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

Academic Program and Course Description Guide

Academic Year: 2025/2026

Introduction:

The academic program is considered a coordinated and structured package of courses that includes procedures and experiences organized into curricular components. Its primary purpose is to develop and refine the graduates' skills, making them qualified to meet labor market demands. The program is reviewed and evaluated annually through internal or external auditing procedures and programs, such as the external examiner scheme.

The academic program description provides a concise summary of the program's main features and its constituent courses, highlighting the skills targeted for student acquisition in alignment with the program's educational objectives. The significance of this description lies in its role as a foundational element for obtaining program accreditation. Faculty members contribute to its preparation under the supervision of scientific committees within academic departments.

This second edition of the guide includes an updated description of the academic program, incorporating revisions to the content and sections of the previous edition in light of recent developments and changes in the educational system in Iraq. It addresses both traditional program structures (annual) and adopts the standardized academic program description issued in accordance with the directive of the Directorate of Studies, Ref. No. 2906/3م ت, dated 3/5/2023, concerning programs based on the Bologna Process framework.

In this context, we emphasize the importance of accurately drafting academic program and course descriptions to ensure the effective conduct of the educational process.

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Concepts and Terminology

Academic Program Description

The academic program description provides a concise summary of the program's vision, mission, and objectives, encompassing a detailed articulation of the targeted learning outcomes aligned with specific instructional strategies.

Course Description

The course description presents a brief overview of the key characteristics of the course and the expected student learning outcomes. It also serves to demonstrate whether the student has effectively utilized the available learning opportunities. Course descriptions are derived from the broader program description.

Program Vision

An aspirational representation of the academic program's future, portraying it as an advanced, inspiring, motivating, realistic, and practically applicable entity.

Program Mission

A succinct statement outlining the program's goals and the requisite activities to achieve them, along with delineation of the program's developmental trajectories and strategic directions.

Program Objectives

Clear and measurable statements describing what the academic program aims to accomplish within a specified timeframe. These objectives must be observable and assessable.

Curriculum Structure

The complete set of courses or subjects comprising the academic program, organized according to the adopted educational system (annual). This includes all mandatory requirements imposed by the Ministry, university, college, or academic department, alongside the total number of credit hours.

Learning Outcomes

A coherent combination of knowledge, skills, and values that students are expected to acquire upon successful completion of the academic program. Each course's learning outcomes must be explicitly defined to ensure alignment with the program's objectives.

Teaching and Learning Strategies

The methods and approaches employed by faculty members to facilitate student learning and development. These strategies consist of planned activities, both within and beyond the classroom, designed to achieve the desired learning outcomes of the program.

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Academic Program Description Template

University Name: **University of Basrah**

College / Institute: **College of Arts**

Academic Department: **Department of Translation**

Academic or Professional Program Name: **Bachelor of Arts in Translation**

Final Degree Title: **Bachelor of Arts in Translation**

Study System: **Annual**

Date of Program Description Preparation

Date of File Completion

Signature:
Head of Department: Prof. Zeineb Sami Hawel
Datal

Signature
Scientific Assistant: Prof. Dr. Haider Abdul Redha Hassan Al-Tamimi
Date: _____

File Reviewed by the Quality Assurance and University Performance Division
Name of the Director of the Quality Assurance and University Performance Division:
Prof. Dr. Najat Abdul Kazim Abdul Sada
Dater of re Sturman
Signatul Arte

Dean's Approval
Prof. Dr. Majid Abdul Hamid Abdul Kaabi

Al-generated content

First Stage

Introduction to Translation

1. Program Mission
Program is planned to increase students' knowledge of basic skills in both directions of English-Arabic translation.

2. Program Objectives
1. Mastering the theoretical basics of translation studies. **2. Practicing translation between English and Arabic in both directions.**

3. Program Accreditation
Does the program have program accreditation? And from which agency?

4. Other external influences
Is there a sponsor for the program?

5. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department Requirements				
Summer Training	Yes			
Other				

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

6. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025-2026/ First Year		Introduction to Translation	theoretical	practical

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7. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Mastering translation between English and Arabic in both directions covering both the theoretical and practical sides.
Skills	
Learning Outcomes 2	Understanding basic theories of translation.
Learning Outcomes 3	Understanding different types of sentences in terms of complexity.
Ethics	
Learning Outcomes 4	Translating different types of sentences from English into Arabic.
Learning Outcomes 5	Translating different types of sentences from English into Arabic.

8. Teaching and Learning Strategies
Implementation of skills required for mastering the theoretical and practical aspects of basic translation skills between English and Arabic and in both directions.

9. Evaluation methods
Daily, monthly and yearly exams as well as other evaluation activities.

10. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Lect. Dr.	Translation	English-Arabic Translation				

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

11. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

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12. The most important sources of information about the program
Making use of the essential resources and concepts in translation studies between English and Arabic translation.

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

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

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Course Description Form

Course Name: An Approach to Translation .1					
Course Code: .2					
Semester / Year: 2025/2026 .3					
Description Preparation Date: 25/7/2026 .4					
Available Attendance Forms: 25/7/2026 .5					
Number of Credit Hours (Total) / Number of Units (Total) .6					
Course administrator's name (mention all, if more than one name) .7					
Name: Bariq Ashoor Khalaf Al-Husain **Email: bariqalhusain@yahoo.com**					
Course Objectives .8					
Course Objectives		**Understanding basic translation theoretical concepts.** **Understanding various types of English and Arabic sentences.** **Understanding various types of English and Arabic sentences in both directions.**			
Teaching and Learning Strategies .9					
Strategy	**Teaching the basic theoretical concepts as well as grammatical aspects of both English and Arabic in addition to practicing translation in both directions with different basic level texts.**				
Course Structure .10					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
		Mastering English-Arabic translation on the basic level.	**An Approach to Translation**	**Theoretical and Practical Material.**	**Daily, monthly and yearly exams.**
Course Evaluation .11					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc.					
Learning and Teaching Resources .12					
Required textbooks (curricular books, if any)		**Different resources.**			

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Main references (sources)	**كتاب المدخل إلى الترجمة (د. سليمان الواسطي/ الجزء الأول)** **كتاب المدخل إلى الترجمة (د. سليمان الواسطي/ الجزء)**
Recommended books and references (scientific journals, reports...)	**English and Arabic: (Translation between A Textbook for Translation Students and Educators) by Noureldin Abdelaal**
Electronic References, Websites	

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pronunciation

13. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
First year		**pronunciation**	**theoretical**	**practical**

14. Expected learning outcomes of the program	
Knowledge	
Informing students about the importance of phonetics and how to pronounce the correct sounds and vowels.	-Enable students to know how to pronounce the correct sounds, vowels and compound sounds. -Know some theoretical information about organ of speech. - How to write phonetic symbols -How to pronounce stressed words and vocabulary correctly.
Skills	
Expanding the skill of correct pronunciation of English words and sentences.	
Ethics	
Developing students' abilities to pronounce correctly	

15. Teaching and Learning Strategies
1-Explaining the scientific material by relying on the prescribed methodological book. 2- Writing a review paper for each lecture summarizing the most important ideas presented during the lectures. 3- Providing audio and video clips that help in practicing the correct pronunciation.

16. Evaluation methods
Weekly, monthly, daily exams and the end of the year exam.

17. Faculty
Faculty Members

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Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	**Special**			**Staff**	**Lecturer**
	English language	pronunciation			staff	

Professional Development
Mentoring new faculty members
Professional development of faculty members

18. **The most important sources of information about the program**
Better English Pronunciation (textbook)

19. Program Development Plan
A comparative study of applying English sounds with Arabic sounds and finding differences and similarities to help develop the student's verbal level. -using videos, tape recordings. and slides.

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Program Skills Outline																
				Required program Learning outcomes												
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First year students		pronunciation	basic	•				•				•			

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Course Description Form

13. Course Name: Pronunciation	
14. Course Code:	
15. Semester / Year: year	
16. Description Preparation Date:7−2−2026	
17. Available Attendance Forms: daily attendance	
18. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours in a week, 90 hours in a year	
19. Course administrator's name (mention all, if more than one name)	
Name: Isra Mahmood Salman Email: isra.salman@uobasrah.edu.iq	
20. Course Objectives	
Course Objectives	• master the English speech sounds (consonants and vowels) • master the supra segmental features • shed lights on the importance of proper pronunciation in English language acquisition, finding out up & running effective approaches, not only acquiring a cognitive 'knowing-that' but it is also a physical 'knowing-how' confirming the success of practical phonetic training combined with adequate theoretical information.

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21. Teaching and Learning Strategies

Strategy	

22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	2	Knowing theoret information ab organs of speech how to produce sou accurately>	Introduction phonetics Organs of speech part Organs of speech part Fricative sounds:p1 Fricative p2 Stops p1 Stops p2 Nasal p1 Lateral p1 Lateral p2 Gliding p1 Gliding p2 Exercise1 Exercise2 Exercise3 Exercise4 Consonant sequence p Consonant sequence p Holiday Short vowel p1 Short vowel p2 Long vowel p1 Long vowel p2 Exercise 1 Exercise 2 Execise3 Exercise4 Weak forms p1 Weak form p2 Word boundaries p1 Word boundaries p1 Exercise 1 Exercise 2	Explain the lecture, give paper summary, using video and recorded material to listen	Daily quizzes Monthly quizzes and final quizzes

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29 30			Exercise 3 Exercise 4		

23. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ....etc.

24. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Required book
Main references (sources)	Better English Pronunciation
Recommended books and references (scientific journals, reports…)	[1] Better English Pronunciation [2] A course in phonetics [3] English Phonetics and Phonology
Electronic References, Websites	www.researchgate.com www.googleschoolar.com

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Basics of English Grammar

20. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025-2026 First Stage		**Basics of English Grammar**	**theoretical**	**Two hours**

21. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Knowledge • Recognize different sentence types in English (declarative, interrogative, imperative, exclamatory). • Distinguish between the main parts of speech (noun, verb, adjective, adverb, etc.). • Understand the rules related to pronouns, articles, and verb tenses. • Comprehend noun forms (singular/plural, gender distinctions, and grammatical cases)
Skills	
Learning Outcomes 2	• Analyze English sentences from a grammatical and structural perspective. • Apply grammatical rules in writing and forming correct sentences. • Identify correct and incorrect grammatical usage in context. •Utilize charts and illustrative examples to clarify grammatical concepts.
Learning Outcomes 3	Develop accuracy and attention to detail in grammatical analysis. • V2: Foster self-discipline in completing regular grammar exercises. • V3: Encourage independent learning and the use of various resources to understand grammar. • V4: Promote respect for peers' input during in-class discussions on grammatical structures.
Ethics	
Learning Outcomes 4	• V1: Demonstrate honesty and integrity in completing assignments and assessments. • V2: Respect classroom rules and academic responsibilities.
Learning Outcomes 5	• V3: Show commitment to collaborative learning and peer interaction. • V4: Value accuracy and diligence in language learning as an ethical responsibility

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22. **Teaching and Learning Strategies**
. Explain all of the topics in details. .Using PPT SLIED to clarify and illustrate the principles in pictures.

23. Evaluation methods
1. Weekly quizzes 2. Evaluate the individual skills and participations 3. Monthly-midterm exams 4. End- term exams- Finals

24. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Assistant Lecturer	Translation	Translation Studies			Yes-Staff	

Professional Development
Mentoring new faculty members
Professional development of faculty members

25. **The most important sources of information about the program**
1. Comprehensive English Grammar 2. Grammar in Use 3. Teacher’s Handouts 4. PPT Slides

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

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Course Description Form

25. Course Name: English Grammar	
26. Course Code:	
27. Semester / Year: **2025-2026**	
28. Description Preparation Date:	
29.Available Attendance Forms: Yes	
30.Number of Credit Hours (Total) / Number of Units (Total) two (2) hours per week	
31. Course administrator's name (mention all, if more than one name)	
Name: Email:	
32. Course Objectives	
Course Objectives	- Introduce students to key issues in English grammar. - Students will develop analytical skills in understanding English grammar at various levels (such as the word and sentence levels), with a focus on how these relate to text translation.
33. Teaching and Learning Strategies	
Strategy	

34. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
Week one	2		**Sentence Type:** - **Declarative, Interrogative, Exclamatory & Imperative Positive & Negative** **Parts of Speech**		
Week two	2		assification pen versus Closed **Week Three:**		
Week three	2		**Noun Types** efinition of a noun ouns types		
Week Four	2		ouns forms **Week Four: Noun & Number & Gender I** ngular versus Plural minine, Masculine and Neuter bjective, Accusative, Dative, Vocative		
Week Five	2		**Week Five: Noun & Number & Gender II** ngular versus Plural minine, Masculine and Neuter Subjective, Accusative, Dative, Vocative		
Week Six	2		**Week Six: Pronouns Definition** onoun Type Pronoun, Person and Case		
Week Seven	2		**Week Seven: Modifiers** **rticles**		
Week Eight	2		**Week Eight: Modifiers** **djectives Types** **djectives Degree**		
Week Nine	2		**Week Nine: Demonstratives** **emonstrative adjectives/pronouns** **terrogative adjectives / pronouns**		
Week Ten	3		**Week Ten:**		

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			Mid Exam		
2ed Semester Week one	2		**Week One:** **Verbs:** Definition tion verbs ate of being verbs elping verbs		
Week Two	2		**Week Two: Verb Tense I** **Simple)**		
Week Three	2		**Week Three: Verb Tense II** **(Simple)**		
Week Four	2		**Week Four: Verb Tense I** **ogressive**		
Week Five	2		**Week Five: Verb Tense II** **ogressive**		
Week Six	2		**Week Six Verb Tense I** **rfective**		
Week Seven	2		**Week Seven: Verb Tense II** **rfective**		
Week Eight	2		**: Linking Verbs and Subject** **Complements** **Object Complements**		
Week Nine	3		**Week Nine:** **nal Exam**		

35. Course Evaluation

Daily Evaluation 10%
First Semester Exam 20%
Second Semester Exam 20%

36. Learning and Teaching Resources

1. Comprehensive English Grammar
2. Grammar in Use
3. Teacher's Handouts
4. PPT Slides

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5. Main references (Grammar in Use)	
Recommended books and references:	
Electronic References, Websites	

Comprehension and Composition

1. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
		Comprehension and Composition	theoretical	practical

2. Expected learning outcomes of the program	
Knowledge	
Learning Outcome 1	Learining basic writing skills
Learning Outcomes 2	Learning basic reading skills
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	learning creative skills of thinking and writing
Learning Outcomes 5	Learning Outcomes Statement 5

3. Teaching and Learning Strategies
Implementation of skills required for mastering elementary reafing and writing Using practical activities to increase the students' experiences in learning to read and write in the best academic ways.

