>1. Zainab Sabah Ibrahim Raafat <a href="mailto:zainab.sabah@uobasrah.edu.iq">zainab.sabah@uobasrah.edu.iq</a></b>
<b>Course objectives .8</b>
<ul style="list-style-type: none"> <li>Recognition on Origin and development historical For education Physical and sports via Ages</li> <li>to understand foundations Philosophical For education Physical And connect it In concepts Educational And social.</li> <li>Highlight role Education Physical in building a personality individual and development the society.</li> <li>Recognition on Contributions thinkers And the philosophers in development Education Physical And sports.</li> <li>development ability on analysis Issues Sports from perspective philosophical And historical.</li> <li>Strengthening awareness With values Humanity and moral that bear it Education Physical And sports.</li> <li>link Heritage athlete Arabic And Islamic And the global In reality athlete Contemporary</li> </ul>
<b>Course outcomes, teaching, learning and assessment methods .9</b>



<p><b>A1- It usually aims to provide the student with theoretical and intellectual knowledge about the roots of physical education and its philosophical and historical dimensions, and not just practical application.</b></p> <p><b>,A2_Recognition on Origin historical For education Physical via Ages ( ancient .( Middle, Modern And contemporary</b></p> <p><b>,A3–Understanding Philosophies Educational Different ( ideal, realism, natural Pragmatism ...) and its relationship By education Physical</b></p> <p><b>A4–Perception role Education Physical in formation individual and society old . And recently</b></p> <p><b>A5– Familiarity Most important thinkers And the philosophers who Contribute in situation Foundations Education Physical and sports</b></p>	<p><b>– A Cognitive objectives</b></p>
<p><b>B1–Analysis development Education Physical and sports via Ages historical Different</b></p> <p><b>B2–Discrimination between Trends Philosophical The Great And clarification Its reflection on Education Physical</b></p> <p><b>B3–Practice thinking cash in discussion Issues Sports from perspective . philosophical And historical</b></p> <p><b>B4–Employment Sources References Scientific in numbers Research and studies Academy around philosophy And history Sports</b></p> <p><b>B5–Preparation Reports and offers oral And the written Associated In concepts historical and philosophical For education Physical</b></p> <p><b>B6–Comparison between Systems and practices Sports old and contemporary . And extract Results Educational From it</b></p> <p><b>B7–Reinforcement values and trends Positivity Associated With heritage athlete And thought Philosophical in Education Physical</b></p>	<p><b>B– Course–specific skills</b></p>
<p><b>A1– Developing awareness of the value of sports as a means of comprehensive education (physical, mental, social, and emotional).</b></p> <p><b>–A2 Promoting pride in Arab, Islamic and international sporting heritage.</b></p> <p><b>A3– Instilling positive attitudes towards sports as a human right and community culture.</b></p>	<p><b>– C Emotional and value–based goals</b></p>

1. Through giving scientific lectures – 2. Through the use of illustrations and video presentation – 3 Through the use of modern display methods –(Data Show models and ,( . written presentation					Teaching and learning methods
<b>D1_Ability on analysis foundations Philosophical For education Physical and . sports And connect it With values Educational And social</b> <b>D2 – Track Evolution historical For education Physical and sports via Civilizations Different And tie it In reality Contemporary</b> <b>D3 – development skills thinking cash in to understand Theories and trends Influential in field The athlete</b> <b>D4– application Knowledge historical and philosophical in directing practices Educational and sports In a way scientific</b>					Dr. Skills
<b>Course structure .10</b>					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Questions raised and discussed by the teacher and students	Use -1 brainstorming questions Use the data -2 show screen to display Lecture	The importance of studying the history of the sports movement	,Definition of the demand the meaning of history, the importance of studying sports history, and the philosophy of physical education in primitive societies	2	1
Questions raised and discussed by students and teacher	Explanation of the material by the teacher with student participation	<b>The aim of studying the history of physical education</b>	Directing community members to practice physical sports activities individually and collectively . Consolidating moral and -2 educational values Maintaining a healthy -3 lifestyle and avoiding . stimulants	2	2
Give students homework	Use Nutrition -1 -The return 2 an offer Lecture	Physical education in	Recognition on importance study civilization valley	2	3

by writing a report on the Mesopotamian civilization	on a screen the offer with Attach photo For antiquities The discoverer	ancient Iraqi civilization	Mesopotamia and goals soil in civilization Iraq old and the effects The discoverer that In it viewer Sports		
Questions raised and discussed by students and teacher	Use feedback -1 Explanation of -2 the material by the teacher with the participation .of the students	The purposes of physical education in ancient Iraq	Physical education in ancient Iraq had several purposes, including ,military, environmental religious, and recreational .purposes	2	4
Student self-assessment through preparation for the next lecture	Use brainstorming and then explain .the material	The effects The discoverer that In it viewer Sports	Many artifacts dating back ,to the Sumerian Babylonian and Assyrian eras were found, which depicted various sporting events, including wrestling .and horse riding	2	5
Student self-assessment through preparation for the next lecture	Explain the material clearly and simply, using .feedback	Education and Sports in Iraq old	The ancient Iraqis were interested in writing and documented their daily lives. They were interested in education and established many schools and turned some palaces into private .libraries	2	6
Subtraction Questions And discuss it from before students And the teacher	,Use of feedback explanation of the material by the teacher with student participation	Sports and literature and music in Iraq old	Take care Iraqis The ancients With literature and music And they wrote a lot from stories and epics and poetry	2	7
give students duty My	to explain The material from before teacher	Sports and festivals in Iraq old	I knew civilization valley Rafidain colors Multiple from celebrations and	2	8

home from during writing a report on civilization valley Mesopotamia	With the participation of students To increase interaction students In the lecture		festivals that It is held in Occasions National and religious and military		
Subtraction Questions on students Discuss it To know bezel Absorption Students For the material	Use brainstorming and then explain the material by the teacher with the participation .of the students	Education Physical in Egypt old	Learn about the civilization of the Nile Valley, when it was discovered, the antiquities discovered in ancient Egypt, the classes of Egyptian society, the goals of education in ancient Egypt, and the .games discovered	2	9
Students prepare a report that combines the previous and current .lectures	Nutrition The -1 return For the preparation previous Explanation -2 Detailed For the lecture with an offer photo For civilization Chinese old	Education Physical in China old	Chinese civilization is one of the oldest human civilizations that has preserved its civilizational state without change for thousands of years. The years and the purposes of education included before the arrival of the Zhou Dynasty, the world was different, and after the arrival of the Zhou Dynasty	2	10
Conduct a quick daily test to determine the 'students level and comprehension of the .material	Display the lecture on the screen, supported by pictures and evidence, with explanation by .the teacher	Education Physical in India old	It is considered His Excellency India from Civilizations old Mission Because it is Residence Relationships with civilization valley Nile and the two rivers And the country Faris, and sects and layers in the society Indian	2	11

Ask students questions after the lecture is .over	Brainstorming question posed and discussed by students and teacher	Education Physical in country Knight	Learn about the Persian civilization and the stages of physical education in Persia	2	<b>12</b>
Evaluation Other direct from during numbers The student Lecture Coming soon	Use feedback from the previous lecture and then summarize the .current lecture	Education Physical when The Greeks Education Physical in The era Homeric	The Greeks are one of the peoples who speak Indian languages. European They are They are not of one race, but at most three races Education in the Homeric . era , its objectives and .characteristics	2	<b>13</b>
Correcting exam papers and evaluating the level of 'students answers	Take the exam by answering a set of questions about previous .lectures	exam	Conducting a monthly 'exam to evaluate students level	2	<b>14</b>
Ask students questions to assess their level of understanding of the .lecture	Explanation of the lecture by the student assigned to prepare it with the assistance of the course teacher	Education Physical in Sparta	Learn about the education system in Sparta , and the educational programs prepared by the state	2	<b>15</b>
Asking a set of questions and answering them by the students	to explain Lecturer from before teacher The material with sharing students	Education Physical in Ethnicity	Learn about physical education in the first and second centuries and the stages of learning in each era	2	<b>16</b>

Distributing a questionnaire to measure 'students satisfaction with the history .lecture	Feedback with lecturer's explanation	Games Nationalism Hellenism Games Competitions Olympics Pasta and the gymnasium	To practice sports activities, the learning stages were divided into several stages, and a name .was given to each stage	2	<b>17</b>
Ask questions about past and current .lectures	Explanation of the material with a display of a set of illustrative images of that historical period	philosopher s in The era The Twelve the second	Back Many philosophers of ,this era , including Plato Aristotle , and Xenophon	2	<b>18</b>
Preparing the next lecture by students	Display the lecture on the screen with .attached pictures	Education Physical in Roman era old	The ancient Romans paid particular attention to physical training and military preparation in order to prepare strong and .powerful young men	2	<b>19</b>
Discussing questions raised by students and the teacher	Lecture explanation by the student who prepared it, in addition to supporting the lecture with .pictures	Games and sports activities in the ancient Roman era	The emergence of many bags and games, including palm ball, trigon, and .spheromakary	2	<b>20</b>
Answer and discuss 'students questions	Use feedback and then explain .the lecture	Education Physical in Roman era Hadith barbarians The Teutonic invaders	The expansion of the Roman Empire, its contact with ancient eastern and western civilizations, and the reasons for the fall of the empire	2	<b>21</b>
Conducting a surprise daily exam for students	Remind the previous lecture and link it to the ,current lecture	Education Physical in The era	The birth of Jesus Christ and the emergence of the call to Christianity in the	2	<b>22</b>

to determine their comprehension of the material	with the display of evidence and illustrative images	Christian the first	Roman era and the call to believe in one God		
Assign students to conduct a quick review of the previous lecture, discuss the current lecture, and get students' opinions on the material	A quick review of the previous lecture and linking it to the current lecture as it complements the previous lecture	Education Public without breeding Physical in Universities Ages Middle	in This is amazing stage I was fought Education Physical from before monks addition to Prohibition all Activities Physical aesthetics	2	23
Questions are asked by the subject teacher and discussed by the students	Providing -1 quick feedback on previous lectures Explaining the -2 new lectures with supporting explanations through pictures	goal Education Physical in era Equestrianism	, Since ancient times peoples have been practicing exercises Violent for military preparation and in the Middle Ages was a weapon The Knights of the Pillar Basic in combat forces	2	24
Conduct a quick daily exam on previous and current lectures	A simplified explanation of a lecture and its connection to the current lecture	Education Physical in era Equestrianism	The purpose of physical education in the age of chivalry was to prepare knights to defend themselves, the church, and the ideals in which the knight believed, and to prepare young men for military life	2	25
Give a set of questions	Presentation of the lecture in PowerPoint with	Physical education in	He was For the family The clan The role Basic in breeding The child	2	26

and discuss them with .the students	an explanatory note	the pre-Islamic era	Bedouin And on My hand parenthood		
Conducting a daily test for students to determine their understanding of the .lecture	Use feedback and then link the previous lecture .to the current one	Physical education in the Islamic era	education in the Islamic era were religious . And worldly ( as they aimed to prepare the individual for my work This world and .the hereafter	2	27
Students write a report about the .lecture	give a question Storm mental And then to explain Lecture	Education Physical in Countries European after 1800	At the forefront of those who sought to generalize concepts Individual humanism is Devoto Now Davlter Italian ( where possible) From my direction Education except Humanity to become in a study format	2	28
Providing a questionnaire to measure 'students satisfaction with the history .lecture	Lecture explanation with pictures and evidence related to the lecture	movement Olympic Modern	The idea of reviving the Olympic Games was associated with the Frenchman ( Pierre de Coubertin ) , as Coubertin realized in his early youth the extent of the delay in the development of the sports movement in France in comparison to the ,neighboring countries especially in Germany and .England	2	29
Correcting papers and giving grades to students	Conducting the final exam	exam	procedure exam end the chapter	2	30

#### Course Evaluation .11

: Distribution as follows25 . Monthly and daily exam score for the first semester 25  
. Monthly and daily exam score for the second semester50Final Exam Grade

#### Learning and teaching resources .12



<b>Physical Education and Sports: Philosophy and History (Curriculum Book)</b>	<b>Required textbooks (methodology if available)</b>
<b>Hassan Naji Mahmoud Al-Rubaie</b>	<b>Main References (Sources)</b>
<b>Journal of Sports Sciences / Minia University, Journal of Sports Sciences and Physical Education Applications / South Valley University</b>	<b>Recommended mainstream books and references (.scientific journals, reports, etc)</b>
<b><u><a href="https://sjph.journals.ekb.eg/?utm_source=chatgpt.com">https://sjph.journals.ekb.eg/?utm_source=chatgpt.com</a></u></b>	<b>Electronic references, website</b>

**Description of the courses of the subject (Computers 1) / (first) stage**  
**For the academic year 2024–2025**

<b>:Course name .1</b>	
<b>Calculators 1</b>	
<b>:Course code .2</b>	
<b>Calculators 1</b>	
<b>Study: (semester) (annual) .3</b>	
<b>annual</b>	
<b>:Date and preparation of this description .4</b>	
<b>2025–2024</b>	
<b>:Available forms of attendance .5</b>	
<b>Daily attendance on the lecture schedule</b>	
<b>:Number of study hours (total) / Number of units (total) .6</b>	
<b>hours per year, (2) units per week (60)</b>	
<b>Name of the course administrator (if more than one name is .7</b>	
<b>:(mentioned</b>	
<b>:Email Teaching name : Sabah Abdul Muttalibcom sabah.sewain@uobasr</b>	
<b>My dream is Hamza Abbas : Teaching name</b>	
<b>:Course objectives .8</b>	
1- Teaching students the basics of computer science 2- Knowing the parts of the computer 3- Practical application of the most important office programs	
<b>4- :Course outcomes, teaching, learning and assessment methods</b>	
electronic 1a– The student’s ability to know the .computer , its parts, and use office programs Providing the learner with functional knowledge in the –2A .field of computers Developing the learner’s mental abilities , especially –3A . creative thinking abilities	A– Cognitive objectives

<p>Helping the learner to develop positive, purposeful –B1 tendencies towards information technology in general and .removing the barrier of fear</p> <p>Training students to work within a team by practicing –B2 .computer techniques</p>	<p>B–Skill objectives of the course</p>
<p>:Developing a love of technical exploration –A1</p> <p>Encouraging students to be curious and want to learn about computer components and their various uses.</p> <p>A2– Enhancing self–confidence: by enabling the student to interact with the computer and its applications, which makes him feel capable of achieving and interacting with the digital world.</p> <p>A3– Emotional integration with technology: Building a positive emotional relationship that makes the student see the computer as a useful and beloved tool, not just an inanimate device.</p> <p>A4– Self–motivation for learning: instilling an internal drive in the student to keep up with technological developments and follow new developments in the .world of computers</p>	<p>C– Emotional and value goals</p>
<p>method Lecture –1</p> <p>Student –centered learning methods –2</p> <p>,Interactive methods of dialogue, discussion –3</p> <p>problem solving and reports</p> <p>Modern teaching methods of blended e–learning –4</p>	<p>Teaching and learning methods</p>
<p>Awareness of the importance of technology in –D1 daily life: Realizing the role of computers in various</p>	<p>D–Skills</p>

<p>fields such as education, medicine, engineering, and the arts.</p> <p>D2– Use the computer ethically: instilling values such as respecting privacy, not using software for personal .purposes, etc</p> <p>Digital Responsibility: Teaching students how –D3 to be conscious and responsible users of the Internet and digital applications.</p> <p>D4– Collaboration and Participation: Promoting the spirit of teamwork through collaborative computer projects and the exchange of technical knowledge .among students</p>	
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#### 5- Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
,Weekly ,monthly ,daily written and end-of- year .exams	<b>Theoretical and practical lectures</b>	<b>Calculators 1</b>	Introduction to Computer Science	<b>2</b>	1
			the course + Video about technology	<b>2</b>	2
			identification computer automated	<b>2</b>	3
			Computer features	<b>2</b>	4
			Electronic processing triangle Data + Computer Concepts	<b>2</b>	5
			The idea of computer work	<b>2</b>	6
			With examples	<b>2</b>	7
			Generations of computers	<b>2</b>	8

		Classification of computers and their types with use	2	9
		Computer components and parts	2	10
		Physical components	2	11
		Processing unit and its parts	2	12
		Processing unit completion	2	13
		Input devices with types	2	14
		Output devices	2	15
		Storage devices	2	16
		computer case	2	17
		Software components	2	18
		Operating system	2	19
		Operating System Classification	2	20
		Types of operating systems	2	21
		File and format	2	22
		Windows	2	23
		Windows	2	24
		Algorithms	2	25
		Office programs	2	26
		roses	2	27
		Excel	2	28
		PowerPoint	2	29
		Practical applications 1	2	30

### **:Course evaluation .11**

#### **:Distribution as follows**

**.marks for monthly, daily and practical exams for the first semester 25**

**.marks for monthly, daily and practical exams for the second semester 25**

50 Final Exam Grade	
<b>:Learning and teaching resources .12</b>	
Computer Basics and Office Applications –1 (Parts One and Two)	Required textbooks :(methodology if available)
Methodology and other books on the basics of computer science	:Main references
Learn Microsoft Office (Microsoft Corporation) . Microsoft Education Sites Office software learning forums for beginners and professionals	Recommended supporting books and references :(scientific journals, reports)
www.Microsoft.com www.Youtube.com	,Electronic references websites

**Description of the course (field and track) / first stage**  
**For the academic year 2024–2025**

<b>1– :Course name</b>	
The square and the field	
<b>2– :Course code</b>	
<b>3– Study: (semester) (annual)</b>	
<b>4– :Date and preparation of this description</b>	
2025–2024	
<b>5– :Available forms of attendance</b>	
Daily attendance on the lecture schedule	
<b>6– :Number of study hours (total) / Number of units (total)</b>	
hours per year, (4) units per week (120)	
<b>7– :Name of the course administrator (if more than one name is mentioned)</b>	
Prof. Dr. Sabah Abdullah Ibrahim – 1sabahabdallh@gmail.com Prof. Dr. William Louis William –2 <a href="mailto:williamluois54@gmail.com">williamluois54@gmail.com</a> Prof. Dr. Saeed Hussein –3 <a href="mailto:saeed.hassan@uobasrah.edu.iq">saeed.hassan@uobasrah.edu.iq</a> Asst. Prof. Dr. Ansam Khazal Jabbar –4 <a href="mailto:anssam.kazal@uobasrah.edu.iq">anssam.kazal@uobasrah.edu.iq</a>	
<b>8– :Course objectives</b>	
.Teaching students the basics of teaching field and track activities –1 .How to handle errors when applying it - 2 Dividing the technical stages and applying them –3 .How to handle errors when applying it –4	
<b>9– :Course outcomes, teaching, learning and assessment methods</b>	
.1a– Enabling students to identify the technical stages 2A - Enabling students to gain knowledge and .understanding in addressing the research problem 3A - Enabling students to review the library and obtain the . necessary resources for track and field games	A– Cognitive objectives

4A - Enabling students to choose new topics for track and .field games	
1A - Teaching and studying each activity and knowing its .technical stages 2b - Teaching students about the steps of learning the .technical stages 3b - Teaching students the importance of other games and .their connection to the field 4b - Teaching how to access important scientific sources in the field	B–Skill objectives of the course
A1– Raising the cognitive values of academic subjects through discussions A2– Raising students’ efficiency and teaching capabilities in .physical education lessons during the exchange of views A3– Raising students’ emotional aspects through sports .competitions and a sense of responsibility towards others	C– Emotional and value goals
Providing students with the basic concepts of track –1 . and field games . Clarifying and explaining the curriculum vocabulary –2 Putting the practical side in explaining and –3 . understanding the technical stages	Teaching and learning methods
. Participate in daily preparation –D1 in the field and D2– Raising questions and problems . arena subject . Daily exams –D3 . D–4 Semester and annual exams	D–Skills

#### 10– Course structure

Evaluation method	Learning method	Name of unit/course or topic	Required learning outcomes	watches	week
Questions and discussion	Lectures/Class	Basics of Writing Scientific Research in Physical Education	Explanation of the technical stages of the 100m event	4	1



Questions and discussion	Lectures/Class		100m practical application	4	2
Questions and discussion	Lectures/Class		Explanation of the law of effectiveness	4	3
Questions and discussion	Lectures/Class		practical exam		4
Questions and discussion	Lectures/Class		Explanation of the technical stages of the high jump event	4	5
Questions and discussion	Lectures/Class		Practical application of the activity	4	6
Questions and discussion	Lectures/Class		Explanation of the law of effectiveness	4	7
Questions and discussion	Lectures/Class		practical exam	4	8
Questions and discussion	Lectures/Class		Re-activation of the two theoretical activities	4	9
Questions and discussion	Lectures/Class		theoretical exam	4	10
Questions and discussion	Lectures/Class		Explanation of the technical stages of the javelin throw event	4	11
Questions and discussion	Lectures/Class		Practical application of effectiveness without tools	4	12
Questions and discussion	Lectures/Class		Practical application of the activity with the presence of the tool and throwing	4	13
Questions and discussion	Lectures/Class		Explanation of the law	4	14
Questions	the line		Practical exam, tech and achievement	4	15
Questions and discussion	Lectures/Class		Explanation of the technical stages of the long jump event	4	16

Questions and discussion	Lectures/Class		Practical application of the activity	4	17
Questions and discussion	Lectures/Class		Explanation of the law	4	18
Questions and discussion	Lectures/Class		practical exam	4	19
Questions and discussion	Lectures/Class		Explanation of the technical stages of the weight-pushing activity	4	20
Questions and discussion	Lectures/Class		Practical application of effectiveness without tools	4	21
Questions and discussion	Lectures/Class		Practical application of the activity with the presence of the tool and throwing	4	22
Questions and discussion	Lectures/Class		Explanation of the law	4	23
Questions and discussion	Lectures/Class		Practical exam, tech and achievement	4	24
Questions and discussion	Lectures/Class		Explanation of the technical stages of the 4x400m event	4	25
Questions and discussion	Lectures/Class		Practical application of the activity	4	26
Questions and discussion	Lectures/Class		Explanation of the law	4	27
Questions and discussion	Lectures/Class		practical exam	4	28
Questions and discussion	Lectures/Class		Re-explain the activities before starting the theoretical .exam	4	29
Questions	the line		theoretical exam	4	30

### 11- :Course Evaluation

marks for the monthly practical, theoretical and daily exams for the first semester 25

**marks for monthly, practical, theoretical and daily exams for the second semester 25**  
marks for the final exam, 30 marks for practical and 20 marks for theoretical 50

<b>Learning and teaching resources –12</b>	
<b>The textbook *</b> <b>Helpful books *</b>	<b>Required textbooks (methodology if available)</b>
<b>Previous letters and theses</b>	<b>Main References (Sources)</b>
	<b>Electronic references, website</b>

**Description of the football course curriculum / first stage**  
**For the academic year 2024–2025**

<b>1- :Course name</b>	
<b>ball foot</b>	
<b>2- :Course code</b>	
<b>3- : the study</b>	
<b>( Annual )</b>	
<b>4- :Date and preparation of this description</b>	
<b>2025–2024</b>	
<b>5- Available attendance forms: In–person</b>	
<b>Daily attendance on the lecture schedule</b>	
<b>6- Number of study hours (total) / Number of units (total): 120 hours</b>	
<b>hours per year, (4) units per week (120)</b>	
<b>7- Name of the course administrator (if more than one name is</b>	
<b>:(mentioned</b>	
<b>Luay Kazim Mohammed –1</b> <a href="mailto:luay.mohammad@uobasrah.edu.iq">luay.mohammad@uobasrah.edu.iq</a> <b>Wael Qasim Jawad –2</b> <a href="mailto:wael.kassim2013@gmail.com">wael.kassim2013@gmail.com</a> <b>Abd Ali Jaafar Mohammed –3</b> <a href="mailto:Abdlyaldhamy@gmail.com">Abdlyaldhamy@gmail.com</a>	
<b>8- :Course objectives</b>	
<b>education Students basics Skills Basic ball foot</b> <b>How to performance Skills and exercises</b> <b>date ball foot</b> <b>the law International For football foot</b>	
<b>9- :Course outcomes, teaching, learning and assessment methods</b>	
<b>A : Knowledge and understanding</b>	<b>A- Cognitive objectives</b>

education Students basics Skills Basic ball foot					
How to performance Skills and exercises –					
B : Skills Private On the subject B1– Education The stand Correct For performance B2– Education Students on discovery Mistakes accompaniment For performance The game B3– Education How to examining on Sources Scientific Mission in The game		B–Skill objectives of the course			
A : Methods education and learning A1– Supply Students In concepts Basic in ball foot Part 2– Explanation And explain Vocabulary The decision Academic A3– Put side Applied in evil H And understand performance		C– Emotional and value goals			
D : Methods Evaluation D1– Evaluations Daily D2– Performance Single And the collective D3– Exams Quarterly Annual		Teaching and learning methods			
H : Skills thinking H1– Development Capabilities intellectual in innovation Exercises New H2– Lesson Applied component important in side Thinking To process Mistakes Basic previous from before Students		D–Skills			
10– Course structure					
Evaluation method	Learning method	Name of unit or topic		watches	week

classroom Questions and discussion	football field	About Historical on The game	4	1
		skill kick Ball / Skill Scrolling	4	2
		skill kick Ball / Skill / Scrolling / Games Small Ingredients ball foot	4	3
		skill extinguish \ roll \ dodge	4	4
		ingredients ball Foot / Pass / Stamp / Roll / Dribbling / Set Principles Basic	4	5
		Materials From (1-7) Law ball foot / skill The throw Side	4	6
		Materials From (8-17) Law ball foot / skill to hit The ball In the head	4	7
		a test By law ball foot / test practical For skills Basic	4	8
		development speed and endurance	4	9
		re For types skill kick The ball And scrolling	4	10
		Types skill extinguish / play	4	11
		exercises feeling with the ball / play	4	12
		exercises Vehicle / Toy	4	13

		<b>/ exercises For guards Goal Play</b>	<b>4</b>	<b>14</b>
		<b>exam Practical + Exam theoretical For separation the first</b>	<b>4</b>	<b>15</b>
		<b>re For the law The game with Amendments</b>	<b>4</b>	<b>16</b>
		<b>preparation Physical And the technician And tactical And psychological</b>	<b>4</b>	<b>17</b>
		<b>Example Applied on power Endurance / Play</b>	<b>4</b>	<b>18</b>
		<b>ingredients Fitness Physical</b>	<b>4</b>	<b>19</b>
		<b>exercises development speed and endurance</b>	<b>4</b>	<b>20</b>
		<b>exercises endurance Private and speed Private</b>	<b>4</b>	<b>21</b>
		<b>/ exercises Tactical Exercises vehicle</b>	<b>4</b>	<b>22</b>
		<b>Test Theoretical / Test practical</b>	<b>4</b>	<b>23</b>
		<b>Tests The rulers</b>	<b>4</b>	<b>24</b>
		<b>Tests The rulers</b>	<b>4</b>	<b>25</b>
		<b>Tests The rulers</b>	<b>4</b>	<b>26</b>
		<b>Tests The rulers</b>	<b>4</b>	<b>27</b>
		<b>relationship Skills Basic With fitness Physical</b>	<b>4</b>	<b>28</b>

		re Comprehensive For the material	4	29
		exam Practical + Exam theoretical the chapter the second	4	30
<b>11– :Course Evaluation</b>				
<b>12– :Learning and teaching resources</b>				
Books: – Basics in ball Foot ( Education – Skills–1 .Law – Exercises ) Written by : Prof. Dr slave on Jaafar Muhammad 2019 The law International For football Football–2 2022 Ball Foot ( book) systematic For –3 ( students Colleges Education Sports Authored by Dr. Sami Yellow et al. 1987		Required textbooks :(methodology if available)		
		:Main references		
		Recommended supporting books and references :(scientific journals, reports)		
		Electronic references, websites		



## Description of the Weights Course / First Stage

### 2025-2024

<b>: Course name .1</b>	
<b>Weightlifting / Stage 1</b>	
<b>:Course code .2</b>	
<b>Semester/Year: Annual .3</b>	
<b>Annual</b>	
<b>Date of preparation of this description .4:</b>	
<b>2025-2024</b>	
<b>Available forms of attendance .5:</b>	
<b>Attendance only and according to the lecture schedule</b>	
<b>:Number of study hours (total) / Number of units (total) .6</b>	
<b>.hours annually (60)</b>	
<b>hours per week (2)</b>	
<b>Name of the course supervisor (if more than one name is mentioned) .7</b>	
<b>Instructor's name: Hassan Farhan Alwan</b>	
<b>Course objectives .8</b>	
<ol style="list-style-type: none"> <li>1. Teaching students the basic skills (techniques) in weightlifting (snatch - clean and jerk)</li> <li>2. Teaching students international weightlifting law</li> <li>3. How to perform the technical stages of the snatch lift</li> <li>4. How to perform the technical stages of the nit lift</li> </ol>	
<b>Course outcomes, teaching, learning and assessment methods .9</b>	
<b>.A-1. Introducing students to the most important laws related to weightlifting</b> <b>A-2. Introducing students to how to obtain Knowledge and understanding of the requirements of weightlifting</b> <b>A-3. Enabling students to review the library to obtain resources related to the .weightlifting subject</b> <b>A-4. Enabling students to choose topics that serve the university and college in .the precise specialization</b>	<b>A- Cognitive objectives</b>
<b>.B- 1. Teaching students how to lift the snatch</b> <b>B- 2. Teaching students to raise the bar</b> <b>.B-3. Teaching students the exercises for the snatch and clean and jerk</b> <b>.B-4. Teaching students general exercises and assistance for regular lifts</b>	<b>B- Skill objectives</b> <b>Course specific</b>

A1- Developing students' confidence in applying theoretical knowledge weightlifting through practical practice. A2- Enhancing sports values among students regarding learning situations and correct behaviors in weightlifting. A3- Developing students' teaching capabilities and positive attitudes towards effective participation and expressing opinions during activities Collective A4- Instilling a sense of responsibility and belonging through participation competitions, while observing the rules and sportsmanship.				C- Objectives Emotional and value based	
.D-1. Clarification and explanation of the course content .D-2. Providing students with the basic concepts of regular elevations D-3. Clarifying the art of performing regular lifts through practical application .basic skills				D-Teaching learning methods	
E-1. Other skills related to employability and personal development E-2. Weightlifting Basics and International Law .E-3. Writing quarterly reports on the subject				e-Skills	
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Performance  Art/Questions	Lectures/Hall	Theory and - practice in weightlifting	A brief history of weightlifting in the world and Iraq	2	1
Performance  Art/Questions	Lectures/Hall	International Weightlifting Law  Other - sources	Introduction and establishment of the World, Arab and Iraqi Weightlifting Federation	2	2
Performance  Art/Questions	Lectures/Hall	Theory and practice in weightlifting	Physical numbers	2	3
Performance  Art/Questions	Lectures/Hall	International Weightlifting Law  Other sources-	Weightlifting competition regulations with a theoretical explanation of the nature of the game and the law	2	4
Performance  Art/Questions	Lectures/Hall		Types of barbell grips in weightlifting	2	5

<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>Stages of technical performance of the snatch lift</b>	<b>2</b>	<b>6</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>The physical qualities that a powerlifter must possess, their types, the factors affecting them, and ways to develop .them</b>	<b>2</b>	<b>7</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>Speed: definition, types, factors affecting it, and methods of developing it</b>	<b>2</b>	<b>8</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>Endurance and flexibility, their types, methods of developing them, models for building muscle</b>	<b>2</b>	<b>9</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>First semester theoretical exam</b>	<b>2</b>	<b>10</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>Motion sequence for the snatch lift</b>	<b>2</b>	<b>11</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>Teaching the snatch lift from a seat and from the sling</b>	<b>2</b>	<b>12</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>Common mistakes in snatch lessons and corrective exercises for them</b>	<b>2</b>	<b>13</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>theoretical exam</b>	<b>2</b>	<b>14</b>

<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>Midterm Exam (Practical) Snatch Lift</b>	<b>2</b>	<b>15</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>Stages of technical performance of the nitre lift</b>	<b>2</b>	<b>16</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>The movement sequence for the jerk lift</b>	<b>2</b>	<b>17</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>Common mistakes in the lessons of learning to lift the Inter and the corrective exercises for them</b>	<b>2</b>	<b>18</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>Factors affecting elevation</b>	<b>2</b>	<b>19</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>regular exercises-</b>	<b>2</b>	<b>20</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>,Weightlifting weight categories weightlifting equipment and clothing, and a brief about the .referees and their numbers</b>	<b>2</b>	<b>21</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>Jerk lift preparation training</b>	<b>2</b>	<b>22</b>
<b>Performance Art/Questions</b>	<b>Lectures/Hall</b>		<b>Weightlifting equipment</b>	<b>2</b>	<b>23</b>
<b>Performance</b>	<b>Lectures/Hall</b>		<b>Performing the jerk movement</b>	<b>2</b>	<b>24</b>

<b>Art/Questions</b>					
<b>Performance</b>	<b>Lectures/Hall</b>		<b>Theoretical test</b>	<b>2</b>	<b>25</b>
<b>Art/Questions</b>					
<b>Performance</b>	<b>Lectures/Hall</b>		<b>Perform a complete training unit</b>	<b>2</b>	<b>26</b>
<b>Art/Questions</b>					
<b>Performance</b>	<b>Lectures/Hall</b>		<b>How to organize a training unit</b>	<b>2</b>	<b>27</b>
<b>Art/Questions</b>					
<b>Performance</b>	<b>Lectures/Hall</b>		<b>Explanation of International Law</b>	<b>2</b>	<b>28</b>
<b>Art/Questions</b>					
<b>Performance</b>	<b>Lectures/Hall</b>		<b>Theoretical exam for the second semester</b>	<b>2</b>	<b>29</b>
<b>Art/Question</b>					
<b>Performance</b>	<b>Lectures/Hall</b>		<b>Final practical exam</b>	<b>2</b>	<b>30</b>
<b>Art/Question</b>					

#### **Course Evaluation .11**

**Distribution as follows: For the first semester: (25 marks for monthly and daily exams (theory 10 marks practical 15 marks) For the second semester: (25 marks for monthly and daily exams (theory 10 marks - practical 15 marks) (final theoretical 20 marks) (final practical 30 marks) -**

#### **Learning and teaching resources .12**

	<b>Required textbooks (methodology if any)</b>
<b>1. Theory and Practice of Weightlifting</b> <b>2. International Weightlifting Laws and Regulations Book</b> <b>3. Weightlifting Fitness Book for All Sports</b>	<b>Main references (sources)</b>
<b>Weekly reports and homework related to the subject</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b>Internet resources and exercises offered on the Internet University of Basra website, faculty portal</b>	<b>Electronic references, websites</b>

# Description of the English Language course, first stage

## For the academic year 2024-2025

<b>Course name .1</b>	
<b>English language</b>	
<b>Course code .2</b>	
<b>Semester/Year .3</b>	
<b>(Semesterly) (Annual)</b>	
<b>Date this description was prepared .4</b>	
<b>2025-2024</b>	
<b>Available forms of attendance .5</b>	
<b>Daily attendance on the lecture schedule</b>	
<b>Number of study hours (total) / Number of units (total) .6</b>	
<b>hours annually (60)</b>	
<b>Two units per week (2)</b>	
<b>Name of the course supervisor (if more than one name is mentioned) .7</b>	
<b>M.M. Osama Riyad LazimOsama.lazim@uobasrah.edu.iq</b>	
<b>Course objectives .8</b>	
<b>Developing and raising the level of English language for students .1.</b> <b>Teaching vocabulary related to sports and games .2, ,such as football .basketball, volleyball, and swimming</b> <b>3.Developing reading and comprehension skills in English</b> <b>Teaching general .4conversation skills</b> <b>Develop listening skills .5.</b> <b>Teaching some basic English grammar</b>	
<b>Course outcomes, teaching, learning and assessment methods .9</b>	
A - Knowledge and understanding A1- Enabling students to have predictable conversations about sports .topics and situations A2- Enabling students to gain knowledge and understanding of sports .vocabulary in English A3- Enabling students to develop the basics of conversation in English .A4-Enabling students to increase their knowledge of football in English	<b>- A Cognitive  objective s</b>

<p>B1- Teaching and developing English listening skills</p> <p>B2- Teaching students and developing their English reading skills</p> <p>B3- Teaching students to speak English, especially for sports situations</p> <p>.B4- Teaching how to use the language grammatically correctly</p>	<p><b>-B Course-specific skills</b></p>
<p>A1- The theoretical subjects simulate students' sense of familiarity with cognitive aspects and how to apply them practically</p> <p>A2- Raising the cognitive values of academic subjects through discussions</p> <p>A3- Raising students' efficiency and teaching capabilities in physical education lessons during the exchange of opinions</p> <p>A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards others</p>	<p><b>- C Emotional and value-based goals</b></p>
<p>.By giving scientific lectures -1</p> <p>. By using illustrations and shared voice conversations -2</p> <p>) By using modern display methods -3Data Show models and written ,( presentation</p>	<p><b>Teaching and learning methods</b></p>
<p>D1 : Skill Listening - Training Students on to understand Lectures and the clips Visual And audible Specialized in Sports and training physical, Which Enhances Their ability on tracking Updates Scientific . in area Education Sports Globally</p> <p>D2 : Skill conversation Communication - Empowerment Students from expression on Their ideas and discussion Topics Sports In the language English, In addition to simulation Positions practical like give directions in The stadium And explain Exercises And communication with trainers and players International</p> <p>D3 : Skill Reading - Development capacity Students on reading ,Articles and research and reports Sports In the language English and analysis Its content And connect it With practices Applied in field Education Sports</p> <p>,D4 : Skill Writing - Development skill writing Reports, Summaries And plans Training In the language English with the focus on employment Terminology Specialized in Education Sports And its . formulation In style academic And professional</p>	<p><b>Dr. Skills</b></p>
<p><b>Course structure .10</b></p>	