4. Evaluation methods
Daily , monthly and yearly exams as well as other evaluation activities

5. Faculty
Faculty Members

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Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Lecturer	Applied linguistics	Speech and language disorders				

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full–time, and part–time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

6. **The most important sources of information about the program**
State briefly the sources of information about the program.

7. Program Development Plan
Doing monthly workshops to enhance the students' academic skills in reading and writing Design a special clinic for supporting students in reading and writing

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

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Course Description Form

1. Course Name: **Comprehension and Composition**	
2. Course Code:	
3. Semester / Year: 2025	
4. Description Preparation Date: 20/7/2026	
5. Available Attendance Forms: 20/7/2026	
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	
Name: Amani Noori Saeed Email: amani.saeed@ uobasrah.edu.iq	
8. Course Objectives	
Course Objectives	Mastering basic writing skills Mastering basic reading comprehension skills.
9. Teaching and Learning Strategies	
Strategy	Implementation of skills required for mastering elementary reafing and writing ing practical activities to increase the students' experiences in rning to read and write in the best academic ways.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		Mastering basic reading and writing skills	Reading comprehension and writing	Theoretical and practical methods	Daily, monthly and final exams

11. Course Evaluation
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Different resources
Main references (sources)	Dorothy Zema , Carlos Islam. Writing paragraph, from topic to paragraph. (2008)
Recommended books and references (scientific journals, reports…)	Alice Savage, Patrica Mayer. Effective Academic Writing. Student book 1 (2006)
Electronic References, Websites	

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Introduction to English Literature

1. Course Name
Introduction to English Literature
2. Course Code
3. Semester/year
annual
4. The date this description was prepared
20/7/2026
5. Available attendance forms
Attendance
6. Number of study hours (total) / number of units (total)
2-3 hours per week
7. Name of the course administrator (if more than one name is mentioned)
Name: Dr.Mugdad Abdulimam Abood
8. Goals
• Enhancing critical thinking and deep comprehension of fictional texts. • Text analysis: Students' are taught how to analyze novel elements such as characters, plot, time, and place. This aims to achieve a deeper understanding of the novel and its meanings. • Literary criticism: Students' learn how to write analytical critical essays
9. Teaching and learning strategies

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

10. Course structure					
the week	hours	Required Learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	3		What is literature	theoretical	Explanation, questions, and discussion
2	=		What is literature	=	=
3	=		HOMEWORK	=	=
4	=		Why we study literature?	=	=
5	=		Why we study literature?	=	=
6	=			=	=
7	=		HOMEWORK	=	=
8	=		Lucy Kellaway	=	=
9	=		Lucy Kellaway	=	=
10	=		Homework	=	=
11	=		August Strindberg\The	=	=
12	=		Stronger	=	=
13	=		August Strindberg	=	=
14	=		Stronger	=	=
15	=		Homework	=	=
16	=		The Old Man at the Bridge	=	=

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17	=		Ernest Hemingway	=	=
18	=		Let Not to the M of True e Marriage	=	=

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Conversation

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
First year		**Conversation skills**	**theoretical**	**practical**

2. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Keeping pace with the development of dialogue and discussion methods - effective communication
Skills	
Learning Outcomes 2	1- The ability to effective dialogue and methods of persuasion. 2- Dealing with the effective and constructive to create effective dialogue between individuals
Learning Outcomes 3	3- Building the foundations of dialogue for the student to get rid of the barrier of fear to open a constructive dialogue between people
Ethics	
Learning Outcomes 4	Developing students' abilities to share ideas

3. **Teaching and Learning Strategies**
1- Explain the oral material to students in detail. 2- Participation of students in the discussion of some general topics 3- Discussion and dialogue on vocabulary related to the topic of conversation and dialogue between people, whether formal or informal.

4. **Evaluation methods**
Weekly, monthly, daily exams and end-of-year exams.

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

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members

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Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

6. Program Development Plan
- Using new concepts and modern methods to present educational topics and using electronic devices to display information to attract attention and increase students' focus.

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

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Course Description Form

37. Course Name:
Conversation
38. Course Code:
39. Semester / Year:
annual
40. Description Preparation Date:
6-4-2026
41. Available Attendance Forms:
Attendance
42. Number of Credit Hours (Total) / Number of Units (Total)
2 hours per week (2 units)
43. Course administrator's name (mention all, if more than one name)
Name: Suhad A. hasan and Sara Abdul Monim Email: suhad.abdulrazaq@uobasrah.edu.iq
44. Course Objectives

Course Objectives	• **Course Objectives: In the Speaking Skills course for the Translation Department, the objectives are designed to enhance the basic oral skills that students need to be effective translators, with an emphasis on accuracy, fluency and adaptation to different contexts. Here are the possible course objectives: General Course Objectives: Developing Language Fluency: Improving students' ability to speak fluently and smoothly in the source and target languages (such as Arabic, English, etc.). Enhance self-confidence during oral expression in front of others. Improve pronunciation and dialect: Training in the correct pronunciation of words**

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	according to the rules of the target language.

45. Teaching and Learning Strategies

Strategy	By guided conversations, class discussions, and dividing students into groups to discuss specific topics in the target language. And use activities such as "one minute" for continuous talk without hesitation. Improvisation training: Introducing surprising topics for students to talk about immediately to improve the speed of thinking. Strategies to improve pronunciation and dialect: Play audio clips of native speakers and ask students to imitate pronunciation and dialect.

46. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
	2	Language and oral skills Professional and communication skills	Week 1: Introduction to speaking skills (importance, types, public speaking concerns). Week 2: Audience analysis (how to understand listeners' needs and tailor your message Week 3: Building self-confidence (anxiety relief exercises, basic body language) Week 4: Elements of sound (tone, speed, clarity, correct breathing) Week 5: Focus on linguistic clarity (pronunciation, spelling, avoiding common mistakes) Week 6 Short dialogues with correction of common mistakes. Week 7 Active listening and taking notes Week 8 Strategies for analyzing audio texts. Week 9: Use stories and examples to attract attention. Week 10: Linking ideas (transitional words, logical sequence) Week 11: Preparing for the conversation (writing key points, not relying on the text). Week 12: Use optical props (when and how to use them). Week 13: Short presentations (hands-on with		Daily exams discussions monthly exams

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			feedback). Week 14: Spontaneous speaking (improvisation exercises). Week 15: Speaking via social media (Zoom interviews, audio recordings. Week 16: Self-criticism and performance analysis (self-recording and error analysis). Week 17: Improvisational oratory (advanced exercises in improvisation). Week 18: Speaking advanced body language (gestures, facial expressions). Week 19: Speaking to a virtual audience (social media, podcast). Week 20: Exercises on the types of talk (persuasive, media, entertainment). Week 21: Speaking under pressure (limited time, uncooperative audience). Week 22: Comprehensive assessment (video recording and analysis of a full conversation). Week 23: Speaking to a virtual audience. Week 24: Watch and analyze famous speeches Week 25: Mini-performances, or role-playing Week 26: Managing questions and discussions (how to deal with difficult questions). Week 27: Speaking at formal events (words of thanks, presentation). Week 28: Persuasive Speaking Week 29: Prepare content for a final event (lecture or presentation). Week 30: Final application (presenting the talk in front of a real audience with a comprehensive assessment).		

47. Course Evaluation	
The grade of 100 is distributed as follows: daily activities and participation, attendance and discussions, mid-term exam (50%), and final exam (50%). This ensures a balanced performance evaluation.	
48. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	

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Main references (sources)	Person to person/ version 2.
Recommended books and references (scientific journals, reports...)	Person to person/ version 2.

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Arabic Language (Arabic Grammar)

49. Course Name:
Arabic Language (Advance Arabic Grammar)
50. Course Code:
51. Semester / Year:
2025-2026
52. Description Preparation Date:
22/07/2026
53. Available Attendance Forms:
Yes
54. Number of Credit Hours (Total) / Number of Units (Total)
1 hr. a week.
55. Course administrator's name (mention all, if more than one name)
Name: Asst. Lect. Taiseer Abdul Latif Ayoob Email:
56. Course Objectives

Course Objectives	Enabling students to use Arabic structures correctly and comprehensively. Understanding the texts that the student needs. Understanding the precise meanings intended by the speaker, which contributes to accurate translation from Arabic to other languages and vice versa

57. Teaching and Learning Strategies

Strategy	Managing the lecture, explaining and clarifying topics, asking students questions and discussing them, conducting daily and quarterly tests, and determining the activities related to the course.

58. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1		Introduction to the importance of Arabic grammar and its field of study	Theoretical	Explanation, questions, and discussion.
2	1		The word and its categories in the Arabic language		
3	1		Applications on parts of speech		
4	1		The predicate and the subject		

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5	1		Applications on predication		
6	1		The verb in terms of completeness and deficiency		
7	1		The difference between complete and incomplete verbs		
8	1		Explanation of the "abrogative verbs" (nāsiḫa verbs)		
9	1		Verbs of approach, initiation, and hope		
10	1		The passive voice and its rules		
11	1		Verb tenses		
12	1		The meanings conveyed by verb tenses		
13	1		Intransitive verbs		
14	1		Transitive verbs		
15	1		Built (indeclinable) verbs		
16	1		Inflected (declinable) verbs		
17	1		First semester exam		
18	1		Subjunctive particles (ḥurūf nāṣiba)		
19	1		Applications on subjunctive particles		
20	1		Jussive particles (ḥurūf jāzima)		
21	1		Applications on jussive particles		
22	1		The difference between particles		
23	1		Jussive conditional tools		
24	1		The conditional verb and its result		

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25	1		Categories of nouns		
26	1		The subject (al-mubtada') and the predicate (al-khabar)		
27	1		Rules of the subject		
28	1		Rules of the predicate		
29	1		• Applications on the subject and predicate		
30		Exam	Exam		

59. Course Evaluation
• Students will be actively engaged in classroom activities and will be grouped based on the type of activity to enhance collaboration and learning outcomes.

60. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	Comprehensive Arabic Lessons
Recommended books and references (scientific journals, reports...)	• Arabic for Non-Specialists • Fundamentals of Arabic Grammar
Electronic References, Websites	

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Computer

26. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
First stage/ **2025-2026**		Computer	Theoretical	

27. Expected learning outcomes of the program	
Knowledge	
1- Keeping up with the development of computers and software that serve the translation process 2- Keeping up with simultaneous translation and speaking through software that supports artificial intelligence 3- Learning various computer skills through software that supports text editing, presentations and mathematical operations	
Skills	
1- Ability to understand computer material and apply it practically. 2- Dealing with crises and problems that occur in the translation process	
Ethics	
1- Regularly learning new topics helps enhance creative thinking abilities. 2- Trying new things: Exploring new areas and trying unusual skills enhances creativity. 3- Brainstorming: Brainstorming sessions are effective tools for generating ideas, especially in a supportive environment.	

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28. **Teaching and Learning Strategies**
The college's education process is based on a set of modern strategies such as interactive education, indirect education, and self-education, in addition to developing the traditional strategy based on direct education through: 1- Explaining the scientific material to students in detail and making the student participate interactively in the lecture. 2- Student participation by setting realistic problems in the field of work

29. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
	Computer	AI			√	

Professional Development
Mentoring new faculty members
1- Acquiring new skills by keeping up with the current development 2- Adopting smart software in work 3- Keeping up with scientific research
Professional development of faculty members
Professional development for faculty members 1- Conducting seminars on artificial intelligence 2- Using computers in the field of translation and scientific research 3- Explaining the differences between translation through smart software and translation through humans

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30. **The most important sources of information about the program**
Suggested Books 1. Graham Brown, David Watson, "Cambridge IGCSE Information and Communication Technology", 3rd Edition (2020) 2. Alan Evans, Kendall Martin, Mary Anne Poatsy, "Technology In Action Complete", 16th Edition (2020). 3. Ahmed Banafa, "Introduction to Artificial Intelligence (AI)", 1st Edition (2024). 4. Microsoft Office 2019 Step by Step 1st Edition by Curtis Frye & Joan Lambert 5. الخضر علي الخضر بحاث , " أساسيات الحاسوب" 2016 6. الدكتور عادل عبدالنور , "مدخل إلى عالم الذكاء الاصطناعي " 2005

31. Program Development Plan
1- Focus on artificial intelligence in solving translation problems in computers 2- Understanding artificial intelligence algorithms in determining accurate translation 3- Identifying the types of translation and the development methods that have occurred in previous years

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Week No.	Content	No. of Hours
1.	**Introduction to Computer:** Concepts of Hardware and Software with their components.	1
2.	**Introduction to Computer (Cont.):** Concept of Computing, Data and Information; Applications of Information Connecting input/output devices, and peripherals to CPU.	1
3.	**Computer Components:** Computer Portions, Hardware Parts, I/O Units.	1
4.	**Computer Components (Cont.):** Memory Types: Volatile and Non-Volatile Memory, Secondary Storage.	1
5.	**Computer Components (Cont.):** CPU Components: Control Unit (CU), Arithmetic Logic Unit (ALU) and Registers	1
6.	**Computer Components (Cont.):** Computer Ports, Personal Computer (Features and Types)	1
7.	**Operating System and Graphical User Interface GUI:** Operating System; Basics of Common Operating Systems; The User Interface, Using Mouse Techniques;	1
8.	**Operating System and Graphical User Interface GUI (Cont.):** Use of Common Icons, Status Bar, Using Menu and Menu-selection,	1

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9.	**Operating System and Graphical User Interface GUI (Cont.):** Concept of Folders and Directories, Opening and closing of different Windows; Creating Short cuts.	1
10.	**Operating System and Graphical User Interface GUI (Cont.):** Customization and Personalization of GUIs, Accessibility Features in GUIs, User Experience (UX)	1
11.	**Word Processing:** Word Processing Basics; Basic Features of Word Processors, Openingand Closing of documents;	1
12.	**Word Processing (Cont.):** Text creation and Manipulation; Formatting Text and Paragraphs, Using Templates for Document Creation.	1
13.	**Word Processing (Cont.):** Creating and Managing Tables, Utilizing Styles and Themes.	1
14.	**Word Processing (Cont.):** Spell Check and Grammar Tools, Using Headers and Footers.	1
15.	**Spread Sheet:** Introduction to Spreadsheet Software, Creating and Formatting Worksheets.	1
16.	**Spread Sheet (Cont.):** Sorting and Filtering Data, Using Formulas and Functions.	1
17.	**Spread Sheet (Cont.):** Using Formulas and Functions, Using Pivot Tables for Data Analysis.	1
18.	**Spread Sheet (Cont.):** Data Validation and Error Checking, Data Visualization: Creating Charts and Graphs.	1
19.	**Presentation Software:** Introduction to Presentation Software, Overview of Popular Presentation Tools, Creating a New Presentation.	1
20.	**Presentation Software (Cont.):** Using Templates and Themes, Inserting and Formatting Text and Images, Transition and Animation Effects	1
21.	**Presentation Software (Cont.):** Using Speaker Notes and Timers, Advanced Features: Hyperlinks and Action Buttons.	1
22.	**Presentation Software (Cont.):** Troubleshooting Common Presentation Issues, Future Trends in Presentation Technology.	1

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Human Rights and Democracy

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025-2026/First		**Human Rights and Democracy**	**THEORETICAL**	

32. Expected learning outcomes of the program	
Knowledge	
• To provide students with knowledge of the history of human rights and democracy in Iraq and other countries. • To enable students to understand their rights and responsibilities, engage actively in building their communities, and contribute to achieving social justice. • To introduce students to the importance of democracy as an environment essential for upholding human rights. • To foster engagement with new and beneficial developments and apply them effectively.	
Skills	
Acquiring historical knowledge related to that specific period.	
Ethics	
Enhancing students' ability to share and exchange ideas.	

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33. **Teaching and Learning Strategies**
Providing a detailed explanation of the course material, with active student engagement encouraged through discussions and class participation. Assigning students short research papers related to the course topics. Conducting discussions and dialogues on key concepts and topics relevant to the subject matter.

34. Evaluation methods
Daily, weekly, monthly, quarterly and final exams.

35. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/ Skills (if applicable)**		**Number of the teaching staff**	
	General	**specific**			**Staff**	**Lecturer**
2025-2026	Islamic History	Fatimid History			**Staff**	

Professional Development
Mentoring new faculty members
Professional development of faculty members

36. **The most important sources of information about the program**
Khalid Al-Nasser, *Democracy and Human Rights in the Arab World* **Riyadh Aziz Hadi**, *Human Rights: Their Development, Principles, and Protection*

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Course Description Form

61. Course Name:
Human Rights and Democracy
62. Course Code:
63. Semester / Year:
2025-2026
64. Description Preparation Date:
22/07/2026
65. Available Attendance Forms:
Yes
66. Number of Credit Hours (Total) / Number of Units (Total)
5 hrs. a week.
67. Course administrator's name (mention all, if more than one name)
Name: Asst. Lect. Nada Hashim Hammadi Email:
68. Course Objectives

Course Objectives	• **Build up understanding** • **Enhance capabilities** • **Widen views in Specialized translation**

69. Teaching and Learning Strategies	
Strategy	nabling students to understand the history of rights and democracy and the developments they have undergone. Ensuring students acquire sufficient knowledge about that historical period.

70. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1-30	5 hours per week	Knowing all the historical information about the subject of Rights and Democracy for the students." If you want it phrased more naturally, you could say: "Providing students with all the historical information about			

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		the subject of Rights and Democracy." Would you like me to help translate more detailed content?			

71. Course Evaluation

- 25 marks for monthly and daily exams in the first semester
- 25 marks for monthly and daily exams in the second semester
- 50 marks for the final examinations

72. Learning and Teaching Resources

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Second Stage

Translation into English

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025/2026-second		**Translation into English**	**theoretical**	**Practical**

2. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Students should be able to produce high-quality translations across various text types and contexts, demonstrating critical thinking and ethical awareness.
Skills	
Learning Outcomes 2	Equipping individuals with the ability to accurately and effectively convey meaning between the two languages. This involves developing strong language proficiency, cultural understanding, and specialized translation skills.
Learning Outcomes 3	Key areas include mastery of grammar, vocabulary, and writing style in both languages, as well as the ability to utilize translation tools and strategies effectively.
Ethics	
Learning Outcomes 4	Maintaining faithfulness, accuracy, and neutrality while respecting the source text and its context.
Learning Outcomes 5	Translators must also be aware of potential cultural nuances and linguistic differences that could impact the translation's accuracy and meaning.

3. **Teaching and Learning Strategies**
Using contrastive analysis to pinpoint the similarities & differences between Arabic and English, I provide practical assignments and offer feedback. I also assign back translation tasks and employ the think-aloud protocol to encourage students to build metacognitive awareness of strategies, such as literal versus free translation. Additionally, I facilitate collaborative translation and functional and communicative translation. I also conduct error analysis& correction.

4. **Evaluation methods**
Formative & summative assessments.

5. **Faculty**

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Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Assistant professor	TEFL	Translation			staff	

Professional Development
Mentoring new faculty members
The process of mentoring faculty in a translational department often involves a structured approach to support new, visiting, full-time, and part-time members. This typically includes pairing mentees with experienced faculty mentors, establishing clear goals and expectations, providing regular feedback and guidance, and fostering a supportive environment for professional development and career advancement.
Professional development of faculty members

6. **The most important sources of information about the program**
Sources of information about Arabic to English translation include translation studies textbooks, academic research papers, translation glossaries and dictionaries, and online resources such as machine translation tools and corpora.

7. **Program Development Plan**
This requires focusing on both linguistic and cultural aspects. The course should equip students with strong translation skills, a deep understanding of Arabic and English, and awareness of the cultural contexts influencing both languages. It should also encourage critical thinking and problem-solving skills in translation.

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Program Skills Outline																
				Required program Learning outcomes												
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025/2026/second		Translation into English	Basic												

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Course Description Form

73. Course Name: Translation from Arabic into English
74. Course Code:
75. Semester / Year: 2025 / 2026
76. Description Preparation Date: 23/7/2026
77. Available Attendance Forms:
78. Number of Credit Hours (Total) / Number of Units (Total)
79. Course administrator's name (mention all, if more than one name)
Name: Dr. Jawad Kadhim Jabir Email: jawad.kadhim@uobasrah.edu.iq
80. Course Objectives

Course Objectives	This program aims to equip students with the linguistic, cultural, and technological skills necessary to excel in the translation profession and contribute to cross-cultural understanding

81. Teaching and Learning Strategies

Strategy	Using contrastive analysis to pinpoint the similarities & differences between Arabic and English, I provide practical assignments and offer feedback. I also assign back translation tasks and employ the think-aloud protocol to encourage students to build metacognitive awareness of strategies, such as literal versus free translation. Additionally, I facilitate collaborative translation and functional and communicative translation. I also conduct error analysis& correction

82. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2	Identify challenges in translating between Arabic and English	Introduction to Translation	Lecture, discussion, text samples	Diagnostic translation + quiz

2	2	Translate nominal/verbal Arabic structures into appropriate English syntax	Sentence Structure & Grammar	Guided practice, sentence analysis	Short translation + commentary
3	2	Reorganize word order and preserve coherence in translation	Word Order & Information Flow	Translation workshop, peer editing	In-class translation exercise
4	2	Recognize and resolve cultural untranslatables	Culture in Translation	Case study, cultural comparison	Cultural equivalence task
5	2	Adapt translation to register and tone	Register and Style	Group discussion, genre comparison	Reflective writing + test
6	2	Translate metaphors and figurative language with accuracy and creativity	Metaphor & Figurative Language	Textual analysis, metaphor mapping	Analytical essay
7	3	Translate and interpret religious & classical expressions	Religious & Historical Texts	Lecture, comparison of classical vs modern use	Annotated translation
8	3	Translate legal language using correct terminology and tone	Legal & Formal Translation	Glossary work, parallel text analysis	Contract translation task
9	2	Translate audiovisual material within time and format limits	Subtitling and Media Translation	Subtitle workshop, software use	Subtitle project
10	2	Identify bias and ideology in	Media and Political Discourse	CDA-based reading, headline translation	Political editorial translation

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		news/political texts			
11	2	Apply CDA in translating political rhetoric	Discourse and Ideology	Fairclough/van Dijk frameworks, group critique	CDA translation analysis
12	2	Translate puns, irony and humor creatively	Humor and Wordplay	Comic analysis, equivalence games	Creative translation piece
13	2	Translate academic abstracts with attention to clarity and terminology	Scientific & Academic Writing	Lexical register tasks, database use	Abstract translation assignment
14	2	Revise and edit translations critically	Editing and Quality Assurance	Peer review, rubric-based revision	Annotated revision of prior work
15	3	Present and justify translation choices in a final project	Portfolio and Presentation	Oral presentation, class Q&A	Final portfolio assessment + oral defense

83. Course Evaluation	
10% daily preparation; 40% monthly preparation; 50% final assessment .... etc	
84. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	**Mona Baker** – *In Other Words: A Coursebook on Translation*
Main references (sources)	**El Mustapha Lahlali & Wafa Abu Hatab** – *Advanced English-Arabic Translation: A Practical Guide*
Recommended books and references (scientific journals, reports...)	**Mahmoud Altarabin – *Thinking Arabic Translation: A Course in Translation Method: Arabic to English*** • **Hassan Abdel Salam** – *Arabic-English Translation: A Textbook for Translation Students and Trainees*
Electronic References, Websites	*Significance of Contrastive Grammar in Translating Across Arabic and English* by **Dr. Jawad Kadhim Jabir** is a noteworthy contribution to contrastive linguistics focused

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	directly on translation pedagogy between Arabic and English.

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Translation into Arabic

1. Course Name:
Translation into Arabic
2. Course Code:
3. Semester / Year:
2025-2026
4. Description Preparation Date:
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
6
7. Course administrator's name (mention all, if more than one name)
Name: Mohammed Hmood Le'ibi Email: mohammed.humood@uobasrah.edu.iq
8. Course Objectives

Course Objectives	• Teaching students to solve problems (difficulties) they encounter in translating sentences and texts from English into Arabic. • Teaching students on the proper use of the dictionary and helping them avoid common mistakes in using it. • Teaching students to translate idiomatic expressions from English into Arabic. • Teaching students to translate different types of texts while introducing them to the basic grammatical and semantic features of each type.

9. Teaching and Learning Strategies

Strategy	

10. Course Structure
First course

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1.	8		**An introductory lecture**	lectures	
2.	8		**What is Translation?**	lectures	
3.	8		**Overview of translation approaches**	lectures	

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4.	8		**Denotation and Connotation**	lectures	
5.	8		**Translating Arabic Tenses**	lectures	Assignment 1
6.	8		**Modality**	lectures	
7.	8		**Passive Voice**	lectures	
8.	8		**Cultural Bound Terms**	lectures	
9.	8		**Idioms and Fixed Expressions**	lectures	Assignment 2
10.	8		**Collocations**	lectures	
11.	8		**False Friends**	lectures	
12.	8		**Exclamation**	lectures	Assignment 3
13.	8		**Using Dictionaries Properly**	lectures	
14.	8		**Translation and Punctuation**	lectures	
15.	8		**Comprehensive Review**	lectures	
Second course					
1.	8		**Review/ Exam Discussion**	lectures	
2.	8		**Register and tone in translation**	lectures	
3.	8		**Synonymy and Polysemy**	lectures	
4.	8		**Voice and Style in Translation**	lectures	
5.	8		**Fiction Vs. Non-fiction in Translation**	lectures	Assignment 1
6.	8		**Translating some literary samples I**	lectures	
7.	8		**Translating some literary samples II**	lectures	
8.	8		**Translating Some technical samples**	lectures	
9.	8		**Translating Some media samples**	lectures	Assignment 2
10.	8		**Translating Some Business Samples**	lectures	
11.	8		**Translating Some legal samples**	lectures	
12.	8		**Translating Neologisms**	lectures	Assignment 3
13.	8		**Translation and Word Formation Processes**	lectures	
14.	8		**Comprehensive Review**	lectures	
15.	8		**Final Exam**	lectures	

11. Course Evaluation

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The evaluation grade out of 50 is distributed across daily, weekly, and monthly assignments, as well as written exams, reports, and other components.
12. Learning and Teaching Resources
1. Elimam, A. S. (2023). Arabic–English–Arabic literary translation: Issues and strategies. Routledge. 2. Hassan, B. A. H. (2014). Between English and Arabic: A practical course in translation. Cambridge Scholars Publishing. 3. Abdul-Raof, H. (2022). An introduction to Arabic translation: Translator training and translation practice. Routledge. 4. Altarabin, M. (2019). Basics of translation: A textbook for Arab university students. Cambridge Scholars Publishing.

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Novel

1. Course Name:
Novel
2. Course Code:
3. Semester / Year:
2025-2026
4. Description Preparation Date:
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
4
7. Course administrator's name (mention all, if more than one name)
Name: SHAHAD RAHEEM MAGTOOF Email: shahad.raheem@uobasrah.edu.iq
8. Course Objectives

Course Objectives	**1. Improving literary translation skills: Learning to translate narrative texts accurately and creatively, while preserving the original style and language.** **2. Understanding narrative structure: Studying the structure of novels and analyzing elements such as characters, plot, time, and place, to understand how stories are constructed and their impact on readers.** **3. Developing critical analysis skills: Analyzing novels from a critical perspective, understanding literary devices and symbols used, to enhance the ability to evaluate literary texts.** **4. Enhancing literary culture: Introducing students to various literary and narrative currents, broadening their cultural horizons, to understand the cultural and social context of narrative texts**

9. Teaching and Learning Strategies

Strategy	

10. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
First course					
1	8		Introduction to the Novel	lectures	

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2	8		. Characteristics of the Novel	lectures	
3	8		Themes and Factors Influencing the Novel	lectures	
4	8		Hemingway's Life and Literary Works	lectures	
5	8		Reading and Analysing of "The Old Man and the Sea"	lectures	Assignment 1
6	8		Character Analysis (Santiago)	lectures	
7	8		Reading and Analysing of "The Old Man and the Sea"	lectures	
8	8		Reading and Analysing of "The Old Man and the Sea"	lectures	Assignment 2
9	8		Reading and Analysing of "The Old Man and the Sea"	lectures	
10	8		Exam	lectures	
11	8		Character Analysis (Santiago)	lectures	
12	8		- Themes	lectures	Assignment 3
13	8		- Language Analysis	lectures	
14	8		- Review of Key Events	lectures	
15					
First course exam					
1	8		George Orwell's Life	lectures	
2	8		. "Animal Farm" Characters	lectures	
3	8		. "Animal Farm" Analysis	lectures	
4	8		Reading and analysing the text	lectures	
5	8		Reading and analysing the text	lectures	Assignment 1
6	8		Reading and analysing the text	lectures	
7	8		Reading and analysing the text	lectures	
8	8		Character Analysis and Real-Life Connections	lectures	Assignment 2
9	8		- Theme Analysis	lectures	
10	8		- Daily Assignments	lectures	
11	8		- Film Screening and Discussion	lectures	
12	8		All My Sons"	lectures	Assignment 3
13	8		- Character and Event Explanation	lectures	
14	8		Character and Event Explanation	lectures	
15	Second Course Exam				
11. Course Evaluation					
Distributing the score out of 50 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			The textbooks of the novels Oldman and the sea by hemingway		

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	All my sons by arthur miller Animal farm by george orwell
Main references (sources)	Some reliable articles and research
Recommended books and references (scientific journals, reports...)	George orwell‘s animal farm: a study guide
Electronic References, Websites	Thematic study of the old man and the sea by Sagar R.Deshamukh

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English Grammar

13. Course Name:
English Grammar
14. Course Code:
15. Semester / Year:
2025-2026
16. Description Preparation Date:
17. Available Attendance Forms:
18. Number of Credit Hours (Total) / Number of Units (Total)
6
19. Course administrator's name (mention all, if more than one name)
Name: Dhahir Jafar Khazaal Khumamah Email: dhahir.jafar@uobasrah.edu.iq
20. Course Objectives

Course Objectives	The grammar of a language does not tell us what to say. Rather, the grammar of a language tells us how to respond correctly within the grammatical system of the language. Therefore, language use is, to a large extent, a psychological activity in that the speaker's responses depend not only on knowledge of the structure but also on knowledge of the events of the situation and the speaker's feelings about those events.