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
Questions raised and discussed by the teacher and students	Use brainstorming questions Use data show	The importance of studying the English language and its impact on the field of sports in particular	Learn about the lesson and the evaluation method	2	1
Questions raised and discussed by students and teacher	Use the data show to display the lecture Explanation of the material by the teacher with student participation	Sports terms	Learn the most important English terms related to . sports	2	2
Give students homework by writing personal information .in English	Display the lecture on the screen with attached images and documents that provide .examples	How to write personal information in English	Personal information	2	3
Asking and discussing questions about English tenses between students and the teacher	Explanation of the material by the teacher with student participation	English tenses in daily life and in the classroom in particular	in English	2	4
Student self-assessme	Use brainstorming and then	Explanation and clarification	Past simple tense	2	5



nt through preparation for the next lecture	explain the .material	of the simple past tense			
Ask questions about the material to determine the 'students understanding of the .material	Explain the material clearly and simplified to understand this tense and distinguish it from other tenses. Other	Explanation and clarification of the simple past tense	Past simple tense	2	6
Questions raised and discussed by students and teacher	Explanation of the material by the teacher with student participation	Explanation and clarification of the simple future tense	Future simple tense	2	7
Give students homework by writing the most important football terms in .English	Explanation of the material by the teacher with the participation of the students to increase the 'students interaction in the lecture	General football terms	General terms Football Vocabulary	2	8
Correcting exam papers and evaluating the level of 'students answers	Take the exam by answering a set of questions about previous .lectures	Learn about basketball player positions	Basketball Players Position	2	9
Ask students questions to assess their level of understand	Explanation of the lecture by the student assigned to prepare it with the assistance of the course teacher	Knowing the 10 basketball shots in English	BasketballShots	2	10

ing of the .lecture					
A set of questions are asked and answered by the .students	Lecturer's explanation by the subject teacher with student participation	Knowing the jobs of football players in English	Player's Jobs	2	<b>11</b>
Identify some irregular verbs for the exam in the next .lecture	A set of irregular verbs is presented to be distinguished .and memorized	,Explaining knowing and memorizing irregular verbs, for ,example Go becomes Went.	Irregular verbs in English	2	<b>12</b>
Ask questions about terms and sentences and take exams with them in the .classroom	to explain And to make students understand how to translate .correctly	Learning the correct translation of mathematic al terms	Translationof sports terms	2	<b>13</b>
Correcting exam papers and evaluating the level of 'students answers	Take the exam by answering a set of questions about previous .lectures	Exam	Conducting a monthly exam to evaluate students' level	2	<b>14</b>
teacher explains the lecture and explains the exam instruction	teacher explains the lecture and explains the exam instructions to .the students	Encourage students to read the instructions before answering .in English	Instructions	2	<b>15</b>

s to the .students					
Answer and discuss 'students questions	Use examples and then explain the .lecture	Teaching students about adverbs in English, for example She runs <u>quickly</u> .	Adverbs	2	16
Assign students to do a quick review of the previous ,lecture discuss the current lecture and get ' students opinions on the .material	Explain all the details related to the basketball court	We talk about the details of the basketball court in terms of shape and .dimensions	Basketball court details	2	17
Questions are asked by the subject teacher and discussed by the .students	Lecture explanation using the display screen	Teaching basketball mistakes Traveling and Double and Carrying & Second violation	Basketball Fouls	2	18
Conduct a quick daily exam on past and current .lectures	Display the lecture on the screen with attached .pictures	Teaching football mistakes Fouls and offside and time wasting& dangerous	Football Fouls	2	19
Give a set of questions	Presentation of the lecture in PowerPoint	Teaching students about	Greetings	2	20

and discuss them with the .students	with an explanatory note	formal greetings and informative greetings			
Conduct a daily test for students to determine their understanding of the .lecture	Lecture explanation with pictures and evidence related to the lecture Conducting the final exam	Teaching students how to introduce themselves for the first time in English	Introduction	2	<b>21</b>
Students write a report about the .lecture	Remind the previous lecture and link it to the ,current lecture with the display of evidence and illustrative .images	Teaching students about the topic of ,apology which is very important when making a mistake, for ,example I am sorry.	Apology	2	<b>22</b>
Assign students to conduct a quick review of the previous ,lecture discuss the current ,lecture and get 'students opinions on the .material	A quick review of the previous lecture and linking it to the current lecture as it complements the previous lecture	It means verbal exchange between two or more ,people especially students of the College of Physical Education and Sports .Sciences	Conversations	2	<b>23</b>

Test students on the writing topic (Writing) When given a specific topic to write about	Providing -1 quick feedback on previous .lectures Explaining -2 the new lectures with supporting explanations through .pictures	Writing in English is a very important skill for students as it helps them express their ideas and share .information	Writing	2	24
Conduct a quick daily exam on previous and current .lectures	Presentation of the lecture in PowerPoint with an explanatory note about reading.(	Teaching students to read correctly in English helps them learn the language and correct pronunciation	Reading	2	25
Give a set of questions and discuss them with the .students	Present a lecture using a screen and speakers to demonstrate .correct listening	Training students on an important skill for learning listening helps them with correct pronunciation and how to use sentences in their real .life	Listening	2	26
Conducting a daily test for students to determine their understanding of the lecture	Helping and teaching students to understand written texts and recognize new ideas and vocabulary	Cambridge Dictionary	Vocabulary	2	27

regarding Vocabulary.					
Students write a report about the .lecture	Asking and answering questions is very important in learning English to obtain ,information understand ideas, and communicate .with others	Practice Makes Perfect	Question and Answer	2	28
Providing a questionnaire to measure 'students satisfaction with the English language .lecture	Present information in an organized and clear manner to the audience. Use the English language correctly during the .presentation	English Conversation Made Natural	Presentation Skills	2	29
Correcting papers and giving grades to students	Conducting the final exam	Exam	End of semester exam	2	30

### Course Evaluation .11

**: Distribution as follows**  
**25 marks for monthly and daily exams for the first . semester**  
**25 . marks for monthly and daily exams for the second semester**  
**50 .marks for final exams**

### Learning and teaching resources .12

New HEADWAYPLUS by John and Liz Soars, for beginners	<b>Required textbooks (methodology if (available</b>
FOOTBALL English by Tom Challenger	<b>Main References (Sources)</b>
:Books - New HEADWAYPLUS by John and Liz Soars, for beginners - Ministerial curriculum studied at a rate of 40% - ENGLISH FOR FOOTBALL by Alan Redmond and Sean Warren	<b>Recommended mainstream books and ,references (scientific journals, reports (.etc</b>

<ul style="list-style-type: none"> <li>- Math curriculum taught at a rate of %60</li> </ul> <p>FOOTBALL English by Tom Challenger</p> <p>Auxiliary curriculum</p> <p>Academic Sports Dictionary</p> <p>Specialized in Sports Sciences and Games</p>	
<p>New HEADWAYPLUS by John and Liz Soars, for beginners</p>	<p><b>Electronic references, website</b></p>

## Description of the Physical Fitness Course Curriculum/First Stage 2025-2024

: Course name .1	
Fitness first stage for the / Physical	
: Course code .2	
Semester / Year : Annual .3	
Annual	
Date this description was prepared .3	
2025-2024	
Available forms of attendance .4:	
Daily attendance on the lecture schedule	
:Number of study hours (total) / Number of units (total) .5	
.hours annually . (2) units weekly (60)	
Name of the course administrator (if more than one name is mentioned) .6	
) name : Asst. Prof. Dr. Sanaa Ali Ahmed Emailsana.ali@uobasrah.edu.iq (	
Course objectives .7	
1- Definition of physical fitness, its importance, elements and types 2- How to perform aerobic and anaerobic exercises 3- aerobic , anaerobic and cardio exercises 4- Teaching students to design aerobic exercise sets and how to train them	
(Course outcomes, teaching, learning and assessment methods) .8	
<b>A1- Enabling students to acquire knowledge in the science of physical fitness</b> <b>A2- Enabling students to acquire the knowledge for integrated work . as a fitness trainer</b> <b>A3 - Enabling students to gain knowledge and understanding of . different types of aerobic exercises</b> <b>A4- Enabling students to understand the practical application of .physical fitness exercises in an actual manner</b>	<b>A- Cognitive objectives</b>
<b>. B1 - Students acquire knowledge of physical fitness concepts</b> <b>B2 - Students acquire knowledge of the types of exercises and how .to apply them</b> <b>B3- Students acquire the ability to know good posture and its .relationship to various exercises</b>	



B4- Providing students with the opportunity to interact and exchange information with trainers. Physical fitness					
A1- The theoretical materials simulate students' sense of familiarity . with cognitive aspects and how to apply them practically A2- Raising the cognitive values of academic subjects through .discussions and practical application A3 - Raising students' efficiency and teaching capabilities in physical education lessons during the exchange of opinions A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards others			C- Emotional and value-based goals		
.By giving scientific lectures -1 .Through Use of illustrations and human representation -2 ) By using modern display methods -3Data Show Models and ( .written presentation .Practical application of exercises and volume calculation -4			Teaching and learning methods		
D1 - Applying the knowledge students have acquired in physical .fitness D2- Applying the knowledge students have acquired in the practical . application of physical fitness exercises D3 - Benefit from the knowledge students have acquired in physical education sciences for advanced levels in the subject of physical .fitness D4- Providing students with knowledge of physical fitness science .To benefit from it in daily life .			D- Skills		
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Student -1 evaluation from During homework And participation  Activity -2 during the lesson  ,Monthly -3 semester and final exams	-1 Explanation of lectures Theoretically and practically using Illustrations Modern display  Practical -2 application of some exercises and units	warm-up	Head and neck exercises	2	1
		General fitness	Arm exercises	2	2
		Physical fitness elements	Core exercises	2	3
		Physical fitness elements	Abdominal and back exercises	2	4
		Elements Fitness Physical	Previous skills training	2	5
		Elements Fitness Physical	Leg exercises	2	6
		Aerobic exercises	Agility development exercises	2	7

		<b>Exercises antenna</b>	<b>relaxation exercises</b>	<b>2</b>	<b>8</b>
		<b>exercises Development of the circulatory system</b>	<b>Strength development exercises</b>	<b>2</b>	<b>9</b>
		<b>exercises development The device The league respiratory</b>	<b>Endurance development exercises</b>	<b>2</b>	<b>10</b>
		<b>Deep breathing exercises</b>	<b>Flexibility development exercises</b>	<b>2</b>	<b>11</b>
		<b>Therapeutic exercises</b>	<b>Stretching development exercises</b>	<b>2</b>	<b>12</b>
		<b>midterm exam</b>	<b>Midterm exam for all previous vocabulary</b>	<b>2</b>	<b>13</b>
		<b>review</b>	<b>Comprehensive review of the first chapter</b>	<b>2</b>	<b>14</b>
		<b>midterm exam</b>	<b>Midterm exam for all previous vocabulary</b>	<b>2</b>	<b>15</b>
		<b>quarterly break</b>			
		<b>Strength training exercises</b>	<b>Speed development exercises</b>	<b>2</b>	<b>16</b>
		<b>Flexibility exercises</b>	<b>Cognitive development exercises</b>	<b>2</b>	<b>17</b>
		<b>Therapeutic exercises</b>	<b>Balance development exercises</b>	<b>2</b>	<b>18</b>
		<b>exercises Therapeutic</b>	<b>Accuracy development exercises</b>	<b>2</b>	<b>19</b>
		<b>Special exercises</b>	<b>Machine training exercises</b>	<b>2</b>	<b>20</b>
		<b>exercises especially</b>	<b>Warm-up exercises</b>	<b>2</b>	<b>21</b>
		<b>exercises especially</b>	<b>Previous skills training</b>	<b>2</b>	<b>22</b>
		<b>exercises especially</b>	<b>Ball exercises</b>	<b>2</b>	<b>23</b>
		<b>exercises especially</b>	<b>Weight training</b>	<b>2</b>	<b>24</b>

		<b>Creative exercises set</b>	<b>Yoga exercises for beginners</b>	<b>2</b>	<b>25</b>
		<b>group Exercises Creativity</b>	<b>TamarrinStep Aerobic</b>	<b>2</b>	<b>26</b>
		<b>General review</b>	<b>General review of the first and second chapters</b>	<b>2</b>	<b>27</b>
		<b>midterm exam</b>	<b>midterm exam</b>	<b>2</b>	<b>28</b>
		<b>General review</b>	<b>Final practical exam</b>	<b>2</b>	<b>29</b>
		<b>Comprehensive exam</b>	<b>Final theoretical exam</b>	<b>2</b>	<b>30</b>
<b>Course Evaluation .11</b>					
Distribution as follows : 25 marks for monthly and daily exams (10 theoretical, 15 , practical) for the first semester . 25 marks for monthly and daily exams (10 theoretical ,practical ) for the second semester . 50 marks for final exams 15					
<b>Learning and teaching resources .12</b>					
Laila Zahran . Foundations Scientific The . process For exercises and Exercises Artistic House thought Arabic . Cairo . 1997 Muayouf Sins and others . Principles -2 Technical and educational For gymnastics and exercises The world . University Mosul . 1985			Required textbooks (methodology if (any		
Dr. Hani Mohammed to forbid Dr. Mahmoud - Ismail : Sports And health Society . Cairo 2014			Main references (sources )		
7- Daily reports 8- Review of research in physical fitness			Recommended supporting books and ,references (scientific journals, reports (.etc		
4- .Sites of specialized scientific journals .Fitness websites -2 University of Basra website, faculty portal -3			Electronic references , websites		

**Description of the Human Rights course curriculum / first stage**  
**For the academic year 2024–2025**

13–	:Course name
human rights	
14–	:Course code
15–	Study: (semester) (annual)
annual	
16–	:Date and preparation of this description
2025–2024	
17–	:Available forms of attendance
Daily attendance on the lecture schedule	
18–	:Number of study hours (total) / Number of units (total)
hours per year, (4) units per week (30)	
:Course supervisor name (if more than one name is mentioned)	
:Email Course teacher: Ahmed Kazem Fahd <a href="mailto:albhdily@gmail.com">albhdily@gmail.com</a> Instructor's name: Haider Awda Zghair      Email <a href="mailto:alfathly125@gmail.com">alfathly125@gmail.com</a>	
19–	:Course objectives
–1      Increase the student's knowledge of the theoretical conceptual aspect .and historical development of the subject of human rights and democracy Developing the student's analytical and critical skills regarding the reality –2 .and future of human rights and democracy Training students on the importance of active participation in all aspects of –3 public life, such as promoting respect for the principles of universal human .rights and active participation in political and cultural life	

<p>Enabling students to understand the importance of education and its role in –4 spreading the culture of human rights and democracy in building a civilized society based on good governance, the most important components of which are belief in human rights, education on them, and active participation in .governance through free and fair elections</p>	
<p>20– :Course outcomes, teaching, learning and assessment methods</p>	
<p>The main principles of the most prominent –1A human rights, their sources, types, and the .mechanisms used to protect them</p> <p>,Translating knowledge, experiences, values –2A and behavioral patterns into permanent work and ongoing activity in order to defend them in the lived reality and enhance efforts to address human .rights issues</p> <p>3a– Developing individuals’ knowledge of the means and methods by which human rights can be .translated into social and political realities</p> <p>4A– Enlightening individuals about their personal .rights and instilling in them respect for others</p>	<p>A– Cognitive objectives</p>
<p>Adopting, nurturing and encouraging the –B1 qualities of tolerance, respect and solidarity inherent in human rights</p> <p>B2– Defining human rights from their regional and international dimensions and the institutions .established to implement them</p> <p>,Giving appropriate focus to economic, social –B3 ,cultural and civil rights in addition to political rights</p>	<p>B–Skill objectives of the course</p>

as well as individual and collective rights, given the .indivisibility and inseparability of these rights	
<p>Collecting examples and information from real –A1 life about human rights violations, discussing them scientifically, and finding solutions to the problems .facing democratic practice in Iraq</p> <p>Benefit from external sources related to –A2 human rights, such as local and international reports on the reality of human rights and the .democratic transition in Iraq</p> <p>Promote understanding, tolerance, gender –A3 ,equality and friendship among all nations ,indigenous peoples, racial, national, ethnic religious and linguistic groups</p>	C– Emotional and value goals
<p>Discussion and critical thinking of the material's –1 vocabulary</p> <p>.Use focus groups to discuss material topics –2 analytical papers on vocabulary within Writing –3 or outside the subject that are directly related to .topics of human rights and democracy</p> <p>,Giving appropriate focus to economic, social –4 ,cultural and civil rights in addition to political rights as well as individual and collective rights, given the .indivisibility and inseparability of these rights</p>	Teaching and learning methods
Promote understanding, tolerance, gender –D1 ,equality and friendship among all nations	D–Skills

,indigenous peoples, racial, national, ethnic .religious and linguistic groups Enabling all individuals to participate –D2 effectively in a free society The full development of the human personality –D3 and its sense of dignity Promoting respect for human rights and D–4 fundamental freedoms	
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## 21– Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Student -1 evaluation from During homework And participation  Activity -2 during the lesson  ,Monthly -3 semester and final exams	-1 Explanation of lectures Theoretically using Illustrations Modern display  Practical -2 application of some exercises and units		The concept of human rights and the definitions that ,are close to it ,and discussing dismantling and criticizing them in a scientific manner in order to reach the most accurate and objective .definitions	2	1
			To learn about the historical development of the concept of human rights and the most important contributions of	2	2

			human civilizations such as the Mesopotamian civilization, the Greek civilization Western , Christianity, and Islamic civilization to this .development		
			Introducing the student to the most important international document in the field of human rights, which was ratified and approved by the Assembly on ,January 10 .1948	2	3
			,In this lecture we will identify and distinguish between the basic natural rights that a person acquires as a human being and the acquired rights that he enjoys because he belongs to a ,specific group such as the ,rights of workers children, the	2	4



			elderly, and health care. We will also identify the nature of ,political, civil ,economic, social and cultural .rights		
			The purpose of this topic is to educate the student about the most important legal and political constitutional guarantees for human rights . principles	2	5
			This lecture will highlight the importance of raising awareness and respecting the rights of children and people with ,special needs as they are among the most important segments of society that require support from all segments of society. It will also highlight the importance of respecting and	2	6

			honoring the rights of women and minorities in ,diverse societies as well as the importance of ensuring that these segments exercise their ,political, social and economic ,rights guaranteed by the state and its .institutions		
			exam		7
			democracy and related concepts will be .recognized	2	8
			Explaining what administrative is and corruption what its types are		9
			In this, the student will learn about the most important principles of democratic practice, such as the rule of law and popular .participation Equality, political ,tolerance ,accountability , transparency	2	10

			protection and respect for (minority rights		
			This lecture will complement the previous lecture to cover features and principles that were not covered in the ,previous lecture such as controlling the ,abuse of power ,constitutionalism and accepting .election results	2	11
			This section will address the types of democratic ,governments their effectiveness and philosophy under capitalist and socialist systems, in addition to parliamentary and capitalist .systems	2	12
			midterm exam	2	13
			Comprehensive review of the first chapter		14

			Introducing students to the most important challenges still facing the process of rebuilding the .state in Iraq	2	15
			The repercussions of administrative corruption on human rights	2	16
			To recognize the importance of teaching human rights in universities and schools using modern procedural methods and .teaching aids The purpose of this course is to familiarize students with the importance of instilling human rights education .in students	2	17
			This lecture will highlight the importance of political parties in enhancing active citizen	2	18

			<p>participation in the process of building the state .and its institutions</p> <p>The role of the political opposition will also be .addressed</p>		
			Identify who comprises the human rights system	2	19
			Basic rights and duties	2	20
			Second semester exam		21
			Characteristics and features of human rights law	2	22
			Features and characteristics of human rights	2	23
			Human rights in the contemporary era	2	24
			Human rights in Islamic law	2	25

			Law on the Care of Persons with Disabilities and Special Needs	2	26
			The repercussions of the phenomenon of administrative corruption on human rights	2	27
			Universal Declaration of Human Rights	2	28
			midterm exam		29
			Final exam		30

## 22- :Course Evaluation

Distribution as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 .marks for final exams

## 23- :Learning and teaching resources

-1 -2	Required textbooks :(methodology if available)
	:Main references
Hadi, Riyadh Aziz . (2005). Human Rights (Development, Content, and Protection) .(Baghdad)	Recommended supporting books and references (scientific :(journals, reports
Methods, Education and Culture of Human“ Rights”, published on the Internet at <a href="http://ghrorg-learning.blogspot.com">http://ghrorg-learning.blogspot.com</a>	Electronic references, websites

# **Description of the swimming and water games course for the first stage**

**For the academic year 2024–2025**

<b>1- :Course name</b>
<b>Swimming and water games</b>
<b>2- :Course code</b>
<b>3- :the study</b>
<b>Annual</b>
<b>4- :Date this description was prepared</b>
<b>2025–2024</b>
<b>5- :Available attendance forms</b>
<b>Daily attendance on the lecture schedule</b>
<b>6- :Number of study hours</b>
<b>Total = (60) hours per year, (2) units per week</b>
<b>7- Course Instructor Name</b>
<b>Name : Prof. Dr. Yassin Habib Azzal</b> <a href="mailto:yassein.azzal@uobasrah.edu.iq">yassein.azzal@uobasrah.edu.iq</a> <b>Academic Name : Prof. Dr. Ali Farhan Hussein</b> <a href="mailto:ali.hussain@uobasrah.edu.iq">ali.hussain@uobasrah.edu.iq</a> <b>Name : Prof. Dr. Intisar Ahmed Othman</b> <a href="mailto:intsar.ahmed@uobasrah.edu.iq">intsar.ahmed@uobasrah.edu.iq</a>
<b>8- :Course objectives</b>
.Introducing students to the types of water sports –1 Students Skills Basic in swimming Education –2 Recognition on law swimming –3
<b>9- :Course outcomes, teaching, learning and assessment methods</b>

Providing students with information about swimming and other –1 .water sports Enabling students to gain knowledge and understanding in –2 .learning swimming skills and methods Enabling students to choose the means to help them learn –3 .swimming skills Enabling students to gain theoretical knowledge of water –4 . sports laws	<b>–A Cognitive objectives</b>
. Teaching students basic swimming skills –1 .Teaching students swimming methods and how to apply them –2 .Teaching students how to use aids in learning to swim –3 .Teaching students the basics of rescue and first aid skills –5	<b>B–Skill objectives of the course</b>
The theoretical materials simulate students’ sense of –1 familiarity with cognitive aspects and how to apply them .practically Raising the cognitive values of academic subjects through –2 .discussions Raising students’ efficiency and teaching capabilities in –3 .physical education lessons during the exchange of views Raising the emotional aspects of students by holding sports –4 competitions and feeling responsible towards	<b>–C Emotional and value goals</b>
.By giving scientific lectures –1 By using illustrations, human presentation , modern –2 .presentation methods, models, and written presentation . Practical application of swimming skills and methods –3	<b>D–Teaching and learning methods</b>
Applying the knowledge and skills students have acquired in –1 .water sports	<b>E–Skills</b>



.Refereeing water sports competitions –2	
Benefit from the knowledge students have acquired in sports –3	
. sciences in water sports	
Providing students with knowledge of water sports to benefit –4	
.from them in daily life	

### 10– Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Exams weekly And monthly Daily and editorial And exam end The year	Explanation and application	Swimming and Water Games for the First Stage	Students should mention the • .types of water sports Students understand how to • .practice water sports Students can distinguish • .between types of water sports	2	1
			Students should know how to • .swim Students should mention the • .history of Olympic swimming Students should explain the • .history of swimming in Iraq	2	2
			Students should mention the • .benefits of swimming To show students the • .importance of swimming	2	3
			Students should distinguish • between correct and incorrect .practices when swimming	2	4
			Students identify swimming • .areas	2	5
			Students should link the factors • .affecting learning to swim Students justify not learning to • .swim	2	6
			That Applies Students Water • confidence and breathing skills	2	7
			Exercises skill float, skill slipping •	2	8
			Skill exercises for jumping into • the water, sliding under the water	2	9
			Discussing students' reports on • exercises. Skills Basic To learn swimming	2	10
			That discover Students means • Help in My operation education And learn swimming	2	11

		That Suggests or Modify • Students means help		
		View videos, photos and • illustrations	2	12
		Students will be able to • distinguish between Olympic .swimming styles	2	13
		Discussing students' reports on • .Olympic swimming methods	2	14
		Students organize elements • performance The kinetic For roads swimming	2	15
		<b>Holiday</b>		
		Students discover the correct • performance of body position and .foot strikes Students perform body position • .and leg strikes	2	16
		Students discover the correct • performance of arm movements .and breathing Students perform arm • .movements and breathing	2	17
		The student should summarize • the types of coordination between the elements of motor performance .in freestyle swimming Students should perform • .freestyle swimming as a whole	2	18
		Students discover the correct • performance of body position and .foot strikes Students perform body position • .and leg strikes	2	19
		The student should summarize • the types of coordination between the elements of motor performance .in freestyle swimming Students should perform • .freestyle swimming as a whole	2	20
		Students should perform • freestyle swimming well and for .various distances	2	21
		Students should perform • backstroke swimming well and .over various distances	2	22
		To clarify the aspects of students • Legal Technical to start And rotation in swimming (Free, back) Students perform the start and • ,turn in swimming (freestyle (backstroke	2	23
		To clarify the aspects of students • Legal Technical to start And rotation in swimming (Free, back) Students perform the start and • ,turn in swimming (freestyle (backstroke	2	24

		Students should be familiar with • .the swimming rules Students differentiate between • .the distances of Olympic races Students plan the dimensions of • the swimming pool, its areas, and .the legal distances	2	25
		Students explain the reasons for • .drowning Students classify the types of • .drowning Students should mention rescue • .methods	2	26
		Students experience rescue • .swimming	2	27
		Students should mention the • .types of water sports Students understand how to • .practice water sports Students can distinguish • .between types of water sports	2	28
		Students should know how to • .swim Students should mention the • .history of Olympic swimming Students should explain the • .history of swimming in Iraq	2	29
		Students should mention the • .benefits of swimming To show students the • .importance of swimming	2	30

### 11– :Course Evaluation

: distribution As follows

. degrees Exams monthly and daily For separation the first 25

. degrees Exams monthly and daily For separation the second 25

degrees For exams Final 50

### 12– :Learning and teaching resources

The guide To teach And learn skills –1 Swimming / Book assistant	Required textbooks :(methodology if available)
	:Main references
	Recommended supporting books and references :(scientific journals, reports)
	Electronic references, websites



**second– stage courses**

## Description of the Tests and Measurement course / Second Stage

**2025-2024**

1.	: Course name	
	Tests and Measurements	
2.	: Course code	
3.	Semester / Year : Annual	
	Annual	
4.	Date this description was prepared	
	2025–2024	
5.	Available attendance forms:	
	Daily attendance on the lecture schedule	
6.	:Number of study hours (total) / Number of units (total)	
	.hours annually . (2) units weekly 30)	
7.	Name of the course administrator (if more than one name is mentioned)	
	name : Prof. Dr. Mustafa Abdel Rahman Mohamedmustafa1969abd@gmail.com	
	name : Prof. Dr. Raed Mohammed Mushtat Emailraedmshatat@gmail.com	
	.name : ProfDr. Zainab Abdul Rahim Khadir	
8.	Course objectives	
	1- ?What are tests and measurements and their importance 2- How to conduct tests and measurements 3- Test design and measurement 4- How to build and design scales	
9.	(Course outcomes, teaching, learning and assessment methods)	
	<b>A1- Enabling students to gain knowledge in tests and measurement</b> <b>.A2- Enabling students to gain knowledge to work and conduct tests</b> <b>A3- Enabling students to obtain knowledge on evaluation when</b> <b>. applying tests</b> <b>A4- Enabling students to understand the diagnosis of strengths and</b> <b>. weaknesses in tests</b>	<b>A- Cognitive objectives</b>
	<b>B1 - Students acquire knowledge of the concepts of testing and</b> <b>.measurement</b> <b>B2 - Students acquire knowledge. What are the methods for</b> <b>? obtaining standards and levels</b>	<b>B-Skill objectives for the course</b>

<b>B3- Students acquire the ability to know the scientific foundations . of tests</b> <b>B4- Providing students with the ability to manage and apply tests . and measurements</b>	
<b>A1- The theoretical subjects simulate students' sense of familiarity .with cognitive aspects and how to apply them practically</b> <b>A2- Raising the cognitive values of academic subjects through discussions</b> <b>A3- Raising students' efficiency and teaching capabilities in .physical education lessons during the exchange of opinions</b> <b>A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards .others</b>	<b>C- Emotional and value-based goals</b>
<b>.By giving scientific lectures -1</b> <b>. By using illustrations and video presentation -2</b> <b>) By using modern display methods -3Data Show models and ,(</b> <b>.written presentation</b> <b>. Practical application of tests and measurements -4</b>	<b>Teaching and learning methods</b>
<b>D1- Applying the knowledge students have acquired about tests .and measurement</b> <b>D2- Applying the knowledge students have acquired in the practical .application of tests and measurements</b> <b>D3- Benefit from the knowledge students have acquired in the sciences of physical education for advanced stages in the subject .of tests and measurement</b> <b>D4- Providing students with knowledge of the science of testing and .measurement to benefit from it in daily life</b>	<b>D- Skills</b>

## 10. Course structure

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of unit or topic</b>	<b>Required learning outcomes</b>	<b>watches</b>	<b>week</b>
<b>Student -1 evaluation from During homework And participation</b>  <b>Activity -2 during the lesson</b>  <b>,Monthly -3 semester</b>	<b>-1 Explanation of lectures Theoretically using Illustrations Modern display</b>  <b>Practical -2 application of some exercises and units</b>	<b>Introduction to Tests and Measurement</b>	<b>Ability to perform tests</b>  Student's ability to measure  Student's ability to evaluate	<b>2</b>	<b>1</b>
		<b>What are the tests and ?their types</b>	- Test classification <b>Types of tests</b>	<b>2</b>	<b>2</b>
		<b>What is measurement its , importance ?and types</b>	- Types of measurement direct and indirect	<b>2</b>	<b>3</b>

and final exams		Evaluation and assessment and the difference between them	Definition, types, and factors affecting it	2	4
		Types of assessment and evaluation	The difference between evaluation and assessment	2	5
		midterm exam	midterm exam	2	6
		Standard scores	,Definition, types importance, and factors affecting it	2	7
		Z degree	Statistical methods	2	8
		T-score	Extract the standard score statistically	2	9
		Scientific basis for tests	Honesty, consistency and objectivity	2	10
		Test validity	Types of honesty...the factors affecting it	2	11
		Test reliability	..Types of stability factors Influential on stability	2	12
		Test objectivity	Verify the objectivity of the test	2	13
		midterm exam	Written oral exam	2	14
		Classification	Learn about classification in the sports field	2	15
		Classification methods	What is the ?classification	2	16
		Types of classification	Quantitative and qualitative classification	2	17
		Test design	Test design methods	2	18
		Physical Test Design	How to design tests	2	19
		Design of skill tests	How to design tests	2	20
		Factors to consider		2	21

		<b>when applying tests and measurement s</b>			
		<b>exam</b>	<b>Oral + written exam</b>	<b>2</b>	<b>22</b>
		<b>Physical test samples</b>		<b>2</b>	<b>23</b>
		<b>Speed tests</b>		<b>2</b>	<b>24</b>
		<b>Strength tests</b>		<b>2</b>	<b>25</b>
		<b>Durability tests</b>		<b>2</b>	<b>26</b>
		<b>Flexibility tests</b>		<b>2</b>	<b>27</b>
		<b>Skill tests</b>		<b>2</b>	<b>28</b>
		<b>review</b>		<b>2</b>	<b>29</b>
		<b>exam</b>	<b>Final exam</b>	<b>2</b>	<b>30</b>
<b>11. Course Evaluation</b>					
Distribution as follows: 25 marks for monthly and daily exams for the first semester. 25 .marks for monthly and daily exams for the second semester. 50 marks for final exams					
<b>12. Learning and teaching resources</b>					
<b>Tests and Measurements in the Sports Field</b>			<b>Required textbooks (methodology if (available</b>		
<b>+ Encyclopedia of Tests and Measurements Motor Performance Tests</b>			<b>Main References (Sources)</b>		
<b>1- Scientific foundations of tests and measurement + measurement in physical education and sports</b>			<b>Recommended mainstream books and references (scientific journals, reports, etc.)</b>		



**/ Description of the courses of the subject ( Sports Biomechanics )  
(Second) stage**

**For the academic year 2024–2025**

<b>1– :Course name</b>
<b>Sports biomechanics</b>
<b>2– :Course code</b>
<b>3– Study: (semester) (annual)</b>
<b>Annual</b>
<b>4– :Date and preparation of this description</b>
<b>2025–2024</b>
<b>5– :Available forms of attendance</b>
<b>Daily attendance on the lecture schedule</b>
<b>6– :Number of study hours (total) / Number of units (total)</b>
<b>hours per year, (2) units per week (60)</b>
<b>7– Name of the course administrator (if more than one name is :(mentioned</b>
<div style="display: flex; justify-content: space-between;"> <div> <b>:name : Prof. Dr. Ya'rab Abdel-Baqi Dayekh</b>  <b>.daiykh@uobasrah.edu.iq</b> </div> <div><b>Emailyar</b></div> </div> <div style="display: flex; justify-content: space-between;"> <div> <b>:name : Prof. Dr. Mustafa Abdel Mohi</b>  <b>mustafa.mohiy@uobasrah.edu.iq</b> </div> <div><b>Em</b></div> </div>
<b>: Teaching name : Prof. Dr. Wael Qasim Jawad Email</b> <b>wael.jawad@uobasrah.edu.iq</b>
<b>8– :Course objectives</b>
<p><b>Describe the movement from a mechanical point of view , quantitatively –1</b>  <b>. and qualitatively</b></p> <p><b>Applying mechanical principles and laws to sports movements according -2</b>  <b>. to biological conditions</b></p> <p><b>Providing learners with the ability to mechanically analyze movement -3</b>  <b>.and interpret the situations that occur during the performance of skills</b></p>

<b>9- :Course outcomes, teaching, learning and assessment methods</b>	
<p>1a- Enabling students to acquire knowledge in sports . biomechanics</p> <p>A2- Enabling students to acquire the knowledge to work as a teacher and trainer capable of understanding the .mechanics of movement</p> <p>A3 - Enabling students to acquire the ability to diagnose .biomechanical errors associated with performance</p> <p>A4- Making the student able to correct errors, know the optimal performance from a mechanical perspective, and benefit from the application of biomechanical .foundations</p>	A- Cognitive objectives
<p>B1 - Students acquire knowledge of concepts in . mathematical biomechanics</p> <p>B2 - Students acquire knowledge of the important .mechanical foundations in sports movements</p> <p>B3- Students acquire the ability to know the basics and laws of mechanics and their relationship to the human body .</p> <p>B4- Providing students with the ability to interact and explain the situations that occur due to the mechanical . laws that determine kinetic performance</p>	B-Skill objectives of the course
<p>A1- The theoretical materials simulate students' sense of familiarity with cognitive aspects and how to apply them . practically</p> <p>A2- Raising the cognitive values of academic subjects . through discussions</p> <p>A3 - Raising students' efficiency and teaching capabilities and increasing self-confidence through a deep .understanding of skills</p>	C- Emotional and value goals
<p>,Using the method of recitation, deduction, induction -1 .project and discussion</p> <p>Use shapes and drawings to illustrate cases that -2 .require clarification and electronic presentation</p> <p>Linking the practical aspect of sports to biomechanics -3 through questions whose answers include examples in .the sports field</p>	Teaching and learning methods
<p>D1 - Applying the knowledge students have acquired in . biomechanics</p> <p>D2- Applying the knowledge students have acquired in biomechanics and linking mechanical foundations Success and failure of motor performance</p>	D-Skills

D3 - Benefit from the knowledge students have acquired in physical education sciences and their connection to the .nature of movement and the mechanics of the human body

## 10- Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
,monthly , daily and final exams Year and Editorial Reports on various topics	Using the-method of ,recitation ,deduction ,induction project and .discussion Use -2 shapes and drawings to illustrate situations that need clarification and .presentation Linking the -3 practical aspect of sports to biomechanics through questions whose answers include examples in the sports .field	- Biomechanics - departments Biomechanical relationship In other sciences	Understand what it is ,Biomechanics its origins and divisions of this science	2	1
		Biomechanics duties (Public Private -	Knowing the duties of biomechanics in sports	2	2
		planes, and , relativity of motion	Knowing what are the axes and planes on which movement occurs in space	2	3
		their types , and forms	Explain the types of movements from a mechanical perspective that the human body .can perform	2	4
		Linear biokinematics	Explain this branch of biomechanics	2	5
		Distance and - linear displacement	Know the difference between distance and displacement	2	6

			and calculate each of them		
		speed vector velocity	Understand what types of speed are and .why they differ	2	7
		Velocity is a - vector - quantity Vector analysis	Understanding how to treat velocity as a vector quantity	2	8
		Finding the - results	How to calculate the resultant acceleration based on the angles of the two speeds	2	9
		Linear acceleration	Understanding what acceleration is and why it is important	2	10
		The - mechanical effect of muscles on movements sin	Understand how muscles are an important factor in linear .movements	2	11
		Projectiles and vertical projectile	Explaining the projectile in the sports field, what are the factors affecting the projectile in general, what are the types ,of projectiles and how to calculate the vertical distance	2	12
		Projectiles at an angle to the horizon	Understanding the vertical projectile, its	2	13

			importance in the sports field, and the factors affecting it in particular		
		Finding the horizontal distance from equations	Applications and calculation of the horizontal distance of this projectile	2	14
		First semester exam	midterm exam	2	15
		Angular ,biokinematics distance and angular displacement	The concept of angular biokinematics the , difference between distance and angular ,displacement and the calculation of each	2	16
		Angular - velocity and circumferential velocity	Understanding angular and circumferential velocity and the relationship between them	2	17
		Angular - acceleration	The concept of what is angular acceleration and how is this acceleration ?affected	2	18
		The concept of kinetics and the divisions	Understanding linear biokinetics	2	19

		of linear kinetics Angular and quantitative study	and the difference between weight and mass		
		concept of power and the combination of powers	Understand what force is from a mechanical ,perspective its effects and .specifications	2	20
		Complete the - power buildup	Learn how to treat force as a vector quantity and extract the .resultant	2	21
		laws of motion and the first law	Understanding and knowing the impact of Newton's laws of motion in the field of ,mathematics how the laws ,arose understanding ,the first law and the factors affecting motion according to .this law	2	22
		Newton's second law	Understanding the law and how it affects the speed of movement and how to extract the resultant force from this law	2	23
		Newton's third law	Understand Newton's third	2	24

			law and the source of force that is applied to .create motion		
		Mechanical work	Understanding what mechanical work is and how to use it in sports and extract its results	2	25
		ability	Understanding power and its importance in sports movements as it is a basic element of physical qualities	2	26
		potential and kinetic energy	Understanding what energy ,is, its types mechanical energy, and how to calculate it	2	27
		Payment	Understanding thrust as a term that combines force and time. Its equations are used to determine the amount of .thrust	2	28
		momentum	Understanding ,momentum what it ,consists of and why it is	2	29

			<b>important in .sports</b>		
		<b>Second semester exam</b>	<b>Final exam</b>	<b>2</b>	<b>30</b>
<b>11– Course Evaluation</b>					
<b>Distribution as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams. For the second semester. 50 .points for final exams</b>					
<b>12– :Learning and teaching resources</b>					
<b>Samir Muslat Al-Hashemi: Sports - biomechanics</b>			Required textbooks :(methodology if available)		
			:Main references		
<ul style="list-style-type: none"> <li>- Sawsan Abdel Moneim (Mechanics ) vitality</li> <li>- Success Mahdi Shalash ( Biomechanics )</li> <li>- Hussein Mardan and A. Yad Abdul Rahman ( Biomechanics in Sports (Movements</li> </ul>			Recommended supporting books and references :(scientific journals, reports)		
.Sites of specialized scientific journals -1 . Websites for sports biomechanics -2 University of Basra website, faculty portal -3			,Electronic references websites		



## Description of the Sports Training Course Curriculum/Second Stage 2025-2024

: Course name .1	
Sports training	
: Course code .2	
Semester / Year : Annual .3	
Annual	
Date this description was prepared .4	
2025-2024	
Available forms of attendance .5:	
Daily attendance on the lecture schedule	
:Number of study hours (total) / Number of units (total) .6	
(60.One hour annually . (4) units weekly	
Name of the course supervisor (if more than one name is mentioned) .7	
) name : Prof. Dr. Majid Ali Musa Emailmajid.mosa@uobasrah.edu.iq (	
) name : Prof. Dr. Adel Majeed Khazal Emailadel.kazal@uobasrah.edu.iq (	
) Email Sadiq Abbas Ali .name : Prof. Drsadik.abas@uobasrah.edu.iq (	
Course objectives .8	
<b>Defining the importance of sports training and teaching the elements of sports preparation ..1</b>  <b>How to regulate the intensity of the training load .2</b>  <b>Preparation of training units .3</b>  <b>Teaching physical qualities and how to develop them .4</b>	
(Course outcomes, teaching, learning and assessment methods) .9	
<b>.A1- Enabling students to gain knowledge in sports training science</b> <b>A2- Enabling students to acquire the knowledge for integrated work as a sports coach</b> <b>A3- Enabling students to acquire knowledge and build training units</b> <b>. A4- Enabling students to apply the elements of physical fitness . practically within training units</b>	<b>A- Cognitive objectives</b>
<b>B1 - Students acquire knowledge of the concepts of training . science in general and sports training in particular</b> <b>B2 - Students acquire knowledge of what training modules are and .how to apply them</b>	<b>B-Skill objectives for the course</b>