21. Teaching and Learning Strategies

Strategy	This course aims to introduce the student to English grammar and how to apply grammar practically In addition, it aims at employing this material in the translation process and develop the language skills of the student or learner.

22. Course Structure

The First Semester

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
16.	8		Tense Review	lectures	
17.	8		Past perfect Past perfect continuous	lectures	
18.	8		Future continuous, future perfect	lectures	

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19.	8		Coordination: Introduction	lectures	
20.	8		Coordinating Conjunctions and parallel structure	lectures	Assignment 1
21.	8		Connecting complete sentences	lectures	
22.	8		Connecting more than two sentences	lectures	
23.	8		Correlative conjunctions: Either …Or ……	lectures	
24.	8		Correlative conjunctions: Neither …Nor ……	lectures	Assignment 2
25.	8		Correlative conjunctions: Not only …but also ……	lectures	
26.	8		Correlative conjunctions: Both …and ……	lectures	
27.	8		Conjunctive Adverbs	lectures	Assignment 3
28.	8		Indirect Speech	lectures	
29.	8		Basics in direct speech	lectures	
30.	8		Reporting commands and requests	lectures	
The Second Semester					

Subordination	
Adverb clauses	
Building sentences with adverb clauses	
Reduction of adverb clauses	
Adjective clauses	
Necessary vs unnecessary adjective clauses	
Grammatical functions of relative clauses	
Noun clauses	
Subjunctive form of the verb in noun clauses	
Passive Voice	

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Forming the passive	
Modal Auxiliaries	
Conditional Sentences	
Verbals	
Gerunds	

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Conversation Skills

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025/2026-second		**Conversation Skills**	**theoretical**	**Practical**

1. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	1- Keeping up with the development of translation 2- Engaging with everything new or useful and adapting it
Skills	
Learning Outcomes 2	1- The ability to speak fluently and overcome the fear barrier 2- Dealing with daily situations
Learning Outcomes 3	3- Speaking confidently and explaining one's thoughts
Ethics	
	Developing students' abilities to share ideas

2. Teaching and Learning Strategies
1- Using PowerPoint to show some videos related to a certain topic, followed by a discussion 2- Involving students in giving a presentation on stage 3- Discussion and dialogue about vocabulary related to the topic

3. Evaluation methods
Formative & summative assessments.

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4. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Assistant Lecturer	Translation	Media translation			staff	

5. **The most important sources of information about the program**
English for You

Course Description Form

1. Course Name:					
Conversation Skills					
2. Course Code:					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
4					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Fatima Hussein Aziz Name: Asst. Lect. Suhad Abdulrazzaq Hasan					
8. Course Objectives					
Course Objectives	**1.** Improving speaking skills **2.** Acquiring new vocabulary for constructive dialogue **3.** Developing speaking, pronunciation skills, and discussing topics fluently **4.** Boosting students' self-confidence to speak with others without fear of mistakes or judgment				
9. Course Structure					
Week	**Hours**	**Required Learning**	**Unit or subject name**	**Learning method**	**Evaluation method**

		Outcomes			
First course					
1	8		**etting Acquainted and Greetings**: Teaching students how to introduce themselves, exchange greetings, and engage in simple conversations.	lectures	
2	8		**Daily Conversations**: Practicing discussions about daily routines, activities, and hobbies.	lectures	
3	8		**Travel and Tourism**: Exploring topics related to travel, including trip planning, describing destinations, and sharing travel experiences.	lectures	
4	8		**Food and Dining**: Discussing different dishes and cuisines, how to order food in restaurants, and sharing recipes.	lectures	
5			Discussing educational experiences, goals, and challenges, which can be relevant to students of all ages.		
6	8		**Student Projects**	lectures	
7	8		**Technology and Devices**: Talking about the latest technology trends, devices, and their impact on daily life.	lectures	
8	8		**Health**: Discussing topics related to exercise, healthy nutrition, and medical issues.	lectures	
9	8		**Current Events and News**: Engaging in conversations about current news and global events.	lectures	
11	8		**Student Projects**	lectures	
12	8		**Work and Jobs**: Discussing work-related topics, including job interviews, career goals, and workplace scenarios.	lectures	
13	8		**Cultural Awareness**: Exploring different cultures, traditions, and customs, and enhancing intercultural communication skills.	lectures	
14	8		**The Art of Public Speaking**: Training students in the art of public speaking, including preparation and delivering speeches.	lectures	
First course exam					
1	8		**Student Projects**	lectures	
2	8		**Family and Relationships**: Conversations about family dynamics, friendships, and relationships offer	lectures	

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			opportunities to practice interpersonal communication.		
3	8		**Future Plans**: Encouraging students to talk about their future goals, aspirations, and career plans.	lectures	
4	8		**Student Projects**	lectures	
5	8		**Learning English**: Discussing language learning strategies, challenges in learning English, and effective ways to improve language skills.	lectures	
6	8		**Friendship and Relationships**: Talking about building and maintaining friendships, family dynamics, and interpersonal relationships.	lectures	
7	8		**Giving Directions (Phrases and Expressions)**	lectures	
8			**Describing Pictures / Videos**		
9	8		**Student Projects**	lectures	
10	8		**Role-Playing**: Creating role-play scenarios where students take on different roles and engage in conversations, such as job interviews or customer service interactions.	lectures	
11	8		- Film Screening and Discussion	lectures	
12	8		All My Sons"	lectures	
13	8		- Character and Event Explanation	lectures	
14	8		Online Learning	lectures	
15	Second Course Exam				

10. Course Evaluation	
Distributing the score out of 50 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc	
11. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	English for you
Electronic References, Websites	Online Learning

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The Crimes of Baath Regime in Iraq

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025-2026/Second		**The Crimes of Baath Regime in Iraq**	**THEORETICAL**	

37. Expected learning outcomes of the program
Knowledge
Understanding the political systems in Iraq (1921–2003), as well as gaining knowledge of the major crimes committed by the Ba'ath regime in Iraq.
Skills
Enhancing students' capacity to understand the conceptual foundations of the subject matter within the classroom.
Ethics
Through the study of the course *Crimes of the Defunct Ba'ath Party*, students can acquire a range of values, including: Understanding the political system in Iraq from 1921 to 2003. Familiarity with key rulings issued by the Iraqi High Criminal Court.

38. Teaching and Learning Strategies
1. Detailed explanation of the course material to students 2. Lectures 3. Brainstorming sessions 4. Discussions and dialogues on topic-related concepts

39. Evaluation methods
Daily, weekly, monthly, quarterly and final exams.

40. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Lect. Dr.	**Contemporary History**	**Contemporary History of Iraq**			**LECTURER**	Hamid Silawi Lafta

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41. **The most important sources of information about the program**
Textbooks, Supplementary Books, Internet Sources

42. Program Development Plan
Through updating information via the Internet and peer-reviewed scientific journals in the relevant field, students gain knowledge of the latest developments related to the course material as well as recent changes in the political system of Iraq.

Course Description Form

85. Course Name:	
The Crimes of Baath Regime in Iraq	
86. Course Code:	
87. Semester / Year:	
2025-2026	
88. Description Preparation Date:	
24/07/2025	
89. Available Attendance Forms:	
Yes	
90. Number of Credit Hours (Total) / Number of Units (Total)	
60/2	
91. Course administrator's name (mention all, if more than one name)	
Name: Lect. Dr. Hamid Silawi Lafta Email: hmydsylawy846@gmail.com	
92. Course Objectives	
Course Objectives	Teaching students the fundamentals of how the political system operates and policy-making processes. Focusing on developing students' skills in reading, writing, speaking, research, and investigation of the latest developments related to the nature of political systems in Iraq. Acquiring educational skills through the course *The Crimes of Baath Regime in Iraq*
93. Teaching and Learning Strategies	

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Strategy	Developing a teaching plan for students across the four academic stages and assessing their academic level through evaluation of their test results.

94. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1	1	Meaning of the Political System	Understanding the definition of a political system, its components, and its functions.	In-person Lectures	In-person Exams
2	1	Types of Political Systems Based on the Exercise of Power	Exploring how power is exercised within the state—whether it is concentrated in the hands of a single individual (*monocratic system of governance*) or otherwise.	In-person Lectures	In-person Exams
3	1	Descriptive Overview of Political Systems in Iraq (1921–2003)	An introduction to the political systems that governed Iraq from the establishment of the Iraqi state in 1921 up to 2003.	In-person Lectures	In-person Exams
4	1	Concept of Crimes	Understanding the definition of "crime" both linguistically and in legal terminology.	In-person Lectures	In-person Exams
5	1	Categories of Crimes	Identifying the various	In-person Lectures	In-person Exams

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			classifications of crimes, based on differing motives and objectives.		
6	1	Crimes of the Baath Regime According to the Law of the Iraqi High Criminal Court	Studying the crimes committed by the Ba'ath regime as documented and prosecuted under the legal framework of the Iraqi High Criminal Court	In-person Lectures	In-person Exams
7	1	Types of International Crimes	Understanding international crimes, including: Genocide, War crimes, and Crimes against humanity	In-person Lectures	In-person Exams
8	1	Decisions Issued by the Iraqi High Criminal Court	Reviewing the most significant cases handled and judgments issued by the Iraqi High Criminal Court.	In-person Lectures	In-person Exams
9	1	Psychological Crimes	Understanding the levels of legislation adopted by the state to balance societal interests with individual rights.	In-person Lectures	In-person Exams
10	1	Mechanisms of Psychological Crimes	Exploring the methods used by the Ba'ath regime to bring about profound changes in the psychological	In-person Lectures	In-person Exams

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			makeup of individuals.		
11	1	Impacts of Psychological Crimes	Analyzing the severe psychological and social consequences resulting from the Ba'ath regime's psychological operations on Iraqi society.	In-person Lectures	In-person Exams
12	1	Militarization of Society	Understanding the policies that contributed to transforming Iraqi society into a large-scale military training camp.	In-person Lectures	In-person Exams

95. Course Evaluation	
The total grade of 100 is allocated according to the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, written assignments, reports, and so on.	
96. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	*Crimes of the Ba'ath Regime in Iraq* (Group of Authors), 2023. Abbas Atiya Al-Quraishi: *Mass Graves: A People Beneath the Earth* Hussein Aliyu and Abbas Atiya: *Environmental Crimes of the Ba'ath Regime in Iraq*
Main references (sources)	Books, political journals, and magazines. Internet resources relevant to the course material.
Recommended books and references (scientific journals, reports...)	Scientific journals and reports. Academic and scientific magazines.
Electronic References, Websites	

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Sight Translation

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025/2026		**Sight Translation**	**theoretical**	

2. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Understanding the difficulties in translating sentences and texts from English into Arabic and vice versa
Skills	
Learning Outcomes 2	Performing accurate and immediate oral translation from English into Arabic and vice versa.
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Establishing a solid foundation for students to engage with complex and challenging texts confidently.
Learning Outcomes 5	Learning Outcomes Statement 5

3. **Teaching and Learning Strategies**
Developing confident translator profiles through immersive and simulated environments that reflect real-life political and professional interpreting scenarios (local and international).

4. **Evaluation methods**
Weekly, monthly, and end-of-year written assessments and performance-based evaluations.

5. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
	Translation Studies	Sight Translation			Permanent Staff	

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members

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Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

6. **The most important sources of information about the program**
1. Sight Translation Techniques and Exercises – Maria González-Davies 2. Translation: An Advanced Resource Book – Basil Hatim and Jeremy Munday 3. The Interpreter's Resource – Mary Phelan 4. Eye-Tracking Processes and Styles in Sight Translation 5. Teaching Translation and Interpreting: Training, Talent and Experience – Edited by Cay Dollerup and Anne Lodahl

7. Program Development Plan
The program development plan in the field of sight translation includes the integration of a specialized course within the curriculum, intensification of in-class practical exercises, utilization of modern teaching technologies such as eye-tracking, and the adoption of accredited academic resources. It also involves organizing workshops and training seminars, along with regularly reviewing course content to ensure alignment with labor market demands

Course Description Form

97. Course Name:
Sight Translation
98. Course Code:
99. Semester / Year:
2025-2026
100. Description Preparation Date:
101. Available Attendance Forms:
102. Number of Credit Hours (Total) / Number of Units (Total)
6
103. Course administrator's name (mention all, if more than one name)
Name: Yasamin Kadhim Khalaf Ali Email: yasamine900@gmail.com
104. Course Objectives

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Course Objectives	• Develop students' skills in converting written texts into accurate and immediate oral translations. • Train students to enhance visual focus and concentration for real-time understanding of texts without repeated reference. • Enable students to handle various types and fields of texts in simulated real-life interpreting environments. • Improve analytical reading and spontaneous expression in the target language, considering both context and meaning. • Strengthen students' ability to use performance-support techniques such as visual summarization and short-term memory in translation. • Foster linguistic sensitivity and cognitive flexibility to manage time pressure during sight translation of written texts.

105. Teaching and Learning Strategies

Strategy	

106. Course Structure

First course

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
31.	8		Introduction to Sight Translation: definition, importance, techniques	lectures	
32.	8		Sight Translation of General News Articles	lectures	
33.	8		Sight Translation of Political Texts	lectures	
34.	8		Sight Translation of Economic Reports	lectures	
35.	8		Sight Translation of Official Documents	lectures	
36.	8		Sight Translation of Medical Texts	lectures	
37.	8		Sight Translation of Business Correspondence	lectures	
38.	8		Sight Translation of Technical Manuals	lectures	
39.	8		Sight Translation of Literary Excerpts	lectures	
40.	8		Sight Translation of Environmental Texts	lectures	
41.	8		Sight Translation of Legal Documents	lectures	

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42.	8		Sight Translation of Educational Materials	lectures	
43.	8		Advanced Sight Translation Exercises	lectures	
44.	8		Simulated Real-Life Scenarios	lectures	
45.	8		Final Assessment and Review	lectures	
Second course					
16.	8		Sight Translation in Emergency Situations	lectures	
17.	8		Sight Translation in Media Contexts	lectures	
18.	8		Pre-Translation Text Analysis	lectures	
19.	8		Bilingual Contexts and Challenges	lectures	
20.	8		Advertising and Marketing Texts	lectures	
21.	8		Sight Translation in Tourism Sector	lectures	
22.	8		Common Errors in Sight Translation	lectures	
23.	8		Time and Focus Management	lectures	
24.	8		Translating Digital Content	lectures	
25.	8		Military and Security Contexts	lectures	
26.	8		Professional Ethics in Sight Translation	lectures	
27.	8		Translating Religious Texts	lectures	
28.	8		AI and Sight Translation	lectures	
29.	8		Full Review and Feedback	lectures	
30.	8		Final Exam	lectures	

107. Course Evaluation

The evaluation grade out of 50 is distributed across daily, weekly, and monthly assignments, as well as written exams, reports, and other components.

108. Learning and Teaching Resources

5. González-Davies, Maria (2004). Multiple Voices in the Translation Classroom.
6. Phelan, Mary (2001). The Interpreter's Resource.
7. Hatim, Basil & Munday, Jeremy (2019). Translation: An Advanced Resource Book.
8. Seeber, Kilian G. (2013). Cognitive Processes in Simultaneous Interpreting.
9. Dollerup, Cay & Lodahl, Anne (Eds.) (1992). Teaching Translation and Interpreting: Training, Talent and Experience.

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Arabic Language (Advance Arabic Grammar)

109.	Course Name:
Arabic Language (Advance Arabic Grammar)	
110.	Course Code:
111.	Semester / Year:
2025-2026	
112.	Description Preparation Date:
113.	Available Attendance Forms:
114.	Number of Credit Hours (Total) / Number of Units (Total)
6	
115.	Course administrator's name (mention all, if more than one name)
Name: Dr. Rafid Abdul Hussein Khalaf	
116.	Course Objectives
Course Objectives	1-Enable Students' to use Arabic structures correctly and integrated. 2 -Understand the texts that the student needs. 3- Understanding of the exact meanings intended by the speaker, which contributes to the correct translation from Arabic to languages the other and vice versa
117.	Teaching and Learning Strategies
Strategy	Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them Conducting daily and quarterly tests Assigning activities specific to the course
118.	Course Structure
First course	

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1.			What is the impact of studying Arabic grammar on translation, and what are the reasons for the difficulty of the grammar lesson and the Students'' aversion to it?		
2.			Feminization and masculinity in the Arabic verbal sentence		
3.			An attempt to link feminization and masculinity in Arabic to its equivalent in English		
4.			The active participle and how it is formed from the verbs		

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5.			Feminization and masculinity in the Arabic verbal sentence		
6.			An attempt to link feminization and masculinity in Arabic to its equivalent in English		
7.			The active participle and how it is formed from the verbs		
8.			Feminization and masculinity in the Arabic verbal sentence		
9.			The adverb in Arabic grammar is a general description		
10.			Applications on feminization, masculinity, and the active participle And test		
11.			Types of adverbs, the possessor of the adverb, and clarifying the meaning of the adverb in the sentence		
12.			What is the equivalent of the adverb in English?		
13.			Clarifying some problems in monitoring and understanding the situation in a sentence		
14.			General Review		
15.			Exam		
16.			The concept of the condition in Arabic and clarification of its two ends		
17.			The concept of the condition in Arabic and clarification of its two ends		
18.			Conditional devices, their meanings, and their benefit to the translator		
19.			Verbal and nominal sentences in the conditional		
20.			Applications to the condition		
21.			Returning to clarifying the difference between grammar and morphology and studying the active participle		
22.			Formulating the active participle of the verb		

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23.			The work of the active participle and its relationship to the passive voice		
24.			Applications on the active participle and tests for the past		
25.			The passive voice and its causes in language		
26.			Past tense forms of the passive voice		
27.			The benefit of studying the passive voice for the translator		
28.			Applications and general review		
29.			The concept of the condition in Arabic and clarification of its two ends		
30.			Conditional devices, their meanings, and their benefit to the translator		

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Computer Science

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025-2026 Level 2		**Computer Science**	**theoretical**	

2. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes	- Understanding artificial intelligence tools and their features to keep pace with technological advancements. - Understanding the benefits of e-commerce and e-banking services. - Ability to solve various computer problems.
Skills	
Learning Outcomes	Using various artificial intelligence tools to automate and facilitate workflows to increase productivity and accuracy.
Ethics	
Learning Outcomes	Developing students' ability to share ideas.

3. Teaching and Learning Strategies
- Explaining the scientific material to students in detail. 1- Lectures, laboratories, and project-based learning. 2- Student participation in solving various problems. 3- Discussion and dialogue on vocabulary related to the topic.

1. Evaluation methods
Projects, assignments, pop quizzes, midterm and final exams.

2. Faculty						
Lecturer						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Lecturer Assistant	**Computer science**	**Security of networks**				**Lecturer**

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43. The most important sources of information about the program
1. Graham Brown, David Watson, “Cambridge IGCSE Information and Communication Technology”, 3rd Edition (2020) 2. Alan Evans, Kendall Martin, Mary Anne Poatsy, “Technology In Action Complete”, 16th Edition (2020). 3. Ahmed Banafa, “Introduction to Artificial Intelligence (AI)”, 1st Edition (2024). 4. الخضر علي الخضر بحاث، "أساسيات الحاسوب" 5. الدكتور عادل عبدالنور، "مدخل إلى عالم الذكاء الاصطناعي"

44. Program Development Plan
Using laboratories and increasing lecture time in order to convey ideas and information to students in an easier and smoother way.

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Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2026		Computer Science	Basic			✓				✓				✓	

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

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Course Description Form

119. Course Name:	
Computer Science	
120. Course Code:	
121. Semester / Year:	
2025-2026	
122. Description Preparation Date:	
123. Available Attendance Forms:	
124. Number of Credit Hours (Total) / Number of Units (Total)	
1 / 2	
125. Course administrator's name (mention all, if more than one name)	
Name: Mohammed F. Alrifaie **Email: alrifaei17@gmail.com**	
126. Course Objectives	
Course Objectives	• **Introduce AI concepts and applications.** • **Explore ethical challenges in AI.**
127. Teaching and Learning Strategies	
Strategy	**Case Studies, labs and real scenarios.**

128. Course Structure

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

129. Course Evaluation	
Projects, assignments, quizzes, midterm and final exams.	
130. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Introduction to Artificial Intelligence by Ahmed Banafa.

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Main references (sources)	
Recommended books and references (scientific journals, reports...)	Graham Brown, David Watson, “Cambridge IGCSE Information and Communication Technology”, 3rd Edition (2020) 2. Alan Evans, Kendall Martin, Mary Anne Poatsy, “Technology In Action Complete”, 16th Edition (2020). 3. Ahmed Banafa, “Introduction to Artificial Intelligence (AI)”, 1st Edition (2024). 4. الخضر علي الخضر بحاث، "أساسيات الحاسوب" 5. الدكتور عادل عبدالنور، "مدخل إلى عالم الذكاء الاصطناعي"
Electronic References, Websites	

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Foreign Language

1. Foreign Language				
Foreign Language	Course Code	Course Name	Credit Hours	
Foreign Language		Foreign Language	theoretical	practical
Foreign Language				

2. Expected learning outcomes of the program	
Knowledge	
Understanding the value of French language and its use in addition to English as a foreign language.	Learning Outcomes Statement 1
Skills	
Enhancing students' spoken, written, and listening comprehension of the French language.	Learning Outcomes Statement 2
	Learning Outcomes Statement 3
Ethics	
Strengthening students' language skills, acquainting them with French culture, and utilizing and realizing the rewards of it in a variety of language-related professions, including translation and associated literary studies.	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

3. Teaching and Learning Strategies
1. Providing an explanation of the scientific content using the required level curriculum. 2. Improving students' abilities through direct engagement with the concepts covered in lectures. 3. Using interactive video or audio programs to improve listening skills.

4. Evaluation methods
Exams are administered on a daily, weekly, monthly, and yearly schedule.

5. Faculty

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Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Assist. Prof. Alaa Al-Seraih						**x**

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

6. The most important sources of information about the program
Dominique, P., Girardet, J., Verdelhan-Bourgade, M., Verdelhan, M. (2002). Le nouveau sans frontières 1: méthode de français. France: CLE International.

7. Program Development Plan
Developing students' skills through direct communication and classroom conversations, as well as audio-visual enrichment materials.

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

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Course Description Form

131.	**Course Name: French Language**
132.	**Course Code:**
133.	**Semester / Year: Year**
134.	**Description Preparation Date: 5/ 04/ 2026**
135.	**Available Attendance Forms:**
136.	**Number of Credit Hours (Total) / Number of Units (Total)**
137.	**Course administrator's name (mention all, if more than one name)**
Name: Alaa Abdulhussain Al-Seraih **Email: alaa.alseraiha@uobasrah.edu.iq**	
138.	**Course Objectives**
improving students' ability to communicate in French as a foreign language by providing them with speaking, listening, and writing instruction.	• ..... • ..... • .....
139.	**Teaching and Learning Strategies**
Strategy	**• Collaborative concept strategy.** **• Brainstorming strategy.** **• Note series strategy.** **• Active learning strategy**

140. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 2 3 4	2 hours 2 hours 2 hours 2 hours				

5 6 7 8 9 10 11 12 13 14 15 vacati on 16 17 18 19 19 20 21 22 23 24 25 26 27 28 29 30	2 hours 2 hours	1.Providing students with the skill of reading French texts, analyzing them, and understanding their vocabulary. 2.Developing the skill of listening and understanding audio and visual materials. 3.Students acquire writing skills and mastery of the prescribed French language rules. 4.Acquire the skill of conversation and communication.			

141. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc	
142. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
1. Main references (sources) Le nouveau sans frontières 1: méthode de français. France: CLE International. (1CD audio)	

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2. **Alors ? niveau A2 : Methode de francais fondee sur l'approche par competences (1CD audio)** 3. **Génération A1, méthode de français : livre + cahier : livre de l'élève.**	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	**https://www.lepointdufle.net**

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Third Stage

Linguistics

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
Third Year		**Linguistics**	**theoretical**	

2. Expected learning outcomes of the program	
Knowledge	
	1. This course provides an in-depth examination of linguistics. It explores various aspects of language, the main components of linguistics, how these components contribute to the overall structure of language, and how they work together to create meaning. 2. Know and understand the fundamentals of linguistics, creating an effective link between linguistic theories and their applicability in the field of translation.
Skills	
	1.Following sound scientific methodologies to transfer knowledge. 2. The ability to work collaboratively as part of a team in various fields. 3. Enhancing students' language knowledge and how to use this knowledge to enhance their understanding of the world. 4. Developing critical thinking and analytical skills.
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
	Developing students' abilities to understand linguistics and share ideas
Learning Outcomes 5	Learning Outcomes Statement 5

3. Teaching and Learning Strategies
1. Explain the theoretical material to students in detail. 2. Engage students in the explanation using critical thinking. 3. Discuss and debate concepts related to the topic. 4. Conduct quizzes. 5. Attempt to engage with the scientific material in a way that encourages students to maintain a high level of concentration through questions and knowledge exchange among students.

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4. Evaluation methods
1. quizzes written and oral 2. Midterm exams 3. Final exam 4. Writing reports or scientific research and assignments/homework on specific topics 5. Student presentations 6. Raise Questions during lectures and assigning grades

5. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Doctor Instructor	English Language and Literature	Discourse Analysis			staff	

Professional Development
Mentoring new faculty members
1. Follow the program thoroughly 2. Provide multiple assignments that require external information
Professional development of faculty members
Increase practical discussions and continue to follow the latest scientific research.

6. The most important sources of information about the program
[1] The Study of Language, George Yule, Fifth edition, 2014 [2] Schiffrin, D. (2003) Approaches to Discourse (2nd edition) [3] van Dijk, T. (1996) Discourse and power

7. Program Development Plan
Search for up-to-date sources from reliable websites, as well as diversify lecture methods and use all modern teaching methods.

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Course Description Form

143.	**Course Name:**
Linguistics	
144.	**Course Code:**
145.	**Semester / Year:**
Annual	
146.	**Description Preparation Date:**
06/04/2026	
147.	**Available Attendance Forms**
In person	
148.	**Number of Credit Hours (Total) / Number of Units (Total)**
90 yearly/ 3 weekly	
149.	**Course administrator's name (mention all, if more than one name)**
Name: Dr. Nadia Abdulridha Sakran AlEsi **Email:** ***nadia.sakran@uobasrah.edu.iq***	
150.	**Course Objectives**
Course Objectives	• Increase students' knowledge of language and how they use this knowledge to enhance their understanding of the world; • The discipline develops the students' knowledge of such issues as the linguistic sign, language structure, correlation of lingual and mental processes, language and speech, the structure of language, types of language units, systems of writing, linguistic diversity, etc.; • Enable students to improve and develop their skills of critical thinking and analysis so as improve and develop their translation achievements.
151.	Teaching and Learning Strategies
Strategy	Brainstorming, critical thinking, notetaking, questioning
152.	Course Structure

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Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1			The origins of language		
2			Properties of human language		
3			Phonology and phonetics The sound patterns of language		
4			Word formation		
5			Morphology and morphemes		
6			Free and compound morphemes		
7			Morphological description Semantics and meaning		
8			Semantic roles and relations Pragmatics and context		
9			Speech acts Syntax and grammar		
10			Written language First term exam امتحان الفصل الاول		
11			First language acquisition		
12			Second language acquisition		
13			Focus on teaching method Focus on learner		
14			Language history Language change		
15			Accent and dialect		
16			Bilingualism		
17			Neurolinguistics		
18			Discourse and conversational analysis		
19			Discourse and power		
20			Gestures and sign language		
21			Language and culture Sociolinguistics		
22			Second-term exam امتحان الفصل الثاني		

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23 24 25 26 27 28 29 30			Final Exam		

153. Course Evaluation
Final Exam: 50 points Midterm Exam: 15 points 2nd term exam: 20 points Quizzes: 5 points Assignments: 10 points

154. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	[1] The Study of Language, George Yule, Fifth edition, 2014 (Textbook) [2] Schiffrin, D. (2003) Approaches to Discourse (2nd edition) [3] van Dijk, T. (1996) Discourse and power
Main references (sources)	The Study of Language, George Yule, Fifth edition, 2014
Recommended books and references (scientific journals, reports...)	Miscellaneous
Electronic References, Websites	Miscellaneous