<b>B3- Students acquire the ability to know the rules of sports training . and how to work with them</b> <b>B4- Providing students with the opportunity to interact and . exchange information on how to deal with sporting events</b>	
<b>A1- Applying the theoretical and cognitive aspects and how to apply them practically</b> <b>A2- Increasing the knowledge level of academic subjects through discussions</b> <b>A3- Exchange of opinions within the classroom through the opinion .of sports training scientists</b> <b>A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards .others</b>	<b>C- Emotional and value-based goals</b>
<b>.By giving theoretical and scientific lectures -1</b> <b>.By using illustrations and human presentation -2</b> <b>) By using modern display methods -3Data Show models and ,(</b> <b>.written presentation</b> <b>. Practical application of exercises and intensity calculation -4</b>	<b>Teaching and learning methods</b>
<b>D1- Applying the knowledge students have acquired in the rules of .sports training</b> <b>D2- Applying the knowledge acquired by students in practical .application during periods of sports training</b> <b>D3- Benefit from the knowledge students have acquired in the sciences of physical education for advanced stages in the training .subject</b> <b>D4- Providing students with theoretical knowledge and its application B daily life</b>	<b>D- Skills</b>

#### Course structure .10

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of unit or topic</b>	<b>Required learning outcomes</b>	<b>watches</b>	<b>week</b>
<b>Student -1 evaluation from</b> <b>During homework And participation</b> <b>Activity -2 during the lesson</b> <b>,Monthly -3 semester and final exams</b>	<b>-1 Explanation of lectures Theoretically using Illustrations Modern display</b> <b>Practical -2 application of some exercises and units</b>	<b>Helps to reach higher levels</b>	<b>Explain training in -1 general and sports .training in particular</b>	<b>2</b>	<b>1</b>
		<b>Component s of the training system and its relationship to the athlete</b>	<b>Training system, its objectives and duties</b>	<b>2</b>	<b>2</b>
		<b>Component s of general and special</b>	<b>Elements of sports preparation - general and special physical preparation</b>	<b>2</b>	<b>3</b>

		<b>physical preparation and how to apply them</b>			
		<b>Visual and auditory aspect</b>	<b>Skill preparation concept and definition</b>	<b>2</b>	<b>4</b>
		<b>Group and individual plan training</b>	<b>Tactical , mental and psychological preparation</b>	<b>2</b>	<b>5</b>
		<b>His relationship with the athlete and the coach</b>	<b>Training load / types and components</b>	<b>2</b>	<b>6</b>
		<b>The relationship of components and the process of controlling them within the training circuit</b>	<b>Forming the training load and controlling its components</b>	<b>2</b>	<b>7</b>
		<b>Pulse levels in athletes</b>	<b>Ways to regulate training intensity in terms of heart rate</b>	<b>2</b>	<b>8</b>
		<b>Best achievement</b>	<b>Ways rationing intensity Training from District Time and achievement</b>	<b>2</b>	<b>9</b>
		<b>Training method used</b>	<b>Training load movement</b>	<b>2</b>	<b>10</b>
		<b>Daily rest times</b>	<b>,Overload: its concept causes , symptoms and treatment methods</b>	<b>2</b>	<b>11</b>
		<b>Its relationship and arrangement with respect to the athlete</b>	<b>Sports training rules</b>	<b>2</b>	<b>12</b>

		<b>Divide the period by month and day</b>	<b>Stages and periods of sports training</b>	<b>2</b>	<b>13</b>
		<b>review</b>	<b>Comprehensive review of the first chapter</b>	<b>2</b>	<b>14</b>
		<b>midterm exam</b>	<b>Midterm exam for all subjects</b>	<b>2</b>	<b>15</b>
		<b>spring break</b>			
		<b>Knowledge of training circuits</b>	<b>Planning in the field of sports training</b>	<b>2</b>	<b>16</b>
		<b>Apply it according to the training stages</b>	<b>Types of training circuits</b>	<b>2</b>	<b>17</b>
		<b>Objectives of each circle</b>	<b>Small and medium training circle</b>	<b>2</b>	<b>18</b>
		<b>Types of circuits and their stages</b>	<b>large training circuit</b>	<b>2</b>	<b>19</b>
		<b>Increase the theoretical aspect</b>	<b>Elements of physical fitness, their concept and definition</b>	<b>2</b>	<b>20</b>
		<b>Learn the basics</b>	<b>/ Muscular strength concept, definition and types</b>	<b>2</b>	<b>21</b>
		<b>Agility and balance</b>	<b>muscle contractions</b>	<b>2</b>	<b>22</b>
		<b>In what period is it used in training ?circles</b>	<b>Factors affecting muscle strength and exercises to develop it</b>	<b>2</b>	<b>23</b>
		<b>Knowing when to give speed exercises</b>	<b>,Speed, its concept definition and types</b>	<b>2</b>	<b>24</b>
		<b>It is used in any physical .exercise</b>	<b>/ Factors affecting speed speed exercises</b>	<b>2</b>	<b>25</b>

		<b>How useful it is in training programs</b>	<b>Prolongation, its types and explanations</b>	<b>2</b>	<b>26</b>
		<b>How does it benefit ?the joints</b>	<b>,Flexibility, its types definition, and the factors affecting it</b>	<b>2</b>	<b>27</b>
		<b>Changing body positions and movements</b>	<b>Fitness definition and concept</b>	<b>4</b>	<b>28</b>
		<b>General review</b>	<b>General review of the first and second semesters</b>	<b>4</b>	<b>29</b>
		<b>midterm exam</b>	<b>Second semester exam</b>	<b>4</b>	<b>30</b>

#### Course Evaluation .11

Distribution as follows: 25 marks for monthly and daily exams for the first semester. 25 .marks for monthly and daily exams for the second semester. 50 marks for final exams

#### Learning and teaching resources .12

/ Sports Training and Records Book -1 .Authored by the Sports Training Committee The book (Sports Training) by Majid Ali -2 Musa	Required textbooks (methodology if (any
Sports Training and Records Book / Authored by the Sports Training Committee	Main References (Sources)
1- Daily reports / Internet 2- Review of research in sports training	Recommended supporting books and ,references (scientific journals, reports (.etc
1- .Sites of specialized scientific journals .Websites for sports training -2 University of Basra website, faculty portal -3	Electronic references, websites

## Course Description for Teaching Methods / Second Stage

### 2025-2024

: Course name .1	
Teaching methods for the second stage	
:Course code ..2	
:Semester/Year .3	
Annual	
Date of preparation of this description .4:	
2024-2025	
Available forms of attendance .5:	
Daily attendance on the lecture schedule	
:Number of study hours (total) / Number of units (total) .6	
hours annually (2) units weekly (60)	
Name of the course supervisor (if more than one name is mentioned) .7	
Email Al-Diwan Prof. Dr. Lamyaa Hassan Mohammed :Teaching Name lamyaa.hassan@uobasrah.edu.iq Email Shanin Teaching Name: Prof. Dr. Luqman Imran luqman.shnaeen uobasrah.edu.iq Email Teaching Name: Prof. Dr. Saad Laith Abdul Karim Saad.layedh@uobasrah.edu.iq Email Teaching Name: Prof. Dr. Intisar Ahmed Othman intsar.ahmed@uobasrah.edu.iq	
Course objectives .8	
1- .Defining the importance of teaching methods and teaching their basics 2- . How to write a physical exercise 3- Characteristics of a physical education teacher 4- teacher Prepared by the physical education 5- .Teaching students how to present a physical education lesson for primary school	
(Course outcomes, teaching, learning and assessment methods) .9	
A1- Enabling students to gain knowledge in teaching methods A2- Enabling students to acquire the knowledge for integrated work as a .sports teacher A3- Enabling students to obtain knowledge to produce a physical education .lesson	i- Cognitive objective

<b>B1 - Students acquire knowledge of the concepts of teaching methods</b> <b>B2 - Students acquire knowledge of teaching methods and how to .apply them</b> <b>B3- Students acquire the ability to know the most important . characteristics of a sports teacher</b> <b>B4- Providing students with the opportunity to interact and exchange . information. With each other in teaching methods</b>	<b>B- Course specific skill objectives</b>
<b>A1- The theoretical materials simulate students' sense of familiarity . with cognitive aspects and how to apply them practically</b> <b>A2- Raising the cognitive values of academic subjects through . discussions between students and the teacher</b> <b>A3 - Raising students' efficiency and teaching capabilities in physical .education lessons while exchanging opinions during the lesson</b> <b>A4- Raising the emotional aspects of students through feeling .Responsibility for the success of the physical education lesson</b>	<b>C- Emotional and value based goals</b>
<b>1- .By giving scientific lectures</b> <b>2- ) By using modern presentationsData show .(</b> <b>3- Through the application of practical exercises</b>	<b>Teaching and learning methods</b>
<b>D1 - Applying the knowledge students have acquired in teaching .methods</b> <b>D2- Applying the knowledge acquired by students in the practical . application of teaching methods</b> <b>D3 - Benefit from the knowledge students have acquired in physical education sciences in teaching methods</b> <b>D4- Providing students with knowledge of teaching methods to . benefit from them in practical life</b>	<b>D- Skills</b>

#### Course structure .10

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of unit or topic</b>	<b>Required learning outcomes</b>	<b>watch es</b>	<b>week</b>
<b>Student -1 evaluation from During homework And participation</b>  <b>Activity -2 during the lesson</b>  <b>,Monthly -3 semester and final exams</b>	<b>-1 Explanatio n of lectures Theoreticall y using Illustration s Modern display</b>  <b>Practical -2 application of some exercises and units</b>	<b>Concepts of teaching methods and general and specific objectives for the primary stage</b>	<b>Explanati on of teaching methods concepts</b>	<b>2</b>	<b>1</b>
		<b>Concepts of teaching methods and general and specific objectives for the primary stage</b>	<b>Clarifying the general and specific objective s of the primary stage</b>	<b>2</b>	<b>2</b>
		<b>Physical Education Teacher</b>	<b>Character istics of a physical</b>	<b>2</b>	<b>3</b>

			education teacher		
		Physical Education Teacher	Physical Education Teacher Duties	2	4
		Instruction, its parts, components and applications	Instruction - its types Conditions of injunction	2	5
		Instruction, its parts, components and applications	Conditions to be observed when giving instructions	2	6
		Positions and movements	Explanation of basic and derived positions	2	7
		Positions and movements	Field application of basic and derived modes	2	8
		Sports formations and performances	Formations and their types	2	9
		Sports formations and performances	Formations and their types	2	10
		,Physical exercises ,their types components, and writing	Definition of physical exercise	2	11
		,Physical exercises ,their types components, and writing	Types -1 of physical exercises	2	12



			How to -2 write physical exercises		
		Teaching physical exercises	Physical Exercise Applicatio n (Field Applicatio (n	2	13
		Teaching physical exercises	Physical Exercise Applicatio n (Field Applicatio (n	2	14
		midterm exam	Midterm exam for all subjects	2	15
		Spring break			
		Stages of development of teaching skills	teaching skills	2	16
		Stages of development of teaching skills	Explanati on of the stages of developm ent of teaching stages	2	17
		Individual teaching and peer teaching	Advantag es and disadvant ages of individual and peer teaching	2	18
		Individual teaching and peer teaching	Advantag es and disadvant ages of individual and peer teaching	2	19
		Small group teaching for the introductory part	Explanati on of the contents	2	20

			of the preparatory section		
		Small group teaching for the introductory part	Field application for the preparatory section	2	21
		Small group teaching for the main part	Explanation of the main section parts	2	22
		Small group teaching for the main part	Field application for the main section	2	23
		Small group teaching for the final part	Field application of the final section	2	24
		exam		2	25
		Methods of teaching physical education in primary school (Field application)	Explanation of teaching methods for the sports lesson	2	26
		Methods of teaching physical education in primary school (Field application)	Explanation of teaching methods for the sports lesson	2	27
		Physical Education Lesson Plan and Teaching for Primary School	Practical application for producing a sports lesson for the primary stage	2	28

		<b>Physical Education Lesson Plan and Teaching for Primary School</b>	<b>Practical application for producing a sports lesson for the primary stage</b>	<b>2</b>	<b>29</b>
		<b>Comprehensive exam</b>	<b>final exam</b>	<b>2</b>	<b>30</b>
<b>Course Evaluation .11</b>					
Distribution as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for .monthly and daily exams for the second semester. 50 marks for final exams					
<b>Learning and teaching resources .12</b>					
Book / For Principles of Teaching Physical Education Maya Hassan Al-Diwan and Hussein Ali Al-Sheikh			Required textbooks (methodology if any)		
Book of Methods of Teaching Physical Education / Abbas .Ahmed Al-Samarrai			Main references (sources)		
2024 Daily reports 2025 Review of research in sports training			Recommended supporting books and references (scientific journals, reports...)		
.Sites of specialized scientific journals -1 .Websites for teaching methods -2 University of Basra website, faculty portal -3			Electronic references, websites		

## Course Description for Basketball / Second Stage

### 2025–2024

<b>1. :Course name</b>
Second Stage Basketball
<b>2. :Course code</b>
<b>3. Annual :Semester/Year</b>
annual
<b>4. :Date of preparation of this description</b>
2025 – 2024
<b>5. :Available forms of attendance</b>
on the lecture schedule attendance
<b>6. :Number of study hours (total) / Number of units (total)</b>
hours / 2 units per week 60
<b>7. :Course Supervisor Name (if more than one name is mentioned)</b>
:Instructor's name: Prof. Dr. Wissam Falah Attia Email <a href="mailto:wisam.atia@uobasrah.edu.iq">wisam.atia@uobasrah.edu.iq</a>
:Instructor's name: Assistant Professor Ali Ashour Obaid Email <a href="mailto:ali.abeed@uobasrah.edu.iq">ali.abeed@uobasrah.edu.iq</a>
:Instructor's name: Asst. Dr. Ghazwan Abdul Latif Hassan Email <a href="mailto:ghazwan.abdullatif@uobasrah.edu.iq">ghazwan.abdullatif@uobasrah.edu.iq</a>
<b>8. Course objectives</b>

<ul style="list-style-type: none"><li>- Linking basic skills to basketball play</li><li>- Teaching defensive and formations offensive</li><li>- Teaching all basketball arbitration cases</li><li>- Learn the basic concepts of basketball</li><li>- basketball court Learn about measurements and required equipment</li></ul>		Course objectives			
9. Teaching and learning strategies					
<ul style="list-style-type: none"><li>- Demonstrate and explain the skill using models, pictures and videos</li><li>- Use of assistive devices and tools</li><li>- Repetition and correction</li><li>- Manual assistance</li></ul>					Strategies
10.Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
exam	Explanation and presentation	Basketball basics	Defensive formations	2	1
exam	Explanation and presentation		Offensive formations	2	2
exam	Explanation and		Dimensions and measurements of a basketball court	2	3

	presentati on	Stadium and equipment			
exam	Explanatio n and presentati on		Teams and player equipment	2	4
exam	Explanatio n and presentati on		Team leader and his duties	2	5
exam	Explanatio n and presentati on	Game procedures	Playtime and periods	2	6
exam	Explanatio n and presentati on		Live ball, dead ball, and jump ball	2	7
exam	Explanatio n and presentati on		Jump ball and alternating possession situations	2	8

exam	Explanation and presentation		Injury, its value, throw-in, and time-out	2	9
exam	Explanation and presentation		Substitution and loss of the match by withdrawal and failure	2	10
exam	Explanation and presentation	Violations	, Violation of player or ball exit walking with the ball, and patting	2	11
exam	Explanation and presentation		second violation 24 ,8 ,5 ,3	2	12
exam	Explanation and presentation		Violation of kicking the ball with the foot, returning the ball and influencing the goal	2	13
exam	Explanation and presentation		Other violations	2	14

	presentati on				
Practical exam for the first semester + theoretical exam for the first semester				2	15
exam	Explanatio n and presentati on	Mistakes	Cylinder principle	2	16
exam	Explanatio n and presentati on		personal error	2	17
exam	Explanatio n and presentati on		double jeopardy	2	18
exam	Explanatio n and presentati on		technical error	2	19
exam	Explanatio n and		unsportsmanlike conduct foul	2	20



	<b>presentati on</b>				
<b>exam</b>	<b>Explanatio n and presentati on</b>		Ineligibility error	<b>2</b>	<b>21</b>
<b>exam</b>	<b>Explanatio n and presentati on</b>		Limits of errors committed by the player	<b>2</b>	<b>22</b>
<b>exam</b>	<b>Explanatio n and presentati on</b>		The limits of errors committed by the team	<b>2</b>	<b>23</b>
<b>exam</b>	<b>Explanatio n and presentati on</b>	<b>Mechanism of</b>	Duties of field referees	<b>2</b>	<b>24</b>
<b>exam</b>	<b>Explanatio n and presentati on</b>	<b>movement of the rulers</b>	Recorder, Timer, and 24-Second Duties	<b>2</b>	<b>25</b>

exam	Explanation and presentation		Referee movements in case of attack	2	26
exam	Explanation and presentation		Referee movements in defense	2	27
Second semester practical exam				2	28
Theoretical lecture + theoretical exam, second semester				2	29
Final practical exam				2	30
<b>11. Course Evaluation</b>					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc					
<b>12. Learning and teaching resources</b>					
			Required textbooks (methodology if available)		
- / International Basketball Law .Translated and prepared by Dr Ali Samoum			Main References (Sources)		
			Recommended mainstream books and references (.scientific journals, reports, etc)		
			Electronic references, website		

## Handball course description /second stage

### 2025-2024

: Course name .1	
handball	
: Course code .2	
Semester / Year : Annual .3	
Annual	
Date this description was prepared .4	
2025-2024	
Available forms of attendance .5:	
Daily attendance on the lecture schedule	
:Number of study hours (total) / Number of units (total) .6	
)120 .hours annually . (4) units weekly (	
Name of the course supervisor (if more than one name is mentioned) .7	
:name : Prof. Dr. Sadik Abbas Ali Emailsadik.abas@uobasrah.edu.iq :name : Prof. Dr. Kazem Habib Abbas Emaildr.usama.1977@gmail.com :name : Prof. Osama Subaih Mustafa Emailkadhim.abass@uobasrah.edu.iq	
Course objectives .8	
5- Handball history concept 6- Illustration of learning handball skills 7- Teaching basic handball skills	
(Course outcomes, teaching, learning and assessment methods) .9	
<b>A1- Students ' knowledge of handball</b> <b>A2- Obtaining knowledge and practical application of basic skills</b> <b>A3- Get some legal aspects of handball</b>	<b>A- Cognitive objectives</b>
<b>.B1 - Students acquire the skill aspect of handball</b> <b>.B2 - Students acquire knowledge of the legal aspect of handball</b> <b>B3- Students acquire and exchange information in handball</b>	<b>B-Skill objectives for the course</b>
<b>A1- Focus on the basic skills of handball</b> <b>A2- Dealing with emotional aspects and raising them for students through competition</b> <b>A3 - Interest in discussions and exchange of opinions to raise cognitive values</b>	<b>C- Emotional and value-based goals</b>
<b>.By giving scientific lectures -1</b> <b>.Through Use of illustrations and human representation -2</b>	<b>Teaching and learning methods</b>

) By using modern display methods -3Data Show Models and ( .written presentation					
D1 - Applying the knowledge students have acquired in basic . handball skills D2- Applying the knowledge acquired by students in the skill aspects . The legality of handball D3- Ik Tsab Handball knowledge			D- Skills		
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Student -1 evaluation from During homework And participation  Activity -2 during the lesson  ,Monthly -3 semester and final exams	-1 Explanation of lectures Theoretically using Illustrations Modern display  Practical -2 application of some exercises and units	Handball history	History of handball	4	1
		handball skills	Basic handball skills	4	2
		Hold the ball	Ball grip of all kinds	4	3
		pitch measurement	Handball court dimensions	4	4
		receiving the ball	Receiving all kinds of balls	4	5
		Match time	Handball playing time	4	6
		Stop the ball	catch and stop the ball	4	7
		Handball equipment	Ball + Equipment	4	8
		Learn to handle	The handling All kinds	4	9
		Number of team players	Team + Substitutes	4	10
		Learn to handle	+ The handling Long Medium + Short	4	11
		goal area	goal area	4	12
		Learn to cook	Al Tabtaba All kinds	4	13
		playing ball	playing ball	4	14
		midterm exam	Practical exam for the first semester + theoretical exam for the first semester	4	15
		Re-vocabulary Chapter 1	Back to the first semester vocabulary	4	16

		<b>Learn to aim</b>	Shooting from a standstill	<b>4</b>	<b>17</b>
		<b>Shooting from the movement</b>	The aim of the movement	<b>4</b>	<b>18</b>
		<b>Shooting from jumping</b>	Shooting from jumping	<b>4</b>	<b>19</b>
		<b>scoring goals</b>	scoring goals	<b>4</b>	<b>20</b>
		<b>Learn to deceive</b>	deception with hatred	<b>4</b>	<b>21</b>
		<b>Learn to deceive without hatred</b>	No deception without hate	<b>4</b>	<b>22</b>
		<b>The concept of passive play</b>	negative play	<b>4</b>	<b>23</b>
		<b>goalkeeper stop</b>	handball goalkeeper	<b>4</b>	<b>24</b>
		<b>Goalkeeper duties</b>	Characteristics and duties of a goalkeeper	<b>4</b>	<b>25</b>
		<b>The rules of friendship</b>	Goalkeeper blocking rules	<b>4</b>	<b>26</b>
		<b>Linking skills</b>	Linking basic skills in a sequential manner	<b>4</b>	<b>27</b>
		<b>midterm exam</b>	Second semester practical exam	<b>4</b>	<b>28</b>
		<b>General review</b>	+ Theoretical lecture theoretical exam, second semester	<b>4</b>	<b>29</b>
		<b>Comprehensive exam</b>	Final practical exam	<b>4</b>	<b>30</b>
<b>Course Evaluation .11</b>					
Distribution as follows : 25 marks for monthly and daily exams for the first semester . 25 marks for monthly and daily exams for the second semester . 50 marks for final exams (marks for practical + 20 marks for theoretical 30)					
<b>Learning and teaching resources .12</b>					
Handball Written by Kamal Arif Saad- 1 Mohsen International Handball Law -2			Required textbooks (methodology if (any		

Handball - Written by Kamal Aref Saad -1 Mohsen International Handball Law -2	Main references (sources )
3- Daily reports 4- Handball Research Review	Recommended supporting books and ,references (scientific journals, reports (.etc
2- .Sites of specialized scientific journals Handball websites -2 University of Basra website, faculty portal -3	Electronic references , websites

**Description of the syllabus for the subject (volleyball) / second stage  
2025–2024**

1– :Course name	
Volleyball for the second stage	
2– :Course code	
3– Study: (semester) (annual)	
annual	
4– :Date and preparation of this description	
2025–2024	
5– :Available forms of attendance	
Daily attendance on the lecture schedule	
6– :Number of study hours (total) / Number of units (total)	
hours annually, (2) units weekly (120)	
7– :Name of the course administrator (if more than one name is mentioned)	
:Prof. Dr. Muafaq Sainakh Jafar Email <a href="mailto:muafaqjafar@gmail.com">muafaqjafar@gmail.com</a>	
:Prof. Dr. Shahab Ghaleb Shahab Email <a href="mailto:shabealasdiy@gmail.com">shabealasdiy@gmail.com</a>	
Asst. Prof. Dr. Muhannad Khairallah Jabbar Email :mohanad.jabbar@uobasrah.edu.iq	
8– :Course objectives	
Education Students performance AI–Mahari in game The ball The plane –1	
Understanding relationship between Rules Official that Allow For officials to take decisions better–2	
Student participation in university teams–3	
Keeping up Evolution The result in This is amazing The game –4	
9– :Course outcomes, teaching, learning and assessment methods	
.A1 – Students acquire knowledge of the rules of the game .A2 - Students gain complete knowledge of the game A3- Students acquire the ability to know the relationship between . physical qualities and abilities and basic skills A4- Providing students with the opportunity to interact and exchange . information with game coaches	A– Cognitive objectives

B1– Developing students’ skills through learning and teaching B2–Practice the game well B3 Participation in university and college teams	B–Skill objectives of the course
A1- The theoretical subjects simulate students’ sense of familiarity with .cognitive aspects and how to apply them practically A2- Raising the cognitive values of academic subjects through discussions A3- Raising students’ efficiency and teaching capabilities in physical . education lessons during the exchange of opinions A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards others	C– Emotional and value goals
. By giving practical lectures -1 . Through Use illustrations and models -2 ) By using modern display methods -3Data Show Models and written ( .presentation . Practical application of exercises and skill calculation -4	Teaching and learning methods
D1– Explanation by the teacher and application by the model D2–Individual and group application by learners D3– Enabling students to play in a way that serves the college and university .curriculum	D–Skills

## 10– Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
Explanation/Application	Lectures/Play ground	Addressing the history of volleyball and its origins, and introducing students to the most important features of the .game	knowledge and understanding	4	1
		Introducing students to the most important basic skills of ,the game and its divisions while mentioning the most important features of the .game	knowledge and understanding	4	2
		An explanatory explanation of the stadium, who makes up the volleyball team, and the most important necessary .equipment	knowledge and understanding	4	3
		Explanation and application of the skill of handling from the top forward with the fingers	Learn the skill	4	4
	Classrooms	Practical applications of handling skills with various exercises	Learn the skill	4	5



		Explanation and application of the skill of passing from below	Learn the skill	4	6
		Linking the skill of passing from above with the fingers with the skill of passing from below	Learn the skill	4	7
		Explanation and application of the skill of sending facing from below	Learn the skill	4	8
		Practical applications of the sending skill with various exercises	Learn the skill	4	9
		Explanation and application of the skill of sending the ball from above the coordinate	Learn the skill	4	10
		Practical applications of the skill of sending from above the coordinated, with various exercises	Learn the skill	4	11
		Linking the skill of sending with receiving and handling from above	Learn the skill	4	12
		A game between two teams .using the three skills	Learn the skill	4	13
		Practical exam, first semester	Knowing and evaluating the extent to which students have acquired skills	4	14
		Theoretical exam, first semester	Student evaluation	4	15
		Explanation and clarification of the skill of smashing in volleyball	Learn the skill	4	16
		Explanation of the types of attacks and their importance in the game	Learn the skill	4	17
		Applying the attack skill from position number (4)	Learn the skill	4	18
		Linking the attacking skill to the previous skills with two teams playing	Learn the skill	4	19
		Explanation and application of the firewall skill	Learn the skill	4	20
		Explanation of the forms of the fire wall	Learn the skill	4	21

	Applying the skill in its various forms	Learn the skill	4	22
	Linking blocking skill to attacking from multiple positions	Learn the skill	4	23
	Explanation and application of the skill of defending the field	Learn the skill	4	24
	Linking the defensive skill to the attack and the blocking wall	Learn the skill	4	25
	Explanation of the tasks and duties of the libero player	Learn the skill	4	26
	Two teams play	Learn the skill	4	27
	Two teams play	Learn the skill	4	28
	Practical exam, first semester	Student evaluation	4	29
	Theoretical exam, first semester	Student evaluation	4	30

#### 11- :Course Evaluation

The grade distribution is 25 points for the first semester (theoretical + practical), 25 points for the .second semester (theoretical + practical), and 50 points for the final exam

#### 12- :Learning and teaching resources

Volleyball for the second stage / Dr. Nahida Abdel Zaid	Required textbooks (methodology if : (available
Volleyball between theory and practice / Dr. Saad Muhammad Qutb	:Main references
Quarterly reports	Recommended supporting books ,and references (scientific journals : (reports
<a href="https://www.facebook.com/Right.Volley.Academy">https://www.facebook.com/Right.Volley.Academy</a>	Electronic references, websites

**Description of the courses of the subject (Field and Field) / Second Stage**  
**For the academic year 2024–2025**

<b>1– :Course name</b>	
The square and the field	
<b>2– :Course code</b>	
<b>3– Study: (semester) (annual)</b>	
<b>4– :Date and preparation of this description</b>	
2025–2024	
<b>5– :Available forms of attendance</b>	
Daily attendance on the lecture schedule	
<b>6– :Number of study hours (total) / Number of units (total)</b>	
hours per year, (4) units per week (120)	
<b>7– :Name of the course administrator (if more than one name is mentioned)</b>	
Prof. Dr. Sabah Abdullah Ibrahim – 1 <a href="mailto:sabahabdallh@gmail.com">sabahabdallh@gmail.com</a> Prof. Dr. William Louis William –2 <a href="mailto:williamluois54@gmail.com">williamluois54@gmail.com</a> Prof. Dr. Saeed Hussein –3 <a href="mailto:saeed.hassan@uobasrah.edu.iq">saeed.hassan@uobasrah.edu.iq</a> Asst. Prof. Dr. Ansam Khazal Jabbar –4 <a href="mailto:anssam.kazal@uobasrah.edu.iq">anssam.kazal@uobasrah.edu.iq</a>	
<b>8– :Course objectives</b>	
.Teaching students the basics of teaching field and track activities –1 .How to handle errors when applying it - 2 Dividing the technical stages and applying them –3 .How to handle errors when applying it –4	
<b>9– :Course outcomes, teaching, learning and assessment methods</b>	
.1a– Enabling students to identify the technical stages 2A - Enabling students to gain knowledge and understanding in addressing the research problem 3A - Enabling students to review the library and obtain the . necessary resources for track and field games	A– Cognitive objectives

<b>4A - Enabling students to choose new topics for track and .field games</b>	
<b>1A - Teaching and studying each activity and knowing its .technical stages</b> <b>2b - Teaching students about the steps of learning the .technical stages</b> <b>3b - Teaching students the importance of other games and .their connection to the field</b> <b>4b - Teaching how to access important scientific sources in the field</b>	B–Skill objectives of the course
<b>A1– Raising the cognitive values of academic subjects through discussions</b> <b>A2– Raising students’ efficiency and teaching capabilities in .physical education lessons during the exchange of views</b> <b>A3– Raising students’ emotional aspects through sports .competitions and a sense of responsibility towards others</b>	C– Emotional and value goals
<b>Providing students with the basic concepts of track and –1 . field games</b> <b>. Clarifying and explaining the curriculum vocabulary –2</b> <b>Putting the practical side in explaining and –3</b> <b>. understanding the technical stages</b>	Teaching and learning methods
<b>. Participate in daily preparation –D1</b> <b>in the field and arena D2– Raising questions and problems . subject</b> <b>. Daily exams –D3</b> <b>. D–4 Semester and annual exams</b>	D–Skills

#### 10– Course structure

Evaluation method	Learning method	Name of unit/course or topic	Required learning outcomes	watches	week
Questions and discussion	Lectures/Class	The basics of learning the technical stages of	Explanation of the technical stages of the 110m hurdles event	4	1

<b>Questions and discussion</b>	<b>Lectures/Class</b>	<b>,track and field games theoretical and practical</b>	<b>110m Barriers Practical Application</b>	<b>4</b>	<b>2</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Explanation of the law of effectiveness</b>	<b>4</b>	<b>3</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>practical exam</b>		<b>4</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Explanation of the technical stages of the triple jump event</b>	<b>4</b>	<b>5</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Practical application of the activity</b>	<b>4</b>	<b>6</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Explanation of the law of effectiveness</b>	<b>4</b>	<b>7</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>practical exam</b>	<b>4</b>	<b>8</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Re-activation of the two theoretical activities</b>	<b>4</b>	<b>9</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>theoretical exam</b>	<b>4</b>	<b>10</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Explanation of the technical stages of the discus throw event</b>	<b>4</b>	<b>11</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Practical application of effectiveness without tools</b>	<b>4</b>	<b>12</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Practical application of the activity with the tool and throwing</b>	<b>4</b>	<b>13</b>

<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Explanation of the law</b>	<b>4</b>	<b>14</b>
<b>Questions</b>	<b>the line</b>		<b>Practical exam written and completed</b>	<b>4</b>	<b>15</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Explanation of the technical stages of the 800m and 1500m intermediate event with the law</b>	<b>4</b>	<b>16</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Practical application of the activity</b>	<b>4</b>	<b>17</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>practical exam</b>	<b>4</b>	<b>18</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>A theoretical explanation of the effectiveness of pole vaulting with a practical application of .holding the pole only</b>	<b>4</b>	<b>19</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Explanation of the technical stages of the hammer throw event</b>	<b>4</b>	<b>20</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Practical application of effectiveness without tools</b>	<b>4</b>	<b>21</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Practical application of the activity with the tool and throwing</b>	<b>4</b>	<b>22</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Explanation of the law</b>	<b>4</b>	<b>23</b>
<b>Questions and discussion</b>	<b>Lectures/Class</b>		<b>Practical exam, technique and achievement</b>	<b>4</b>	<b>24</b>

Questions and discussion	Lectures/Class		Explanation of the technical stages of the .4x400m event .Explanation of the law	4	25
Questions and discussion	Lectures/Class		Practical application of the activity	4	26
Questions and discussion	Lectures/Class		practical exam	4	27
Questions and discussion	Lectures/Class		Explanation of the technical stages of the 3000m steeplechase event with practical application	4	28
Questions and discussion	Lectures/Class		practical exam	4	29
Questions	the line		theoretical exam	4	30

### **:Course evaluation –11**

marks for the monthly practical, theoretical and daily exams for the first semester 25  
marks for monthly, practical, theoretical and daily exams for the second semester 25  
marks for the final exam, 30 marks for practical and 20 marks for theoretical 50

<b>Learning and teaching resources –12</b>	
<b>The textbook *</b> <b>Helpful books *</b>	<b>Required textbooks (methodology if (available</b>
<b>Previous letters and theses</b>	<b>Main References (Sources)</b>
<b>Homework: Writing a report on each activity–</b>	<b>Recommended mainstream books and ,references (scientific journals, reports (.etc</b>
	<b>Electronic references, website</b>

## Course description for Gymnastics students/second stage 2024–2025

<b>:Course name .1</b>	
Artistic gymnastics	
<b>:Course code .2</b>	
<b>:Semester/Year .3</b>	
annual	
<b>:Date of preparation of this description .4</b>	
2025–2024	
<b>:Available forms of attendance .5</b>	
My presence	
<b>:Number of study hours (total) / Number of units (total) .6</b>	
1 2 0    hour / 4 units per week 1	
<b>:Name of the course administrator (if more than one name is mentioned) .7</b>	
:Name: Prof. Dr. Laith Mohammed Hussein Email <a href="mailto:laith.hussein@uobasrah.edu.iq">laith.hussein@uobasrah.edu.iq</a> Prof. Dr. Ali Jassim Karim <a href="mailto:ali.karim@uobasrah.edu.iq">ali.karim@uobasrah.edu.iq</a> Asst . Prof. Dr. Kadhim Issa Kadhim <a href="mailto:kadhim.kadhim@uobasrah.edu.iq">kadhim.kadhim@uobasrah.edu.iq</a>	
<b>Course objectives .8</b>	
<ul style="list-style-type: none"> <li>- Teaching basic skills on .devices</li> <li>- Developing special physical .qualities</li> <li>- .Learn about arbitration law</li> <li>- .Learn how to connect skills</li> <li>- Learn the basic concepts of . gymnastics</li> <li>- Identify legal and support .agencies</li> <li>- .Learn about safety measures</li> </ul>	<b>Course objectives</b>



Teaching and learning strategies .9					
<ul style="list-style-type: none"> <li>- .Demonstrate and explain the skill using models, pictures and videos</li> <li>- .Use of assistive devices and tools</li> <li>- .Repetition and correction</li> <li>- .Manual assistance</li> </ul>					Strategies
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
exam	Explanation and presentation	floor	Balance + Types of Rolls	4	1
exam	Explanation and presentation		Diving + Headstand	4	2
exam	Explanation and presentation		Handstand	4	3
exam	Explanation and presentation		human wheel	4	4

exam	Explanation and presentation		Linking movements into a kinetic chain	4	5
exam	Explanation and presentation	handles	Types of support + side swing alternate leg entry and exit + swing	4	6
exam	Explanation and presentation		Rotate the leg right then left	4	7
exam	Explanation and presentation		Front scissors	4	8
exam	Explanation and presentation		side landing	4	9
exam	Explanation and presentation		Linking movements into a kinetic chain	4	10

	presentati on				
exam	Explanatio n and presentati on	shaving	Front and rear swing	4	11
exam	Explanatio n and presentati on		Inverted Hang + Hang to Put the Prone Hand + Angle Pivot	4	12
exam	Explanatio n and presentati on		Landing included	4	13
exam	Explanatio n and presentati on		Linking movements into a kinetic chain	4	14
Practical exam for the first semester + theoretical exam for the first semester				4	15
exam	Explanatio n and	jumping	Jumping jack	4	16

	presentati on				
exam	Explanatio n and presentati on		Open jump	4	17
exam	Explanatio n and presentati on		Front and back swing + armpit swing	4	18
exam	Explanatio n and presentati on		Getting up from the front and back of the support	4	19
exam	Explanatio n and presentati on	parallel	.Forward roll open	4	20
exam	Explanatio n and presentati on		Shoulder stand from the weight	4	21

exam	Explanation and presentation		Landing from the front and back swing	4	22
exam	Explanation and presentation		Linking movements into a kinetic chain	4	23
exam	Explanation and presentation	The mind	Swing + Back Spin	4	24
exam	Explanation and presentation		small back circle	4	25
exam	Explanation and presentation		From the forward pivot to the .landing	4	26
exam	Explanation and		Linking movements into a kinetic chain	4	27

	<b>presentati on</b>				
Second semester practical exam				<b>4</b>	<b>28</b>
Theoretical lecture + theoretical exam, second semester				<b>4</b>	<b>29</b>
Final practical exam on all devices				<b>4</b>	<b>30</b>
<b>Course Evaluation .11</b>					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc					
<b>Learning and teaching resources .12</b>					
			<b>Required textbooks (methodology if available)</b>		
<ul style="list-style-type: none"> <li>- :Yorcken Lairsch (et al.) <u>Theoretical Foundations of ,Gymnastics</u>, 2nd ed., Baghdad Munir Offset Printing and .Printing House , 1978 AD</li> <li>- ) Maayouf Dhunoon Hantoush And others): <u>Technical and Educational Principles of Gymnastics and Physical Exercises</u>, Mosul, Mosul .University Press, 1985 AD</li> </ul>			<b>Main References (Sources)</b>		
			<b>Recommended mainstream books and references (.scientific journals, reports, etc)</b>		
<ul style="list-style-type: none"> <li>- Abdul Razzaq Kazim and Nazim Ahmed Akab : Artistic Gymnastics , 2022</li> <li>- ,International Arbitration Law prepared by Basem bin Abdullah Al-Rajaan, 2022</li> </ul>			<b>Electronic references, website</b>		

**Course description for the Gymnastics course for female students**  
**second stage /**  
**2025–2024**

<b>:Course name .1</b>		
Gymnastics technician for female students		
<b>:Course code .2</b>		
<b>:Semester/Year .3</b>		
annual		
<b>:Date of preparation of this description .4</b>		
2025–2024		
<b>:Available forms of attendance .5</b>		
My presence		
<b>:Number of study hours (total) / Number of units (total) .6</b>		
1 2 0    hour / 4 units per week 1		
<b>:Name of the course administrator (if more than one name is mentioned) .7</b>		
:Name: Prof. Dr. Mahasen Hussein Fadel Emailmahasen.hussein@uobasrah.edu.iq		
<b>Course objectives .8</b>		
<ul style="list-style-type: none"> <li>- Teaching basic skills on .devices</li> <li>- Developing special physical .qualities</li> <li>- .Learn about arbitration law</li> <li>- .Learn how to connect skills</li> <li>- Learn the basic concepts of . gymnastics</li> <li>- Identify legal and support .agencies</li> <li>- .Learn about safety measures</li> </ul>	<b>Course objectives</b>	
<b>Teaching and learning strategies .9</b>		
<ul style="list-style-type: none"> <li>- .Demonstrate and explain the skill using models, pictures and videos</li> <li>- .Use of assistive devices and tools</li> <li>- .Repetition and correction</li> <li>- .Manual assistance</li> </ul>	<b>Strategies</b>	
<b>Course structure .10</b>		