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Contrastive Grammar

1. Course Name
Contrastive Grammar
2. Course Code
3. Semester/year
annual
4. The date this description was prepared
5/4/2026
5. Available attendance forms
Attendance
6. Number of study hours (total) / number of units (total)
2-3 hours per week
7. Name of the course administrator (if more than one name is mentioned)
Name: Iman Ahmed Al-Rashed

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

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

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

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7	=		The Verb Phrase in Arabic- Classes of Arabic Verbs- Derived Forms of the Verb in Arabic	=	=
8	=		Form and Combinations of Verbs in Arabic -	=	=
			Comparison of the verb Phrase in English and Arabic		
9	=		Tense Tense in English The Present Tense The Past Tense	=	=
10	=		Tense in Arabic The Present Tense (The Imperfect Tense) The past tense (The Perfect Tense)	=	=
11	=		Particles and Time Reference Absolute and Relative Tenses Comparison of Tenses in English and Arabic	=	=
12	=		English Aspect- The progressive Aspect	=	=
13	=		The perfective Aspect - Arabic Aspects	=	=
14	=		The Imperfect Aspect The Perfect Aspect	=	=

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15	=		Comparison of Aspect in English and Arabic	=	=
16	=		Pronouns Personal pronouns Possessive pronouns	=	=
17	=		Reflexive pronouns Demonstrative pronouns Rel ative pronouns	=	=
18	=		The adjective phrase The adjective Comparison of adjectives	=	=
19	=		The adverb phrase The Adverb Comparison of adverbs Comparing Arabic with English	=	=
20	=		The preposition phrase Prepositions	=	=
21	=		The sentence Sentence structure The simple sentence	=	=
22	=		Word order variation The compound sentence The complex sentence	=	=
23	=		Sentence types and discourse functions	=	=
24	=		Questions and Directives	=	=
25	=		Exclamations	=	=

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26	=		Syntactic processes	=	=
27	=		Relative clauses - Ellipsis Passive voice	=	=
28	=		Morphology: an introduction	=	=
29	=		Word derivation	=	=
30	=	Exam	Exam		

1. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	is, Yowell Y. 2000. A Contrastive Grammar of English and
Main references (sources)	abic. Amman : konoz Almarefa Publishers
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Consecutive Interpreting

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
		Consecutive Interpreting	**theoretical**	**practical**

2. Expected learning outcomes of the program
Students who complete the Consecutive Interpreting course are expected to be able to explain the basic concepts of this type of interpreting and distinguish it from other types of interpretation. They are also expected to develop active listening skills and immediate analysis of spoken texts, with the ability to take notes using effective symbols that help them recall and accurately convey information. Students will be able to perform consecutive interpreting accurately and clearly on both general and specialized topics, utilizing professional skills in delivery, intonation, and voice control.

1. Teaching and Learning Strategies
Focus on practical in-class interpreting exercises: Simulating real-life situations such as conferences or one-on-one meetings to develop students' skills in a realistic environment. Collaborative learning: Encouraging students to work in small groups to perform interpreting activities, rotating roles between speaker, interpreter, and evaluator, which enhances teamwork skills and constructive feedback. Use of audio and video recordings: Utilizing recordings from various spoken sources (news, speeches, interviews) to stimulate listening and analytical skills, with students asked to perform consecutive interpreting and assess their performance through playback. Observation and feedback-based learning: Involving watching live or recorded models of professional interpreters, followed by group analysis sessions to identify strengths and weaknesses, along with individualized feedback to improve performance.
2. Evaluation methods
Implemented at all stages of the program in general.

45. The most important sources of information about the program
The teaching of consecutive interpreting relies on a diverse range of scientific and professional sources, including specialized books on translation theories, references addressing listening, note-taking, and discourse analysis skills, as well as applied studies that offer models and practical exercises to develop students' competence in interpreting. Authentic and academic texts from various fields (political, legal, media, medical) are also employed to broaden students' linguistic and terminological knowledge, in line with the nature of consecutive interpreting as a practice that requires deep comprehension of texts within their specific contexts. In addition, peer-reviewed journal articles, institutional reports, and training videos are utilized to enrich the educational content and strengthen the practical component for learners.

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46. Program Development Plan
1. Introduction to Consecutive Interpreting 2. Written Language vs. Spoken Language 3. Types of Translation 4. Translation Difficulties 5. Strategies for Consecutive Interpreting 6. Practical Templates in Consecutive Interpreting 7. Text Analysis 8. Exercises in Text Analysis 9. Translation of General Texts 10. Practice and Training in General Text Translation 11. Final revision 12. Final Exams

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Specialized Translation

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025/2026		SPECIALIZED TRANSLATION	THEORETICAL	PRACTICAL

2. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Know how to translate
Skills	
Learning Outcomes 2	Translate effectively
Learning Outcomes 3	Translate accurately
Ethics	
Learning Outcomes 4	Using authentic means
Learning Outcomes 5	Using academic means

3. Teaching and Learning Strategies
Theoretical and practical methods in classes and homework.

4. Evaluation methods
Daily, weekly, monthly, quarterly and final exams.

5. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
	TESOL	TESOL			LECTURER	AHMED FALIH RABEEA

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

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Course Description Form

155. Course Name:	
Specialized Translation	
156. Course Code:	
157. Semester / Year:	
2025/2026	
158. Description Preparation Date:	
24/07/2026	
159. Available Attendance Forms:	
Yes	
160. Number of Credit Hours (Total) / Number of Units (Total)	
48 hrs.	
161. Course administrator's name (mention all, if more than one name)	
Name: AHMED FALIH RABEEA, lecturer **Email: ahmed.falih71@gmail.com**	
162. Course Objectives	
Course Objectives	• **Build up understanding** • **Enhance capabilities** • **Widen views in Specialized translation**
163. Teaching and Learning Strategies	
Strategy	**Theoretical and practical methods on daily, weekly, monthly and annually.**

164. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
24	2 hrs.	Theoretical & practical	Specialized Translation	Theoretical & practical	Quizzes & exams

165. Course Evaluation	
Quizzes and weekly, monthly, quarterly and final exams.	
166. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Selected texts & materials
Main references (sources)	Selected texts & materials
Recommended books and references (scientific journals, reports...)	Selected texts & materials
Electronic References, Websites	Selected texts & materials

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
		Administrative and Business Translation	**theor etical**	

2. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Understand the characteristics, strategies and conventions of administrative and business translation.
Skills	
Learning Outcomes 2	Translate administrative and business documents accurately and fluently between Arabic and English. Apply proper formatting and structure in translated documents. • Utilize bilingual business dictionaries and online corpora to ensure terminological accuracy.
Ethics	
Learning Outcomes 4	Demonstrate responsibility and confidentiality when translating sensitive business and administrative content. Show professional integrity and respect for institutional documentation and proprietary information.
Learning Outcomes 5	**Learning Outcomes Statement 5**

3. Teaching and Learning Strategies
Teaching and learning strategies and methods adopted in the implementation of the program in general. Lectures supported by practical examples from real-world business and administrative texts. Group work and peer feedback sessions to encourage collaboration and critical reflection. In-class translation workshops with immediate feedback from the instructor. Use of bilingual terminology **databases, corpora, and online translation tools.**

4. Evaluation methods
Implemented at all stages of the program in general. **Class participation and preparation – 15%**

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Midterm exams – 35% **Final exam 50%** __

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

5. Program Development Plan
Course Title: Administrative and Business Translation Course Duration: 30 Weeks Course Instructor: Assistant lecturer. Razan Ibrahim Course Syllabus -1st Semester Week 1. Introduction to Administrative Translation Week 2. Types of Administrative Documents Week 3. Language and Style in Administrative Texts Week 4. Language and Style in Administrative Texts Week 5. Terminology in Administrative Translation Week 6. Terminology in Administrative Translation Week 7. Cultural Nuances in Administrative Documents Week 8. Cultural Nuances in Administrative Documents Week 9. Translation of Memos and Emails Week 10. Translation of Reports and Minutes Week 11. Legal and Regulatory Texts in Administration Week 12. Translation Tools and Resources Week 13. Quality Assurance in Administrative Translation Week 14. Ethical Issues in Administrative Translation Week 15. Wrap up Course Syllabus -2nd Semester Week 1: Introduction to Business Translation Week 2: Types of Business Documents Week 3: Language and Style in Business Texts Week 4: Terminology in Business Translation Week 5: Terminology in Business Translation Week 6: Cultural Nuances in Business Communication Week 7: Translation of Business Correspondence Week 8: Translation of Financial Documents Week 9: Marketing and Advertising Translation Week 10: Legal Aspects in Business Translation Week 11: Translation Tools and Resources for Business

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Week 12: Quality Control and Assurance in Business Translation Week 13: Project Management for Business Translation Week 14: Ethical and Professional Standards Week 15: Wrap up

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Play

47. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025-2026		**Play**	**theoretical**	**practical**

48. Expected learning outcomes of the program	
Knowledge	
	1. Identify and distinguish between major literary and dramatic schools such as Classicism, Romanticism, Realism, Symbolism, and Absurdist, and understand the characteristics of each. 2. Demonstrate a solid understanding of the structural elements of drama, including plot, characters, conflict, time, and setting. 3. Recognize the historical development of drama and differentiate between classical and modern plays in terms of style and content. 4. Understand the cultural and historical contexts that influence dramatic texts and their relationship to society and language. 5. Acquire foundational knowledge in literary translation specific to drama, including tone, style, cultural comparison, and aesthetic preservation. 6. Distinguish between various dramatic writing styles and identify how dramatic texts differ from other literary genres.
Skills	
	1. Analyze dramatic texts using modern literary and critical methodologies, demonstrating the ability to deconstruct texts and understand their symbols and underlying messages. 2. Translate selected dramatic texts professionally, taking into account cultural nuances and the aesthetic value of the original language. 3. Apply literary translation techniques to dramatic texts while preserving the original spirit and accurately conveying cultural context. 4. Prepare and deliver both written and oral analytical or translation presentations about dramatic texts in a confident and academic manner. 5. Compare original texts with their translations and analyze stylistic, linguistic, and cultural differences resulting from the translation process.

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	6. Engage critically with dramatic works through group discussions and class debates, expressing opinions using accurate literary terminology. 7. Design creative translation or analytical projects, such as rewriting a dramatic scene in another language or presenting a simplified and translated theatrical performance.

Ethics

Enhancing students' ability to share and express ideas clearly and confidently in academic and interactive contexts.

49. Teaching and Learning Strategies

1. Interactive Lectures:
   Theoretical explanations supported by examples and in-class discussions to understand fundamental concepts in drama and literary translation.
2. Text Reading and Analysis:
   Students are assigned pre-selected dramatic texts to read and analyze in light of literary theories and cultural contexts.
3. Literary Translation Workshops:
   Practical applications of translating dramatic scenes, with discussions on translation challenges and comparisons with published versions.
4. Oral Presentations and Group Projects:
   Students deliver analytical or translation-based projects in front of peers to enhance presentation, communication, and debate skills.
5. Theatrical Clips (Video/Audio):
   Use of multimedia to deepen students' understanding of dramatic performance and textual content within its audiovisual context.
6. Open Critical Discussions:
   Encouraging students to express their literary and cultural opinions about the texts, and to exchange viewpoints critically.
7. Homework Assignments and Short Reports:
   Reinforcing self-comprehension of the texts through written tasks and analytical summaries.

50. Evaluation methods

Assessment methods in this course include daily, weekly, and monthly exams, in addition to the final year exam, to evaluate students' understanding of concepts, text analysis, and development of translation skills.

51. Faculty

Faculty Members

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Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	Arts	Literature			yes	

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

52. The most important sources of information about the program

1. Arthur Miller – *All My Sons*
   - Genre: Modern Realist Drama
   - Theme: Moral responsibility after World War II
   - Resources:
     - *All My Sons* – Penguin Plays Edition
     - *Arthur Miller's Collected Plays*
     - Critical articles from JSTOR
2. William Shakespeare – *Julius Caesar*
   - Genre: Classical Political Tragedy
   - Theme: Power struggle and betrayal
   - Resources:
     - *Julius Caesar* – The Arden Shakespeare Edition
     - Spark Notes & No Fear Shakespeare
     - Academic criticism from scholarly journals
3. Oliver Goldsmith – *She Stoops to Conquer*
   - Genre: 18th-Century Moral Comedy
   - Theme: Social class and misunderstandings in relationships
   - Resources:
     - *She Stoops to Conquer* – Oxford World's Classics Edition
     - BBC Bite size
     - Critical essays from Google Scholar

53. Program Development Plan

1. Regular Update of Dramatic Texts:
   Incorporate contemporary or culturally diverse dramatic works to enhance literary and cultural exposure, reflect modern issues, and encourage comparative analysis.

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2. Integration of Technology in Teaching:
   Use multimedia tools (e.g., recorded plays, analytical podcasts, and educational platforms) to increase student engagement and comprehension.
3. Enhancing Practical Literary Translation:
   Assign real-world translation projects involving dramatic texts to be published online or showcased in departmental activities.
4. Developing Research and Analytical Skills:
   Encourage students to submit short research papers or analytical presentations using credible academic sources.
5. Utilizing Feedback Mechanisms:
   Regularly analyze student and faculty feedback to identify strengths and areas for improvement, adjusting the curriculum accordingly.
6. Student Involvement in Extracurricular Activities:
   Promote initiatives such as university theater, literary workshops, and reading clubs to enrich the learning experience beyond the classroom.
7. Collaboration with Other Departments or External Universities:
   Foster interdepartmental or international academic exchange for joint programs, such as collaborative translation or shared dramatic analysis sessions.

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Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2026 Third year		Play	Basic	√	√			√	√			√			

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

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Course Description Form

167. Course Name:	
Play	
168. Course Code:	
169. Semester / Year:	
2025-2026	
170. Description Preparation Date:	
7/4/2026	
171. Available Attendance Forms:	
7/4/2026	
172. Number of Credit Hours (Total) / Number of Units (Total)	
8 hours/ week	
173. Course administrator's name (mention all, if more than one name)	
Name: Istabraq Ali Mahdi **Email: estabraq.ali@uobasrah.edu.iq**	
174. Course Objectives	
Course Objectives	• Enable students to understand and analyze dramatic texts within their literary, cultural, and historical contexts. • Develop students' skills in the literary translation of dramatic texts, with a focus on aesthetic, linguistic, and cultural challenges. • Enhance the ability to distinguish between various dramatic styles (comedy, tragedy, realism…) and understand elements of dramatic structure such as plot, dialogue, conflict, and character development. • Train students to use literary and critical terminology in analyzing texts and presenting ideas in an academic and objective manner. • Encourage critical and creative thinking through presentations, translation

	projects, and interactive classroom discussions. •

175. Teaching and Learning Strategies	
Strategy	• Presentation of Concepts and Theories: Fundamental concepts and theories in drama are introduced through oral lectures supported by examples and open discussions. • Literary Text Analysis: Students are required to read selected dramatic texts and engage in critical in-class analysis using literary and translational tools. • Translation Workshops: Practical exercises are conducted to translate dramatic scenes, followed by group discussions on linguistic and cultural challenges. • Student Presentations: Students are assigned oral presentations on topics related to the texts, enhancing their research and public speaking skills. • Viewing and Analyzing Performances (Video): Selected scenes from plays are shown to help students understand theatrical performance and visual context. • Class Discussions and Critical Thinking: Students are encouraged to express their opinions and analyze diverse perspectives using accurate literary terminology. • Use of Digital Resources and Online Platforms: Includes digital educational materials, e-libraries, and specialized websites for literary criticism and translation studies.

176. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Eva met
1	8	Introduction to fundamental drama concepts	Introduction to Drama and its Literary Significance	Lecture + Interactive Discussion	Class Participation + Instant Questions
2	8	Understanding dramatic structure elements	Basic Elements of a Play	Theoretical Presentation + Textual Examples	Short Quiz
3	8	Analyzing historical context	Classical Theatre and Tragedy	Lecture + Representative Video	Homework

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4	8	Analyzing characters and dialogues	Analysis of *Julius Caesar*	Reading + Group Discussion	Analytical Report
5	8	Continued character and dialogue analysis	Analysis of *Julius Caesar*	Reading + Group Discussion	Practical Evaluation
6	8	Final stage of *Julius Caesar* analysis	Analysis of *Julius Caesar*	Reading + Group Discussion	Analytical Test
7	8	Understanding the structure of comedy	Analysis of *She Stoops to Conquer*	Lecture + Analytical Reading	Homework + Class Discussion
8	8	Analyzing post-war drama	Reading and Analysis of *All My Sons*	Reading + Video Representation	Student Presentation
9	8	Continued post-war drama analysis	Reading and Analysis of *All My Sons*	Reading + Video Representation	Written Evaluation
10	8	Final stage of post-war drama analysis	Reading and Analysis of *All My Sons*	Reading + Video Representation	Individual Translation Project
11	8	Applying critical thinking	Comparative Analysis of the Three Plays	Classroom Discussion	Comparative Report
12	8	Enhancing research skills	Presentation of Short Research Papers	Individual Work + Guidance	Submission and Evaluation
13	8	Final exam preparation	Comprehensive Review	Open Session + Exercises	Mock Exam
14	8	Final Course Evaluation	Final Exam	Written Test	Final Exam

177. Course Evaluation

Component	Marks	Description
Daily Preparation	5	Assessment of the student's regular preparation and readiness for class discussions.
Oral Participation	2	Evaluation of student contributions and active engagement in class dialogues.
Monthly or Written Exams	50	First Semester Exam: 25 marks + Second Semester Exam: 25 marks.
Reports and Research Papers	20	Short research papers and analytical reports submitted during the course.
Projects and Presentations	23	Individual or group projects involving translation or literary analysis, presented in class.
Total	100	

178. Learning and Teaching Resources

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Required textbooks (curricular books, if any)	All My Sons by Arthur Miller – Penguin Classics Edition Julius Caesar by William Shakespeare – Arden Shakespeare Edition She Stoops to Conquer by Oliver Goldsmith – Oxford World's Classics Edition
Main references (sources)	• Abrams, M.H. *A Glossary of Literary Terms* • Kennedy, X. J. & Goya, D. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing* • Bassnett, Susan. *Translation Studies*
Recommended books and references (scientific journals, reports...)	□ The Drama Review (TDR) – Published by MIT Press □ Critical articles from Google Scholar and JSTOR on modern and classical theatre □ Student research papers published in academic university journals
Electronic References, Websites	• https://www.sparknotes.com – Literary summaries and explanations • https://www.nofearshakespeare.com – Simplified versions of Shakespeare's texts • https://www.jstor.org – Academic research and scholarly articles • https://www.britannica.com – Encyclopedic knowledge and references

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Audio-Visual Translation

179. Course Name:					
AUDIO-VISUAL TRANSLATION					
180. Course Code:					
181. Semester / Year:					
2025-2026					
182. Description Preparation Date:					
183. Available Attendance Forms:					
184. Number of Credit Hours (Total) / Number of Units (Total)					
4					
185. Course administrator's name (mention all, if more than one name)					
Name: AHMED FAKHIR MAJEED Email: ahmedmajeed@uobasrah.edu.iq					
186. Course Objectives					
Course Objectives	• Develop Translation Skills: To enhance students' proficiency in translating audio-visual content, including accurate rendering of spoken dialogue, captions, subtitles, and dubbing, while maintaining cultural nuances and context. • Foster Cultural Sensitivity: To educate students about the importance of cultural sensitivity in audio-visual translation and how to adapt content for diverse audiences while respecting cultural differences. • Utilize Technical Tools: To familiarize students with modern translation tools and software used in the audio-visual translation industry, enabling them to work efficiently and adhere to industry standards. • Prepare for Industry Careers: To equip students with the skills and knowledge required for a successful career in audio-visual translation, including job opportunities in subtitling, dubbing, and localization.				
187. Teaching and Learning Strategies					
Strategy					
188. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
First course					

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1	8		Introduction to Audio-Visual Translation	lectures	
2	8		Types of AVT: Subtitling, Dubbing, Voice-over	lectures	
3	8		Translation Theory and AVT Principles	lectures	
4	8		AVT-specific challenges: lip-sync, time constraints, cultural adaptation	lectures	
5	8			lectures	Assignment 1
6	8		Subtitling Techniques and Guidelines	lectures	
7	8		Dubbing and Voice-over	lectures	
8	8		Voice modulation, synchronization, and acting skills	lectures	Assignment 2
9	8		Captioning for Accessibility	lectures	
10	8		Localization in AVT	lectures	
11	8		Cultural adaptation and localizability	lectures	
12	8		Mid-term Assessment and Review	lectures	Assignment 3
13	8		Final Projects and Presentations	lectures	
14	8		Final presentations and evaluation of projects	lectures	
15	Mid Exam				
Second course					
1	8		Technical Aspects of AVT	lectures	
2	8		AVT software tools and platforms	lectures	
3	8		Ethical and Legal Considerations in AVT	lectures	
4	8		Copyright issues and permissions in AVT	lectures	
5	8		Specialized AVT Genres	lectures	Assignment 1
6	8		AVT for educational content and e-learning platforms	lectures	
7	8		Quality Control and Revision in AVT	lectures	
8	8		Proofreading, editing, and quality assurance in AVT	lectures	Assignment 2
9	8		AVT and New Technologies	lectures	
10	8		Human vs. machine translation in AVT	lectures	
11	8		AVT for documentaries and news segments	lectures	

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12	8		Final Projects and Portfolio Development	lectures	Assignment 3
13	8		Portfolio Preparation and Review	lectures	
14	8		Review and reflection on the course	lectures	
15	**Second Course Exam**				

189. Course Evaluation	
Distributing the score out of 50 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc.	
190. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Audiovisual Translation: Theories, Methods, and Issues" Author: Louise M. Phillips and B. J. Dams
Main references (sources)	"Audiovisual Translation: Subtitling" Author: Jorge Diaz Cintas and Aline Remodel
Recommended books and references (scientific journals, reports...)	"Audiovisual Translation: Language Transfer on Screen" Author: Frederic Chau me
Electronic References, Websites	The Routledge Handbook of Audiovisual Translation" Editor: Luis Pérez-González

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Political and Diplomatic Translation

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025-2026/ Third		**Diplomatic and Political Translation**	**theoretical**	**practical**

2. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

3. Teaching and Learning Strategies
The Diplomatic and Political Translation program relies on teaching and learning strategies that integrate theoretical lectures, practical workshops, and real-life simulations, aiming to develop linguistic proficiency, political awareness, and both written and oral translation skills. It also encourages collaborative and research-based learning, as well as the use of digital tools to enhance professionalism and effectively address the challenges of translation in international contexts.

4. Evaluation methods
Student assessment in the Diplomatic and Political Translation program relies on a variety of tools aimed at measuring both theoretical knowledge and practical skills. These methods include written exams that evaluate students' understanding of fundamental concepts in translation, politics, and international relations. Practical performance is also assessed through the translation of political and diplomatic texts in real or simulated contexts, enhancing the students' proficiency in both written and oral translation. Additionally, individual and group reports and projects are used to assess research, analytical skills, and teamwork, while presentations and class discussions contribute to developing communication skills and critical presentation of contemporary political issues. The program also emphasizes continuous assessment through classroom participation and active engagement, aiming to gradually improve student performance and achieve high-quality learning outcomes.

5. Faculty
Faculty Members

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

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

6. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

7. The most important sources of information about the program
Bassnett, Susan. *Translation Studies*. Routledge, 2014. Kata, David. *Translating Cultures: An Introduction for Translators, Interpreters and Mediators*. Routledge, 2014. Beasley, Ryan. *International Relations and Diplomacy*. Palgrave Macmillan, 2018.

8. Program Development Plan
Regarding the practical aspect, the plan focuses on increasing field and applied training hours for students in diplomatic and media institutions, organizing regular workshops and simulations of conferences and diplomatic negotiation sessions to develop written and oral translation skills and deepen understanding of political texts. The development plan also aims to enhance faculty competence by providing advanced training programs on the latest translation and political techniques, encouraging academic research and publication, and promoting participation in relevant international conferences. Furthermore, the program seeks to strengthen its technical infrastructure by equipping modern translation laboratories with the latest software, adopting e-learning platforms that support self-learning and remote training, and providing digital libraries containing specialized resources. The program also emphasizes the importance of building strategic partnerships with embassies, international organizations, and global translation centers, in addition to facilitating student and faculty exchanges with leading academic institutions to foster expertise development and broaden professional horizons.

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Course Description Form

1.Overview of Diplomatic and Political Translation
2.Characteristics of diplomatic and political translation
3.Ideological sensitivity
4.Accuracy and precision
5.Cultural awareness
6.Ambiguity and diplomatic language
7.Neutrality and objectivity
8.Audience interest
9.Awareness of legal implications
10.Skills required in diplomatic translation
11.Confidentiality and Ethics
12.Advanced language proficiency
13.Neutrality and objectivity
14.Critical thinking and analytical skills
15.Research skills
16.Ability to adapt to different texts and records
17.Technological efficiency
18.Challenges faced by diplomatic and political translators
-19.The dangers of mistranslation in diplomatic and political translation
20.Critical Thinking Skills in Training Diplomatic and Political Translators
21.Standards required for diplomatic translation to be of high quality

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Research Writing

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025/Third		Principles of Academic Writing	theoretical	practical

2. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Knowing Abs of academic writing
Skills	
Learning Outcomes 2	Writing academically
Learning Outcomes 3	Weigh materials academically
Ethics	
Learning Outcomes 4	Understanding code of conduct of academic writing
Learning Outcomes 5	Differentiate between academic and general writing

3. Teaching and Learning Strategies
Using electronic academicals materials.

4. Evaluation methods
Quizzes and exams (daily & monthly)

5. Faculty						
Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Lecturer	**TESOL**	**TESOL**			**LECTURER**	**AHMED FALIH RABEE**

Professional Development
Mentoring new faculty members
It is weekly, monthly and annually.
Professional development of faculty members
It is weekly, monthly and annually.

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Course Description Form

191.	**Course Name: PRINCIPLES OF ACADEMIC WRITING**
192.	**Course Code:**
193.	**Semester / Year: 2 SEMESTERS/2025**
194.	**Description Preparation Date: 24/07/2026**
195.	**Available Attendance Forms: DAILY**
196.	**Number of Credit Hours (Total) / Number of Units (Total) 1 hr.**
197.	**Course administrator's name (mention all, if more than one name)**
Name: AHMED FALIH RABEEA, lecturer **Email: ahmed.falih71@gmail.com**	
198.	**Course Objectives**
Course Objectives	– **Build up their knowledge about academic writing** – **Get students involved in Abs of academic writing.** – **Help them differentiate between writing academically and in general.**
199.	**Teaching and Learning Strategies**
Strategy	**Theoretical materials exposed to students via screens.**

200. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
Once	1 hr.	Practical	Principles of Academic Writing	Theoretical & & practical	Quizzes and & exams

201. Course Evaluation

It can be evaluated on daily, weekly and quarterly.

202. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Principles of Academic Writing
Main references (sources)	Set Book
Recommended books and references (scientific journals, reports...)	Principles of Academic Writing
Electronic References, Websites	Selective

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Forth Stage

Scientific Translation

203. Course Name:	
Scientific Translation	
204. Course Code:	
205. Semester / Year:	
First-second semester\ 2025-2026	
206. Description Preparation Date:	
06\04\2026	
207. Available Attendance Forms:	
208. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours per day	
209. Course administrator's name (mention all, if more than one name)	
Instructor for the first semester: - **Name: Prof. Zeineb Sami Hawel** **Email: zeineb.hawel@uobasrah.edu.iq** **Co-Instructor for the second semester: -** **Name: TA. Sarah Abdulmunem Khayoon** **Email: alhilfisarah960@gmail.com**	
210. Course Objectives	
Course Objectives	• The course seeks at training the translators to translate different scientific texts selected from various scientific references from English into Arabic and vice versa. • To enable him/her to understand the translation process and its related matters in general. • To provide him/her with the differences between scientific translation and other types of translations**.**
211. Teaching and Learning Strategies	
Strategy	Course Overview The syllabus of the course is divided into two parts, i.e. theoretical and practical. The first part implies the definition of science and technology, the relationship between them, the characteristics of scientific language as far as

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	vocabulary and grammar are concerned, scientific contexts vs. literary contexts, scientific translation vs. literary translation, the requirements of (the) scientific translator, and the methods of translating scientific terms. The second part implies a few scientific passages and exercises to be translated from English into Arabic and vice versa. At the end of each passage there is a list of vocabulary and notes concerning the passage. Next to this list there is an exercise directed at the students to be translated. We adopted some Arabic texts from external books during class, specifically focusing on materials such as biology.