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of unit or topic</b>	<b>Required learning outcomes</b>	<b>watches</b>	<b>week</b>
		<b>floor</b>	Muscle stretching and conditioning exercise	<b>4</b>	<b>1</b>
			Physical preparation exercises	<b>4</b>	<b>2</b>
<b>exam</b>	<b>Explanation and presentation</b>		Front balance	<b>4</b>	<b>3</b>
<b>exam</b>	<b>Explanation and presentation</b>		forward roll	<b>4</b>	<b>4</b>
<b>exam</b>	<b>Explanation and presentation</b>		back roll	<b>4</b>	<b>5</b>
<b>exam</b>	<b>Explanation and presentation</b>		forward roll open	<b>4</b>	<b>6</b>
<b>exam</b>	<b>Explanation and presentation</b>		dive	<b>4</b>	<b>7</b>
<b>exam</b>	<b>Explanation and presentation</b>		Handstand	<b>4</b>	<b>8</b>
<b>exam</b>	<b>Explanation and presentation</b>		human wheel	<b>4</b>	<b>9</b>
<b>exam</b>	<b>Explanation and</b>		Linking movements in a chain	<b>4</b>	<b>10</b>



	presentati on				
exam	Explanatio n and presentati on	jumping	Jumping jack	4	11
exam	Explanatio n and presentati on		Open jump	4	12
exam	Explanatio n and presentati on		Replay of previous movements	4	13
exam	Explanatio n and presentati on		Lecture + theoretical exam	4	14
Practical exam for the first semester				4	15
exam	Explanatio n and presentati on	jumping	Saddle jumping	4	16
exam	Explanatio n and presentati on		Saddle jumping	4	17
exam	Explanatio n and presentati on	balance beam	Forward roll in the middle of the crossbar	4	18
exam	Explanatio n and presentati on		Back roll in the middle of the crossbar	4	19

exam	Explanation and presentation		Star jump landing	4	20
exam	Explanation and presentation		Half-turn landing	4	21
exam	Explanation and presentation		Link previous movements	4	22
		parallelogram of different heights	Saddle up on the lower bar	4	23
exam	Explanation and presentation		Climbing in front of me on the lower bar	4	24
exam	Explanation and presentation		Small front abdominal rotation on the lower bar	4	25
exam	Explanation and presentation		Link to previous movements	4	26
exam	Explanation and presentation		Lecture + theoretical exam	4	27
Second semester practical exam				4	28
Theoretical lecture + theoretical exam, second semester				4	29
Final practical exam on all devices				4	30
Course Evaluation .11					

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc

## Learning and teaching resources .12

	Required textbooks (methodology if available)
<ul style="list-style-type: none"> <li>- et ) Maayouf Dhunoon Hantoush al.): <u>Technical and Educational Principles of Gymnastics and Physical Exercises</u>, Mosul Mosul University Press, 1985</li> <li>- Fardous Majeed Amin and Elias ,Al-Bayati: Artistic Gymnastics 2016</li> </ul>	<b>Main References (Sources)</b>
	<b>Recommended mainstream books and references (.scientific journals, reports, etc)</b>
	<b>Electronic references, website</b>

## Physical Fitness Course Description /Second Stage

### 2026-2025

: Course name .1	
second stage Fitness/For the	
: Course code .2	
Semester / Year : Annual .3	
Annual	
Date this description was prepared .4	
2025–2024	
Available forms of attendance .5:	
Daily attendance on the lecture schedule	
:Number of study hours (total) / Number of units (total) .6	
.hours annually . (2) units weekly (60)	
Name of the course supervisor (if more than one name is mentioned) .7	
) name : Asst. Prof. Dr. Sanaa Ali Ahmed Emailsana.ali@uobasrah.edu.iq (	
Course objectives .8	
<b>.Definition of physical fitness, its importance, elements and types .1</b>  <b>How to perform aerobic and anaerobic exercises..2</b>  <b>. aerobic , anaerobic and cardio exercises</b>  <b>.Teaching students to design aerobic exercise groups and how to train them .4</b>	
(Course outcomes, teaching, learning and assessment methods) .9	
<b>A1- Enabling students to acquire knowledge in the science of physical fitness</b> <b>A2- Enabling students to acquire the knowledge for integrated work . as a fitness trainer</b> <b>A3 - Enabling students to gain knowledge and understanding of . different types of aerobic exercises</b> <b>A4- Enabling students to understand the practical application of .physical fitness exercises in an actual manner</b>	<b>A- Cognitive objectives</b>
<b>. B1 - Students acquire knowledge of physical fitness concepts</b> <b>B2 - Students acquire knowledge of the types of exercises and how .to apply them</b>	
<b>B-Skill objectives for the course</b>	

<p>B3- Students acquire the ability to know good posture and its relationship to various exercises</p> <p>B4- Providing students with the opportunity to interact and exchange information with trainers. Physical fitness</p>	
<p>A1- The theoretical materials simulate students' sense of familiarity with cognitive aspects and how to apply them practically</p> <p>A2- Raising the cognitive values of academic subjects through discussions and practical application</p> <p>A3 - Raising students' efficiency and teaching capabilities in physical education lessons during the exchange of opinions</p> <p>A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards others</p>	C- Emotional and value-based goals
<p>.By giving scientific lectures -1</p> <p>.Through Use of illustrations and human representation -2</p> <p>) By using modern display methods -3Data Show Models and (</p> <p>.written presentation</p> <p>.Practical application of exercises and volume calculation -4</p>	Teaching and learning methods
<p>D1 - Applying the knowledge students have acquired in physical fitness</p> <p>D2- Applying the knowledge students have acquired in the practical application of physical fitness exercises</p> <p>D3 - Benefit from the knowledge students have acquired in physical education sciences for advanced levels in the subject of physical fitness</p> <p>D4- Providing students with knowledge of physical fitness science</p> <p>.To benefit from it in daily life .</p>	D- Skills

#### Course structure .10

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
<p>Student -1 evaluation from During homework And participation</p> <p>Activity -2 during the lesson</p> <p>Monthly -3 semester and final exams</p>	<p>-1 Explanation of lectures Theoretically and practically using Illustrations Modern display</p> <p>Practical -2 application of some exercises and units</p>	warm-up	Warm-up exercises1 Warm up	2	1
		General fitness	Warm up 2 exercises	2	2
		Physical fitness elements	Strength training exercises	2	3
		Physical fitness elements	Speed development exercises	2	4
		Elements Fitness Physical	Endurance development exercises	2	5
		Elements Fitness Physical	Flexibility development exercises	2	6

		<b>Aerobic exercises</b>	<b>Step Aerobic Exercises</b>	<b>2</b>	<b>7</b>
		<b>Exercises antenna</b>	<b>Step Aerobic Exercises</b>	<b>2</b>	<b>8</b>
		<b>exercises Development of the circulatory system</b>	<b>Exercises 1 Cardio Exercise</b>	<b>2</b>	<b>9</b>
		<b>exercises development The device The league respiratory</b>	<b>Cardio Exercise 2</b>	<b>2</b>	<b>10</b>
		<b>Deep breathing exercises</b>	<b>Boga exercises</b>	<b>2</b>	<b>11</b>
		<b>Therapeutic exercises</b>	<b>Pilates exercises</b>	<b>2</b>	<b>12</b>
		<b>midterm exam</b>	<b>Midterm exam for all previous vocabulary</b>	<b>2</b>	<b>13</b>
		<b>review</b>	<b>Comprehensive review of the first chapter</b>	<b>2</b>	<b>14</b>
		<b>midterm exam</b>	<b>Midterm exam for all previous vocabulary</b>	<b>2</b>	<b>15</b>
		<b>quarterly break</b>			
		<b>Strength training exercises</b>	<b>Weight training</b>	<b>2</b>	<b>16</b>
		<b>Flexibility exercises</b>	<b>Stick exercises</b>	<b>2</b>	<b>17</b>
		<b>Therapeutic exercises</b>	<b>Posture Correction Exercises 1</b>	<b>2</b>	<b>18</b>
		<b>exercises Therapeutic</b>	<b>Posture Correction Exercises 2</b>	<b>2</b>	<b>19</b>
		<b>Special exercises</b>	<b>Childhood exercises</b>	<b>2</b>	<b>20</b>
		<b>exercises especially</b>	<b>Housewives exercises</b>	<b>2</b>	<b>21</b>
		<b>exercises especially</b>	<b>Worker exercises</b>	<b>2</b>	<b>22</b>
		<b>exercises especially</b>	<b>Pregnant women exercises</b>	<b>2</b>	<b>23</b>
		<b>exercises especially</b>	<b>Exercises for infants</b>	<b>2</b>	<b>24</b>

		<b>Creative exercises set</b>	<b>Optional exercise set</b>	<b>2</b>	<b>25</b>
		<b>group Exercises Creativity</b>	<b>Innovative exercise set</b>	<b>2</b>	<b>26</b>
		<b>General review</b>	<b>General review of the first and second chapters</b>	<b>2</b>	<b>27</b>
		<b>midterm exam</b>	<b>midterm exam</b>	<b>2</b>	<b>28</b>
		<b>General review</b>	<b>Final practical exam</b>	<b>2</b>	<b>29</b>
		<b>Comprehensive exam</b>	<b>Final theoretical exam</b>	<b>2</b>	<b>30</b>
<b>Course Evaluation .11</b>					
Distribution as follows : 25 marks for monthly and daily exams (10 theoretical, 15 , practical) for the first semester . 25 marks for monthly and daily exams (10 theoretical ,practical ) for the second semester . 50 marks for final exams 15					
<b>Learning and teaching resources .12</b>					
Laila Zahran . Foundations Scientific The . process For exercises and Exercises Artistic House thought Arabic . Cairo . 1997 Muayouf Sins and others . Principles -2 Technical and educational For gymnastics and exercises The world . University Mosul . 1985			Required textbooks (methodology if (any		
Dr. Hani Mohammed to forbid Dr. Mahmoud - Ismail : Sports And health Society . Cairo 2014			Main references (sources )		
5- Daily reports 6- Review of research in physical fitness			Recommended supporting books and ,references (scientific journals, reports (.etc		
3- .Sites of specialized scientific journals .Fitness websites -2 University of Basra website, faculty portal -3			Electronic references , websites		

## Course Description for Boxing / Second Stage 2025–2024

<b>:Course name .1</b>		
Boxing game material		
<b>:Course code .2</b>		
<b>:Semester/Year .3</b>		
annual		
<b>:Date of preparation of this description .4</b>		
2025–2024		
<b>:Available forms of attendance .5</b>		
My presence		
<b>:Number of study hours (total) / Number of units (total) .6</b>		
hours / 2 units per week 60		
<b>:Name of the course administrator (if more than one name is mentioned) .7</b>		
.Name: Prof. Dr. Abdul–Kazem Jalil Hassan Asst. Prof. Dr. Fouad Abdul Mahdi Mahmoud – Asst Prof. Dr. Riyadh Abdul Ali – M.M. Abdullah Tahseen :Emailfouad.mahdy@uobasrah.edu.iq		
<b>Course objectives .8</b>		
<ul style="list-style-type: none"> <li>- Teaching basic skills on devices</li> <li>- Developing special physical qualities</li> <li>- .Learn about arbitration law</li> <li>- Learn how to link skills through movement chains</li> <li>- Learn the basic concepts of boxing</li> <li>- Learn about the game's hardware</li> <li>- Learn about boxer safety measures</li> </ul>	<b>Course objectives</b>	
<b>Teaching and learning strategies .9</b>		
<ul style="list-style-type: none"> <li>- .Demonstrate and explain the skill using models, pictures and videos</li> <li>- .Use of assistive devices and tools</li> <li>- Repeat and correct with a colleague</li> </ul>	<b>Strategies</b>	



- Manual and sensory assistance					
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Dialogue with students	Explanation and presentation	Boxing stance and movement	A brief history of the game	2	1
Application and performance Questions and discussion	Explanation and presentation		<b>Fist skill</b> Ready stance skill	2	2
Application and performance Questions and discussion	Explanation and presentation		Make adjustments to the standby position	2	3
Application and performance Questions and discussion	Explanation and presentation		<b>Crawling in boxing</b> Forward, backward and sides	2	4
Application and performance Questions and	Explanation and presentation		Legal materials <sup>1-4</sup>	2	5

discussion					
Application and performance Questions and discussion	Explanation and presentation	Offensive skills	Offensive skills left straight punch	2	6
Application and performance Questions and discussion	Explanation and presentation		Offensive skills right straight punch	2	7
Application and performance Questions and discussion	Explanation and presentation		Legal materials <sup>5-7</sup>	2	8
Application and performance Questions and discussion	Explanation and presentation		Theoretical test for legal subjects <sup>1-7</sup>	2	9
Application and performance Questions and discussion	Explanation and presentation		performance The punch straight Right from movement	2	10

discussi on					
Applicati on and perform ance Questio ns and discussi on	Explanatio n and presentati on	Offensive skills	performance The punch straight Left of movement	2	11
Applicati on and perform ance Questio ns and discussi on	Explanatio n and presentati on		Practical test for all skills previously taken	2	12
Applicati on and perform ance Questio ns and discussi on	Explanatio n and presentati on		Materials the law from 9- 11	2	13
Applicati on and perform ance Questio ns and discussi on	Explanatio n and presentati on		Offensive foals hook punch	2	14
rising punch ( Plucking )			2	15	
Applicati on and	Explanatio n and		Review of previous legal materials	2	16

<b>performance Questions and discussion</b>	<b>presentation</b>				
<b>Application and performance Questions and discussion</b>	<b>Explanation and presentation</b>		<b>Exercises to develop the most important physical and skill qualities of the game</b>	<b>2</b>	<b>17</b>
<b>Application and performance Questions and discussion</b>	<b>Explanation and presentation</b>		<b>Defensive skills And its types</b>	<b>2</b>	<b>18</b>
<b>Application and performance Questions and discussion</b>	<b>Explanation and presentation</b>	<b>Defensive skills</b>	<b>preparation Physical And the technician And tactical And psychological</b>	<b>2</b>	<b>19</b>
<b>Application and performance Questions and discussion</b>	<b>Explanation and presentation</b>		<b>Legal articles 12-15</b>	<b>2</b>	<b>20</b>

<b>Application and performance Questions and discussion</b>	<b>Explanation and presentation</b>		<b>Feeling the ring and boxing with a partner (elementary)</b>	<b>2</b>	<b>21</b>
<b>Application and performance Questions and discussion</b>	<b>Explanation and presentation</b>		<b>Legal articles 16-19</b>	<b>2</b>	<b>22</b>
<b>Application and performance Questions and discussion</b>	<b>Explanation and presentation</b>		<b>Tactical exercises/complex exercises for more than one offensive skill</b>	<b>2</b>	<b>23</b>
<b>Application and performance Questions and discussion</b>	<b>Explanation and presentation</b>	<b>Arbitration prizes</b>	<b>Theoretical test/practical test</b>	<b>2</b>	<b>24</b>
<b>Application and performance Questions and discussion</b>	<b>Explanation and presentation</b>		<b>On-track arbitration tests</b>	<b>2</b>	<b>25</b>

<b>Application and performance Questions and discussion</b>	<b>Explanation and presentation</b>		<b>Complete all subjects in arbitration from 20-23</b>	<b>2</b>	<b>26</b>
<b>Application and performance Questions and discussion</b>	<b>Explanation and presentation</b>		<b>Theoretical test for all law subjects</b>	<b>2</b>	<b>27</b>
<b>Second semester practical exam</b>				<b>2</b>	<b>28</b>
<b>Theoretical lecture + theoretical exam, second semester</b>				<b>2</b>	<b>29</b>
<b>Final practical exam on all devices</b>				<b>2</b>	<b>30</b>
<b>Course Evaluation .11</b>					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc					
<b>Learning and teaching resources .12</b>					
			<b>Required textbooks (methodology if available)</b>		
<ul style="list-style-type: none"> <li>- Amateur Boxing Law Book</li> <li>- A book on teaching basic boxing skills</li> </ul>			<b>Main References (Sources)</b>		
			<b>Recommended mainstream books and references (.scientific journals, reports, etc)</b>		
-			<b>Electronic references, website</b>		

**/ Description of the curriculum for the subject ( Crimes of the Baath Regime in Iraq )  
(Second) Stage**

**For the academic year 2024–2025**

<b>:Course name .1</b>
<b>Baath regime crimes in Iraq</b>
<b>:Course code .2</b>
<b>Study: (semester) (annual) .3</b>
<b>annual</b>
<b>:Date and preparation of this description .4</b>
<b>2025–2024</b>
<b>:Available forms of attendance .5</b>
<b>Daily attendance on the lecture schedule</b>
<b>:Number of study hours (total) / Number of units (total) .6</b>
<b>hours per year, (2) units per week (30)</b>
<b>Name of the course administrator (if more than one name is .7 :(mentioned</b>
<b>Prof. Dr. Amer Abbas Issa ) Dr. Hazem Abdul Latif Abdul Redha Al A Yameelhazemalshawe 01 @ gmail.com (</b>
<b>:Course objectives .8</b>
<b>Explaining the nature of the political system that the Baath Party –1 worked to form, which was known to be a totalitarian system similar to the Nazi regime in Germany, a system whose crimes are known to .everyone, and this matter applies to Iraq during the Baath Party era</b>

**, Study the social and psychological effects resulting from genocides –2 human rights violations, forced displacement, mass graves, draining of .marshes, etc**

**:Course outcomes, teaching, learning and assessment methods .9**

**1A– Explaining to the students the crimes of . the Baath Party and the corruption of its ideas**

**2A– Creating the appropriate and necessary awareness to block attempts to recycle or . whitewash the history of the Baath regime**

**3A– As a result of the Baath regime in Iraq committing a large number of different crimes during its rule, it is necessary to explain their concepts and define them for students so that they are aware of and knowledgeable about what they are going through and how it relates .to the curriculum material**

**Clarification of the violations that the Iraqi –4 people were subjected to under the Baath regime and the negative effects resulting from . the Baath regime’s rule from 1968 until 2003**

**A– Cognitive objectives**

**B1– To provide students with knowledge of the concepts of Baath crimes according to the Iraqi .High Criminal Court Law of 2005**

**B2 – Students acquire knowledge of the divisions of Baath crimes according to the Iraqi .Supreme Criminal Court Law of 2005**

**B–Skill objectives of the course**



<p><b>B3– Students acquire the ability to understand psychological and social crimes and their .effects on Iraqi society</b></p> <p><b>B4– Providing students with the opportunity to interact and exchange information on the .subject of Baath crimes</b></p>	
<p><b>'A1– The theoretical subjects simulate the students feeling of familiarity with the injustice of the Baath regime against the individuals of Iraqi society during the time of .the criminal Baath regime</b></p> <p><b>A2– Raising the cognitive values of academic subjects . through discussions</b></p> <p><b>A3– Raising students' emotional awareness by showing documentaries about Baath crimes to enhance their sense of responsibility for exposing the injustice of that .regime</b></p>	<p><b>C– Emotional and value goals</b></p>
<p><b>.By giving theoretical lectures –1</b></p> <p><b>By using documents that reveal the crimes of the –2 .Baath regime</b></p> <p><b>) By using modern display methods –3Data Show ,( .models and written presentation</b></p> <p><b>Practical application of the material through hosting –4 some university figures who suffered from the injustice .of the Baath regime</b></p>	<p><b>Teaching and learning methods</b></p>
<p><b>D1– Applying the knowledge students have acquired in the subject of Baath crimes by writing reports on live .cases of some victims of the Baath regime</b></p> <p><b>D2– Providing students with knowledge of the subject of Baath crimes to benefit from it in understanding the extent of the crimes that the Iraqi people suffered from .Saddam's criminal regime</b></p> <p><b>D3– Benefit from what the students have acquired in consolidating the crimes of the Baath Party in their minds and memories so that they remain present and alive before them so . that they can benefit from the lessons</b></p>	<p><b>D–Skills</b></p>

Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
<b>Student -1 evaluation from During homework And participation</b>  <b>Activity -2 during the lesson</b>  <b>-3 ,Monthly semester and final exams</b>	<b>-1 Explanation of lectures Theoretically using Illustrations Modern display</b>  <b>Practical -2 application by hosting some victims of the Baath .regime</b>	Introduction to the subject of Baath crimes	Introduction to the subject of Baath crimes, and why it was added as a curriculum	2	1
		Iraqi High Criminal Tribunal Law of 2005	Iraqi High Criminal Tribunal Law of 2005	2	2
		The concept of crimes and their types	,Definition of crimes their types, and types of international crimes	2	3
		Baath regime crimes under the international system	The crimes of the Baath regime under the international system, and the decisions issued by the Supreme Criminal Court	2	4
		The most important crimes committed	Introduction to the most important crimes committed by the Baath regime	2	5

		by the Baath regime			
		The most important crimes committed by the Baath regime	1– Psychological crimes and their effects	2	6
		The most important crimes committed by the Baath regime	2– Social crimes and their effects	2	7
		The most important crimes committed by the Baath regime	3– militarization of society	2	8
		The most important crimes committed by the Baath regime	4– The Baath regime's position on religion	2	9

		The most important crimes committed by the Baath regime	Violations of –5 Iraqi laws	2	10
		The most important crimes committed by the Baath regime	Pictures of –6 human rights violations and crimes of power	2	11
		The most important crimes committed by the Baath regime	Some decisions on the political and military violations of the Baath regime	2	12
		The most important crimes committed by the Baath regime	Baath regime prisons and detention centers	2	13
		midterm exam	midterm exam	2	14
		review	Comprehensive review of the first chapter	2	15

		Environment al crimes of the Ba'ath regime in Iraq	Introduction to the Environmental Crimes of the Ba'ath Regime in Iraq	2	16
		Environment al crimes of the Ba'ath regime in Iraq	War and –1 radioactive pollution	2	17
		Environment al crimes of the Ba'ath regime in Iraq	Destruction of –2 cities and villages	2	18
		Environment al crimes of the Ba'ath regime in Iraq	Draining the –3 marshes	2	19
		Environment al crimes of the Ba'ath regime in Iraq	Destruction of–4 palm groves and trees	2	20
		Environment al crimes of	5– Discussing 'the students	2	21

		the Ba'ath regime in Iraq	assignments to bring samples from each of the Iraqi cities that were environmentally destroyed by the Ba'ath regime.		
		Mass grave crimes	The concept of mass grave crimes	2	22
		Mass grave crimes	The events of the genocidal graves committed by the Ba'ath regime in Iraq	2	23
		Mass grave crimes	Chronological classification of genocide graves in Iraq	2	24
		Mass grave crimes	A documentary video showing some of the collectives that were discovered	2	25

			after the fall of the .regime		
		Mass grave crimes	Hosting some of the families of the victims of the mass graves	2	26
		Presenting some of the crimes of the Ba'ath regime to Iraqi university students and .professors	Presenting some of the crimes of the Ba'ath regime to Iraqi university students and .professors	2	27
		exam	midterm exam	2	28
		review	Review of the second semester material	2	29
		review	Review of the entire material	2	30

#### **:Course evaluation .11**

Distribution as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 . marks for final exams

#### **:Learning and teaching resources .12**

<p>Some documents related to Baath –1</p> <p>.crimes</p> <p>Some UN resolutions that criminalize –2</p> <p>.the Baath regime</p>	<p>Required textbooks</p> <p>:(methodology if available)</p>
<p>The book "Crimes of the Ba'ath Regime in Iraq " / written by a committee from the Ministry of Higher Education and Scientific Research</p>	<p>:Main references</p>
<p>7- . Daily reports</p> <p>8- .Review of research on Baath crimes</p>	<p>Recommended supporting books and references (scientific</p> <p>:(journals, reports</p>
<p>1- .Sites of specialized scientific journals</p> <p>2- Websites of the Baath Crimes Committee at the University of Basra</p> <p>3- University of Basra website, faculty . portal</p>	<p>Electronic references, websites</p>



**Description of the Statistics course curriculum / second stage**  
**For the academic year 2024–2025**

:Course name .1
Mathematical statistics
:Course code .2
Study: (semester) (annual) .3
annual
:Date and preparation of this description .4
2025–2024
:Available forms of attendance .5
Daily attendance on the lecture schedule
:Number of study hours (total) / Number of units (total) .6
hours per year, (2) units per week (60)
:Name of the course administrator (if more than one name is mentioned) .7
Prof. Dr. Raja Abdel Samad Ashourraja.a.abdul_samad@uobasrah.edu.iq
:Course objectives .8
<p>The objectives of the second-year Sports Statistics course in the College of –1 Physical Education and Sports Sciences are summarized in providing students with the theoretical and applied foundations necessary for analyzing quantitative .data in the field of sports</p> <p>Main objectives of the Mathematical Statistics course</p> <p>Understanding the theoretical basics: The course aims to introduce students to -2 the basic concepts of mathematical statistics, such as the laws of the arithmetic mean and standard deviation. This understanding enables them to appreciate the .importance of these tools in scientific research</p> <p>Application of statistical tools: The course focuses on how to use appropriate -3 statistical tests to analyze data related to data on physical tests, mental tests, or performance tests in sporting events and individual and team games. Students learn when to apply tests such as the t- test ) analysis of variance ,ANOVA and ,( correlation analysis .</p>

Analyzing and Interpreting Results: One of the most important goals is to train -4 students to analyze data and interpret statistical results in a correct and logical manner. This includes the ability to draw accurate conclusions from numbers and .statistics and relate them to mathematical phenomena

Preparing Scientific Research: The course helps students acquire the skills -5 necessary to conduct sound scientific research in their field. Through their understanding of statistics, they can design their studies, collect data .systematically, and analyze it to arrive at reliable results

Making data-driven decisions: The course enables students to use statistical -6 data to make informed and objective decisions, whether in evaluating player .performance, planning training programs

:Course outcomes, teaching, learning and assessment methods .9

These objectives relate to the student's acquisition of .knowledge , understanding, and mental abilities  
They are what the student knows or understands at the end of the course. These objectives range in :level, from simple to complex, and include  
.Remembering: Recalling information and facts -1  
Comprehension: Interpreting information and -2  
.reformulating it in his own way  
.Application: Using knowledge in new situations -3  
Analysis: breaking down information into its parts -4  
.to understand the relationships between them  
Evaluation: issuing judgments and decisions based -5  
.on specific criteria  
.Creativity: producing new or original work -6

Cognitive –AObjectives

These objectives focus on developing the practical and performance skills acquired by the student. They are not limited to manual skills alone, but also include mental and social skills. Skill objectives are :formulated to enable the student to  
Motor skills: such as drawing, writing, or using -1  
.laboratory tools  
,Intellectual skills: such as problem solving -2  
.critical thinking, and decision making  
,Social skills: such as communication, teamwork -3  
.and leadership

B– Skills Objectives of thecourse

.These goals relate to developing emotions□ and , the student's tendencies, values, and attitudes. It aims

C– Objectives

<p>,to build a well-rounded personality and moral values :and includes</p> <p>Acceptance: showing attention or awareness of a -1 .certain phenomenon</p> <p>Response: Participate actively in classroom -2 .activities</p> <p>Valuation: giving value to something, such as -3 .appreciating the importance of continuous learning</p> <p>Organization: Integrating different values into an -4 .integrated system</p> <p>Excellence through values: Values become part of -5 .the student's personality and guide his behavior</p>	<p>emotional</p> <p>Affective value and Value-based Objectives</p>
<p>These are the methods and activities used by the .teacher to facilitate the learning process for students These methods are designed to achieve the specific :objectives of the course. Examples include</p> <p>Traditional lecture: to provide a large amount of -1 .information</p> <p>Problem-based learning: where students work to -2 .find solutions to real-life problems</p> <p>Cooperative learning: where students work in -3 .small groups to achieve a common goal</p> <p>Self-learning: Encouraging students to research -4 .and explore knowledge on their own</p>	<p>learning methods And Learning Methods</p>
<p>These are the tools and methods used to measure the extent to which students achieve educational objectives. Evaluation methods must be diverse and .appropriate to the type of objective being measured :Examples include</p> <p>.Written tests: to measure cognitive objectives -1</p> <p>Projects and performance tasks: to measure skill -2 .objectives</p> <p>Observation and classroom discussion: to evaluate -3 .affective goals and behaviors</p> <p>Self-assessment and peer assessment: to enhance -4 .reflective thinking among students</p>	<p>Assessment Methods</p>

Skills refer to the acquired abilities that enable an individual to perform a specific task efficiently. In the context of modern education, particular emphasis is placed on 21st-century skills , which are essential :for success in life and work. These skills include Critical thinking: Analyzing information and -1 .making logical decisions Creativity: Generating new ideas and innovative -2 .solutions Cooperation: Working effectively with others to -3 .achieve a common goal Communication: Expressing ideas clearly and -4 .effectively Problem solving: dealing with challenges and -5 .finding solutions				Skills –D	
Course structure .10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Tests - Oral	- Recitation	concept Statistics And its importance in Education Sports And types Data And style Search statistician Statistics Descriptive Statistics deductive	Explain the concept Statistics And its importance in Education Sports And types Data And style Search statistician Statistics Descriptive Statistics deductive	Two hours	1
		Tables - Statistics	Explanation of tables Statistics	Two hours	2

		Distributions - repetition For the table repetitive Simple Distributions - repetition For the table repetitive The Categories	to explain Distributions repetition For the table repetitive Simple to explain Distributions repetition For the table repetitive The Categories		
		repetition The gathering Ascending Repetition - The gathering The descendant	Explanation of repetition The gathering Ascending Explanation of repetition The gathering The descendant	Two hours	3
		the offer The graph Columns - Bayani The amphitheater repetitive The curve repetitive Polygon repetitive	Presentation explanation The graph to explain columns Bayani to explain The runway repetitive to explain The curve repetitive to explain polygon repetitive	Two hours	4

		Shapes Circular in condition - values phrase  in condition - values phrase	Explanation of shapes Circular to explain in condition values phrase on grades to explain in condition values phrase on lineage Centenary	Two hours	5
		Arithmetic median for ungrouped data	Explanation of the arithmetic median for ungrouped data	Two hours	6
		Data tab	Data tab explanation	Two hours	7
		Broker for unclassified data Arithmetic median of grouped data	Explanation of the median for ungrouped data Explanation of the arithmetic median for grouped data	Two hours	8
		Classified Data Broker	of explanation the classified data	Two hours	9
		Mode for ungrouped data	Explanation of the mode for	Two hours	10

			ungrouped data		
		Mode for classified data	of Explanation the mode for grouped data	Two hours	11
		deviation Average for ungrouped data	Explanation of deviation Average for ungrouped data	Two hours	12
		mean deviation of grouped data	Explanation of the mean deviation for grouped data	Two hours	13
		Variance for ungrouped data	Explaining variance for ungrouped data	Two hours	14
			First semester final exam	Two hours	15
		Variance for grouped data	Explanation of variance for grouped data	Two hours	16
		Factors difference For data not Classified	Explanation of the coefficient difference For data not Classified	Two hours	17
		degrees Standard	Grades explanation Standard	Two hours	18
			to explain	Two hours	19

		degrees Standard Zayyah	to explain degrees Standard Zayyah	Two hours	20
		degrees Standard Ta'iyah	to explain degrees Standard Ta'iyah	Two hours	21
		- Correlation Coefficient connection steps Simple	to explain - Correlation Coefficient connection steps Simple	Two hours	22
		to set indication Factors connection	to to explain set indication Factors connection	Two hours	23
		Factors connection Spearman's	to explain Factors connection Spearman's	Two hours	24
		t for two test – unrelated samples of equal number	to explaint – for two test unrelated samples of equal number	Two hours	25
		t for two test – unrelated samples of unequal number	to explaint – for two test unrelated samples of unequal number	Two hours	26



		t for two test – independent samples	to explain – for two test independent samples	Two hours	27
		) Testf (	Test to explain )f (	Two hours	28
		Analysis of variance test	to explain Analysis of variance test	Two hours	29
			Second semester final exam	Two hours	30

#### :Course evaluation .11

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, and ....reports

#### :Learning and teaching resources .12

Principles of Statistics in Physical Education  
Assistant Professor Qais Naji Abdul Jabbar  
Assistant Professor Shamel Kamel  
Muhammad

Required textbooks  
:(methodology if available)

Measurement and Evaluation in Physical Education  
Muhammad Nasr al-Din Radwan  
Measurement and Evaluation in Physical Education  
Laila Sayed Farhat

:Main references

	Recommended supporting books and references :(scientific journals, reports)
	Electronic references, websites

### third– stage courses

## Description of the Scientific Research Course Curriculum/Third Stage

2025-2024

1.	: Course name		
	Scientific research		
2.	: Course code		
3.	Semester / Year : Annual		
	Snow		
4.	Date this description was prepared		
	2025–2024		
5.	Available attendance forms:		
	Daily attendance on the lecture schedule		
6.	:Number of study hours (total) / Number of units (total)		
	.hours per year . (2) units per week 30		
7.	Name of the course administrator (if more than one name is mentioned)		
	Prof. Dr. Riyadh Nouri Abbas Prof. Dr. Muhammad Rahim Fa'il Prof. Dr. Wathiq Abdul : Na :Sahib Obaid Email <a href="mailto:riaadnoori.96@gmail.com">riaadnoori.96@gmail.com</a> <a href="mailto:mohammedfael2016@gmail.com">mohammedfael2016@gmail.com</a> <a href="mailto:wathiq.obaid@uobasrah.edu.iq">wathiq.obaid@uobasrah.edu.iq</a>		
8.	Course objectives		
	<p>1– Teaching students the basics of writing a scientific research project</p> <p>2– Teaching students how to select a problem</p> <p>3– How to formulate a title and link variables</p> <p>4- Teaching students what the five chapters of the research include</p>		
9.	(Course outcomes, teaching, learning and assessment methods)		
	<table border="1"> <tr> <td> <p>A1- Enabling students to gain knowledge in scientific research</p> <p>A2- Enabling students to gain knowledge to work on their graduation research project</p> <p>A3- Enabling students to acquire knowledge, understand and apply the foundations of scientific research</p> </td> <td>A- Cognitive objectives</td> </tr> </table>	<p>A1- Enabling students to gain knowledge in scientific research</p> <p>A2- Enabling students to gain knowledge to work on their graduation research project</p> <p>A3- Enabling students to acquire knowledge, understand and apply the foundations of scientific research</p>	A- Cognitive objectives
<p>A1- Enabling students to gain knowledge in scientific research</p> <p>A2- Enabling students to gain knowledge to work on their graduation research project</p> <p>A3- Enabling students to acquire knowledge, understand and apply the foundations of scientific research</p>	A- Cognitive objectives		

A4- Enabling students to understand the practical application in an .actual way	
.B1 - Students acquire knowledge of scientific research concepts .B2 - Students acquire knowledge and how to apply it B3- Students acquire the ability to know how to construct the scale .and test B4- Providing students with the opportunity to interact and .exchange information with experts and specialists	B-Skill objectives for the course
A1- The theoretical subjects simulate students' sense of familiarity .with cognitive aspects and how to apply them practically A2- Raising the cognitive values of academic subjects through discussions A3- Raising students' efficiency and teaching capabilities in .physical education lessons during the exchange of opinions A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards .others	C- Emotional and value-based goals
.By giving scientific lectures -1 .By using illustrations and human presentation -2 ) By using modern display methods -3Data Show models and ,( .written presentation Practical application of formulating the problem and choosing -4 the research title	Teaching and learning methods
D1- Applying the knowledge students have acquired in scientific .research methods D2- Applying the knowledge students have acquired in the practical .application of the foundations of scientific research D3- Benefit from the knowledge students have acquired in the sciences of physical education for advanced stages in the subject .of scientific research D4- Providing students with knowledge of scientific research to .benefit from it in daily life	D- Skills

#### 10. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Student -1 evaluation from During homework And participation  Activity -2 during the lesson	-1 Explanation of lectures Theoretically using Illustrations Modern display	The concept of scientific research basics	The concept of-1 scientific research The importance of -2 scientific research Types of scientific-3 research	2	1
	Practical -2 application of	Choosing the topic and formulating the problem	Criteria for choosing -1 the topic The novelty and -2 importance of the problem	2	2

<b>,Monthly -3 semester and final exams</b>	<b>some exercises and units</b>	<b>Scientific research plan</b>	<b>Scientific research -1 plan Elements of the-2 research plan Brief and complete -3 research plan</b>	<b>2</b>	<b>3</b>
		<b>Research title and first research pages</b>	<b>,Research title ,Quranic verse dedication, thanks and ,appreciation, abstract contents</b>	<b>2</b>	<b>4</b>
		<b>Scientific Research Chapters Chapter One</b>	<b>Introduction to the research and its ,importance, its sections the importance of the research, the research problem</b>	<b>2</b>	<b>5</b>
		<b>Objectives and hypotheses of scientific research</b>	<b>,Concept, importance formulation, conditions</b>	<b>2</b>	<b>6</b>
		<b>Theoretical and previous ,studies Chapter Two</b>	<b>Conditions for writing -1 it, examples and applications Concept-2 Previous studies, their 3 benefits, and their discussion</b>	<b>2</b>	<b>7</b>
		<b>Steps for writing and recording theoretical information</b>	<b>,Reading 2- Writing -1 source identification card 3- Quoting, its types</b>	<b>2</b>	<b>8</b>
		<b>How to write sources and references</b>	<b>,Source writing style -1 ,footnote, punctuation Harvard style 2- Source writing rules</b>	<b>2</b>	<b>9</b>
		<b>Chapter :Three Research Methodology and Field Procedures</b>	<b>Research -1 methodology and its types 2- The historical ,methodology: concept importance, and steps</b>	<b>2</b>	<b>10</b>

		<b>Descriptive approach</b>	<b>concept The method His steps, His Christian ,patterns , mutual developmental</b>	<b>2</b>	<b>11</b>
		<b>Experiment al approach</b>	<b>Concept, research ,mechanism experimental control</b>	<b>2</b>	<b>12</b>
		<b>Research community and sample</b>	<b>Steps and conditions -1 for selecting the sample Types of samples -2 Means of collecting-3 information</b>	<b>2</b>	<b>13</b>
		<b>Scientific research tools</b>	<b>The questionnaire, its -1 concept, types, and disadvantages Steps for designing -2 the questionnaire</b>	<b>2</b>	<b>14</b>
		<b>midterm exam</b>	<b>Midterm exam for all subjects</b>	<b>2</b>	<b>15</b>
		<b>spring break</b>			
		<b>Interview and observation</b>	<b>,Its concept, conditions ,types, steps and advantages and disadvantages</b>	<b>2</b>	<b>16</b>
		<b>Tests</b>	<b>,Concept, conditions -1 design Scientific foundations -2 of the test</b>	<b>2</b>	<b>17</b>
		<b>Field research procedures</b>	<b>Defining the variables -1 Defining the tests -2</b>	<b>2</b>	<b>18</b>
		<b>A Pilot and main trials</b>	<b>Definition, types, factors affecting it , and extent of benefit from it</b>	<b>2</b>	<b>19</b>
		<b>Homework :discussion How to design the scale</b>	<b>Preparing the scale -1 fields 2- Determining the paragraphs and presenting them to the experts 3- Choosing the evaluation scale</b>	<b>2</b>	<b>20</b>
		<b>Homework Discussion How to Design a Test</b>	<b>Test preparation -1 ,Test specifications -2 ,test name, purpose tools, and how to .calculate the score</b>	<b>2</b>	<b>21</b>

		<b>Statistical methods</b>	<b>SPSS statistical program</b>	<b>2</b>	<b>22</b>
		<b>Chapter :Four Presentation, Analysis and Discussion of the Results</b>	<b>How to display tables -1 with illustrative examples, display in written form, display in graphic form</b>	<b>2</b>	<b>23</b>
		<b>Mechanism for discussing results</b>	<b>Discuss each variable -1 separately 2- Find scientific support from sources 3- Give convincing explanations and reasons</b>	<b>2</b>	<b>24</b>
		<b>Chapter :Five Conclusion s and Recommendations</b>	<b>How to write and extract the conclusion 2- How to write recommendations and the difference between them</b>	<b>2</b>	<b>25</b>
		<b>Arabic and foreign sources</b>	<b>Arrange them ,alphabetically Writing it according to the principles of scientific research</b>	<b>2</b>	<b>26</b>
		<b>Accessories</b>	<b>Start with books that facilitate the task, if available. 2- Names of .experts and specialists Questionnaire -3 according to ,procedures, sequence .and programs</b>	<b>2</b>	<b>27</b>
		<b>midterm exam</b>	<b>midterm exam</b>	<b>2</b>	<b>28</b>
		<b>General review</b>	<b>General review of the first and second semesters</b>	<b>2</b>	<b>29</b>
		<b>Comprehensive exam</b>	<b>Final exam</b>	<b>2</b>	<b>30</b>

## 11. Course Evaluation

Distribution as follows: 25 marks for monthly and daily exams for the first semester. 25 .marks for monthly and daily exams for the second semester. 50 marks for final exams

12. Learning and teaching resources	
Practical applications for writing educational and psychological letters and theses	Required textbooks (methodology if (any
<b>Basics of Writing Scientific Research in Physical Education and Sports Sciences by Dr. Haider Abdul Razzaq</b> <b>Fundamentals and Rules of Scientific Research by Dr. Nahida Abdul Zaid Al-Dailami</b>	Main References (Sources)
1- Daily reports 2- Review of scientific theses and dissertations	Recommended supporting books and ,references (scientific journals, reports (.etc
1- .Sites of specialized scientific journals .Websites for sports training -2 University of Basra website, faculty portal -3	Electronic references, websites



## Description of the Teaching Methods course/third stage 2025-2024

13. : Course name	
Teaching methods for the third stage	
14. :Course code	
15. :Semester/Year	
Annual	
16. Date this description was prepared:	
2025-2024	
17. Available attendance forms:	
Daily attendance on the lecture schedule	
18. :Number of study hours (total) / Number of units (total)	
hours annually (2) units weekly (60)	
19. Name of the course administrator (if more than one name is mentioned)	
Email Al-Diwan Prof. Dr. Lamyaa Hassan Mohammed :Teaching Name: lamyaa.hassan@uobasrah.edu.iq :Email Shanin Teaching Name: Prof. Dr. Luqman Imr luqman.shnaeen@uobasrah.edu.iq :Email Teaching Name: Prof. Dr. Saad Layedh Abdul Kar Saad.layedh@uobasrah.edu.iq Email Teaching Name: Prof. Dr. Intisar Ahmed Othma intisar.ahmed@uobasrah.edu.iq	
20. Course objectives	
1- .Defining the importance of teaching methods and teaching their basics 2- .How to prepare educational units for a sports lesson 3- teacher Prepared by the physical education 4- .Teaching students how to present a physical education lesson	
21. (Course outcomes, teaching, learning and assessment methods)	
A1- Enabling students to gain knowledge in teaching methods A2- Enabling students to acquire the knowledge for integrated work as a .sports teacher A3- Enabling students to obtain knowledge to complete the physical .education lesson	A- Cognitive objective
.B1 - Students acquire knowledge of the concepts of teaching methods B2 - Students acquire knowledge of teaching methods and how to .apply them	B- Course specific skill objectives

B3- Students acquire the ability to know the most important . characteristics of a sports teacher B4- Providing students with the opportunity to interact and exchange . information. With each other in teaching methods	
A1- The theoretical materials simulate students' sense of familiarity . with cognitive aspects and how to apply them practically A2- Raising the cognitive values of academic subjects through . discussions between students and the teacher A3 - Raising students' efficiency and teaching capabilities in physical .education lessons while exchanging opinions during the lesson A4- Raising the emotional aspects of students through feeling .Responsibility for the success of the physical education lesson	C- Emotional and value based goals
1- .By giving scientific lectures 2- ) By using modern presentationsData show .( 3- Through the application of practical exercises	Teaching and learning methods
D1 - Applying the knowledge students have acquired in teaching .methods D2- Applying the knowledge acquired by students in the practical . application of teaching methods D3 - Benefit from the knowledge students have acquired in physical education sciences in teaching methods D4- Providing students with knowledge of teaching methods to . benefit from them in practical life	D- Skills

## 22. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
Student -1 evaluation from During homework And participation  Activity -2 during the lesson  ,Monthly -3 semester and final exams	-1 Explanatio n of lectures Theoreticall y using Illustration s Modern display	For basic and derivative modes	Explanati on of basic and derived positions	2	1
		Teaching plan and its sections	Explanati on of the lesson plan sections	2	2
	Practical -2 application of some exercises and units	Teaching plan for the stage Intermediate and secondary school	Intermedi ate stage lesson plan explanati on	2	3
		Lesson plan for middle and secondary school	Explanati on of the lesson plan for the	2	4

			preparato ry stage		
		Educational unit plan	Explaining the advantages and disadvantages of the unit plan	2	5
		Preparing and implementing the lesson	Explaining the requirements for implementing a physical education lesson	2	6
		Variety plan with and without tools	Explaining the advantages and disadvantages of the diversified plan	2	7
		Educational tools	What are the educational ?means Types of educational media	2	8
		Teaching principles	What are the principles of ?teaching	2	9
		The holistic method	Definition of teaching methods Advantages and disadvantages of	2	10

			the holistic method		
		Partial method	Advantages and disadvantages of the partial method	2	11
		method mixed	What is the different way	2	12
		Feedback	Definition of feedback Types of feedback	2	13
		Feedback	Advantages and disadvantages of each type of feedback	2	14
		midterm exam	Midterm exam for all subjects	2	15
		Spring break			
		equipment and The tools used in the physical education lesson	Equipment used in the lesson	2	16
		American style	Explanation of the imperative mood Advantages and disadvantages of the American style	2	17
		Training method	Advantages and	2	18

			<b>disadvantages of the training method</b>		
		<b>reciprocal method</b>	<b>Advantages and disadvantages of the reciprocal method</b>	<b>2</b>	<b>19</b>
		<b>Inclusion and self-examination</b>	<b>Explanation of inclusion and self-examination</b>	<b>2</b>	<b>20</b>
		<b>Review of modern methods</b>	<b>Review of all methods</b>	<b>2</b>	<b>21</b>
		<b>Mini-games</b>	<b>Minigames for each stage</b>	<b>2</b>	<b>22</b>
		<b>exam</b>		<b>2</b>	<b>23</b>
		<b>Dr. Ross to produce a physical education lesson for special groups</b>	<b>Definition of sports lesson How to produce a sports lesson</b>	<b>2</b>	<b>24</b>
		<b>lessons in directing a physical / education lesson cold rainy weather</b>	<b>How to deliver a sports lesson in rainy weather</b>	<b>2</b>	<b>25</b>
		<b>Practical education (Field application)</b>	<b>Practical application for producing a sports lesson</b>	<b>2</b>	<b>26</b>
		<b>Educational technology</b>	<b>Explaining learning</b>	<b>2</b>	<b>27</b>

			<b>technology and its impact on the sports lesson</b>		
		<b>Student calendar</b>	<b>How to evaluate a student in a lesson</b>	<b>2</b>	<b>28</b>
		<b>Comprehensive review</b>	<b>Comprehensive review</b>	<b>2</b>	<b>29</b>
		<b>Comprehensive exam</b>	<b>final exam</b>	<b>2</b>	<b>30</b>
<b>23. Course Evaluation</b>					
Distribution as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for .monthly and daily exams for the second semester. 50 marks for final exams					
<b>24. Learning and teaching resources</b>					
Book / For Principles of Teaching Physical Education Maya Hassan Al-Diwan and Hussein Ali Al-Sheikh			Required textbooks (methodology if any)		
Book of Methods of Teaching Physical Education / Abbas .Ahmed Al-Samarrai			Main references (sources)		
3- Daily reports 4- Review of research in sports training			Recommended supporting books and references (scientific journals, reports...)		
.Sites of specialized scientific journals -1 .Websites for teaching methods -2 University of Basra website, faculty portal -3			Electronic references, websites		

## Handball course description /third stage

### 2025-2024

25. : Course name	
Handball for the third stage	
26. : Course code	
27. Semester / Year : Annual	
Annual	
28. Date this description was prepared	
2025-2024	
29. Available attendance forms:	
Daily attendance on the lecture schedule	
30. :Number of study hours (total) / Number of units (total)	
.hours annually . (2) units weekly (60)	
31. Name of the course administrator (if more than one name is mentioned)	
of. Dr. Name of the lecturer: Naji Mutasher Ezzat	Email
<a href="mailto:ji.albadr@gmail.com">ji.albadr@gmail.com</a>	
Prof. Dr. Name of the instructor: Haider Awda Zghair	Email
<a href="mailto:fathly125@gmail.com">fathly125@gmail.com</a>	
of. Dr. Name of the lecturer: Kazem Habib Abbas	Email
<a href="mailto:kzem@gmail.com">kzem@gmail.com</a>	
. Instructor's name: Dr. Haider Jassim Muhammad	Email
<a href="mailto:ghalibihydrj@gmail.com">ghalibihydrj@gmail.com</a>	
32. Course objectives	
5- Handball education, training and refereeing 6- Theoretical and practical exams for the course 7- Field application explaining the basic defensive and offensive formations 8- Handball match management 9- Selection of young handball players 10- Physical and skill tests for handball players 11- Educated and knowledgeable about all the latest developments in the laws of handball	
33. (Course outcomes, teaching, learning and assessment methods)	
- A1 How to explain the technical stages of the basic offensive and defensive formations in handball	A - Goals knowledge and understanding

<ul style="list-style-type: none"> <li>- A2 Application of the technical stages explaining the basic defensive and offensive formations of handball</li> <li>. A3 - Teaching performance and training Explanation of the basic defensive and offensive formations in handball</li> <li>A4- Enabling students to understand the application of defensive and offensive formations in handball sports in a practical way</li> </ul>	
<ul style="list-style-type: none"> <li>- B1 Skills to explain the basic defensive and offensive formations of the course</li> <li>B2 - Lesson leadership skills for the basic formations available during teaching</li> <li>B3- Explanation of the basic defensive and offensive formations especially according to the curriculum structure ,</li> <li>- B4- Self competition skills in the course</li> </ul>	B- Objectives and skills specific to the course
<ul style="list-style-type: none"> <li>A1- Cooperative learning method</li> <li>A2- Integrated performance method</li> <li>A3 - Raising the emotional aspects of students by holding sports competitions and feeling responsible towards others</li> </ul>	Teaching C- Objectives and learning methods
<ul style="list-style-type: none"> <li>-1 Skill tests</li> <li>- 2 Theoretical tests</li> <li>-3- Duties specific to the formations for the basic defensive and offensive formations</li> </ul>	.Evaluation methods
<ul style="list-style-type: none"> <li>- D1 physical skills</li> <li>-D2 Skill skills</li> <li>- D3 Personal skills</li> </ul>	D- General and transferable skills (other skills related to employability and (personal development

#### 34. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Student -1 evaluation from During homework And participation  Activity -2 during the lesson	-1 Explanation of lectures Theoretically using Illustrations Modern display		Explanation of the basic defensive formations in zone defense	2	1
			Formation 6-0 (defensive)	2	2
			formation (defensive) 1-5	2	3
			formation 2-4 (defensive)	2	4
			midterm exam	2	5
	Practical -2 application of some		formation 3-3 (defensive)	2	6
			formation 1-2-3 (defensive)	2	7



<b>,Monthly -3 semester and final exams</b> <b>Explanation and application of defense in case of shortage of defenders</b>	<b>exercises and units</b>		<b>Explanation and application of the man-to-man defense method</b>	<b>2</b>	<b>8</b>
			<b>Explanation and application of the defense method (complex)</b>	<b>2</b>	<b>9</b>
			<b>Explanation and application of defense in special cases</b>	<b>2</b>	<b>10</b>
			<b>Explanation and application of defense in the case of a free throw</b>	<b>2</b>	<b>11</b>
			<b>midterm exam</b>	<b>2</b>	<b>12</b>
			<b>Explanation and application of the defense in the case of the 7-meter throw</b>	<b>2</b>	<b>13</b>
			<b>midterm exam</b>	<b>2</b>	<b>14</b>
			<b>quarterly break</b>	<b>2</b>	<b>15</b>
			<b>The concept of handball attack</b>	<b>2</b>	<b>16</b>
			<b>Explanation and application of the group rapid attack</b>	<b>2</b>	<b>17</b>
			<b>Explanation and application of the attack from the centers (organized)</b>	<b>2</b>	<b>18</b>
			<b>Second semester exam</b>	<b>2</b>	<b>19</b>
			<b>Explanation and application of ending the attack (penetration)</b>	<b>2</b>	<b>20</b>
			<b>Explanation and application of the offensive formation (5-1)</b>	<b>2</b>	<b>21</b>
			<b>Explanation and application of the offensive formation (4-2)</b>	<b>2</b>	<b>22</b>
			<b>Explanation and application of the offensive formation (3-3)</b>	<b>2</b>	<b>23</b>

			<b>Explanation and application of the offensive formation (2-4)</b>	<b>2</b>	<b>24</b>
			<b>Free throw attack</b>	<b>2</b>	<b>25</b>
			<b>midterm exam</b>	<b>2</b>	<b>26</b>
			<b>Attack from a 7-meter throw</b>	<b>2</b>	<b>27</b>
			<b>Clarifying what will be taught during this academic stage and conducting a comprehensive review of offensive and defensive handball skills and the rules of the game</b>	<b>2</b>	<b>28</b>
			<b>Comprehensive review</b>	<b>2</b>	<b>29</b>
		<b>Comprehensive exam</b>	<b>Final exam</b>	<b>2</b>	<b>30</b>

### 35. Course Evaluation

Distribution as follows : 25 marks for monthly and daily exams for the first semester . 25 .marks for monthly and daily exams for the second semester . 50 marks for final exams

### 36. Learning and teaching resources

Handball book, written by Diaa Al-Khayat -1 . and Noufal Mohammed Al-Hayali, 2001	Required textbooks (methodology if (any
Handball for students of the Faculty of Physical Education and Sports Sciences For the third and fourth stages, Dr. Haider Awda Zghair 2016	Main references (sources )
5- Daily reports 6- Handball Research Review	Recommended supporting books and ,references (scientific journals, reports (.etc
2- .Sites of specialized scientific journals .Websites for modern handball -2 University of Basra website, faculty portal -3	Electronic references , websites

## Physical Fitness Course Description / Third Stage

### 2025-2024

: Course name .1	
Fitness Physical stage Third	
: Course code .2	
Semester / Year : Annual .3	
Annual	
Date this description was prepared .4	
2025-2024	
Available forms of attendance .5:	
Daily attendance on the lecture schedule	
:Number of study hours (total) / Number of units (total) .6	
) . hours annually (60)2 .units weekly (	
Name of the course supervisor (if more than one name is mentioned) .7	
<div style="display: flex; justify-content: space-between;"> <div> Name of the instructor : M.D. Sanaa on Ahmed ) Email  sana.ali@uobasrah.edu.iq ) Name of the lecturer : A.M Fatima Hass  : Mohammed Emailfatma.hasan@uobasrah.edu.iq </div> </div>	
Course objectives .8	
12- education female students administration Training and exercises Fitness Physical Different 13- . education female students to set deformities Consistency And its treatment 14- education female students Diagnosis Obesity And thinness And account index block body 15- education female students expression The kinetic And the accompaniment Musical For exercises	
(Course outcomes, teaching, learning and assessment methods) .9	
to gain knowledge in the science of Enabling female students - A1 physical fitness A2- Enabling female students to acquire the knowledge for .integrated work as a fitness trainer A3 - Enabling students to gain knowledge and understanding of .different types of aerobic exercises A4- Enabling students to understand the practical application of .physical fitness exercises in an actual manner .B1 - Students acquire knowledge of physical fitness concepts	A- Cognitive objectives
.B1 - Students acquire knowledge of physical fitness concepts	B-Skill objectives for the course

<p><b>B2 - Students acquire knowledge of the types of exercises and how to apply them</b></p> <p><b>B3- Students acquire the ability to know good posture and its relationship to various exercises</b></p> <p><b>B4- Providing students with the opportunity to interact and exchange information with fitness trainers</b></p>	
<p><b>A1- The theoretical materials simulate students' sense of familiarity with cognitive aspects and how to apply them practically</b></p> <p><b>A2- Raising the cognitive values of academic subjects through discussions</b></p> <p><b>A3 - Raising students' efficiency and teaching capabilities in physical education lessons during the exchange of opinions</b></p> <p><b>A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards others</b></p>	<b>C- Emotional and value-based goals</b>
<p><b>.By giving scientific lectures -1</b></p> <p><b>.Through Use of illustrations and human representation -2</b></p> <p><b>) By using modern display methods -3Data Show Models and (</b></p> <p><b>.written presentation</b></p> <p><b>.Practical application of exercises and volume calculation -4</b></p>	<b>Teaching and learning methods</b>
<p><b>Applying the knowledge students have acquired in physical -1 fitness</b></p> <p><b>Applying the knowledge students have acquired in practical -2 application of physical fitness exercises</b></p> <p><b>Benefit from the knowledge students have acquired in the -3 sciences of physical education for advanced stages in the subject of physical fitness</b></p> <p><b>Providing students with knowledge of physical fitness to benefit -4 from it in daily life</b></p>	<b>D- Skills</b>

#### Course structure .10

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of unit or topic</b>	<b>Required learning outcomes</b>	<b>watches</b>	<b>week</b>
<p><b>Student -1 evaluation from</b></p> <p><b>During homework And participation</b></p> <p><b>Activity -2 during the lesson</b></p> <p><b>,Monthly -3 semester</b></p>	<p><b>-1 Explanation of lectures Theoretically using Illustrations Modern display</b></p>	<b>Aerobic exercises</b>	<b>exercisesCardio Exercise 1</b>	<b>2</b>	<b>1</b>
		<b>Exercises antenna</b>	<b>exercises 2 Cardio Exercise</b>	<b>2</b>	<b>2</b>
		<b>Therapeutic exercises</b>	<b>Exercises 1Pilates Exercise</b>	<b>2</b>	<b>3</b>
		<b>exercises Therapeutic</b>	<b>Exercises 2Pilates Exercise</b>	<b>2</b>	<b>4</b>
	<p><b>Practical -2 application of some exercises and units</b></p>	<b>exercises Burn fat</b>	<b>exercisesBurning Fat 1</b>	<b>2</b>	<b>5</b>
		<b>exercises burn Fats</b>	<b>exercisesBurning Fat 2</b>	<b>2</b>	<b>6</b>
		<b>Cardiorespi ratory</b>	<b>Design a set of exercises for Clardio</b>	<b>2</b>	<b>7</b>

and final exams		exercise training			
		Pilates exercise training	design group exercises Pilates	2	8
		Rhythm exercises	ZOMBA exercises	2	9
		Deep breathing exercises	yoga exercises	2	10
		Zumba workout training	ZOMBA workout design	2	11
		Yoga exercise training	yoga exercise design	2	12
		midterm exam	midterm exam	2	13
		review	Comprehensive review of the first chapter	2	14
		midterm exam	Midterm exam for all subjects	2	15
		quarterly break			
		Strength exercises	exercisesBoxing Exercise	2	16
		strength training exercises	Boxing Exercise Design	2	17
		Agility training	Stability ball exercises	2	18
		Therapeutic exercises	Exercises to treat forward head falling	2	19
		exercises Therapeutic	exercises For treatment bending Side	2	20
		midterm exam	Second semester exam	2	21
		Therapeutic exercises	exercises For treatment Roundness shoulders	2	22
		exercises Therapeutic	exercises For treatment Roundness noon	2	23
		exercises Therapeutic	exercises For treatment Flattening feet	2	24
		exercises Therapeutic	exercises Body tightening	2	25
		Special exercises	exercises For adults Age	2	26

		General review	General review of the second chapter	2	27
		midterm exam	midterm exam	2	28
		General review	General review of the first and second semesters	2	29
		Comprehensive exam	Final exam	2	30
Course Evaluation .11					
distribution degree From 25 to according to Tasks The one in charge With it The student like Preparation Daily and exams Daily and oral And monthly The process and editorial and reports in the chapter First (10 theoretical - 15 practical ). 25 marks . For separation Second (10 theoretical - 15 practical ) exams Daily And monthly practical and editorial Reports , and 50 degrees Exam Final practical And . theoretical					
Learning and teaching resources .12					
Laila Zahran. Scientific and practical -1 foundations for exercises and technical .exercises. Dar Al Fikr Al Arabi. Cairo. 1997 .Ali Bashir Al-Fandi and others -2 Educational Sports Guide. General Establishment for Publishing, Distribution .and Advertising. Libya. 1983			Required textbooks (methodology if (any		
.Dr. Hani Mohamed Hajar and Dr Mahmoud Ismail: Sports and Community Health. Cairo - 2014			Main references (sources )		
7- Daily reports 8- Review of research in sports training			Recommended supporting books and ,references (scientific journals, reports (.etc		
3- .Sites of specialized scientific journals .Websites for sports training -2 University of Basra website, faculty -3 portal			Electronic references , websites		

## Volleyball course description for the third stage

**2025–2024**

<b>1. Course name</b>	
Volleyball material, third stage	
<b>2. Course code</b>	
Volleyball material, third stage	
<b>3. semester/year</b>	
annual	
<b>4. Date of preparation of this description</b>	
2025-2024	
<b>5. Available attendance forms</b>	
Classrooms - Volleyball Hall	
<b>6. Number of study hours (total) / Number of units (total)</b>	
hours per year 60	
hours per week 2	
<b>7. Course Supervisor Name (if more than one name is mentioned)</b>	
rajaa.abdul_samad@uobasrah.edu.iq	Raja .Prof. Dr : Name Abdel Samad Ashour
<b>8. Course objectives</b>	
.Teaching students the official rules of volleyball - - .Understand the rules that allow for better play Understanding the relationship between rules that allows officials to - make better decisions .Knowing the main qualities required for successful arbitration - Keeping pace with the development of this game -	
<b>9. Teaching and learning strategies</b>	

<p>A-1. Enabling students to arbitrate and know all the necessary .rules for that</p> <p>A-2. Enabling college graduates to interact with students in .schools in organizing tournaments</p> <p>A-3. Enabling students to review the latest new updates to the .game</p> <p>A-4. Competition generates latent sources of strength. It brings out the best abilities, spirit, and artistic creativity, and the rules .regulate the permission for all of these types</p>	<p><b>-A Cogniti ve objecti ves</b></p>
<p>.B-1. Teaching students the signs of the first ruling</p> <p>.B-2. Teaching students the signs of the second ruling</p> <p>.B-3. Teaching students line monitor signals</p> <p>.B-4. Teaching students how to use the registration form</p> <p>B-5. Teaching students to make the right decision at the right .time</p>	<p><b>B-Skill objecti ves for the course s</b></p>
<p>A1- The theoretical subjects simulate students' sense of familiarity with cognitive aspects and how to apply them .practically</p> <p>A2- Raising the cognitive values of academic subjects through discussions</p> <p>A3- Raising students' efficiency and teaching capabilities in .physical education lessons during the exchange of opinions</p> <p>A4- Raising students' emotional levels through sports .competitions and a sense of responsibility towards others</p>	<p><b>-C Emotio nal and value- based goals</b></p>
<p>D-1. Acquire the basic concepts of the official rules of .volleyball</p> <p>D-2. Clarification, explanation and application of the course .content by the instructor</p> <p>D-3. Practical application by students</p> <p>D-4. Clarifying some incomprehensible arbitration cases by .watching sporting events in the media</p>	<p><b>-D Teachi ng and learnin g method s</b></p>
<p>E-1. Developing positive traits in developing the sports personality</p> <p>E-2. Developing the athletic level through familiarity with the .official rules of the game</p>	<p><b>E-Skills</b></p>
<p><b>10. Course structure</b></p>	



Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
Lectures/Playg round	Explanation/Appl ication	Official Volleybal I Rules -2021 of 2024 the Internatio nal Volleybal I Federatio n	Registration form explanation	Two hours	1
Lectures/Playg round	Explanation/Appl ication		Application on registration form	Two hours	2
Lectures/Playg round	Explanation/Appl ication		Referees/Arbitrati on Panel and Procedures	Two hours	3
Lectures/Playg round	Explanation/Appl ication		First ,Referee/Position ,Authority Responsibilities	Two hours	4
Lectures/Playg round	Explanation/Appl ication		Second ,Referee/Position ,Authority Responsibilities	Two hours	5
Lectures/Playg round	Explanation/Appl ication		,Registrar/Site Responsibilities	Two hours	6
Lectures/Playg round	Explanation/Appl ication		Assistant ,Registrar/Site Responsibilities	Two hours	7
Lectures/Playg round	Explanation/Appl ication		Line/Site ,Monitors Responsibilities	Two hours	8
Lectures/Playg round	Explanation/Appl ication		Official signals/hand signals for referees, flag	Two hours	9

			signals for umpires		
Lectures/Playg round	Explanation/Appl ication		Playing ,area/dimensions ,field surface ,lines ,temperature lighting	Two hours	10
Lectures/Playg round	Explanation/Appl ication		Grid and posts/grid height ,installation	Two hours	11
Lectures/Playg round	Explanation/Appl ication		Side strips, air ,stick	Two hours	12
Lectures/Playg round	Explanation/Appl ication		Team Leaders/Team ,Captain, Coach Assistant Coach	Two hours	13
Lectures/Playg round	Explanation/Appl ication		scoring method/winning ,point, game game	Two hours	14
Lectures/Playg round	Explanation/Appl ication	Official Volleybal I Rules -2021 of 2024 the Internatio nal Volleybal I	Playing ,system/draw ,warm-up period ,rotation order ,positions rotation fault	Two hours	15
practical exam	practical exam		practical exam	Two hours	16
theoretical exam	theoretical exam		theoretical exam	Two hours	17

Lectures/Playground	Explanation/Application	Federation	Play/Outdoor/Indoor Cases Ball play/team strokes, stroke ,characteristics errors	Two hours	18
Lectures/Playground	Explanation/Application		Ball at the net/reach behind the net, pass under the net Player at the net/crossing the ball, touching the ball	Two hours	19
Lectures/Playground	Explanation/Application		,Send/Start ,Order of Send Execute Send	Two hours	20
Lectures/Playground	Explanation/Application		Offensive Strikes/Character ,istics Limitations, Fouls	Two hours	21
Lectures/Playground	Explanation/Application		Blocking/blocking ,performance blocking ,touches ,blocking serves blocking errors  Regular play ,stoppages number of stoppages	Two hours	22
Lectures/Playground	Explanation/Application		,Timeouts technical substitutions and	Two hours	23

			exceptional substitutions		
			Delay of play/Types of delay, penalties for delay		
Lectures/Playg round	Explanation/Appl ication		Exceptional play ,stoppages/injury illness	Two hours	24
Lectures/Playg round	Explanation/Appl ication		,Rest periods changing courts	Two hours	25
Lectures/Playg round	Explanation/Appl ication		,Libero/Tools Libero-related actions	Two hours	26
Lectures/Playg round	Explanation/Appl ication		Participant behavior, sports behavior	Two hours	27
Lectures/Playg round	Explanation/Appl ication		Misconduct and ,its penalties cards	Two hours	28
practical exam	practical exam		practical exam	Two hours	29
theoretical exam	theoretical exam		theoretical exam	Two hours	30
11. Course Evaluation					
The grade is distributed out of 100 based on the tasks assigned to the student, such .as daily preparation, daily, oral, monthly and written exams, reports, etc					
12. Learning and teaching resources					
Official Volleyball Rules 2021-2024 International Volleyball Federation			Required textbooks (methodology if (available		
(International Volleyball Federation)			Main References (Sources)		

**/ Description of the course curriculum (Physical Injuries and Rehabilitation)**

**Third Stage**

**For the academic year 2024–2025**

<b>1– :Course name</b>
<b>Physical injuries and rehabilitation</b>
<b>2– :Course code</b>
<b>3– Study: (semester) (annual)</b>
<b>annual</b>
<b>4– :Date and preparation of this description</b>
<b>2025–2024</b>
<b>5– :Available forms of attendance</b>
<b>Daily attendance on the lecture schedule</b>
<b>6– :Number of study hours (total) / Number of units (total)</b>
<b>hours per year, (2) units per week 60</b>
<b>7– Name of the course administrator (if more than one name is :(mentioned</b>
<b>:Name: Prof. Dr. Kamil Shenin Munahi Email kamil.munahi@uobasrah.edu.iq</b>
<b>8– :Course objectives</b>
<b>,Introducing the student to physical injuries, their main causes –1 .and how to treat them .Introducing the student to rehabilitation methods and how to qualify –2</b>
<b>9– :Course outcomes, teaching, learning and assessment methods</b>

<p>A1– Enabling students to gain knowledge in physical .injuries and rehabilitation</p> <p>A2– Enabling students to acquire knowledge for integrated .work in rehabilitation and the use of therapeutic exercises</p> <p>A3– Enabling students to gain knowledge and understand the .adaptations that occur in the application of rehabilitation</p> <p>A4– Enabling students to understand the practical application of training for actual qualification</p>	<p>A– Cognitive objectives</p>
<p>B1– Students acquire knowledge of the concepts of physical .injuries and rehabilitation</p> <p>B2 – Students acquire knowledge about the methods of .qualification and their application</p> <p>B3– Students acquire the ability to know how injuries occur .and how to prevent them</p> <p>B4– Providing students with the opportunity to interact and .exchange information in the field of training and rehabilitation</p>	<p>B–Skill objectives of the course</p>
<p>A1 – The theoretical subjects simulate students’ sense of familiarity with cognitive aspects and how to apply them .practically</p> <p>A2– Raising the cognitive values of academic subjects through discussions</p> <p>A3– Raising students’ efficiency and teaching capabilities in .physical education lessons during the exchange of opinions</p> <p>A4– Raising the emotional aspects of students by holding sports competitions and feeling responsible towards</p>	<p>C– Emotional and value goals</p>

. By giving scientific lectures -1 Through Use of illustrations and human -2 .representation ) By using modern display methods -3Data Show ( .Models and written presentation	Teaching and learning methods
D1 - Applying the knowledge students have acquired .in physical injuries D2- Applying the knowledge acquired by students in qualification D3 - Benefit from the knowledge students have acquired in physical education sciences for advanced stages in physical injuries D4- Providing students with knowledge of .qualification To benefit from it in daily life	D-Skills

#### 10- Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watche s	wee k
Student -1 evaluation from During homework And participatio n  Activity -2 during the lesson  ,Monthly -3 semester and final exams	-1 Explanation of lectures Theoretically using Illustrations Modern display	Nutrition	Nutrition Science Explained Components of nutrition science	2	1
		vitamins	Types of vitamins Its benefit Symptoms of deficiency in the human body	2	2
	Practical -2 application of some exercises and units	salts Mineral  And nutrition  athlete	Its types Its benefit Symptoms of deficiency in the human body What food does an athlete need before, during and after the ?race	2	3

		<b>Injuries Sports And its types</b>	<b>Definition of sports injuries ,Its causes prevention and treatment methods Its types</b>	<b>2</b>	<b>4</b>
		<b>Injuries skin</b>	<b>The most important skin injuries Its causes Prevention and treatment methods</b>	<b>2</b>	<b>5</b>
		<b>Injuries muscles</b>	<b>The most important muscle injuries Its causes Prevention and treatment methods</b>	<b>2</b>	<b>6</b>
		<b>Injuries Bones</b>	<b>The most important bone injuries Its causes Prevention and treatment methods</b>	<b>2</b>	<b>7</b>
		<b>Injuries joints</b>	<b>The most important joint injuries Its causes Prevention and treatment methods</b>	<b>2</b>	<b>8</b>
		<b>Injuries The party Alawi shoulder and the collarbone</b>	<b>The most important upper extremity injuries Its causes Prevention and treatment methods For shoulder and clavicle injuries</b>	<b>2</b>	<b>9</b>



		Attachment The hand	The most important elbow and hand injuries Its causes Prevention and treatment methods	2	10
		Injuries The party Lower basin The thigh	The most important lower extremity injuries Its causes Prevention and treatment methods For pelvic and thigh injuries	2	11
		knee	The most important knee injuries Its causes Prevention and treatment methods	2	12
		foot	The most important foot injuries Its causes Prevention and treatment methods	2	13
		Injuries column vertebral nerve injuries	The most important spinal and nerve injuries Its causes Prevention and treatment methods	2	14
			exam	2	15
		Injuries that no Includes	The most important injuries that the body is exposed to that do not	2	16

		<b>Muscles and bones</b>	<b>involve muscles and bones, such as head and neck injuries</b> <b>Reasons</b> <b>Treatment and prevention methods</b>		
		<b>The eye</b>		<b>2</b>	<b>17</b>
		<b>ear</b>		<b>2</b>	<b>18</b>
		<b>abdomen and lungs</b>		<b>2</b>	<b>19</b>
		<b>Steroids And its types</b>	<b>Definition</b> <b>Its types</b> <b>Disadvantages and methods</b> <b>Detection About her</b>	<b>2</b>	<b>20</b>
		<b>pharmaceutica l</b>	<b>Definition</b> <b>Its types</b> <b>How to use it</b>	<b>2</b>	<b>21</b>
		<b>diseases Thermal</b>	<b>Definition</b> <b>Its types</b> <b>Prevention and treatment methods</b>		<b>22</b>
		<b>Cases threatened For life athlete</b>	<b>The most important cases that an athlete may face on the field and that threaten his life</b>	<b>2</b>	<b>23</b>
		<b>to stop Heart and breathing</b>	<b>Causes of cardiac arrest</b> <b>Cardiopulmonary resuscitation (CPR) methods</b>	<b>2</b>	<b>24</b>
		<b>first aid</b>	<b>First aid for injuries such as</b>	<b>2</b>	<b>25</b>

			<b>bone and muscle injuries</b>		
		<b>first aid</b>	<b>First aid for burns</b>	<b>2</b>	<b>26</b>
		<b>first aid</b>	<b>First aid for ingestion of harmful substances such as petroleum ,derivatives insect bites and snake bites</b>	<b>2</b>	<b>27</b>
		<b>Joint ligation methods</b>	<b>Learn how to connect joints .and muscles</b>	<b>2</b>	<b>28</b>
		<b>Review of previous materials</b>	<b>Review of previous materials</b>	<b>2</b>	<b>29</b>
			<b>Final exam</b>	<b>2</b>	<b>30</b>

### **11– :Course Evaluation**

The grade is distributed out of 100 based on the tasks assigned to the student, such .as daily preparation, daily, oral, monthly and written exams, reports, etc .Distribution as follows: 25 marks for monthly and daily exams for the first semester marks for monthly and daily exams for the second semester. 50 marks for final 25 .exams

### **12– :Learning and teaching resources**

<b>The book of Sports Medicine by Dr. Abdul –1 Rahman Qabaa</b> –2 –3	<b>Required textbooks</b> <b>:(methodology if available)</b>
	<b>:Main references</b>

<p><b>.The book "Physiotherapy Methods" by Dr Samia Khalil</b></p> <p><b>Journal of the College of Physical Education, University of Basra</b></p>	<p>Recommended supporting books and references</p> <p>:(scientific journals, reports)</p>
<p><b>Website for sports injuries and physical therapy</b></p>	<p>Electronic references, websites</p>

**Description of the (Football) course curriculum / third stage**  
**For the academic year 2024–2025**

<b>1– :Course name</b>
<b>Football / Third Stage</b>
<b>2– :Course code</b>
<b>3– Study: (semester) (annual)</b>
<b>annual</b>
<b>4– :Date of preparation of this description</b>
<b>2025–2024</b>
<b>5– :Available forms of attendance</b>
<b>Daily attendance on the lecture schedule</b>
<b>6– :Number of study hours (total) / Number of units (total)</b>
<b>hours per year, (2) units per week (60)</b>
<b>7– :Name of the course administrator (if more than one name is mentioned)</b>
<b>: Email M.M. Huthaifa Najm Khazalhothifa.najem@uobasrah.edu.iq</b>
<b>8– :Course objectives</b>
<p><b>Explaining the basic concepts in outdoor football training and their practical –1 application: such as the training unit and the methods and techniques of .outdoor football training</b></p> <p><b>,Explaining and applying the concepts of defense and attack in soccer –2 .goalkeeper training, and playing plans and formations used in open soccer</b></p> <p><b>Knowing the nutrition of football athletes, especially before, during and after –3 training or matches, common football injuries and how to prevent them, as well .as how to perform first aid in the event of an injury</b></p> <p><b>Knowledge and training on fixed situations in football and explanation of the –4 laws of indoor football</b></p>

## 9- :Course outcomes, teaching, learning and assessment methods

A1- Enabling students to acquire basic knowledge of the concepts and methods of sports training specific to football .

A2- Enabling students to identify the requirements of the integrated work of a coach in the field of football in terms of physical, skill, and planning.

Enabling students to understand the physical and –A3 physiological adaptations achieved by sports training in football players.

A4- Enabling students to understand the scientific foundations for applying practical training in football in an actual manner on the field.