212. Course Structure

Week	Hours	Topic:	Learning method	Evaluation method
1-2		(1). The Theoretical Part: -What Is Science? Kinds of Sciences -What Is Technology? - The Relationship between Science and Technology.		
3+4		(2). The Characteristics of Scientific Language: Language: -Grammar + Vocabulary -Scientific Texts vs. Literary Texts, and Other Types of Texts.		
5+6		-Scientific Translation vs. Literary Translation -The Requirements of the Scientific Translator -Methods of Translating Scientific Terms		
7+8		The Practical Part: -Translating Scientific Texts: (1). Translation into Arabic Selected Passages		
9+10		Revision		**Assignment 1**
11+12		Selected Passages		**Assignment 2**
13+14		Selected Passages		**Assignments 3**
15		Mid Exam		
Second Semester				
1+2		Revision		
3+4		Selected Passages		
5+6		Selected Passages		
7+8		Selected Passages		

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9+10		Selected Passages		
11+12		General Revision		
13+14		Quiz +exam		

213. Course Evaluation method	
Details	**Points**
Exams	**10 marks**
Reading Checks	**2 marks**
Participation	**2 marks**
Attendance	**5 marks**
Assignment	**6 marks**
Total grade	**25 marks**

214. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	**1). الترجمة العلمية , د. سلمان الواسطي** وآخرون, (جامعة الموصل, 1983 (2). الترجمة العلمية والتقنية والصحفية والأدبية , الجزء الأول , د. يوئيل يوسف عزيز وآخرون , وزارة التعليم العالي والبحث العلمي , الجمهورية العراقية , سنة النشر غير معروفة (3). الترجمة-أصولها ومبادئها وتطبيقاتها , عبد العليم السيد منسي وعبد الله عبد الرزاق ابراهيم, الرياض, دار المريخ للنشر, 1988 (4). الترجمة- تأريخها .. نظرياتها..تطبيقاتها , علي المناع وفيصل المناع , لندن , دار السياب, 2008 (5). David, Crystal (2010) The Cambridge Encyclopedia of Language.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Semantics & Pragmatics

215. Course Name:	
Semantics & Pragmatics	
216. Course Code:	
217. Semester / Year:	
First-second semester\2025-2026	
218. Description Preparation Date:	
06\04\2026	
219. Available Attendance Forms:	
220. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours per day	
221. Course administrator's name (mention all, if more than one name)	
Name: Prof. Mohamed Al Husain **Email: : mohamed.alhusin@uobasrah.edu.iq**	
222. Course Objectives	
Course Objectives	• Understand the structures of language including phonology, syntax, and semantics, and analyze the interplay between them.
223. Teaching and Learning Strategies	
Strategy	Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them Conducting daily and quarterly tests Assigning activities specific to the course

10. Course structure					
the week	**hours**	**Required Learning outcomes**	**Name of the unit or topic**	**Learning method**	**Evaluation method**
1	**3**		What is the meaning of meaning	**theoretical**	**Explanation, questions, and discussion**
2	**=**		Possible definitions of Semantics	**=**	**=**
3	**=**		Dictionary definitions : Form and Content	**=**	**=**

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

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16	=		Thematic roles 1	=	=
17	=		Thematic roles 2	=	=
18	=		Non-literal meaning	=	=
19	=		Speech acts: Direct and indirect	=	=
20	=		Politeness and Face	=	=

1. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Semantics Simplified

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Theories of Translation

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025-2026		**Theories of Translation**	**theoretical**	**practical**

6. Teaching and Learning Strategies
Course Overview This course is specifically designed to provide BA students with a comprehensive understanding of the historical development and evolution of translation theories. Over the past decades, there have been substantial advancements in translation theories, which are pivotal for both practicing and aspiring professional translators. This course endeavors to examine these developments and their practical implications in the realm of translation practice. Furthermore, the course seeks to elucidate the benefits derived from translation theories, highlighting their significance in the enhancement of translation skills and competencies.

7. Evaluation methods
Goals and Objectives • This course aims to equip translation students with the skills to apply translation theories to improve their practices. • Students will learn to analyze different text types to identify suitable translation methods and find solutions to various translation challenges. • Develop a critical understanding of the historical development and evolution of translation theories. • Examine the practical implications of translation theories in the realm of translation practice.

1. Evaluation methods	
Reading Checks	
Participation	**5**
Attendance	**5**
Assignments	**5**
Instructor: Afaneen Al-Dirawi	
Home Page: **https://faculty.uobasrah.edu.iq/faculty/en/2415**	***Email:*** **afaneen.aldirawi@uobasrah.edu.iq**

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OURSE DESCRIPTION AND ASSIGNMENT SCHEDULE

WK	DATE	TOPIC	READING	ASSIGNMENT
1		Historical background of translation as a human activity	Ali Almanna	
2		Types of equivalence		
3		Nida's Formal Equivalence Vs Dynamic Equivalence		
4		Catford's Formal Correspondent Vs Textual		
		Equivalent House's Overt Translation Vs Covert Translation		Assignment 1
5		Catford's Formal Correspondent Vs Textual		
6		Catford's Formal Correspondent Vs Textual Gutt's Direct Translation Vs Indirect Translation		
7		Venuti's Domestication Vs Foreignization		
8		Translation Process		Assignment 2
9		Ideological approach		
10		Linguistic approach		
11		Hermeneutic approach		
12		Interpretive approach		Assignment 3
13		Cognitive approach		
14		Historical background of translation as a human activity		
15	*Mid Exam*			

Second Course				
WK	DATE	TOPIC	READING	ASSIGNMENT
1		Cultural approach	Ali Almanna	
2		Translation of institutional and cultural terms		

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3		**Normative approach**		
4		**Sociological approach**		
		Translation Strategies **J. P. Vinay & J. Darbelnet's strategies**		**Assignment 1**
5		**Translation Brief & Macro Factors**		
6		**Cultural clashes**		
7		**Ideological and habitual considerations**		
8		**Master discourse & dominant poetics of translation**		**Assignment 2**
9		**Generic conventions**		
10		**Purpose of translation (Skopos)**		
11		**Readership**		
12		**Text type**		**Assignment 3**
13		**System theories**		
14		**Polysystem Theory**		
15	***Second course Exam***			

Is it possible to develop the curriculum <within the teaching authority 20%> to include vocabulary that serves sustainability	
1- Yes, it is possible (point an appropriate aspect) the axes (point the axis)	It is feasible to integrate additional practical materials that can be applied to various theoretical approaches to translation.
2- Suggest aspect that serves sustainability	
1. Learning and Teaching Resources	
Textbook and Readings	1. Almanna, Ali (2014) Translation Theories Exemplified from Cicero to Pierre Bourdieu: A Coursebook on Translation. London: Sayyab Books Publishing House 2. Alyas, Asim (1985) Translation Theories for Stuudents of Translation. Mousl: Mousl University Press.

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Simultaneous Interpreting

1. Course Name
Simultaneous Interpreting
3. Semester/year
annual
4. The date this description was prepared
5/4/2026
5. Available attendance forms
Attendance
6. Number of study hours (total) / number of units (total)
2-3 hours per week
7. Name of the course administrator (if more than one name is mentioned)
Name: Prof.Dr. Jasim Khalifah Sultan Al-Maryani **Email: jasim.sultanl@uobasrah.edu.iq**
8. Course Objectives
• an advanced understanding of professional interpreting practice • experience of dealing with problems in interpreting at the advanced level • experience of working in simultaneous interpreting settings • guidance in developing sufficient background knowledge in subject areas for simultaneous interpreting.
9. Teaching and learning strategies
Managing the lecture, explaining and clarifying the topics, asking questions to the Students' and discussing them Conducting daily and quarterly tests Assigning activities specific to the course

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

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

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

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18	=		Start learning the strategies used in simultaneous Interpreting: Part Two	=	=
19	=		Start learning the strategies used in simultaneous Interpreting: Part Three	=	=
20	=		Study the points of similarity and difference between political speeches, especially how to	=	=
			transform English into Arabic speech and vice versa.		
21	=		Study the points of similarity and difference between social speeches, and how to transform English into Arabic speech and vice versa.	=	=
22	=		Study the points of similarity and difference between religious speeches, and how to transform English into Arabic speech and vice versa.	=	=

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

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Literary Translation

224. Course Name:	
Literary Translation	
225. Course Code:	
226. Semester / Year:	
Annual / 2025/2026	
227. Description Preparation Date:	
2026	
228. Available Attendance Forms:	
Attendance sheet	
229. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours per week (3 units)	
230. Course administrator's name (mention all, if more than one name)	
Name: Tamara Hussein LaToya Email: tamara.alattiya@uobasrah.edu.iq	
231. Course Objectives	
Course Objectives	• Identify and apply strategies for translating diverse literary genres, including poetry, essay, fiction and drama. • Learn translation theory and its application to literary translation. • Reflect on sociocultural processes affecting translation processes. • Equip students with the basic theoretical issues of Literary translation. • Help students to acquire skills of Literary translation. •
232. Teaching and Learning Strategies	
Strategy	• Lectures to introduce the theoretical background into literary translation • Original text and translated text analysis within a certain literary theme and its translation technique. • Practical sessions and workshops where students are given literary texts to translate individually or inside groups, then to reflect and share on the process and the translation techniques and strategies used.
233. Course Structure	

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Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	Understanding literary language and translation. Understanding the literary rhetorical devices and the techniques to translate them. Understanding the literary rhetorical devices and the techniques to translate them. Understanding and practicing the techniques to translate literary genres.	Course introduction Literary and non-literary language Practice What is Literary Translation? Practice Literary translation techniques Practice Translation of rhetorical devices Practice Repetition Practice Metonymy Practice Synecdoche Practice Practice Practice Off-week Mid-term exams Mid-term exams Metaphor Practice Simile Practice Translating Culture-specific Items Practice Translation of Colloquial Expressions Practice Short story translation Short story translation Practice Novel translation Novel translation Practice Poetry Translation Poetry Translation Practice Practice 2nd term exams	-Close reading and theoretical grounding -Theory-to-Practice-Application -Group work and peer review -In-class study and summarization -Translation analysis	-Written examinations -Short assessment and quizzes -Coursework assignment, written tasks, individual projects -Class participation and engagement in class discussions

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			2nd term exams		

234. Course Evaluation
Evaluation: First term: 25 marks: Second term: 25 marks Final exam: 50 marks **Grading:** 15%: Attendance and participation 20%: Assignments 15%: Quizzes 50%: Main exams

235. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	A compiled course packet out of the main resources.
Main references (sources)	- A Textbook of Literary Translation (Hasan Ghazala 2013) - Advanced English- Arabic Translation: A practical guide (El Mustapha Lathlain and Wafa Abu Hatab 2014)
Recommended books and references (scientific journals, reports...)	- Literary Translation A Practical Guide (Clifford E. Landers 2001)
Electronic References, Websites	

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Legal Translation

236. Course Name:	
Legal Translation	
237. Course Code:	
238. Semester / Year: **2025-2026**	
239. Description Preparation Date: 4/6/2026	
240. Available Attendance Forms:	
241. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours / course is 15 weeks' long	
242. Course administrator's name (mention all, if more than one name)	
Name: Dr. Ruqaya Sabeeh Al-Taie Email: ruqaya.sabeeh@uobasrah.edu.iq	
243. Course Objectives	
Course Objectives	○ Develop legal translation skills through the translation of various texts and at different levels. ○ Develop Arabic and English translation skills. ○ Improve students' translation analysis skills. ○ Develop the ability to edit MT of legal texts. ○ Be familiar with the global legal translation market and legal translator qualifications. ○ Increase the ability to acquire legal terms and expressions. ○ Train students on the correct use of paper and electronic dictionaries. • Other goals.
244. Teaching and Learning Strategies	
Strategy	Legal translation is one of the challenging tasks because to be a legal translator means the translator should know how to choose legal terms, how to write in an appropriate and accurate legal language (whether in Arabic or English), how to check legal translations, and how to deal with the modern translation tools.
245. Course Structure	

Week	**Hours**	**Required Learning Outcomes**

First semester		
1+2		Introductory lecture Theoretical part / accuracy in translation
3+4		Theoretical part / strategies of legal translation Translating a legal text into Arabic Translating a legal text into English
5+6		Translate and analyze a legal text into English Translate and analyze a legal text into Arabic
7+8		Assignment 2 Legal translation into Arabic and AI
9+10		Translating a legal text into Arabic Legal translation into Arabic and AI
11+12		Assignment 3 Compare MT with HT (into Arabic)
13+14		Translating for court
Second semester		
1+2		Theoretical part / qualification of the legal translator Theoretical part / translator's code of conduct
3+4		Translating contract into Arabic Translating marriage contract into English
5+6		Analyze a machine translated text Legal translation market
7+8		Analyze a legal translated text into Arabic Assignment 2

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9+10 11+12 13+14		Compare a MT with HT (into English) Analyze a legal translated text into Compare two translations of a legal text Assignment 3 Translating a contract into Arabic Translating a contract into English

246. Course Evaluation
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc.

247. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	The Routledge Course on Media, Legal and Technical Translation: English-Arabic-English By Mahmoud Altarabin Arabic–English–Arabic Legal Translation By Hanem El-Farahaty
Recommended books and references (scientific journals, reports...)	Selected texts from different sources
Electronic References, Websites	Selected texts from different sources

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Media Translation

248.	Course Name:
Media Translation	
249.	Course Code:
250.	Semester / Year:
Annual	
251.	Description Preparation Date:
4/4/2026	
252.	Available Attendance Forms:
Attendance	
253.	Number of Credit Hours (Total) / Number of Units (Total)
2 Hours per Week	
254.	Course administrator's name (mention all, if more than one name)
Name: Lamya Rasheed Majid Email: lamya.rasheed@uobasrah.edu.iq	
255.	Course Objectives
Teaching Media Translation aims to develop students' skills in accurately and professionally translating various types of news texts, while considering the cultural and linguistic nuances of both the source and target languages. It also enhances their awareness of media discourse and its impact on the audience. The course focuses on practical application to prepare students for real-world media translation contexts.	
256.	Teaching and Learning Strategies
Strategy	**Teaching and learning strategies for this course include hands-on translation practice, group discussions, and analysis of authentic media texts. Emphasis is placed on interactive learning and real-time feedback to enhance practical skills.**

257. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1 2 3	2 hours per Week		• Media Translation: Overview • Definition, scope, and global role	Theoretical +	Main Exams Quizzes Discussion

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4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25			• Media content types and writing styles • Translation types: news, reports, interviews, etc. • Qualities of a media translator • Past and present importance • Differences from legal, scientific, and literary translation • Technology use: CAT tools, subtitling, voice-over • Practical translation training • Translating headlines • Tips for quality translation • Challenges in media translation • Hands-on practice sessions • Review of previous semester materials • Practical training on	Practical Material	

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26 27 28 29 30			various media text translations • Peer review and translation feedback • Focus on terminology and appropriate linguistic styles • Review of translation strategies and techniques • Continued hands-on translation practice • Final project: group translation of selected media texts • Practice • Practice • Practice • Final review in preparation for the exam		

258. Course Evaluation
The 100 marks are distributed as follows: daily activities and participation, discussions, mid exam (50%), and Final exam (50%). This ensures a balanced evaluation of both continuous and final performance.

259. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	A comprehensive handout containing explanations, basics, rules and techniques of media translation prepared by the lecturer in line with the curriculum.

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Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	The lecturer Provides students with useful online news sites to enhance their knowledge of texts, content and features.

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