A5- Enabling students to know common football injuries and how to prevent them, as well as knowing first aid for .injuries

A6- Enabling students to know the appropriate nutrition systems for football players, especially before, during and .after training or matches

A- Cognitive objectives

B1- Enabling students to master writing a football training . unit and applying it practically

B2- Enabling students to apply different football training methods and techniques and knowing how and when to use them during the training season (such as interval

B-Skill objectives of the course

<p>training , repetitive training , continuous training, circuit training, etc. ) and knowing their impact and results in developing football skills.</p> <p>B3– Developing students’ ability to link physical abilities (speed, strength, endurance, flexibility) with the requirements of skill performance in football.</p> <p>B4– Providing students with the skill of group interaction and communication through the application of exercises and tactical plans on the field.</p> <p>B5– Enabling the student to write a nutritional program for .a football player</p> <p>B6– Enabling the player to provide first aid to an injury he .or a fellow player is exposed to</p>	
<p>A1– Developing students confidence in applying ’ theoretical knowledge of football through practical practice on the field.</p> <p>A2– Enhancing sports values among students through classroom discussions about playing situations and correct behaviors in football.</p> <p>Part 3– Developing students' teaching capabilities And their positive attitudes towards active participation and .expressing opinions during activities</p> <p>Group football lessons.</p> <p>A4– Instilling a sense of responsibility and belonging through participation in matches and competitions, while observing the laws and sportsmanship.</p>	<p>C– Emotional and value goals</p>

<p>Theoretical explanation of the subject using various –1 means of explanation and clarification (whiteboard – data show – photo or video presentation) and opening the door .for discussion with the students</p> <p>Practical training of the theoretical material that was –2 .explained</p>	Teaching and learning methods
<p>D1– Enabling students to apply the theoretical knowledge they have acquired in football training on the field.</p> <p>D2 – Training students to transform theoretical concepts into practical practices such as designingand implementing training units in football.</p> <p>D3– Developing students ability to employ their ’ knowledge of physical education to develop the skill and tactical performance of football players in Advanced stages.</p> <p>D4– Providing students with training skills that help them prevent and provide first aid for injuries , as well as .knowledge of special nutritional culture</p>	D–Skills

### 10– Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
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<b>,Weekly monthly and daily exams ,oral) written and ( practical Also ,homework homework reports and end of .year exam</b>	<b>Theoretical explanation using various means of explanation And clarification And the actual practical application on the field</b>	<b>Open football law</b>	Review of the open football law	<b>2</b>	1
		<b>soccer</b>	Football training unit	<b>2</b>	2
		<b>soccer</b>	Types of training units	<b>2</b>	3
		<b>soccer</b>	How to write and create a training unit	<b>2</b>	4
		<b>soccer</b>	Football training methods Continuous load training method	<b>2</b>	5
		<b>Football training methods</b>	Interval training method Low intensity –1	<b>2</b>	6
		<b>Football training methods</b>	Interval training method High intensity –2	<b>2</b>	7
		<b>Football training methods</b>	Repetitive training method	<b>2</b>	8
		<b>Football training methods</b>	Circuit training method	<b>2</b>	9
		<b>football goalkeeper</b>	Goalkeeper physical training	<b>2</b>	10
		<b>football goalkeeper</b>	Goalkeeper skill and tactical training	<b>2</b>	11

		Nutrition	Nutrition for football players	2	12
		Nutrition	Nutritional supplement for football players	2	13
			practical exam	2	14
			theoretical exam	2	15
		Injuries	Common injuries to soccer players	2	16
		Football defense	Football defense drills	2	17
		Football defense	Football defense plans Training on those plans	2	18
		football attack	Football attack drills	2	19
		football attack	Football attack plans Football attack drills	2	20
		Football playing formations	Explanation and exercises	2	21
		football game plans	Explanation and exercises	2	22
		Fixed cases in football	Explanation and exercises on	2	23

			Direct free kick multiple sides and distances indirect free kick		
		<b>Fixed cases in football</b>	Fixed cases in football Explanation and exercises on Corner kick touchline kick goal throw Kick-off	<b>2</b>	24
		<b>Futsal Laws</b>	The first five subjects	<b>2</b>	25
		<b>Futsal Laws</b>	The second five materials	<b>2</b>	26
		<b>Futsal Laws</b>	Latest articles	<b>2</b>	27
		<b>Futsal Laws</b>	Student referees for futsal matches	<b>2</b>	28
			practical exam	<b>2</b>	29
			theoretical exam	<b>2</b>	30

### 11- :Course Evaluation

Distribution as follows: 25 marks for monthly and daily exams (practical and theoretical) for the first semester. 25 marks for monthly and daily exams (theoretical and practical) for the second semester. 50 marks for final exams (final theoretical 20 marks) (final practical 30 marks)

### 12- :Learning and teaching resources

<p>The Football Book by Zuhair Al-Khashab and –1 supporting books</p>	<p>Required textbooks :(methodology if available)</p>
<p>Football Education and Training by Adel Turki –1 and Salam Jabbar The comprehensive football training guide by –2 Amin Hilal</p>	<p>:Main references</p>
<p>Weekly reports and homework related to the subject</p>	<p>Recommended supporting books and references :(scientific journals, reports)</p>
<p>Internet resources and exercises offered on the Internet University of Basra website, faculty portal</p>	<p>Electronic references, websites</p>

# Description of the Artistic Gymnastics course for women/third stage

**2024–2025**

<b>Course name .1</b>
<b>Women's Artistic Gymnastics Stage 3</b>
<b>Course code .2</b>
<b>Semester/Year .3</b>
<b>annual</b>
<b>Date of preparation of this description .4</b>
<b>2025-2024</b>
<b>Available forms of attendance .5</b>
<b>Daily attendance on the lecture schedule</b>
<b>Number of study hours (total) / Number of units (total) .6</b>
<b>hours per year 60</b>
<b>2 Two units per week</b>
<b>Name of the course supervisor (if more than one name is mentioned) .7</b>
<b>1. Zainab Sabah Ibrahim Raafat <a href="mailto:zainab.sabah@uobasrah.edu.iq">zainab.sabah@uobasrah.edu.iq</a></b>
<b>Course objectives .8</b>
<p>–1 Introducing female students to the basics and principles of artistic gymnastics and its equipment for women.</p> <p>–2 Providing students with basic motor skills on equipment (floor, balance beam, vault, parallel (bars of different heights.</p> <p>,Developing the elements of physical fitness associated with gymnastics, such as strength –3 flexibility, balance, agility, and coordination.</p> <p>Teaching safety and security rules and preventing injuries during performance and training –4.</p> <p>Enhancing self–confidence, the ability to innovate and be bold in performance –5.</p> <p>.Instilling the values of cooperation, discipline, and sportsmanship among female students –6</p>
<b>Course outcomes, teaching, learning and assessment methods .9</b>

<p>A1- Learn about the history and development of women's artistic gymnastics .</p> <p>-A2 Familiarity with international rules for artistic gymnastics (women's apparatus: vault, uneven bars, balance beam, floor).</p> <p>A3- Understanding the mechanical and physical principles associated with performing movements.</p> <p>-A4 Knowing the methods of arbitration and evaluation elements in women's artistic gymnastics.</p>	<p><b>A – Cognitive objectives</b></p>
<p><b>B1–A Mastering the basic skills on women's artistic gymnastics equipment.</b></p> <p><b>B2– Developing the ability to balance, agility, strength, flexibility, and neuromuscular coordination.</b></p> <p><b>–B3 Gaining the ability to perform motor exercises smoothly and beautifully.</b></p> <p><b>B4–T Learn to link movements and form short kinetic chains on different devices.</b></p>	<p><b>B– Course–specific skills</b></p>
<p><b>A1– Enhancing self–confidence and the ability to face motor challenges.</b></p> <p><b>A2– Instilling the values of discipline, patience, and accuracy in performance.</b></p> <p><b>A3– Developing aesthetic taste and the ability to express oneself kinetically.</b></p> <p><b>Enhancing teamwork through joint training and mutual –A4 encouragement</b></p>	<p><b>C – Emotional and value–based goals</b></p>
<p><b>1.Through giving scientific lectures –</b></p> <p><b>2. Through the use of illustrations and video presentation –</b></p> <p><b>3 Through the use of modern display methods –(Data Show models ,(</b></p> <p><b>. and written presentation</b></p>	<p><b>Teaching and learning methods</b></p>

<p><b>,D 1_Qan Skills Basic on the earth like Rolls, standing on hands, wheels</b></p> <p><b>. somersaults Front And the background</b></p> <p><b>D2–Learn skills device jumping Calgary And ascension Correct, Aviation</b></p> <p><b>Straight jumping The piled–up And the intersecting And landing healthy</b></p> <p><b>D3–Acquisition skills Model balance Like walking on The model, situations</b></p> <p><b>. Standing, jumps And rotations, And landing</b></p> <p><b>D4–Practice skills parallel various Heights like attachment, swing, Moving</b></p> <p><b>between The models, And landing Safe</b></p> <p><b>,D5–Development Skills Physical Support : strength, Flexibility, balance</b></p> <p><b>Agility, and compatibility nervous Muscular</b></p>	<b>Dr. Skills</b>
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#### Course structure .10

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of unit or topic</b>	<b>Required learning outcomes</b>	<b>watches</b>	<b>week</b>
give some Questions from before school The material And discuss it with female students	an offer Lecture on a screen the offer with clarification from before school The material	<b>International Women's Law</b>	Women's Artistic .Gymnastics Code	2	<b>1</b>
to explain Skills And display it on female students	Providing on feedback previous year's skills to remind students of .them	<b>Movements Basic</b>	review For skills Kinetics on device rug Movements floor that I took The year the previous	2	<b>2</b>
A student performs ,all skills with the subject teacher	Using the display screen to display the balance skill in its various types, then	<b>Basic floor mat movements</b>	education female students on skill Libra In all its forms	2	<b>3</b>

following up and correcting .mistakes Students apply the linking skills and then link the scales with the linking .movements	applying it by a live model and then by the students Teaching students a set of linking movements such as turns ,and yabbats which fall within theC group.				
			Teaching students linking skills	2	4
Conduct a daily test of previous skills with current .skills	Providing feedback on previous skills, then explaining the rolls and their application by ,the students and correcting mistakes by the subject .teacher	<b>International Gymnastics Law</b>	Teaching floor rolls (front, back, side)	2	5
application female students For skills with revision Mistakes from before the school	an offer Skills on a screen the offer with clarification from before school The material		Giving diving, front and back roll skills an opening	2	6
Students apply the skills with correction of mistakes by the teacher	Demonstrate skills on screen with explanation by the subject .teacher		to learn My skill standing on hands And the wheel humanity	2	7
			Students complete the required assignment	2	8



<p>and assignment t for the next By .lecture performan ce all Movement s previous with movement s Linking Explain school The material level performan ce all student and mistakes The perpetrator per student give duty My home Includes The material Theory Subtractio n Questions from before school The material And discuss it from before with female</p>	<p>Each student must complete the required ,assignment with the subject teacher following up and correcting .mistakes to explain law Gymnastics The purpose from His studies rights, players and their duties and devices</p>		<p>Learn about the Gymnastics Law Article (1.2.3)</p>	<p>2</p>	<p>9</p>
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students To evaluate level to understand female students give duty My home					
Conducting a daily exam for students to determine the extent of their understandi ng of the .lecture	Give 1 feedback and then explain the new material and relate it to the previous .lecture	<b>Ground movements carpet</b>	Explanation of Article (3.4.5) of the Gymnastics Law	2	<b>10</b>
'Students performanc e of the series after it was presented by the school and errors corrected	The subject teacher performs the movement sequence accompanying the music in front of the students, with a simple .explanation		Forming a chain on a floor mat	2	<b>11</b>
evaluation level female students from during Exam	Conducting a theoretical exam for the first semester	<b>the law International For gymnastics</b>	Exam on the subject ,4 ,3 ,2 ,1) (5	2	<b>12</b>
evaluation level female students from during Their	Conducting a semester exam for female students on the kinetic series with music	<b>Ground movements carpet</b>	Practical exam on the kinetic chain	2	<b>13</b>

performan ce And giving degree Evaluation					
evaluation level female students from during Their performan ce And giving degree Evaluation	Display the movements on the screen and then apply them by the subject .teacher	<b>Balance beam device</b>	Step up onto the balance beam and take the starting .position	2	<b>14</b>
application female students For skill Ascent on The model And correction Mistakes female students on , repetition	Giving feedback on previous skills and then explaining new skills with practical application		Walking on the beam and balancing while walking	2	<b>15</b>
application Skills from before female students And then application Skills previous And the new one together To evaluate	Conduct quick feedback on previous skills and then explain the skill with .application practical And steps sitting then performance Skill		Front roll on the bar	2	<b>16</b>

give duty My home theoretical	scarcity road Extract degree Final For the player from during CommitteeE ,	<b>International Gymnastics Law</b>	road Extract degree Final For the player	2	17
give duty My home group from Questions For female students To know bezel Absorption female students	give feeding Back To the committeeE And after that to explain CommitteeD And the method Extract Requirement s and difficulties		Completion of the explanation of the issues and CommitteeD	2	18
Giving students the opportunity to ask questions and inquiries and have them answered by the subject teacher	give feeding Back And after that supplement to explain CommitteeD table Linking And the method Extract Values Linking		supplement to explain Issues CommitteeD	2	19
Application of skills by students with follow- up by the subject teacher for performanc e and correction of errors	Demonstrate the skill on a screen and then have it demonstrated by a live model with detailed demonstration of the	<b>device Model balance</b>	jumping on The spot with Switch The two men with re movement previous , jump Step	2	20

	performance .method				
application female students For skills on The device To know bezel to learn female students For skills	Showing the skill on a screen with a detailed explanation by the subject teacher about the steps for performing the skill, and then showing it to a live model with a detailed explanation of the method of .performance		Learn standing balance - sitting balance on the bar and landing the jump with a half twist	2	<b>21</b>
Students apply the skills on the device to see how well the students have learned the .skills	The teacher links all the previous movements to form a movement chain with the music on the .balance beam		Create a kinetic chain on the crossbar	2	<b>22</b>
education female students on The series Kinetics And correction Mistakes and evaluation level learning	Continuing to train students on the kinetic chain to give students the opportunity to master skills and reduce .fear of the bar		Training students on the kinetic chain	2	<b>23</b>

Distributing an evaluation form to the students to determine the difficulty level of the skills by answering the form ,average) ,difficult very (difficult	Give a quick review of the previous theoretical material (feedback) and then explain the equipment ,specifications ,generalities technical performance and time taken to perform on .each device	<b>International Gymnastics Law</b>	I took a theoretical course on the platform vault and .the parallel bars	2	<b>24</b>
Giving students the opportunity to ask questions and have other students answer them to determine the extent to which they have comprehend ed and understood .the lecture	Explaining the hardware ,specifications ,generalities technical ,performance and time taken to perform on .each device		supplement rest Devices ( model balance And a rug Movements floor	2	<b>25</b>
Asking and discussing questions by the subject teacher and ,students giving homework to prepare a	Conduct a quick review of the theoretical material, how to extract the final grade for the player, and general		review The material Theory	2	<b>26</b>

report on the previous two lectures	equipment details				
By reviewing the ,students the 'students level is evaluated and they are prepared for the theoretical .exam	Conducting the theoretical exam for the second semester		semester theoretical exam	2	27
Evaluating students through their performanc e of the movement series on the balance beam	Conducting the second semester practical exam on the balance beam		Quarterly practical exam	2	28
Evaluating students through their performanc e of movement sequences and the accuracy of the student's performanc e of skills correctly with rhythm	Conducting the final exam in the compulsory and optional series with music	<b>Floor Mat Device</b>	Final practical exam	2	29

Evaluation Final For female students	procedure Exam Final in Halls Academic	<b>International Gymnastics Law</b>	Exam theoretical Final	2	<b>30</b>
<b>Course Evaluation .11</b>					
<b>: Distribution as follows</b> <b>25 . Monthly and daily exam score for the first semester</b> <b>25 . Monthly and daily exam score for the second semester</b> <b>50 Final Exam Grade</b>					
<b>Learning and teaching resources .12</b>					
<b>International Women's Artistic Gymnastics Regulations 2024</b>			<b>Required textbooks (methodology if available)</b>		
<b>Union International For gymnastics )</b>			<b>Main References (Sources)</b>		
1– <b>Reports Daily</b> 2– <b>Reviews Research in Gymnastics Technical</b>			<b>Recommended mainstream books and references (scientific journals, reports, etc.)</b>		
<a href="https://en.wikipedia.org/wiki/International_Gymnastics?utm_source=chatgpt.com">https://en.wikipedia.org/wiki/International_Gymnastics?utm_source=chatgpt.com</a> 1– <b>Sites Locations magazines</b> 2– <b>. Scientific Specialized</b> 3– <b>Sites Internet Private In women's . artistic gymnastics</b> 4– <b>location university Basra gate Teachers</b>			<b>Electronic references, website</b>		



**Description of the (Motor Learning) course curriculum / (Third) stage**  
**For the academic year 2024–2025**

<b>1– :Course name</b>
<b>motor learning</b>
<b>2– :Course code</b>
<b>3– Study: (semester) (annual)</b>
<b>annual</b>
<b>4– :Date and preparation of this description</b>
<b>2025–2024</b>
<b>5– :Available forms of attendance</b>
<b>Daily attendance on the lecture schedule</b>
<b>6– :Number of study hours (total) / Number of units (total)</b>
<b>hours per year, (2) units per week (60)</b>
<b>7– Name of the course administrator (if more than one name is : (mentioned</b>
<b>responsible Rapporteur : Prof. D. expected glorious on      Email</b> <b>montather74@yahoo.com</b> <b>Mr. Dr on Farhan Hussein</b> <b>Prof. Dr. Naji Mutasher Ezzat</b>
<b>8– :Course objectives</b>
<b>He cares The decision By getting to know on foundations _1</b> <b>Nervousness To learn Skills Kinetics Different</b> <b>–2      Recognition on Most important Operations mentality And study</b> <b>. factors Influential in acquisition Skill And develop it</b> <b>–3      Focus The decision In a way private By analysis a job Mechanisms</b> <b>. learning and methods to treat Information</b>
<b>9– :Course outcomes, teaching, learning and assessment methods</b>

<p>A1- Enabling students to gain knowledge in the science of .motor learning</p> <p>A2- Enabling students to acquire the knowledge for integrated work as a sports coach</p> <p>A3- Enabling students to gain knowledge and understand the . adaptations that occur when learning sports movements</p> <p>A4- Enabling students to understand the practical application of –motor learning in an actual manner. 4A</p>	A– Cognitive objectives
<p>B1 - Students acquire knowledge of the concepts of motor . science</p> <p>B2 - Students acquire knowledge of what learning theories are .and how to apply them</p> <p>B3- Students acquire the ability to know the movement .characteristics</p> <p>B4- Providing students with the ability to interact and . exchange information with other sciences</p>	B–Skill objectives of the course
<p>A1- The theoretical subjects simulate students’ sense of familiarity with cognitive aspects and how to apply them .practically</p> <p>A2- Raising the cognitive values of academic subjects through discussions</p> <p>A3- Raising students’ efficiency and teaching capabilities in . physical education lessons during the exchange of views</p> <p>A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards .others</p>	C– Emotional and value goals
<p>.By giving scientific lectures -1</p> <p>.By using illustrations and human presentation -2</p> <p>) By using modern display methods -3Data Show models and ,( .written presentation</p>	Teaching and learning methods
<p>D1- Applying the knowledge students have acquired in motor . learning theories</p> <p>D2- Applying the knowledge students have acquired in practical .application to teach skills</p> <p>D3- Benefit from the knowledge students have acquired in advanced stages of physical education sciences and their .relationship to motor learning</p> <p>D4- Providing students with knowledge of motor science to .benefit from it in daily life</p>	D–Skills

## 10– Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
,Weekly ,monthly ,daily	Theoretical lecture	Meaning of learn - and motor learn learning factors	The concept learning and mo learning	2	1

written and end-of- year exams	=	The concept of			
	=	motor	motor coordinatio	2	2
	=	coordination			
	=	Stages theory	Motor learn	2	3
	=	motor learning)	theories		
	=	(pathways			
	=	Cognitive			
	=	– theory	Motor learn		
	=	kinetic value	theories	2	4
	=	theory			
	=	Types of			
	=	Learning			
	=	– Curves	motor learning		
	=	Statistical	curve	2	5
	=	Forms of			
	=	Learning			
	=	Curves			
	=	Stages of	motor		
	=	dealing with	coordination	2	6
	=	information	systems		
	=	Simple motor			
	=	coordination			
	=	system – a			
	=	coordination			
	=	system that			
	=	takes into	motor		
	=	account the	coordination	2	7
	=	comparison	systems		
	=	...between duty			
	=	Information			
	=	Analysis System			
	=	Motor Action –			
	=	System			
	=				
	=				

		<b>Types of feedback – its benefits – its conditions</b>	<b>Feedback</b>	<b>2</b>	<b>8</b>
		– Motor action – attention concentration reaction –	<b>mental processes</b>	<b>2</b>	<b>9</b>
		latent verb (perception) Latent verb (intelligence) latent verb (perception)	<b>mental processes</b>	<b>2</b>	<b>10</b>
		Kinetic imagination Latent verb – thinking) (remembering	<b>mental processes</b>	<b>2</b>	<b>11</b>
		Senses (sight– (hearing–touch Nervous system	<b>Motor actions and senses</b>	<b>2</b>	<b>12</b>
		<b>Central and peripheral nervous system</b>	<b>Stages of dealing with information</b>	<b>2</b>	<b>13</b>
		<b>Review of all materials</b>	<b>review</b>	<b>2</b>	<b>14</b>
		<b>midterm exam</b>	<b>exam</b>	<b>2</b>	<b>15</b>

		<b>Motor construction and external form</b>	<b>Motor manifestations</b>	<b>2</b>	<b>16</b>
		<b>Internal kinetic (mechanical) construction</b>	<b>Motor manifestations</b>	<b>2</b>	<b>17</b>
		<b>Range of – motion – motion path motion time</b>	<b>Motor manifestations</b>	<b>2</b>	<b>18</b>
		<b>Dynamic – movement transition node –</b>	<b>Motor manifestations</b>	<b>2</b>	<b>19</b>
		<b>Transfer between trunk and limbs</b>	<b>Motor transport</b>	<b>2</b>	<b>20</b>
		<b>Steering Head – Duty Examples of Motor Transfer</b>	<b>Motor transport</b>	<b>2</b>	<b>21</b>
		<b>Domain, time and place</b>	<b>Streamlining</b>	<b>2</b>	<b>22</b>
		<b>Fluidity calibration</b>	<b>Streamlining</b>	<b>2</b>	<b>23</b>
		<b>transfer with the group – the movement rhythm audibly during the performance</b>	<b>Movement rhythm</b>	<b>2</b>	<b>24</b>

		<b>Motor anticipation– evasion cases are part of .anticipation</b>	<b>motor anticipation</b>	<b>2</b>	<b>25</b>
		<b>Meaning of compatibility</b>	<b>harmonic ability</b>	<b>2</b>	<b>26</b>
		<b>,Strength, speed and endurance</b>	<b>Physical characteristics</b>	<b>2</b>	<b>27</b>
		<b>,Balance flexibility, and agility</b>	<b>Motor characteristics</b>	<b>2</b>	<b>28</b>
		<b>General review</b>	<b>review</b>	<b>2</b>	<b>29</b>
		<b>Second semester exam</b>	<b>exam</b>		<b>30</b>

### **11– :Course Evaluation**

. distribution As follows : 25 degrees Exams monthly and daily For separation First points Exams monthly and daily For separation Second . 50 degrees For exams 25 Final

### **12– :Learning and teaching resources**

:Books: Fundamentals of Motor Learning (Authored by (Wagih Mahjoub, Ahmed Badri Supporting Book: Motor Learning: Concepts and Applications (Authored by: Muhammad Anisi, Ali (Muhammad	Required textbooks :(methodology if available)
:Principles of Motor Learning (Authored by (Wagih Mahjoub, Ahmed Badry	:Main references
	Recommended supporting books and

	references (scientific :(journals, reports
	,Electronic references websites

**Description of the course (Racket) / Third Stage**  
**For the academic year 2024–2025**

<b>:Course name .1</b>
<b>Racket games</b>
<b>:Course code .2</b>
<b>without</b>
<b>Study: (semester) (annual) .3</b>
<b>annual</b>
<b>:Date and preparation of this description .4</b>
<b>2025–2024</b>
<b>:Available forms of attendance .5</b>
<b>Daily attendance on the lecture schedule</b>
<b>:Number of study hours (total) / Number of units (total) .6</b>
<b>hours per year, (2) units per week (60)</b>
<b>:Name of the course administrator (if more than one name is mentioned) .7</b>
<b>Course Supervisor: Prof. Muntadhar Majeed Ali, Email:</b> <b>montather74@yahoo.com</b> <b>Prof. Dr. Makki Jabbar Awda</b> <b>Asst. Prof. Dr. Hazam Abdul Amir Amin</b>
<b>:Course objectives .8</b>
1– The course focuses on identifying motor skills in tennis. 2– Learn, acquire and develop basic skills. 3– The course focuses specifically on learning the basics of the game and .the rules of the game
<b>:Course outcomes, teaching, learning and assessment methods .9</b>



<p>A1– Enabling students to gain knowledge in racket .games</p> <p>A2– Enabling students to acquire the knowledge for integrated work as a sports coach</p> <p>A3– Enabling students to gain knowledge and understand the adaptations that occur when learning sports movements.</p> <p>A4– Enabling students to understand the practical .application of basic skills in an actual manner</p>	A– Cognitive objectives
<p>B1– Students acquire knowledge of the concepts of racket games.</p> <p>B2 – Students acquire knowledge of the methods of teaching skills and how to apply them.</p> <p>B3– Students acquire the ability to know physical and motor characteristics.</p> <p>B4– Providing students with the opportunity to interact .and exchange information with other sciences</p>	B–Skill objectives of the course
<p>A1– The theoretical subjects simulate students’ sense of familiarity with cognitive aspects and how to apply them .practically</p> <p>A2– Raising the cognitive values of academic subjects through discussions</p> <p>A3– Raising students’ efficiency and teaching capabilities in physical education lessons during the exchange of .views</p> <p>A4– Raising the emotional aspects of students by holding sports competitions and feeling responsible towards</p>	C– Emotional and value goals

.others	
1– By giving scientific lectures. 2– Through the use of illustrations and human presentation. 3– By using modern display methods(Data Show), models and written presentation. 4– Practical application of exercises and volume .calculation	Teaching and learning methods
D1– Applying the skills students have acquired in racket games and law. D2– Applying the knowledge acquired by students in practical application to teach skills. D3– Benefit from the knowledge students have acquired in advanced stages of physical education sciences and .their relationship to racket games D4– Providing students with knowledge of tennis and .badminton to benefit from them in their professional lives	D–Skills

### Course structure .10

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
,Weekly ,monthly ,daily written and end-of- .year exams	Practical lecture	Introduction to racket games and a .brief history	Game introduction	2	1
		Readiness and its types – some provisions of the law	Basic principles of tennis	2	2

		Readiness and its types – some provisions of the law	Basic principles of tennis	2	3
		Readiness and its types – some provisions of the law	Basic principles of tennis	2	4
		Learn the terms and .laws	The most important game terms	2	5
			Basic skills	2	6
		Sending and) receiving, their types – and common mistakes (in each	Basic skills	2	7
		Sending and) receiving, their types – and common mistakes (in each	New skills	2	8
		Forehand and) backhand, their types and common (mistakes in both	Strike methods	2	9
		The smash and its) types – the lob strike – the half–	Practices and application	2	10

		volley strike) and their types and common mistakes			
		Repeat the same skills to master .them	Practices and application	2	11
		Some of the provisions of the law	Explanation of the law	2	12
		Some of the provisions of the law	Explanation of the law	2	13
		practical exam	practical exam	2	14
		theoretical exam	theoretical exam	2	15
		Introduction to the game – A brief history of badminton Court – measurements	badminton game	2	16
			Basic principles	2	17
		Grip – Racket Grip Footwork – Ready – Stance	Basic principles	2	18
		Article 2 of the Law Recognized) Equipment) Article 3 of the Law (Lottery)	Explanation of the law	2	19

		Article 2 of the Law Recognized) Equipment) Article 3 of the Law (Lottery)	Explanation of the law	2	20
		Skills played from below the pelvic girdle, serving in its various types – the forehand and backhand arc lift stroke	Basic skills	2	21
		Skills played from below the pelvic girdle, serving in its various types – the forehand and backhand arc lift stroke	Basic skills	2	22
		Repeat the same skills to master .them	re	2	23
		<b>Articles 5 and 6 of the Transmission Law</b>	Explanation of the law	2	24
		Skills played over the head (dismissal forehand and)	New skills	2	25

		backhand), dropkick forehand and) backhand), smash forehand and) .(backhand			
		Repeat the same skills to master .them	re	2	26
		All remaining legal .materials	Legal materials	2	27
		Skills played with the arm sideways forehand and) backhand), directed drive strokes – (straight strokes) playing the net forehand and) .(backhand strokes	New skills	2	28
		Explaining the law in a theoretical way (showing matches)	Rulers and decisions	2	29

		Theoretical and practical exam	Exam	2	30
<b>Distribution as follows: 25 marks for monthly and daily :Course Evaluation .11 exams for the first semester. 25 marks for monthly and daily exams for the .second semester. 50 marks for final exams</b>					
<b>:Learning and teaching resources .12</b>					
<b>Books: Racket Games by Tarek Hamdi Amin</b>			Required textbooks :(methodology if available)		
<b>Books: Racket Games by Tarek Hamdi Amin</b>			:Main references		
			Recommended supporting books and references :(scientific journals, reports)		
			Electronic references, websites		

**/ Description of the course curriculum for the subject (Sports Physiology)**  
**third stage**

**For the academic year 2024–2025**

<b>:Course name .1</b>	
Sports physiology	
<b>:Course code .2</b>	
without	
<b>Study: (semester) (annual) .3</b>	
annual	
<b>:Dating and preparation of this description .4</b>	
2025–2024	
<b>:Available forms of attendance .5</b>	
Daily attendance on the lecture schedule	
<b>:Number of study hours (total) / Number of units (total) .6</b>	
hours per year, (4) units per week (60)	
<b>:Name of the course administrator (if more than one name is mentioned) .7</b>	
Course Supervisor: Prof. Dr. Ammar Jassim Muslimammar.msilm@uobasrah.edu.iq Prof. Dr. Falah Mahdi Abooddr.falah.abood@uobasrah.edu.iq Prof. Dr. Yassin Habib Azzalyassein.azzal@uobasrah.edu.iq Prof. Dr. Majid Sabbar MohammedSabbardrmajid,@gmail.com	
<b>:Course objectives .8</b>	
4– .Students learn the basics of physiology 5– Students learn about the effects and changes that occur in the body's systems as .a result of physical activity	
<b>:Course outcomes, teaching, learning and assessment methods .9</b>	
A1– Enabling students to know the parts of the athletic body	A– Cognitive objectives



A2– Using educational tools to explain and understand the curriculum vocabulary	
A3– Developing students’ abilities in how to discuss topics	
B1 – Students acquire knowledge of the concepts and .vocabulary of the subject matter	B–Skill objectives of the course
B2 – Students acquire the ability to know the functions of the .different systems in the athletic body	
B3– Providing students with the opportunity to interact and .exchange information in the subject of physiology	
A1– Raising the cognitive level of the subject matter by .presenting and discussing different opinions	C– Emotional and value goals
A2– Raising students’ efficiency and teaching capabilities in .physical education lessons during the exchange of opinions	
A3– Improving students’ emotional aspects and sense of .responsibility towards others	
1– By giving scientific lectures. 2– Use explanatory videos. 3– ) Use of modern display methodsData Show .(	Teaching and learning methods
D1– Applying the knowledge students have acquired on .devices such as measuring blood pressure	D–Skills
D2– Benefiting from the knowledge students have acquired .in the subject of physiology with society	

### Course structure .10

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
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discussion	Lectures	Physiology	The cell and its components	2	1
			Mechanism of cell action	2	2
			circulatory system heart muscle /	2	3
			blood vessels	2	4
			The nervous system of the heart muscle	2	5
			Sports heart	2	6
			electrocardiogram	2	7
			The effect of training on the heart muscle	2	8
			Circulation/Arteries	2	9
			/ Blood circulation veins	2	10

			blood flow velocity	2	11
			The effect of gravity on blood flow	2	12
			Pulse and the effect of sports training	2	13
			Blood pressure and the effect of exercise training	2	14
			exam	2	15
			Blood and its functions	2	16
			Blood compositions	2	17
			Respiratory system/lungs	2	18
			Breathing mechanics	2	19

			pulmonary circulation	2	20
			Composition of respiratory air and vital capacity	2	21
			Neural regulation of breathing	2	22
			Physical activity and breathing	2	23
			The effect of atmospheric pressure on breathing	2	24
			/ Muscular system  striated and smooth muscles	2	25
			neuromuscular connection	2	26

			muscle fatigue/muscle rest	2	27
			Sports activity and muscles	2	28
			Fluids / Water Functions / Body Temperature	2	29
			exam	2	30

**marks for monthly and daily 25 :Distribution as follows :Course Evaluation .11**

**.exams for the first semester**

marks for monthly and daily exams for the second semester 25

marks for final exams 50.

:Learning and teaching resources-12

The Book of Physiology – Tariq Abdul Malik Al-Amin  
and Qais Ibrahim Al-Duri

Required textbooks  
:(methodology if available)

The Reference Book in Medical Physiology – Guyton  
and Hall (Translated by Sadiq Al-Hilali)

:Main references

The Heart of the Athlete – Dr. Ammar Jassim Muslim

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

Websites that talk about physical activity and its effect  
on the body's systems

Electronic references, websites

**Description of the Wrestling course curriculum / third stage**  
**For the academic year 2024–2025**

<b>:Course name .1</b>	
wrestling	
<b>:Course code .2</b>	
without	
<b>Study: (semester) (annual) .3</b>	
annual	
<b>:Dating and preparation of this description .4</b>	
2025–2024	
<b>:Available forms of attendance .5</b>	
Daily attendance on the lecture schedule	
<b>:Number of study hours (total) / Number of units (total) .6</b>	
hours per year, (2) units per week (60)	
<b>:Name of the course administrator (if more than one name is mentioned) .7</b>	
:Asst. Dr. Riyadh Abdul Ali Al-Saeed Email :Course Supervisor <a href="mailto:Riyadh.alsaeed@uobasrah.edu.iq">Riyadh.alsaeed@uobasrah.edu.iq</a> A.M. Ali Kadhum Abdul Qader <a href="mailto:ali.kadhum@uobasrah.edu.iq">ali.kadhum@uobasrah.edu.iq</a>	
<b>:Course objectives .8</b>	
1. Teaching students the basics of wrestling grips and skills 2. Breaking down the technical stages and applying them 3. How to handle errors when applying it	
<b>:Course outcomes, teaching, learning and assessment methods .9</b>	
.A1– Enabling students to gain knowledge in wrestling A2– Enabling students to acquire the knowledge for integrated work as a sports coach	A– Cognitive objectives

<p>A3– Enabling students to gain knowledge and understand the adaptations that occur in applying the technical performance .of grips and skills</p> <p>A4– Enabling students to understand the practical application .of performing skills and grips in an actual manner</p>	
<p>.B1– Students acquire knowledge of wrestling concepts</p> <p>B2 – Students acquire knowledge of the methods of learning .skills and techniques and how to apply them</p> <p>B3– Students acquire the ability to know the physical qualities and abilities through various skill performance methods in .wrestling</p> <p>B4– Providing students with the opportunity to interact and .exchange information in wrestling</p>	B–Skill objectives of the course
<p>A1– The theoretical materials simulate the students’ feeling of familiarity with the cognitive aspects of wrestling and how to .apply them practically</p> <p>A2– Raising the cognitive values of academic subjects through .discussions with students and instructors</p> <p>A3– Raising students’ efficiency and teaching capabilities in physical education lessons while exchanging opinions about .the game</p> <p>A4– Raising the emotional aspects of students by holding sports competitions (fights) and a sense of responsibility .towards others</p>	C– Emotional and value goals
<p>1. .By giving scientific lectures</p> <p>2. .Through the use of illustrations and human demonstration</p>	Teaching and learning methods



3. ,By using modern display methods (using the screen) .models and written presentation	
4. .Practical application of exercises and volume calculation	
D1– Applying the knowledge students have acquired in .wrestling D2– Applying the knowledge students have acquired in the .practical application of wrestling D3– Benefit from the knowledge students have acquired in .physical education sciences for advanced stages in wrestling D4– Providing students with knowledge of laws, skills and .practices to benefit from them in daily life	D–Skills

#### Course structure .10

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
,Weekly monthly	Lectures/Class	Freestyle and Greco–Roman wrestling	Basic skills explanation	2	1
			Explanation and application of the standing skill	2	2
			Practical skills exam	2	3
			Explanation of the skills of the seven skills	2	4

and daily exams Written and final exam.			Practical application of skills	2	5
			Explanation of the law on skills	2	6
			Practical application of skills	2	7
			Re-skills and their divisions in preparation for linking them to the grips	2	8
			Explanation and application of grips 3 grips	2	9
			Applying throwing grips from standing	2	10
			Re-skills and their divisions in preparation for linking them to the grips	2	11
			Apply throwing grips with a partner	2	12

			Explanation of the laws concerning grips	2	13
			Practical exam with a colleague	2	14
			exam	2	15
			Roller grips explained and applied	2	16
			Practical application of grips and introduction to the rules of the game	2	17
			Explanation of the law (carpet (measurements	2	18
			Its specifications 'and players clothing	2	19
			practical exam	2	20
			Defining the role ,of referees judges, and the Jury Committee	2	21
			Introducing the student to the	2	22

			competition system		
			Knowing the uniform, signals and how to use them	2	23
			Explanation of the law regarding ,player licenses ,movement ,examinations and nationality	2	24
			Practical exam for playing and refereeing	2	25
			Definition of match time and weights	2	26
			How to score points	2	27
			illegal seizures	2	28
			Knowing the uniform, signals and how to use them	2	29
			exam	2	30

**For the first semester , 25 :Distribution as follows :Course Evaluation .11 marks for monthly and daily exams. For the second semester, 25 marks for monthly and daily exams . Final exams, 20 marks . Final practical exams, 30 .marks**

**:Learning and teaching resources .12**

Required textbooks  
:(methodology if available)

:Main references

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

Electronic references, websites

**Description of the courses of the subject (Kinematic Analysis) / Stage  
(Third)**

**For the academic year 2024–2025**

<b>:Course name .1</b>
Kinetic analysis
<b>:Course code .2</b>
without
<b>Study: (semester) (annual) .3</b>
annual
<b>:Dating and preparation of this description .4</b>
2025–2024
<b>:Available forms of attendance .5</b>
Daily attendance on the lecture schedule
<b>:Number of study hours (total) / Number of units (total) .6</b>
hours per year, (4) units per week (60)
<b>:Name of the course administrator (if more than one name is mentioned) .7</b>
:Course Supervisor: Prof. Dr. Nahidah Hamid Mashkoor Email nahidah.hamid@uobasrah.edu.iq :Prof. Dr. Qaswer Abdul Hamid Emailqaswer.abdulwhid@uobasrah.eud.iq :Prof. Mahdi Saleh Emailmahdi.zalan@uobasrah.edu.iq
<b>:Course objectives .8</b>
.Analyze and explain sports movements .1 .Research and develop the laws and conditions of sports movements .2 .Improve sports movements or sports technique .3 Kinematic analysis is used to solve problems related to motor learning and .4 .high athletic achievement

**Motion analysis helps the trainer visualize the movement first and then .5  
.communicate it to the learner second**

**:Course outcomes, teaching, learning and assessment methods .9**

<p>A-1 Enabling students to acquire knowledge in the science of kinetic analysis</p> <p>A-2- Enabling students to obtain information that helps them .analyze movements</p> <p>A-3- Students' knowledge of all types of kinetic analysis .methods</p> <p>A-4 Identify the use and employment of motor analysis in the .training and educational process</p>	A- Cognitive objectives
<p>B-1 Students acquire knowledge of the methods of kinetic .analysis and how to apply them</p> <p>B-2 Students acquire the ability to understand the relationship .between kinetic analysis and other sciences</p> <p>B3- Providing students with the opportunity to interact and .exchange information with the instructor in kinetic analysis</p>	B-Skill objectives of the course
<p>C-1 The theoretical materials simulate students' sense of familiarity with cognitive aspects and how to apply them .practically</p> <p>C-2- Raising the cognitive values of academic subjects through discussions</p> <p>C-3 Raising students' efficiency and teaching capabilities in physical education lessons during the exchange of views</p> <p>C-4 Raising the emotional aspects of students by holding sports competitions and feeling responsible towards</p>	C- Emotional and value goals

1. .By giving scientific lectures 2. Through the help of illustrations and videos 3. Through the use of modern display methods, models and .written presentation 4. Practical application of extracting values through imaging	Teaching and learning methods
D-1– Applying the knowledge students have acquired in .kinetic analysis D-2– Applying the knowledge acquired by students in the .practical application of kinetic analysis D-3– Benefit from the knowledge students have acquired in .the field of kinetic analysis in areas of specialization	D-Skills

### Course structure .10

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Student assessment through assignments And participation Activity –2 during the lesson	Lecture explanation Theoretically using Illustrations Modern display	:Kinetic analysis ,concept, definition ,methods, rules importance, and divisions	Explaining the meaning of kinetic analysis: its ,concept ,definition ,methods, rules importance, and divisions	2	1
	Practical –2 application of some exercises and units		Motion: its ,concept ,definition dimensions, forms in terms of its	2	2



,Daily –3 ,monthly semester and final exams			,path (geometric temporal), single and compound motions		
			Introduction to the subject of anatomy and its relationship to physical education and ,sports science basic movements of the human ,body's joints axes and levels	2	3
		Motion: its ,concept, definition dimensions, forms in terms of its path ,geometric) temporal), single and compound motions	Demonstrating the steps of motion analysis in the sports field using cinematography and videography	2	4
		Practical examples for extracting values of linear	Explaining the meaning of linear biokinematic analysis/how to	2	5

		biokinematic variables	extract variables ,of distance ,height, speed time, and acceleration		
			Providing students with practical examples to extract the values of linear biokinematic .variables	2	6
		Angular biokinematic analysis/absolute angle and relative angle in analysis and how to extract variables of human joint angles, angular ,translation ,angular velocity ,rise and fall angle and flight angle	Explanation of angular biokinematic analysis/absolute angle and relative angle in analysis and how to extract variables of human joint angles, angular ,translation ,angular velocity ,angular velocity rise and fall	2	7

			angle, and flight angle		
		Practical examples for extracting values of angular biokinematic variables	Practical examples for extracting values of angular biokinematic variables	2	8
		Analysis software for sports skills	Analysis software for sports skills	2	9
		Practical application of motion analysis programs and how to analyze movement details for sports skills	Practical application of motion analysis programs and how to analyze movement details for sports skills	2	10
		Center of gravity :of a body ,concept, definition determination (for regular and ,(irregular bodies the stationary human body	Center of gravity :of a body ,concept ,definition determination (for regular and ,(irregular bodies the stationary human body	2	11

		Determining the center of gravity of the body for athletes in sports movements and skills	Determining the center of gravity of the body for athletes in sports movements and skills	2	12
		Practical examples for extracting and determining the center of gravity of the body for athletes	Explanation of practical examples for extracting and determining the center of gravity of the body for athletes	2	13
		Assigning a task to extract the values of linear and angular biokinematic variables or to determine the center of gravity of the body of athletes	Assigning a task to extract the values of linear and angular biokinematic variables or to determine the center of gravity of the body of athletes	2	14
		First semester final exam	First semester final exam	2	15

		Determine the motion path of the center of gravity of the body and its parts	Determine the motion path of the center of gravity of the body and its parts	2	16
		Practical examples to determine the kinetic path of the body's center of gravity for athletes	Practical examples to determine the kinetic path of the body's center of gravity for athletes	2	17
		Determine the time path of the body and its parts	Determine the time path of the body and its parts	2	18
		Practical examples to determine the time path of the body and its parts	Practical examples to determine the time path of the body and its parts	2	19
		Power, its characteristics and measuring devices	Power, its characteristics and measuring devices	2	20
		Power–time curve	Determining the power and times in sports / movements	2	21

			Maximum recorded power and minimum recorded power and times		
		Determining the power and times in sports / movements Maximum recorded power and minimum recorded power and times	Practical examples on how to extract the maximum ,recorded power the minimum ,recorded power .and their times	2	22
		Practical examples on how to extract the maximum ,recorded power the minimum ,recorded power .and their times	Assign a task to determine the kinetic path and time path of the body's center of gravity for athletes, or the maximum recorded force and the minimum recorded force .and their times	2	23

		Assign a task to determine the kinetic path and time path of the body's center of gravity for athletes, or the maximum recorded force and the minimum recorded force .and their times	Determine the force impulse in sports movements	2	24
		Determine the force impulse in sports movements	Determine the kinetic energy of the athlete's body movement while .performing skills	2	25
		Determine the kinetic energy of the athlete's body movement while .performing skills	Practical applications for determining the kinetic energy of an athlete's body movement while performing skills	2	26
		Practical applications for determining the	Determine the potential energy of the athlete's	2	27

		kinetic energy of an athlete's body movement while performing skills	body movement while performing .skills		
		Practical applications for determining the potential energy of an athlete's body movement while performing skills	Practical applications for determining the potential energy of an athlete's body movement while performing skills	2	28
		Practical applications for determining the potential energy of an athlete's body movement while performing skills	Practical applications for determining the potential energy of an athlete's body movement while performing skills	2	29
		Second semester final exam	exam	2	30

#### **:Course Evaluation .11**

**For the first semester, 25 points for monthly and daily :Distribution as follows exams. For the second semester, 25 points for monthly and daily exams. Final .exams, 50 points**

**:Learning and teaching resources–12**



Sports kinematic analysis Written by (Yasser Najah Hussein – Ahmed Thamer Mohsen(2015	Required textbooks :(methodology if available)
Sports kinematic analysis Written by (Yasser Najah Hussein – Ahmed Thamer Mohsen(2015	:Main references
Daily reports .1 Review of research in kinetic analysis .2	Recommended supporting books and references :(scientific journals, reports)
.Sites of specialized scientific journals .1 Websites for kinetic analysis –2 University of Basra website, faculty portal –3	Electronic references, websites

**Description of the courses of the subject (Fencing) / third stage**  
**For the academic year 2024–2025**

<b>:Course name .1</b>
duel
<b>:Course code 2</b>
without
<b>Study: (semester) (annual) .3</b>
annual
<b>:Dating and preparation of this description .4</b>
2025–2024
<b>:Available forms of attendance .5</b>
Daily attendance on the lecture schedule
<b>:Number of study hours (total) / Number of units (total) .6</b>
hours per year, (2) units per week (60)
<b>:Name of the course administrator (if more than one name is mentioned) .7</b>
Dr. Salam Jaber Abdullah .Prof :Course Supervisor Prof. Dr. Mohammed Abdul Razzaq Neemha Emailmohammed.neemha@uobasrah.edu.iq Prof. Dr. Mushtaq Hamid Abdullah -
<b>:Course objectives .8</b>
4. Teaching them how to perform skills correctly and link movements to pictures. 5. The importance of performing skills while maintaining the safety of students during performance so that they are not exposed to injury during 6. Introducing students to the purpose of studying international fencing law 7. Students learn to perform movements and skills gradually, while ensuring that they wear fencing equipment
<b>:Course outcomes, teaching, learning and assessment methods .9</b>

<p>A1– Enabling students to gain knowledge in the sport of .fencing</p> <p>A2– Enabling students to acquire the knowledge for integrated work as a teacher</p> <p>A3– Enabling students to gain knowledge and understanding .of the modifications specific to the sport of fencing</p> <p>A4– Enabling students to understand the practical application of skills</p>	A– Cognitive objectives
<p>.B1– Students acquire knowledge of fencing concepts</p> <p>B2 – Students acquire knowledge of training methods and how .to apply them in fencing</p> <p>B3– Students acquire the ability to understand the relationship between physical characteristics and abilities and various .training methods</p> <p>B4– Providing students with the ability to interact and .exchange information in skills</p>	B–Skill objectives of the course
<p>A1– The theoretical subjects simulate students’ sense of familiarity with cognitive aspects and how to apply them .practically</p> <p>A2– Raising the cognitive values of academic subjects through discussions</p> <p>A3– Raising students’ efficiency and teaching capabilities in .physical education lessons during the exchange of opinions</p> <p>A4– Raising the emotional aspects of students by holding sports competitions and feeling responsible towards</p>	C– Emotional and value goals
<p>1. By giving scientific lectures.</p> <p>2. Through the use of illustrations and human presentation.</p>	Teaching and learning methods

3. By using modern display methods(Data Show), models and written presentation.	
4. .Practical application of exercises and volume calculation	
.D1– Applying the knowledge students have acquired in skills D2– Applying the knowledge students have acquired in the .practical application of skills in fencing D3– Benefit from the knowledge students have acquired in the sciences of physical education for advanced stages in .the subject of fencing D4– Providing students with knowledge of fencing to benefit .from it in daily life	D–Skills

#### Course structure .10

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Giving some answers to the questions by the subject teacher and	History of fencing	Display the lecture on the screen with explanation by the course .instructor	Give a brief overview of the .history of fencing	2	1
	Explanation of fencing				
	Principles of fencing				
	Equipment	Use the display screen to	The importance of fencing in terms of physical education	2	2

discussing them with the students	Basic skills  International Fencing Law	display the various types of fencing .skills			
Conduct a daily test of previous skills with current .skills		Teaching students the principles of fencing	Principles of fencing	2	3
Evaluating 'students level by correcting papers		Explanation of types of weapons by the subject teacher	Types of weapons and their characteristics / foil	2	4
Evaluate 'students		Demonstrate skills on the screen with explanation	Types of weapons and their characteristics / fencing sword	2	5

<p>level</p> <p>through</p> <p>performance</p> <p>and give an</p> <p>evaluation</p> <p>.grade</p> <p>Give an</p> <p>assignment</p> <p>with a</p> <p>partner to</p> <p>see how</p> <p>well the</p> <p>students</p> <p>have</p> <p>.understood</p>		by the subject			
		.teacher			
		Display the weapons on the screen and then explain them to the subject .teacher	Types of weapons and their characteristics / Arab sword weapon	2	6
		Each student explains the assignment required of .him	/ Basic fencing skills foundation position / ready position	2	7
		Explaining fencing skills	/ Basic fencing skills advance / retreat	2	8
		Give feedback and	Basic skills of fencing/stabbing	2	9

		then explain  the new  material and  relate it to the  previous  .lecture			
		The subject  teacher  performs the  skills in front  of the  students with  a simple  .explanation	Defensive Skills / Defense  Concept	2	10
		Conducting a  theoretical  exam for the  first semester	Defensive positions	2	11

		Conduct a semester exam	– Types of defense (fourth (sixth – seventh – eighth	2	12
		Display the skills on the screen and then apply them by the subject .teacher	Forms, methods and types of defense	2	13
		Giving feedback on previous skills and then explaining new skills with practical application	Offensive skills / types of attack / counter / false	2	14



		<p>Conduct</p> <p>quick</p> <p>feedback on</p> <p>previous skills</p> <p>and then</p> <p>explain the</p> <p>skill with</p> <p>practical</p> <p>application</p> <p>.and steps</p>	<p>Exam on the previous</p> <p>subject, theoretical</p>	2	15
		<p>giving</p> <p>feedback</p>	<p>Practical skills exam</p>	2	16
		<p>Give</p> <p>feedback and</p> <p>then</p> <p>complete the</p> <p>.explanation</p>	<p>Principles of the Law of the</p> <p>Game</p>	2	17

		<p>Demonstrate the skill on a screen and then have it demonstrated by a live model with detailed demonstration of the performance .method</p>	<p>Referees' duties (midfield – referee – scorer (timekeeper</p>	2	18
		exam	<p>Tournament systems individual system – team) (system</p>	2	19
		Practical skills exam	Registration form	2	20

		<p>Giving a quick review of the previous theoretical material (feedback) and then explaining the Qatun ,materials technical performance and the time taken to perform each .fight</p>	Errors and penalties	2	21
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		Explanation of the arbitration device ,specifications errors and penalties	Competitive/Arbitration/Form Filling Out between Students	2	22
		Conduct a quick review of the theoretical material and how to	Competitive/Arbitration/Form Filling Out between Students	2	23
		Extract the player's final score and general	Competitive/Arbitration/Form Filling Out between Students	2	24

		equipment .information			
		Conducting the daily theoretical exam for the second semester	Review the theoretical material	2	25
		Conducting a daily exam for the second semester of the practical course in law and arbitration	semester theoretical exam	2	26
		Conducting competitions	Quarterly practical exam	2	27

		Conducting the final exam in classrooms	Competitive/Arbitration/Form Filling Out between Students	2	28
		Display the lecture on the screen with explanation by the course .instructor	Final practical exam	2	29
		Use the display screen to display the various types of fencing .skills	Final theoretical exam	2	30

#### **:Course Evaluation .11**

**.For the first semester: 25 points for monthly and daily exams :Distribution as follows**  
**For the second semester: 25 points for monthly and daily exams. Final exams: 20 .points. Final practical exams: 30 points**

:Learning and teaching resources–12	
Foundations of fencing	Required textbooks (methodology if :(available
Foundations of fencing	:Main references
International Fencing Law	Recommended supporting books and :references (scientific journals, reports)
	Electronic references, websites

## fourth– stage courses

### Description of the Sports Psychology course curriculum/fourth stage 2025-2024

: Course name .1	
Sports Psychology for the Fourth Stage	
: Course code .2	
Semester / Year : Annual .3	
Annual	
Date this description was prepared .4	
2025–2024	
Available forms of attendance .5:	
Daily attendance on the lecture schedule	
:Number of study hours (total) / Number of units (total) .6	
.hours annually . (2) units weekly (30)	
Name of the course supervisor (if more than one name is mentioned) .7	
) s name : Prof. Dr. Abdul Satar Jabbar Damd Email' <a href="mailto:abdl_satar.jabar@uobasrah.edu.iq">abdl_satar.jabar@uobasrah.edu.iq</a>	
Instructor's name: Prof. Dr. Abdul-Kazem Jalil Hassan	
) name Instructor: Prof. Dr. Mohammed Abdul Wahab Em	
mohammed.hussain@uobasrah.edu.iq (	
Course objectives .8	
<ol style="list-style-type: none"> <li>1. Defining the importance of sports psychology and teaching its basics</li> <li>2. How to build psychological preparation programs</li> <li>3. How to deal psychologically with students in physical education class</li> <li>4. Teaching how to measure psychological traits</li> </ol>	
(Course outcomes, teaching, learning and assessment methods ) .9	
<b>A1- Enabling students to gain knowledge in sports psychology</b> <b>A2- Enabling students to acquire the knowledge for integrated work . as a sports psychologist</b> <b>A3 - Enabling students to gain knowledge and understand the adaptations that occur through the application of sports psychology .</b> <b>A4- Enabling students to understand the practical application of .psychological skills in an actual manner</b>	<b>A- Cognitive objectives</b>



<p><b>B1 - Students acquire knowledge of psychology concepts . The athlete</b></p> <p><b>B2 - Students acquire knowledge of psychological preparation .methods and how to apply them</b></p> <p><b>. B3 - Students acquire the ability to know psychological traits</b></p> <p><b>B4 - Providing students with the opportunity to interact and . exchange information with Sports psychology</b></p>	<b>B-Skill objectives for the course</b>
<p><b>A1- The theoretical subjects simulate students' sense of familiarity . with psychological aspects and how to apply them practically</b></p> <p><b>A2- Raising the cognitive values of academic subjects through . discussions</b></p> <p><b>A3 - Raising students' efficiency and teaching capabilities in physical education lessons during the exchange of opinions</b></p> <p><b>A4- Raising the psychological aspects of students by holding . sports competitions and a sense of responsibility towards them others</b></p>	<b>C- Emotional and value-based goals</b>
<p><b>.By giving scientific lectures -1</b></p> <p><b>.Through Use of illustrations and human representation -2</b></p> <p><b>) By using modern display methods -3 Data Show Models and .written presentation</b></p> <p><b>Practical application of psychological exercises and volume -4 .calculation</b></p>	<b>Teaching and learning methods</b>
<p><b>D1 - Applying the knowledge students have acquired in theories .psychology The athlete</b></p> <p><b>D2- Applying the knowledge students have acquired in the practical . application of sports psychology</b></p> <p><b>D3 - benefit What students have acquired in terms of knowledge of physical education sciences for advanced levels</b></p> <p><b>D4- Providing students with knowledge of sports psychology to .benefit from it in daily life</b></p>	<b>D- Skills</b>

#### Course structure .10

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of unit or topic</b>	<b>Required learning outcomes</b>	<b>watches</b>	<b>week</b>
<p><b>Student -1 evaluation from During homework And participation</b></p> <p><b>Activity -2 during the lesson</b></p>	<p><b>-1 Explanation of lectures Theoretically using Illustrations Modern display</b></p> <p><b>-2 Brainstorming</b></p>	<b>Clarification of meaning and concepts</b>	<b>What is sports ? psychology</b>	<b>2</b>	<b>1</b>
		<b>Historical aspect</b>	<b>The emergence of sports psychology</b>	<b>2</b>	<b>2</b>
		<b>His duties</b>	<b>Sports psychology tasks</b>	<b>2</b>	<b>3</b>
		<b>Its concepts</b>	<b>character</b>	<b>2</b>	<b>4</b>
		<b>Its applications</b>	<b>Personality theories</b>	<b>2</b>	<b>5</b>

,Monthly -3 semester and final exams		The effect of exercise	The impact of physical education lessons on personality development	2	6
		Athlete's motivation	Motivations for sports activity	2	7
		Motivation and activity	The relationship between motivation and sports activity	2	8
		Concepts	Psychological trend	2	9
		Growth method	Growth of psychological trends	2	10
		Its concepts	Aptitude and talent	2	11
		Basics	Mental processes in sports activity	2	12
		The concept	Intelligence	2	13
		Concept and types	the fear	2	14
		Concept and types	anxiety	2	15
		The concept	psychological shock	2	16
		The concept	courage and boldness	2	17
		-	application	2	18
		-	application	2	19
		-	application	2	20
		-	application	2	21
		-	application	2	22
		-	application	2	23
		Concepts	High-level sports	2	24
		Psychological cases	pre-onset cases	2	25
		Applications	Psychological preparation	2	26
		Concepts	Experiences of success and failure	2	27
		Concepts	Ambition level	2	28
		Applications	Evaluation in physical education	2	29
		Comprehensive exam	Final exam	2	30
Course Evaluation .11					

Distribution as follows : 25 marks for monthly and daily exams for the first semester . 25 .marks for monthly and daily exams for the second semester . 50 marks for final exams	
Learning and teaching resources .12	
/ Sports Psychology Book / Nizar Al-Talib -1 .Kamel Louis The book (Sports Psychology) by Abdul -2 Sattar Jabbar Damd	Required textbooks (methodology if (any
/ Sports Psychology Book / Nizar Al-Talib Kamel Louis	Main references (sources )
1- Daily reports 2- Review of research in sports psychology	Recommended supporting books and ,references (scientific journals, reports (.etc
1- .Sites of specialized scientific journals .Websites related to sports psychology -2 University of Basra website, faculty portal -3	Electronic references , websites

## Description of the Sports Training Course Syllabus/Fourth Stage 2025-2024

: Course name .1	
Sports training	
: Course code .2	
Semester / Year : Annual .3	
Annual	
Date this description was prepared .4	
2025-2024	
Available forms of attendance .5:	
Daily attendance on the lecture schedule	
:Number of study hours (total) / Number of units (total) .6	
(60.One hour annually . (4) units weekly	
Name of the course supervisor (if more than one name is mentioned) .7	
) s name : Prof. Dr. Hussam Mohammed Jaber Email'hussa.jaber@uobasrah.edu.iq (	
) name Instructor: Prof. Dr. Haider Abdul Razzaq Kazim Email	
<u>haider.abdalrazzaq@uobasrah.edu.iq</u> (	
) name Instructor: Prof. Dr. Shaza Mahaoush, hidden emailshatha.khafe@uobasrah.edu	
Course objectives .8	
1- Defining the importance of sports training and teaching its basics 2- How to Build Sports Training Programs 3- Preparing sports training methods 4- Teaching physical attributes and how to train them	
(Course outcomes, teaching, learning and assessment methods ) .9	
<b>A1- Enabling students to gain knowledge in sports training science</b> <b>A2- Enabling students to acquire the knowledge for integrated work as a sports coach</b> <b>A3- Enabling students to gain knowledge and understand the .adaptations that occur through the application of sports training</b> <b>A4- Enabling students to understand the practical application of .sports training in an actual manner</b>	A- Cognitive objectives
<b>B1 - Students acquire knowledge of concepts in sports training .science</b> <b>B2 - Students acquire knowledge of training methods and how to .apply them</b>	B-Skill objectives for the course

<p><b>B3 - Students acquire the ability to understand the relationship between physical characteristics and abilities and various training .methods</b></p> <p><b>B4 - Providing students with the opportunity to interact and .exchange information with sports training</b></p>	
<p><b>A1- The theoretical subjects simulate students' sense of familiarity .with cognitive aspects and how to apply them practically</b></p> <p><b>A2- Raising the cognitive values of academic subjects through discussions</b></p> <p><b>A3- Raising students' efficiency and teaching capabilities in .physical education lessons during the exchange of opinions</b></p> <p><b>A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards .others</b></p>	<b>C- Emotional and value-based goals</b>
<p><b>.By giving scientific lectures -1</b></p> <p><b>.By using illustrations and human presentation -2</b></p> <p><b>) By using modern display methods -3 Data Show models and , .written presentation</b></p> <p><b>.Practical application of exercises and volume calculation -4</b></p>	<b>Teaching and learning methods</b>
<p><b>D1- Applying the knowledge students have acquired in sports .training theories</b></p> <p><b>D2- Applying the knowledge students have acquired in practical .application of sports training</b></p> <p><b>D3- Benefit from the knowledge students have acquired in the sciences of physical education for advanced stages in the training .subject</b></p> <p><b>D4- Providing students with knowledge of sports training science .to benefit from it in daily life</b></p>	<b>D- Skills</b>

#### Course structure .10

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of unit or topic</b>	<b>Required learning outcomes</b>	<b>watche s</b>	<b>week</b>
<p><b>Student -1 evaluation from</b></p> <p><b>During homework And participation</b></p> <p><b>Activity -2 during the lesson</b></p> <p><b>,Monthly -3 semester and final exams</b></p>	<p><b>-1 Explanation of lectures Theoretically using Illustrations Modern display</b></p> <p><b>Practical -2 application of some exercises and units</b></p>	<p><b>Possibilities that help to reach the highest levels and sports harmony</b></p>	<p><b>Explanation of -1 probabilities</b></p> <p><b>Explain how sports -2 .harmony is achieved</b></p>	<b>4</b>	<b>1</b>
		<p><b>Component s of physical fitness</b></p>	<p><b>Physical characteristics and components of physical fitness</b></p>	<b>4</b>	<b>2</b>
		<p><b>Training load and methods of extracting its</b></p>	<p><b>,Types of training load methods of extracting its components, and differences in the elements and</b></p>	<b>4</b>	<b>3</b>

		<b>components</b>	<b>capabilities of physical fitness</b>		
		<b>Muscle strength</b>	<b>Definition, types, and factors affecting it</b>	<b>4</b>	<b>4</b>
		<b>Muscle strength training</b>	<b>Muscle strength training differences in muscle - strength between the sexes</b>	<b>4</b>	<b>5</b>
		<b>midterm exam</b>	<b>midterm exam</b>	<b>4</b>	<b>6</b>
		<b>Prolongation</b>	<b>,Definition, types importance, and factors affecting it</b>	<b>4</b>	<b>7</b>
		<b>Endurance training</b>	<b>Learn about the methods used in Endurance training Identify the contribution rate of the extension In sporting events</b>	<b>4</b>	<b>8</b>
		<b>Continuous training methods</b>	<b>How to train continuously in games Sports</b>	<b>4</b>	<b>9</b>
		<b>Interval training method</b>	<b>Low-intensity interval training</b>	<b>4</b>	<b>10</b>
		<b>Interval training method</b>	<b>High-intensity interval training</b>	<b>4</b>	<b>11</b>
		<b>Repetitive training method</b>	<b>Uses of repetitive training in Sporting events</b>	<b>4</b>	<b>12</b>
		<b>midterm exam</b>	<b>midterm exam</b>	<b>4</b>	<b>13</b>
		<b>review</b>	<b>Comprehensive review of the first chapter</b>	<b>4</b>	<b>14</b>
		<b>midterm exam</b>	<b>Midterm exam for all subjects</b>	<b>4</b>	<b>15</b>
		<b>spring break</b>			
		<b>Circuit training method</b>	<b>The concept of circuit training and its types</b>	<b>4</b>	<b>16</b>
		<b>Continuous training method using the</b>	<b>Explanation of the circuit training method using the continuous method</b>	<b>4</b>	<b>17</b>

		<b>circuit method</b>			
		<b>speed</b>	,Its concept, types components, speed - training methods crossing the speed barrier	<b>4</b>	<b>18</b>
		<b>flexibility</b>	Definition, types, and factors affecting it	<b>4</b>	<b>19</b>
		<b>flexibility</b>	Flexibility training methods	<b>4</b>	<b>20</b>
		<b>midterm exam</b>	Second semester exam	<b>4</b>	<b>21</b>
		<b>Agility and balance</b>	,Definition, types training methods balance	<b>4</b>	<b>22</b>
		<b>Sports training planning</b>	Sports Training Planning Explained	<b>4</b>	<b>23</b>
		<b>Training circles</b>	small, medium, large	<b>4</b>	<b>24</b>
		<b>Annual plan</b>	Its stages, selected training program models	<b>4</b>	<b>25</b>
		<b>Training unit</b>	Building the daily training unit, its forms	<b>4</b>	<b>26</b>
		<b>General review</b>	General review of the second chapter	<b>4</b>	<b>27</b>
		<b>midterm exam</b>	midterm exam	<b>4</b>	<b>28</b>
		<b>General review</b>	General review of the first and second semesters	<b>4</b>	<b>29</b>
		<b>Comprehensive exam</b>	Final exam	<b>4</b>	<b>30</b>

#### Course Evaluation .11

Distribution as follows: 25 marks for monthly and daily exams for the first semester. 25 .marks for monthly and daily exams for the second semester. 50 marks for final exams

#### Learning and teaching resources .12

Sports Training Book / Written by the -1  
 .Sports Training Committee  
 The book (Sports Training) by Majid Ali -2  
 Musa

Required textbooks (methodology if  
 (any

The book (Sports Training) by Fatima -3 Abdul Maleh Matar	
Sports Training Book / Authored by the Sports Training Committee	Main References (Sources)
1- Daily reports 1. Review of research in sports training	Recommended supporting books and ,references (scientific journals, reports (.etc
1- .Sites of specialized scientific journals .Websites for sports training -2 University of Basra website, faculty portal -3	Electronic references, websites

## Basketball course description/fourth stage

**2025-2024**

: Course name .1
Fourth-grade basketball
: Course code .2
Semester / Year : Annual .3
Annual
Date this description was prepared .4
2025-2024
Available forms of attendance .5:
Daily attendance on the lecture schedule
:Number of study hours (total) / Number of units (total) .6
.hours annually . (2) units weekly (60)
Name of the course supervisor (if more than one name is mentioned) .7
s name : Prof. Dr. Adel Naji Hassan Email' adelnaji53@gmail.com :name Instructor: Prof. Dr. Wissam Falah Attia Emailwisam.atia@uobasrah.edu.iq name Instructor: Asst. Prof. Dr. Ali Mohammed Hadi Em fmlimohammed@gmail.com
Course objectives .8
<b>.1 Introduce students to the importance of basketball and teach its basics</b>
<b>.2 How to build basketball training programs</b>



<p>Teaching students how to prepare offensive and defensive plans in basketball and how to .3 .implement them</p> <p>physical and skill qualities and how to train them</p> <p>.Teaching students exploration and testing with basketball .5</p>	
(Course outcomes, teaching, learning and assessment methods ) .9	
<p>A1- Enabling students to gain knowledge in the game of basketball</p> <p>A2- Enabling students to acquire the knowledge for integrated work . as a basketball coach</p> <p>A3 - Enabling students to gain knowledge and understanding of the .latest developments in the basketball game application</p> <p>A4- Enabling students to understand the practical application of . plans during actual performance</p>	A- Cognitive objectives
<p>.B1 - Students acquire knowledge of basketball game concepts</p> <p>B2 - Students acquire knowledge of training plans and how to .implement them</p> <p>B3- Students acquire the ability to know how to develop the .physical qualities and abilities specific to the game of basketball</p> <p>B4 - Providing students with the opportunity to interact and exchange information Between themselves during the application</p>	B-Skill objectives for the course
<p>A1- The theoretical materials simulate students' sense of familiarity . with cognitive aspects and how to apply them practically</p> <p>A2- Raising the cognitive values of academic subjects through . discussions</p> <p>A3 - Raising students' efficiency and teaching capabilities in physical education lessons during the exchange of opinions</p> <p>A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards others</p>	C- Emotional and value-based goals
<p>. By giving scientific and practical lectures -1</p> <p>.Through Use of illustrations and human representation -2</p> <p>) By using modern display methods -3 Data Show Models and .written presentation</p> <p>Practical application of modern basketball exercises and plans -4</p>	Teaching and learning methods
<p>D1 - Applying the knowledge students have acquired about tactics .in basketball</p> <p>D2- Applying the knowledge students have acquired in practical . application about tactics in basketball</p> <p>D3 - benefit What students have acquired in terms of knowledge of physical education sciences for the primary stages in the subject of basketball</p> <p>. D4- Providing students with knowledge of the game of basketball .To benefit from it in daily life</p>	D- Skills
Course structure .10	

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
<b>Student -1 evaluation from</b> <b>During homework And participation</b> <b>Activity -2 during the lesson</b> <b>,Monthly -3 semester and final exams</b>	<b>-1 Explanation of lectures</b> <b>Theoretically using Illustrations Modern display</b> <b>Practical -2 application of some exercises and units</b>	<b>Team tactics in basketball</b>	<b>Explaining basketball -1 .tactics in general</b> <b>Explaining the -2 importance of tactics in .basketball</b>	<b>2</b>	<b>1</b>
		<b>basketball defense</b>	<b>Explain the -1 importance of defense in .basketball</b> <b>Advantages of -2 basketball defense</b>	<b>2</b>	<b>2</b>
		<b>What is man-to-man ?defense</b>	<b>Definition and -1 importance of man-to-man defense</b> <b>Applications of the -2 stance in man-to-man defense</b>	<b>2</b>	<b>3</b>
		<b>Types of man-to-man defense</b>	<b>,Explanation, types applications</b>	<b>2</b>	<b>4</b>
		<b>Ways to get rid of offensive blocking when defending man-to-man</b>	<b>Explain the skill of how to get rid of the reservation</b>	<b>2</b>	<b>5</b>
		<b>What is the defense of ?the region</b>	<b>Its definition and the -1 importance of area defense</b> <b>Applications of the -2 stand in defending the region</b>	<b>2</b>	<b>6</b>
		<b>Benefits and harms of defending the area</b>	<b>,Explanation, types importance, and factors affecting it</b>	<b>2</b>	<b>7</b>
		<b>Benefits of defending the area</b>	<b>Identify the most -1 important methods used in defending the .region</b>	<b>2</b>	<b>8</b>

			<b>Identify the most -2 important advantages of defending the region</b>		
		<b>Area defense formations</b>	<b>,Explanation, types applications</b>	<b>2</b>	<b>9</b>
		<b>Special methods for defending the area</b>	<b>Its types and applications</b>	<b>2</b>	<b>10</b>
		<b>What is mixed defense</b>	<b>Its definition -1 and the importance of mixed defense Explanation of -2 mixed defense</b>	<b>2</b>	<b>11</b>
		<b>Foundations of mixed defense</b>	<b>Its types and explanation</b>	<b>2</b>	<b>12</b>
		<b>Basics of individual defense</b>	<b>Explain it Apply it</b>	<b>2</b>	<b>13</b>
		<b>Basics of collective defense</b>	<b>Explain it, apply it</b>	<b>2</b>	<b>14</b>
		<b>midterm exam</b>	<b>Midterm exam for all subjects</b>	<b>2</b>	<b>15</b>
		<b>quarterly break</b>			
		<b>What is a basketball attack</b>	<b>1- Explain the importance of basketball 2- The Philosophy of Basketball Attack</b>	<b>2</b>	<b>16</b>
		<b>Individual basketball attack</b>	<b>Explaining the -1 individual attack style in basketball Important basics for -2 the player when attacking</b>	<b>2</b>	<b>17</b>
		<b>Team basketball attack</b>	<b>,Its concept, types components and playing methods</b>	<b>2</b>	<b>18</b>

		<b>Team Attack in Basketball</b>	<b>Definition, Basics team attack</b>	<b>2</b>	<b>19</b>
		<b>The importance of attack in basketball</b>	<b>1- Knowing the purpose of the basketball attack 2- The Philosophy of Basketball Attack</b>	<b>2</b>	<b>20</b>
		<b>Fast basketball attack</b>	<b>,Definition, explanation purpose</b>	<b>2</b>	<b>21</b>
		<b>Uses of quick attack</b>	<b>types and training methods</b>	<b>2</b>	<b>22</b>
		<b>Benefits and harms of fast attack in basketball</b>	<b>Explaining the most important advantages and disadvantages of moving in a fast attack in basketball</b>	<b>2</b>	<b>23</b>
		<b>Fast attack areas with the fast ball</b>	<b>The student must know how to move around the field when launching a .quick attack</b>	<b>2</b>	<b>24</b>
		<b>Organized attack against man-to-man defense</b>	<b>must know the offensive stance on the .field</b>	<b>2</b>	<b>25</b>
		<b>Organized .attack vs organized defense</b>	<b>The student must know the basics of organized .attack</b>	<b>2</b>	<b>26</b>
		<b>Basketball attack methods</b>	<b>The student must know the playing situations of .the attack</b>	<b>2</b>	<b>27</b>
		<b>Types of fast attack in basketball</b>	<b>The student must know .the types of attack</b>	<b>2</b>	<b>28</b>
		<b>Basics of individual defense in basketball</b>	<b>The student must learn the correct stance in .defense</b>	<b>2</b>	<b>29</b>
		<b>Comprehensive exam</b>	<b>Final exam</b>	<b>2</b>	<b>30</b>

Course Evaluation .11	
. Distribution as follows : 25 marks for monthly and daily exams for the first semester Provided that (10 ) marks are for the theoretical material and (15) marks for the practical material, 25 marks for the monthly and daily exams for the second semester, provided . that (10) marks are for the theoretical material and (15) marks for the practical material marks for the final exams distributed ( 30) marks for the final practical exam and (20) 50 .marks for the final theoretical exam	
Learning and teaching resources .12	
Basketball Skills Book Planning – Training -1 Authored by / Dr. Wedad Muhammad Rashad Al-Mufti Dr. Ayad Abdul Karim Al-Azzawi A notebook prepared by the Basketball -2 Committee at the College of Physical Education and Sports Sciences at the .University of Basra	Required textbooks (methodology if (any
Sources above	Main references (sources )
2- Daily reports 3- Review of recent research and books in the specialty	Recommended supporting books and ,references (scientific journals, reports (.etc
2- .Sites of specialized scientific journals . Websites for basketball training -2 University of Basra website, faculty portal -3	Electronic references , websites

## Description of the Track and Field Course / Fourth Stage

**2025–2024**

<b>Course name .1</b>
Arena and Field / Stage Four
<b>Course code .2</b>
Arena and Field / Stage Four
<b>Semester/Year .3</b>
annual
<b>Date of preparation of this description .4</b>
2025-2024
<b>Available forms of attendance .5</b>
Halls Academic – Stadium and field
<b>Number of study hours (total) / Number of units (total) .6</b>
hours per year 120  4 One hour per week
<b>Name of the course administrator ( if more than one name is mentioned) .7</b>
<p>Prof. Dr. Haider Mahdi Abdul Sahib : the name Hyder.mahdi@uobasrah.edu.iq</p> <p>teacher : Prof. Dr. Qusay Muhammad Ali ArkheesQusay.mohammed @ uobasrah.edu.iq</p> <p>Subject teacher : Assistant Professor Dr. Abdullah Shanta Farag</p>
<b>Course objectives .8</b>

1. Teaching and learning strategies						
. A1- Enabling students to gain knowledge in athletics A2- Enabling students to acquire the knowledge for integrated work as an . athletics coach A3- Enabling students to gain knowledge and understand the application of .sports training in athletics A4- Enabling students to understand the practical application of sports .training in an actual manner					A_Cognitive objectives	
.B1- Students gain knowledge of athletics concepts B2 - Students acquire knowledge of training and education methods and how .to apply them B3- Students acquire the ability to know the relationship between physical .characteristics and various training methods B4- Enable students to interact and exchange information together in .various activities					B – Course specific skill objectives	
D1- Applying the knowledge students have acquired in the heptathlon and .decathlon events D2- Applying the knowledge acquired by students in the practical application .of activities D3- Benefit from the knowledge students have acquired in the sciences of . physical education for advanced stages in the subject of athletics D4- Providing students with knowledge of physical education sciences to .benefit from them in daily life					– C Emotional and value–based goals	
1 .Through giving scientific lectures 2 .Through the use of illustrations and human presentation - 3 ) By using modern display methods -Data Show and figures and written ( .presentation . Practical application of activities -					Teaching and learning methods	
Course structure .10						
Evaluatio n method	Learning method	Name of unit or topic	Required learning outcomes	for hours	week	
Practical and theoretical tests	Theoretical explanation and practical application	Decathlon and heptathlon The square and the field	Running activity Short meters 100	4	1	

Practical and theoretical tests	Theoretical explanation and practical application	Stage Four	Implementation of the technical stages of the event	4	2
Practical and theoretical tests	Theoretical explanation and practical application		Practical exam of 100m running	4	3
Practical and theoretical tests	Theoretical explanation and practical application		Long jump event	4	4
Practical and theoretical tests	Theoretical explanation and practical application		Implementation of the technical stages of the event	4	5
Practical and theoretical tests	Theoretical explanation and practical application		Practical exam of the event	4	7
Practical and theoretical tests	Theoretical explanation and practical application		Weight-pushing effectiveness	4	8
Practical and theoretical tests	Theoretical explanation and practical application		Implementation of the technical stages of the event	4	9
Practical and theoretical tests	Theoretical explanation and practical application		Practical exam of the event	4	10



Practical and theoretical tests	Theoretical explanation and practical application		javelin throwing event	4	14
Practical and theoretical tests	Theoretical explanation and practical application		Implementation of the technical stages of the event	4	15
Practical and theoretical tests	Theoretical explanation and practical application		Practical exam of the event	4	16
			First semester theoretical exam	4	17
Practical and theoretical tests	Theoretical explanation and practical application		Hurdles Event 110	4	20
Practical and theoretical tests	Theoretical explanation and practical application		Applying technical stages	4	21
Practical and theoretical tests	Theoretical explanation and practical application		Practical exam of the event	4	22
Practical and theoretical tests	Theoretical explanation and practical application		High jump event	4	23
Practical and theoretical tests	Theoretical explanation and practical application		Applying technical stages	4	24

Practical and theoretical tests	Theoretical explanation and practical application		Second semester theoretical exam	4	25
				4	27
				4	28
				4	29
				4	30

#### Course Evaluation .11

: :Distribution as follows25 . Monthly and daily exam score for the first semester 25  
. Monthly and daily exam score for the second semester50Final Exam Grade

#### Learning and teaching resources .12

<b>Athletics Book (Methodology Book)</b> <b>Author : Dr. Risan Khuraibat Majeed – Higher Education Press – 1989 – University of Basra</b>	<b>Required textbooks (methodology if available)</b>
<b>International Federation of Track and Field Sports)</b> <b>(</b>	<b>Main References (Sources)</b>
<i>International track and field games</i>	<b>Recommended mainstream books and references ( scientific journals, reports, etc.)</b>
	<b>references , website</b>

## Handball course description /fourth stage

### 2025-2024

: Course name .1	
Handball for the fourth stage	
: Course code .2	
Semester / Year : Annual .3	
Annual	
Date this description was prepared .4	
2025-2024	
Available forms of attendance .5:	
Daily attendance on the lecture schedule	
:Number of study hours (total) / Number of units (total) .6	
.hours annually . (2) units weekly (60)	
Name of the course supervisor (if more than one name is mentioned) .7	
r. Dr Prof. Dr. Name of the instructor: Haider Awda Zghair      Email <a href="mailto:fathly125@gmail.com">fathly125@gmail.com</a> r. Dr	
Course objectives .8	
5. Handball education, training and refereeing 6. Theoretical and practical exams for the course 7. Field application explaining the basic defensive and offensive formations 8. Handball match management 9. Selection of young handball players 10. Physical and skill tests for handball players 11. Educated and knowledgeable about all the latest developments in the laws of handball	
(Course outcomes, teaching, learning and assessment methods ) .9	
- A1 How to explain the technical stages of the basic offensive and defensive formations in handball - -A2 Application of the technical stages explaining the basic defensive and offensive formations of handball A3 - Teaching performance and training. Explanation of the basic defensive and offensive formations in handball A4- Enabling students to understand the application of formations .Defensive and offensive handball sports in practice	<b>A - Goals knowledge and understanding</b>

- B1 Skills to explain the basic defensive and offensive formations of the course B2 - Lesson leadership skills for the basic formations available during teaching B3- Explanation of the basic defensive and offensive formations, especially according to the curriculum structure B4 - Self-competition skills in the course	B- Objectives and skills specific to the course
A1- Cooperative learning method A2- Integrated performance method A3 - Raising the emotional aspects of students by holding sports competitions and feeling responsible towards others	Teaching C- Objectives and learning methods
-1 Skill tests - 2 Theoretical tests -3- Duties specific to formations for formations Defensive and offensive basics	. Evaluation methods
- D1 physical skills -D2 Skill skills - D3 Personal skills	D- General and transferable skills (other skills related to employability and (personal development

#### Course structure .10

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Student -1 evaluation from During homework And participation  Activity -2 during the lesson  ,Monthly -3 semester and final exams Explanation and application	-1 Explanation of lectures Theoretically using Illustrations Modern display  Practical -2 application of some exercises and units		Explanation of the basic defensive formations in zone defense	2	1
			Formation 6-0 ( defensive)	2	2
			formation (defensive 1-5 (	2	3
			formation (defensive 2-4 (	2	4
			midterm exam	2	5
			formation (defensive 3-3 (	2	6
			( defensive) 1-2-3 formation	2	7
			Explanation and application of the man-to-man defense method	2	8
			Explanation and application of the	2	9

of defense in case of shortage of defenders			defense method (complex)		
			Explanation and application of defense in special cases	2	10
			Explanation and application of defense in the case of a free throw	2	11
			midterm exam	2	12
			Explanation and application of the defense in the case of the 7-meter throw	2	13
			midterm exam	2	14
			quarterly break	2	15
			The concept of handball attack	2	16
			Explanation and application of the group rapid attack	2	17
			Explanation and application of the attack from the centers (organized)	2	18
			Second semester exam	2	19
			Explanation and application of ending the attack (penetration)	2	20
			Explanation and application of the offensive formation (5-1)	2	21
			Explanation and application of the offensive formation (4-2 (	2	22
			Explanation and application of the offensive formation (3-3 (	2	23
			Explanation and application of the offensive formation (2-4)	2	24
			Free throw attack	2	25
			midterm exam	2	26

			<b>Attack from a 7- meter throw</b>	<b>2</b>	<b>27</b>
			<b>Explanation and clarification of how to manage handball matches</b>	<b>2</b>	<b>28</b>
			<b>Explanation of physical and skill tests for handball players</b>	<b>2</b>	<b>29</b>
		<b>Comprehensive exam</b>	<b>Final exam</b>	<b>2</b>	<b>30</b>

#### Course Evaluation .11

Distribution as follows : 25 marks for monthly and daily exams for the first semester . 25 .marks for monthly and daily exams for the second semester . 50 marks for final exams

#### Learning and teaching resources .12

Handball book, written by Diaa Al-Khayat -1 . and Noufal Mohammed Al-Hayali, 2001	Required textbooks (methodology if (any
2- Handball for students of the Faculty of Physical Education and Sports Sciences For the third and fourth stages, Dr. Haider Awda Zghair 2016	Main references (sources )
5 Daily reports 6 Handball Research Review	Recommended supporting books and ,references (scientific journals, reports (.etc
3- .Sites of specialized scientific journals .Websites for modern handball -2 University of Basra website, faculty portal -3	Electronic references , websites

## Football Course Description /Fourth Grade

### 2025-2024

: Course name .1	
Football Stage 4	
: Course code .2	
Semester / Year : Annual .3	
Annual	
Date this description was prepared .4	
2025-2024	
Available forms of attendance .5:	
Daily attendance on the lecture schedule	
:Number of study hours (total) / Number of units (total) .6	
.hours annually . (2) units weekly (60)	
Name of the course supervisor (if more than one name is mentioned) .7	
s name : Prof. Dr. Aqeel Hassan Falih'( <a href="mailto:aqeel.falih@uobasrah.edu.iq">aqeel.falih@uobasrah.edu.iq</a> ) name Instructor: Prof. Dr. Muhammad Ali Faleh name Instructor: Prof. Dr. Haider Awfi Ahmed	
Course objectives .8	
<b>12. Definition of football law</b> <b>13. How to build training units in football</b> <b>14. Preparing football training methods</b> <b>15. Teaching defensive and offensive plans</b> <b>16. Selection in football</b>	
(Course outcomes, teaching, learning and assessment methods ) .9	
<b>.A1- Enabling students to gain knowledge in football law</b> <b>A2- Enabling students to acquire the knowledge for integrated work . as a football coach</b> <b>A3 - Enabling students to gain knowledge and understand the .adaptations that occur in football training application</b> <b>A4- Enabling students to understand the practical application of .defensive and offensive plans</b>	<b>A- Cognitive objectives</b>
<b>.B1 - Students acquire knowledge of the concepts of the game law</b> <b>. B2 - Students acquire knowledge of football training methods</b> <b>. B3- Students acquire the ability to know game plans</b> <b>.B4 - Providing students with interaction in how to manage a team</b>	<b>B-Skill objectives for the course</b>

<b>A1- The theoretical materials simulate students' sense of familiarity . with cognitive aspects and how to apply them practically</b> <b>A2- Raising the cognitive values of academic subjects through . discussions and practical application</b> <b>A3 - Raising students' efficiency and teaching capabilities in physical education lessons during the exchange of opinions</b> <b>A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards others</b>	<b>C- Emotional and value-based goals</b>
<b>.By giving scientific lectures -1</b> <b>.Through Use of illustrations and human representation -2</b> <b>) By using modern display methods -3 Data Show Models and .written presentation</b> <b>.Practical application of exercises and volume calculation -4</b>	<b>Teaching and learning methods</b>
<b>D1 - Applying the knowledge students have acquired in sports . training theories</b> <b>D2- Applying the knowledge acquired by students in the practical . application of sports training</b> <b>D3 - benefit From what students have acquired in terms of knowledge of physical education sciences for advanced levels in the training subject</b> <b>D4- Providing students with knowledge of sports training science .to benefit from it in daily life</b>	<b>D- Skills</b>

#### Course structure .10

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of unit or topic</b>	<b>Required learning outcomes</b>	<b>watches</b>	<b>week</b>
<b>Student -1 evaluation from During homework And participation</b>  <b>Activity -2 during the lesson</b>  <b>,Monthly -3 semester and final exams</b>	<b>-1 Explanation of lectures Theoretically using Illustrations Modern display</b>  <b>Practical -2 application of some exercises and units</b>	<b>Complex training</b>	<b>The concept of -1 training methods</b>	<b>2</b>	<b>1</b>
		<b>Complex training</b>	<b>Types of football training methods</b>	<b>2</b>	<b>2</b>
		<b>How to play</b>	<b>Types of training methods in football</b>	<b>2</b>	<b>3</b>
		<b>Exercise method</b>	<b>Types of football training methods</b>	<b>2</b>	<b>4</b>
		<b>Article 1-5</b>	<b>The law of the game of matter</b>	<b>2</b>	<b>5</b>
		<b>General concepts</b>	<b>Football training unit</b>	<b>2</b>	<b>6</b>
		<b>Cubs Training Unit Template</b>	<b>Types of football training units</b>	<b>2</b>	<b>7</b>
		<b>Junior Training Model</b>	<b>Types of football training units</b>	<b>2</b>	<b>8</b>
		<b>Article 6-11</b>	<b>Rules of the game</b>	<b>2</b>	<b>9</b>



		preparation	Training season	2	10
		Competition Form	Training season	2	11
		Transitional model	Training season	2	12
		,Methods means and stages of selection	Football selection	2	13
		exam	theoretical exam	2	14
		midterm exam	practical exam	2	15
		quarterly break			
		Defensive plans	football game plans	2	16
		Offensive plans	football game plans	2	17
		Individualis m	Game plans	2	18
		Article 12-17	Rules of the game	2	19
		application	application	2	20
		application	application	2	21
		application	application	2	22
		application	application	2	23
		application	application	2	24
		application	application	2	25
		Concepts	Football analysis	2	26
		General concepts	Football team supplies	2	27
		midterm exam	midterm exam	2	28
		practical exam	practical exam	2	29
		Comprehen sive exam	Final exam	2	30
Course Evaluation .11					
Distribution as follows : 25 marks for monthly and daily exams for the first semester . 25 .marks for monthly and daily exams for the second semester . 50 marks for final exams					
Learning and teaching resources .12					
.Football / Zuhair Al-Khashab and others -1 Football Book / Sami Al-Saffar and others -2 International Football Law Book -3			Required textbooks (methodology if (any		

Football / Zuhair Al-Khashab and others	Main references (sources )
4- Daily reports 5- .Review of research in football	Recommended supporting books and ,references (scientific journals, reports (.etc
4- .Sites of specialized scientific journals . FIFA websites -2 University of Basra website, faculty portal -3	Electronic references , websites

## Computer Science Course Description – Fourth Stage

2025–2024

Course name .1	
(Computer Science)	
Course code .2	
Computer 2	
Semester/Year .3	
annual	
Date of preparation of this description .4	
2025-2024	
Available forms of attendance .5	
Computer Lab 2	
Number of study hours (total) / Number of units (total) .6	
hours per year 60	
2 One hour per week	
Name of the course administrator ( if more than one name is mentioned) .7	
M.M. Ali Raad Abdul Karim :the name	
<a href="mailto:ali.raad@uobasrah.edu.iq">ali.raad@uobasrah.edu.iq</a>	
Course objectives .8	
<ul style="list-style-type: none"><li>• Teaching students the basic components of a computer.</li><li>• Teaching students text editing programs.</li><li>• Teaching students spreadsheet programs.</li><li>• Explain the importance of computers in developing society.</li></ul>	<ul style="list-style-type: none"><li>• Course objectives</li></ul>
Teaching and learning strategies .9	

<ul style="list-style-type: none"> <li>• Clarification and explanation of the terms of the judicial decision.</li> <li>• Provide students with the necessary resources for vocabulary lessons.</li> <li>• Focus on the practical side of text editing in Microsoft Word 2016.</li> <li>• Focus on the practical side of the application assistant in Microsoft Excel 2016.</li> </ul>	<b>Strategies</b>
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<b>Course structure .1</b>					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Unit/Topic Name</b>	<b>Required educational outcomes</b>	<b>watches</b>	<b>week</b>
Questions and discussion	Lectures/Class	A historical overview and introduction to the computer	knowledge and understanding	2	1
Questions and discussion	Lectures/Class	A historical overview and introduction to the computer	knowledge and understanding	2	2
Questions and discussion	Practical/Computer Lab	Getting to know the MS-Office suite	knowledge and understanding	2	3
Questions and discussion	Practical/Computer Lab	Overview of text editors and getting to know Microsoft Word	knowledge and understanding	2	4
Questions and discussion	Lectures/Class	Components of an electronic calculator	knowledge and understanding	2	5

Questions and Discussion Report +	Lectures/Class	Physical components	knowledge and understanding	2	6
Questions and discussion	Lectures/Class	Input and output units	knowledge and understanding	2	7
Questions and discussion	Lectures/Class	Input and output units	knowledge and understanding	2	8
Questions and discussion	Practical/Computer Lab	Create a new Word file and learn about the main window elements	knowledge and understanding	2	9
Questions and discussion	Practical/Computer Lab	File components in the program	knowledge and understanding	2	10
Questions and discussion	Lectures/Class	Central Processing Unit )CPU (	knowledge and understanding	2	11
Questions and discussion	Practical/Computer Lab	Home page components	knowledge and understanding	2	12
Questions and discussion	Practical/Computer Lab	Home page components	knowledge and understanding	2	13
Questions and discussion	Practical/Computer Lab	Insert page components	knowledge and understanding	2	14
Questions	Practical/Computer Lab	Insert Page + Components Page Layout Components	knowledge and understanding	2	15
spring break					

Questions and discussion	Practical/Computer Lab	Page Components + Review Demo Page Components	knowledge and understanding	2	16
Questions and discussion	Practical/Computer Lab	References Page + Components Comprehensive Program Review	knowledge and understanding	2	17
Questions and discussion	computer lab	practical exam	practical exam	2	18
Questions and discussion	Lectures/Class	Comprehensive review of the theoretical material	knowledge and understanding	2	19
Questions	row	theoretical exam	theoretical exam	2	20
,Questions Discussion Report +	Lectures/Class	Software components	knowledge and understanding	2	21
Questions and discussion	Lectures/Class	Operating system and its types	knowledge and understanding	2	22
Questions and discussion	Lectures/Class	Operating system and its types	knowledge and understanding	2	23
Questions and discussion	Practical/Computer Lab	Create a new Excel file and learn about the main window elements	knowledge and understanding	2	24

Questions and discussion	Practical/Computer Lab	File components in + the program home page components	knowledge and understanding	2	25
Questions and discussion	Practical/Computer Lab	Home page components	knowledge and understanding	2	26
Questions and discussion	Practical/Computer Lab	Insert Page + Components Page Layout Components	knowledge and understanding	2	27
Questions and discussion	Practical/Computer Lab	Excel Review	knowledge and understanding	2	28
Questions and discussion	computer lab	practical exam	practical exam	2	29
Questions	row	theoretical exam	theoretical exam	2	30

#### **Course Evaluation .11**

**First semester exam + Second semester exam Where is it distributed? what ( % 50) between Exams Daily and reports And preparation Daily And commitment (Lectures and practical exams ) + ( 50 %) exam Final**

#### **Learning and teaching resources .12**

1 - Microsoft Word processor, compiled by the subject teacher	<b>Required textbooks (methodology if (available</b>
2- Microsoft Excel spreadsheet processor compiled by the subject teacher	<b>Main References (Sources)</b>

3-Computer maintenance (computer architecture)	<b>Recommended mainstream books and references ( scientific journals, reports (.etc</b>
<b><a href="https://learn.microsoft.com/en-us/office/2016/">https://learn.microsoft.com/en- us/office/2016 /</a></b>	<b>references , website</b>



## Description of the Special Education Sports Course/Fourth Stage 2025-2024

: Course name .1	
Special sports for the fourth stage	
: Course code .2	
Semester / Year : Annual .3	
Annual	
Date this description was prepared .4	
2025-2024	
Available forms of attendance .5:	
Daily attendance on the lecture schedule	
:Number of study hours (total) / Number of units (total) .6	
.hours annually . (4) units weekly (60)	
Name of the course supervisor (if more than one name is mentioned) .7	
) :s name : Prof. Dr. Hazem Jassim Khazal Email'Dr.hazemaldosary@gmail.com	
Course objectives .8	
<p><b>.Defining the importance of elite sports and teaching its basics .1</b></p> <p><b>How to know the causes of disabilities and classify them medically .2</b></p> <p><b>Principles of rehabilitation for the disabled .3</b></p> <p><b>Games and sports activities for the disabled: Know them .4</b></p>	
(Course outcomes, teaching, learning and assessment methods ) .9	
<b>.A1- Enabling students to gain knowledge in special sports</b> <b>A2- Enabling students to acquire the knowledge to work</b> <b>. integratedly with disabled athletes</b> <b>A3 - Enabling students to gain knowledge and understanding of</b> <b>. sports activities for the disabled</b> <b>A4- Enabling students to understand the practical application of</b> <b>.properties of mathematics in an actual way</b>	<b>A- Cognitive objectives</b>
<b>Teaching students some sports activities for special needs -1</b> <b>B2 - Teaching students about the categories and classification of</b> <b>people with disabilities</b> <b>B3 - Teaching students the importance of other supporting</b> <b>.sciences in special sports</b>	<b>B-Skill objectives for the course</b>

<b>B4 - Teaching how to access important scientific sources in the field of special sports</b>	
<b>A1- The theoretical materials simulate students' sense of familiarity with cognitive aspects and how to apply them</b> . practically <b>A2- Raising the cognitive values of academic subjects through</b> . discussions <b>A3 - Raising students' efficiency and teaching capabilities in physical education lessons during the exchange of opinions</b> <b>A4- Raising the emotional aspects of students by holding sports competitions and feeling responsible towards others</b>	<b>C- Emotional and value-based goals</b>
.By giving scientific lectures -1 .Through Use of illustrations and human representation -2 ) By using modern display methods -3 Data Show Models and .written presentation	<b>Teaching and learning methods</b>
<b>Teaching students some sports activities for special needs -1</b> <b>Teaching students about the categories and classification of -2</b> .people with disabilities <b>Teaching students the importance of other supporting sciences -3</b> .in special sports <b>Teaching how to access important scientific sources in the field -4</b> .of special sports	<b>D- Skills</b>

#### Course structure .10

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of unit or topic</b>	<b>Required learning outcomes</b>	<b>watches</b>	<b>week</b>
<b>Student -1 evaluation from During homework And participation</b>  <b>Activity -2 during the lesson</b>  <b>,Monthly -3 semester and final exams</b>	<b>-1 Explanation of lectures Theoretically using Illustrations Modern display</b>  <b>Practical -2 application of some</b>	<b>A historical introduction to sports for the disabled</b>	<b>Attitudes towards the disabled in ancient times</b> <b>Attitudes towards the disabled in the Middle Ages</b> <b>Attitudes towards people with disabilities in modern times</b> <b>History of Paralympic Sports</b>	<b>2</b>	<b>1</b>
		<b>Disability</b>	<b>The concept of disability disabled</b> <b>Types of disability</b> <b>Disability classification</b> <b>Causes of disability</b>	<b>2</b>	<b>2</b>
		<b>Rehabilitation</b>	<b>Qualification justifications</b>	<b>2</b>	<b>3</b>

			<b>The concept of rehabilitation</b> <b>Rehabilitation principles</b> <b>Types of rehabilitation</b>		
		<b>The purposes of physical education for the disabled</b>	<b>The importance of factors affecting the performance of sports activities for people with disabilities</b> <b>Sports rehabilitation for the disabled</b> <b>Play and its importance for the disabled</b> <b>Steps to rehabilitate the disabled athlete</b> <b>Means of successful sports rehabilitation for the disabled</b>	2	4
		<b>Physical disability - motor)</b> <b>(physical definition of some terms</b>	<b>Labor</b> <b>The concept of amputation</b> <b>Medical classifications of amputation</b> <b>Medical classification of amputation</b>	2	5
		<b>midterm exam</b>	<b>midterm exam</b>	2	6
		<b>Exercises for the disabled</b>	<b>Therapeutic exercises for amputation with or without a prosthesis</b> <b>Foundations of building exercises for amputation</b> <b>Prosthetic limb specifications</b>	2	7
		<b>paralysis</b>	<b>Types of paralysis</b> <b>Medical classifications of paraplegia and quadriplegia</b> <b>Point system according to the strength test of the affected muscles</b>	2	8
		<b>paralysis</b>	<b>polio</b> <b>The concept of polio</b> <b>Types of polio</b>	2	9

		cerebral palsy	cerebral palsy Types of cerebral palsy Medical classification of cerebral palsy The role of the physical education teacher with the paralyzed Competitive games for paralysis injuries	2	10
		Except for mental disability	Except for mental disability Its concept Classification of mental retardation according to intelligence quotient Classification of mental retardation according to the degree of intelligence Classification of mental retardation according to physiological anatomy accompanied by lack of intelligence Classification of mental retardation based on the degree of decline in general mental abilities Classification of mental retardation that is done on	2	11
		Except for mental disability	Autism disability Down syndrome (Mongolia)	2	12
		midterm exam	midterm exam	2	13
		review	Comprehensive review of the first chapter	2	14
		midterm exam	Midterm exam for all subjects	2	15
		spring break			
		hearing impairment	hearing impairment deaf Causes of hearing impairment	2	16

			deaf and dumb Language of the deaf and mute Sports activities suitable for the deaf and mute		
		visual impairment	visual impairment The blind visually impaired Postural defects and deformities that blind people are exposed to Sports Medical Division for the Blind The role of the physical education teacher with the visually impaired	2	17
		For technical divisions	Technical divisions of sports for the visually impaired Sports activities suitable for the blind Foundations of building a sports program for the blind	2	18
		programs for people with disabilities	1- Therapeutic sports 2- Recreational sports 3- competitive sports	2	19
		Sports competitions for the disabled	Sports training and competitions for the disabled Physiological effects of sports training for the disabled Evaluation and measurement in sports for the disabled and its importance	2	20
		midterm exam	Second semester exam	2	21

		<b>Tools used by people with disabilities</b>	<b>wheelchair Athletes' Chair Its types Its importance The importance of the chair and how to train on it</b>	<b>2</b>	<b>22</b>
		<b>IPC Modified Sports</b>	<b>IPC Modified Sports goal ball Weightlifting competitions</b>	<b>2</b>	<b>23</b>
			<b>Futsal for the deaf Six-a-side football for the deaf</b>	<b>2</b>	<b>24</b>
			<b>Seven-a-side football for the paralyzed Wheelchair tennis</b>	<b>2</b>	<b>25</b>
			<b>Seven-a-side football for the paralyzed Wheelchair tennis</b>	<b>2</b>	<b>26</b>
			<b>Athletics for people with disabilities The Pentagon for the Blind Triple for the Blind</b>	<b>2</b>	<b>27</b>
			<b>wheelchair basketball Judo for Punishers</b>	<b>2</b>	<b>28</b>
			<b>Table tennis for different disabilities standing Table tennis from chairs chair wrestling Volleyball for amputees sitting volleyball bow and arrow game bicycles Equestrian game Bushiya game Rowing game Wheelchair Rugby</b>	<b>2</b>	<b>29</b>

			<b>Sailing game swimming</b>		
			<b>Review all lessons</b>	<b>2</b>	<b>30</b>
		<b>exam</b>	<b>midterm exam</b>		
		<b>Comprehensive exam</b>	<b>Final exam</b>	<b>2</b>	<b>30</b>

#### Course Evaluation .11

. Distribution as follows : 25 marks for monthly and daily exams for the first semester marks for monthly and daily exams for the second semester . 50 marks for final 25 .exams

#### Learning and teaching resources .12

The textbook * Helpful books * Previous messages and theses * Sports for the Disabled, Encyclopedia of - 1 Sports for the Disabled Written by: Asst. Prof. Dr. Marwan Abdel Majeed Previous dissertations and theses -2	Required textbooks (methodology if (any
/ Encyclopedia of Sports for the Disabled Written by Dr. Marwan Abdel Majeed	Main references (sources )
6- Daily reports 7- Review of research in elite sports	Recommended supporting books and ,references (scientific journals, reports (.etc
5- .Sites of specialized scientific journals .Websites for disabled sports -2 University of Basra website, faculty portal -3	Electronic references , websites

### Description of the syllabus for the subject ( volleyball) / fourth stage

For the academic year 2025–2026

<b>1- : Course name</b>
<b>Volleyball for the fourth stage</b>
<b>2- : Course code</b>

volleyball	
3– Study : (semester) (annual)	
Annual for the year 2025/2026	
4– Date and preparation of this description: 9/1/2025	
2026–2025	
5– : Available forms of attendance	
Daily attendance on the lecture schedule	
6– :Number of study hours ( total) / Number of units (total)	
hours per year, (2) units per week ( 60)	
7– Name of the course administrator ( if more than one name is : (mentioned	
:Name: Prof. Dr. Muhammad Awfi Radhi Email <a href="mailto:mohammedmeet73@gmail.com">mohammedmeet73@gmail.com</a> :Prof. Dr. Shahab Ghaleb Shahab Email <a href="mailto:shabealasdiy@gmail.com">shabealasdiy@gmail.com</a> :A.M.D. Samir Khalaf Jari Email	
8– : Course objectives	
<ul style="list-style-type: none"> <li>• Teaching students tactical performance in volleyball</li> <li>• Full knowledge of the law with strategic performance</li> <li>• Understanding the relationship between formal rules that allow officials to make better decisions</li> <li>• Student participation in university teams</li> <li>• Keeping up with the development of this game</li> </ul>	
9– :Course outcomes, teaching, learning and assessment methods	
A1- Enabling students to gain knowledge in the game of volleyball A2- Enabling students to acquire the knowledge for integrated work as a volleyball coach	A– Cognitive objectives



<b>A3- Enabling students to gain knowledge and understand the adaptations that occur to implement . plans in the game of volleyball</b> <b>A4- Enabling students to understand the practical application of defensive and offensive plans in an actual .manner</b>		
<b>B1- Students acquire knowledge of volleyball game . concepts</b> <b>B2 - Students acquire knowledge of the defensive and . offensive methods in volleyball</b> <b>B3 - Students acquire the ability to know the qualities . and abilities that serve the game of volleyball</b> <b>B4- Enable students to interact and exchange . information with each other and the teacher</b>		B–Skill objectives of the course
<b>A1- The theoretical subjects simulate students’ sense of familiarity with cognitive aspects and how to apply them .practically</b> <b>A2- Raising the cognitive values of academic subjects through discussions</b> <b>A3- Raising students’ efficiency and teaching capabilities in physical education lessons during the exchange of .opinions</b> <b>A4- Raising students’ emotional levels through sports competitions and a sense of responsibility towards .others</b>		C– Emotional and value goals
<b>.By giving scientific lectures - .1</b> <b>.By using illustrations and human presentation .2</b> <b>.By using modern display methods .3-</b> <b>Data show .models and written presentation ,</b> <b>Practical application of defensive and offensive .4</b> <b>. formations and the duties of a volleyball coach</b>		Teaching and learning methods
<b>D-1. Applying the students’ acquired knowledge of . defensive and offensive game plans</b> <b>D-2. Applying the knowledge acquired by students in the .practical application of the plans</b> <b>D - 3. Benefit from the knowledge students have acquired in the sciences of physical education for advanced .stages in the subject of volleyball</b> <b>D-4. Providing students with knowledge of the game of volleyball to benefit from it in daily life. And the training . process</b>		D–Skills

## 10– Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
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Explanation and practical application	<b>Lectures at the stadium</b>	Learn about the history of volleyball and inform students about the most important features of the .game	knowledge and understanding	2	1
		Introducing students to the most important basic game skills and their divisions	knowledge and understanding	2	2
		An explanatory explanation of ,the stadium who makes up the volleyball team, and the most important necessary .equipment	knowledge and understanding	2	3
		Explanation and application of the five-way transmission reception plan	Learn the plan	2	4
		Explanation and application of the five-way transmission reception plan	Learn the plan	2	5

		Explanation and application of the quadruple transmission reception plan	Learn the plan	2	6
		Explanation and application of the quadruple transmission reception plan	Learn the plan	2	7
		Explanation and application of the triple transmission reception plan	Learn the plan	2	8
		Explanation and application of the triple transmission reception plan	Learn the plan	2	9
		Explanation and application of the dual transmission reception plan	Learn the plan	2	10
		Explanation and application of the dual transmission reception plan	Learn the plan	2	11

		<b>Legal violations in transmitter and receiver formations</b>	<b>Learn the plan</b>	<b>2</b>	<b>12</b>
		<b>Pros and cons of transmitter– receiver formations</b>	<b>Learn the plan</b>	<b>2</b>	<b>13</b>
		<b>,Practical exam first semester</b>	<b>Knowing and evaluating the extent to which students have acquired skills</b>	<b>2</b>	<b>14</b>
		<b>Theoretical exam, first semester</b>	<b>Student evaluation</b>	<b>2</b>	<b>15</b>
		<b>Introduction to offensive formations</b>	<b>Learn the plan</b>	<b>2</b>	<b>16</b>
		<b>Attacking process with the front player</b>	<b>Learn the plan</b>	<b>2</b>	<b>17</b>
		<b>Attacking process with the runner</b>	<b>Learn the plan</b>	<b>2</b>	<b>18</b>

		<b>Attacking process after the first pass</b>	<b>Learn the plan</b>	<b>2</b>	<b>19</b>
		<b>Rear-field attack</b>	<b>Learn the plan</b>	<b>2</b>	<b>20</b>
		<b>Explanation and clarification of the shadow of the fire wall</b>	<b>Learn the plan</b>	<b>2</b>	<b>21</b>
		<b>Explanation and clarification of attacker coverage</b>	<b>Learn the plan</b>	<b>2</b>	<b>22</b>
		<b>Explanation and clarification of the loose player ( swinging)</b>	<b>Learn the plan</b>	<b>2</b>	<b>23</b>
		<b>Explanation and clarification of 'the players specializations on the field</b>	<b>Learn the plan</b>	<b>2</b>	<b>24</b>
		<b>Choosing the right outdoor</b>	<b>Learn the plan</b>	<b>2</b>	<b>25</b>

		stadium for the team			
		Coach's duties	Learn the plan	2	26
		Reasons for player substitution	Learn the plan	2	27
		Reasons for taking time out	Learn the plan	2	28
		,Practical exam first semester	Student evaluation	2	29
		Theoretical exam, first semester	Student evaluation	2	30

## 11- : Evaluation

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## 12- :Learning and teaching resources

Volleyball for the fourth stage / Dr. Tariq –1 Hassan Razouki Dr. Hussein Subhan –2 –3	Required textbooks :(methodology if available)
	: references
Fourth–stage volleyball/ Dr. Tariq Hassan Razouki Dr. Hussein Subhan	Recommended supporting ) books and references :(scientific journals, reports
Internet	references , websites

**Description of the courses of the subject (Sociology) / (Fourth) stage**  
**For the academic year 2024–2025**

<b>:Course name .1</b>
<b>sociology</b>
<b>:Course code .2</b>
<b>without</b>
<b>Study : (semester) (annual) .3</b>
<b>annual</b>
<b>:Date and preparation of this description .4</b>
<b>2025–2024</b>
<b>:Available forms of attendance .5</b>
<b>Daily attendance on the lecture schedule</b>
<b>:Number of study hours ( total) / Number of units (total) .6</b>
<b>hours per year, (4) units per week (60)</b>
<b>:Name of the course administrator ( if more than one name is mentioned) .7</b>
<b>Name: Prof. Dr. Firas Hassan Abdul Hussein Email :Course Manager:</b> <b>firas.hasan@uobasrah.edu.iq</b> <b>:Name: Prof. Dr. Haider Awfi Ahmed Emailhaider.offy@uobasrah.edu.iq</b> <b>:Name: Prof. Dr. Amer Abbas Issa Emailamer.essa@uobasrah.edu.iq</b>
<b>:Course objectives .8</b>
1– Educating students on the basic principles and specialized topics of the role and importance of sports sociology in the field of sports. 2– Students study all topics related to the subject of sociology of sports. 3– Explaining the role and importance of this science in analyzing and treating some historical phenomena that may occur during sports practice among all age groups . 4– Defining the importance of sports sociology and teaching its basics

5– How to Build Sports Sociology Programs 6– Preparing methods of sports sociology 7– Teaching physical attributes and how to train them	
<b>:Course outcomes, teaching, learning and assessment methods .9</b>	
أ- Enabling students to gain knowledge in the sociology .1 .of sports أ- Enabling students to acquire knowledge for integrated .2 .academic and educational work أ- Enabling students to gain knowledge of sports .3 .sociology أ- Teaching report writing in the sports community .4 أ- Teaching students about the steps for discovering a .5 .social problem	A– Cognitive objectives
ب- Students acquire knowledge of the concepts of sports .sociology and how to apply them ت- To enable students to acquire the ability to know the .2 . details of various sociology topics ب- Enable students to interact and exchange information .3 .with the sports team	B–Skill objectives of the course
The theoretical materials simulate students’ sense of .A–1 familiarity with cognitive aspects and how to apply them .practically C–2. Raising the cognitive values of academic subjects . through classroom discussions C–3. Raising students’ efficiency and teaching capabilities in .physical education classes through the exchange of views	C– Emotional and value goals



C-4. Raising students' emotional levels by holding .discussions in the classroom	
1- By giving scientific lectures 2- Through the use of illustrations and human presentation 3- ) By using modern display methodsData Show and ( written presentation	Teaching and learning methods
D-1. Applying the knowledge students have acquired in the . theories of sports sociology Applying the knowledge students have acquired in the practical application of sports sociology D-2. To benefit from the knowledge students have acquired . in advanced stages of physical education sciences D-3. To provide students with knowledge of the sociology of .sports to benefit from it in daily life D-4. Providing students with knowledge of tennis and .badminton to benefit from in their professional lives	D-Skills

### Course structure .10

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Student -1 evaluation from During homework	Lecture explanation	Sports sociologists	The concept of sports sociology	2	1
	Theoretically using	Sports Sociology Methods	The development of sports sociology	2	2

<p>And participation</p> <p>Activity –2 during the lesson</p> <p>,Monthly –3 semester and final exams</p>	<p>Illustrations</p> <p>Modern display</p>	<p>Research methods in sports sociology</p>	<p>,Objectives contents and importance of studying sports sociology</p>	2	3
		<p>Social functions of sport Part 1</p>	<p>Theories of sports sociology</p>	2	4
		<p>Social functions of sport Part 2</p>	<p>social institutions</p> <p>1) family</p> <p>2) the school</p> <p>3) The state</p> <p>4) religious institutions</p> <p>Youth centers and sports clubs</p>	2	5
		<p>Sports Sociology Terms</p>	<p>Sociologists in Iraq, Arabs and :foreigners</p> <p>1) Dr. Ali Al-Wardi</p> <p>2) Al-Farabi</p> <p>3) Ibn Khaldun</p> <p>4) Oxt Comte</p> <p>5) Emile Durkheim</p> <p>Herbert Spencer</p>	2	6

		Sports group	Sports Sociology Methods Historical) , method method ,Comparative field survey (method	2	7
		Riot and sports fanaticism	Research methods in sports sociology	2	8
		Socialization (Part 1)	Social functions of sport Part 1 Psychological (1 (function 2 Educational (function 3 Sports are a tool for unity and social interaction	2	9
		First semester exam	Social functions of sport Part 2 Sport is a (4 tool for social	2	10

			( control. 5 Sport is a tool for social .representation Sport is a (6 tool for peaceful coexistence .among peoples		
		Socialization (Part 2) Social control–	Scientific terms and concepts in sports sociology	2	11
		application	Sports team group 1) Its characteristics Group ,dynamics ,sports groups and their use in the sports field	2	12
		application	Hooliganism and fanaticism in the ) sports field ,social causes ,(combating it	2	13

		application	Sports and Socialization (Part 1)	2	14
		application	First semester exam	2	15
		application	Sports and Socialization (Part 2) Social control in ) the sports field ,definition ,determinants (and means	2	16
		application	application	2	17
		social deviation	application	2	18
		social cheating	application	2	19
			application	2	20
			application	2	21
			application	2	22
			Sports and social deviation its nature , its) theories, the major forms of (deviation	2	23

			Social cheating its causes and ) (control factors	2	24
			Social relations in the sports team group Cohesion and – fragmentation of sports groups	2	25
			Social intelligence in the sports field , definition) (types, tests Social interaction in the ) sports field ,definition, types (theories, tests	2	26
			Social – integration in the sports ) community ,definition, types fields, theories) Social skills in ) the sports field	2	27

			,definition, types ,measurements (theories		
			Leisure and sports recreation Sports and its – role in combating terrorism and extremism	2	28
			The role of social and recreational problems in limiting sports activity among youth Women and sports activity	2	29
			Second semester exam	2	30

marks for monthly and daily 25 (1 :Distribution as follows : Course Evaluation .11  
exams for the first semester, 25 marks for monthly and daily exams for the second  
.semester , and 50 marks for final exams

:Learning and teaching resources .12

The Sociology of Sports Book / Written by Professor Dr. Firas Hassan Abdul Hussein	Required textbooks :(methodology if available)
The Sociology of Sports Book / Written by Professor Dr. Firas Hassan Abdul Hussein	: references
Nothing	Recommended supporting ) books and references :(scientific journals, reports
All available websites	references , websites



**Description of the courses of the subject (Administration and Organization)**  
**(Fourth) stage /**  
**For the academic year 2024–2025**

<b>:Course name .1</b>
<b>Management and Organization</b>
<b>:Course code .2</b>
<b>without</b>
<b>Study : (semester) (annual) .3</b>
<b>annual</b>
<b>:Date and preparation of this description .4</b>
<b>2025–2024</b>
<b>:Available forms of attendance .5</b>
<b>Daily attendance on the lecture schedule</b>
<b>:Number of study hours ( total) / Number of units (total) .6</b>
<b>hours per year, (4) units per week (60)</b>
<b>:Name of the course administrator ( if more than one name is mentioned) .7</b>
<b>Prof. Dr. Abdul Halim Jabr Nazzal Email : Course Manager:</b> <b>abdhaleem.nazzal@uobasrah.edu.iq</b> <b>Prof. Dr. Aqil Jarrah Email</b> <b>A.M.D. Fouad Abdul Mahdi Email</b>
<b>:Course objectives .8</b>
8– Teaching students the basics of sports management and its chapters 9– – How to do administrative work 10– Sports management is one of the important factors that has a significant impact on the training process and in creating the human interaction necessary to achieve the goals of the player and the team. 11– Statement on the importance of sports management to society

**12– Teaching physical attributes and how to train them**

**:Course outcomes, teaching, learning and assessment methods .9**

<p>A1– Enabling students to gain knowledge in sports management</p> <p>A2– Enabling students to acquire the knowledge for .integrated work as an administrator in sports institutions</p> <p>A3– Enabling students to gain knowledge and understand the .adaptations made to the application of sports management</p> <p>A4– Enabling students to understand the practical application .of sports management in an effective manner</p>	<p>A– Cognitive objectives</p>
<p>B1 – Students acquire knowledge of sports management concepts.</p> <p>B2 – Students acquire knowledge of the elements of sports management and how to apply them.</p> <p>B3– Students acquire the ability to understand the relationship between administrative elements and sports management applications.</p> <p>B4– Providing students with the opportunity to interact and .exchange information together in sports management</p>	<p>B–Skill objectives of the course</p>
<p>A1– The theoretical subjects simulate students’ sense of familiarity with cognitive aspects and how to apply them .practically</p> <p>A2– Raising the cognitive values of academic subjects through discussions</p> <p>A3– Raising students’ efficiency and teaching capabilities in .physical education lessons during the exchange of opinions</p>	<p>C– Emotional and value goals</p>

A4– Raising the emotional aspects of students by holding sports competitions and feeling responsible towards .others	
4– By giving scientific lectures. 5– Through the help of illustrations and video presentation 6– ) By using modern display methodsData Show models , .and written presentation	Teaching and learning methods
D1– Applying the knowledge students have acquired in the elements of sports management. D2– Applying the knowledge students have acquired in the .practical application of sports management D3– Benefit from the knowledge students have acquired in physical education sciences for advanced stages in sports .management D4– Providing students with knowledge of management .science to benefit from it in daily life	D–Skills

### Course structure .10

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Questions and discussion ,Weekly ,monthly, daily written and	Theoretical lecture Lectures/Class	The concept of management, the definition of management, and the elements of management	Introduction to Management	2	1

end-of-year .exams		management) (functions Is management a ?science or an art The origin of management schools , general principles of ,management management ,fields management ,levels management skills Sports			
		General definition of management	General definition of sports management	2	2
		The importance of sports management The main elements of administrative work in the sports .field Characteristics of	The importance of sports management	2	3

		effective sports .management			
		Planning, the concept of planning, the importance of planning	Planning	2	4
		Definition of planning logical steps	Planning components	2	5
		Planning has benefits of applying proper .planning	the plan	2	6
		The importance of organization Definition of ,organization steps of ,organization principles of organization Characteristics of good organization	organization	2	7
		Foundations and forms of organizational	Formal organizational patterns	2	8

		<p>organization types of)</p> <p>(organization Types of ,organization formal organization patterns, informal organization</p>			
		<p>The concept of coordination, the definition of coordination, and the rules of coordination effective coordination Types of coordination</p>	Coordination	2	9
		<p>The concept of guidance and the pillars of guidance</p>	Guidance	2	10
		<p>The concept of leadership, the definition of leadership, and the confiscation</p>	Leadership	2	11

		of leadership power and influence			
		Leadership specifications and skills, leadership styles and methods Types of leadership in the sports field	Leadership theories	2	12
		The concept of decision in management Definition of decision The concept of decision making Types of decisions stages	decision making	2	13
		Decision making Decision-making ,theories obstacles to rational decision-making characteristics of	Decision making	2	14

		the decision– maker, and means to help The manager on making and taking decisions Factors affecting the decision maker			
		exam	exam	2	15
		application	application	2	16
		application	application	2	17
		application	application	2	18
		application	application	2	19
		application	application	2	20
		application	application	2	21
		– Communication – Definition Importance of communication – components Methods – Types	Contact	2	22
		– Supervision – Concept Definition of types of – supervision	Supervision	2	23



		Supervision methods			
		– Control Importance of – Definition Control Methods	Censorship	2	24
		The concept and definition of sports marketing The importance of marketing	Sports Marketing	2	25
		Marketing Elements Marketing Management Influencing Environmental Factors	Organizing and managing sports tournaments	2	26
		Organizing sports races	Organizing sports tournaments	2	27
		– Single draw – Double draw Round draw	Professionalism and Sports Marketing	2	28
		Sports festivals	Organizing sports tournaments	2	29

			exam	2	30
<b>: Course Evaluation .11</b>					
<b>marks for monthly and daily exams for the first 25 :Distribution as follows semester. 25 marks for monthly and daily exams for the second semester. 50 .marks for final exams</b>					
:Learning and teaching resources–12					
,Fundamentals of Work in Sports Management authored by Prof. Abdel Halim Gabr and others			Required textbooks :(methodology if available)		
,Fundamentals of Work in Sports Management authored by Prof. Abdel Halim Gabr and others			: references		
8– Daily reports Review of research in sports management			Recommended supporting ) books and references :(scientific journals, reports		
6– .Sites of specialized scientific journals . Sports management websites –2 University of Basra website, faculty portal –3			references , websites		