

Academic Program and Course Description Guide 2024 2025
Department of English

وزارة التعليم العالي والبحث العلمي
جهاز الاشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الاكاديمي
قسم الاعتماد الدولي

استمارة وصف البرنامج الاكاديمي للكليات للعام الدراسي 2024 2025

قسم اللغة الانكليزية

الجامعة: بغداد

الكلية: التربية للبنات

القسم العلمي: اللغة الانكليزية

تاريخ ملء الملف: 2024 / 12 / 23

اسم معاون العميد للشؤون العلمية
أ.د. انعام داود سلوم
2024 / 12 / 23
معاون العميد للشؤون العلمية
والدراسات العليا
التوقيع

رئيس قسم اللغة الانكليزية
أ.م.د. وفاء مهدي
2024 / 12 / 23
كلية التربية للبنات
قسم اللغة الانكليزية
التوقيع

دقق الملف من قبل
اسم مدير قسم ضمان الجودة والأداء الجامعي
أ.م.د. أسماء اديب عباس
2024 / 12 / 23
التوقيع

أ.م.د. اثمار شاكر مجيد الشطري
عميد كلية التربية للبنات
2024 / /
د. اعمار سار حيدر
التوقيع

1. Program Vision

Towards a generation that creatively excels in the English language.

2. Program Mission

Making teachers capable of enhancing students' linguistic and cognitive skills.

3. Program Objectives

- Providing comprehensive knowledge to students in the fields of English language and teaching methods to achieve more effective learning and cater to the learner's needs;
- Developing problem-solving and critical thinking skills in students for teaching English and classroom management;
- Enhancing the linguistic skills of English department students to meet the demands of the job market; and
- Developing students' scientific research skills to enable them to pursue higher studies.

4. Program Accreditation

The accreditation was applied for in the academic year 2023-2024 and was rejected based on some observations, and the department is working on these observations, and within the year 2028, the accreditation will be applied again.

5. Other external influences
<p>Philosophy, educational and administrative politics, if you visit higher education, scientific research, and education.</p> <p>2- Iraqi middle and preparatory schools.</p> <p>3- Libraries and the global information network (the Internet).</p> <p>4- Social media platforms.</p> <p>5- Labor market needs.</p> <p>6- Economic and social challenges.</p>

6. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	14	13.64	basic
College Requirements	9	32	20.45	basic
Department Requirements	29	119	65.91	basic
Summer Training	No	/	/	/
Other	Practicum and EFL Classroom Practices	4 (its credits has been calculated within college requirements)	/	basic

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	Practical
First	101 ECW	Composition Writing	1	1
First	102 E FE	Fundamentals of Education	2	-
First	103 E HRD	Human Rights	2	-
First	104 E CS	Computer Science	1	-
First	105 E AL	Arabic Language	2	-
First	106 EEG	English Grammar	2	1
First	107 E EP	Educational Psychology	2	-
First	108 EIEL	An Introduction to English literature	2	1
First	109 E PH	Phonetics	2	1
First	110 E LS	Listening and speaking	1	1
First	111 E R C	Reading i	1	1
Second	212 E CS	Computer Science	1	1
Second	213 E MS	Morphology and Syntax	2	1
Second	214 E PH	English Phonology	2	1
Second	215 E SHS	Short Story	2	-
Second	216 E OED	One Act Play and Elizabethan Drama	2	-

Second	217 E IELT	An Introduction to ELT	2	1
Second	218 E AE	Adults Education	2	-
Second	219 E LS -2	Listening and Speaking -3	1	1
Second	220 E IAW	An Introduction to Academic Writing	1	1
Second	221 E CP	16 th to 18 th Century Poetry	2	-
Second	222 E AR	Advanced Reading	1	1
Second	232E Sp	Sport	-	1
Second	NA	The crimes of the Ba'ath Party	1	-
Second	219 EAL	Arabic Language	1	-
Third	323 E LS	Listening and Speaking -	1	1
Third	324 E IL	Introduction to Linguistics	2	1
Third	325 EPCI	Pedagogy and curriculum innovation	2	1
Third	326 E PGEG	Guidance Psychology health	1	2
Third	327 E CGE	Contemporary Grammar of English	2	-
Third	328 E RDC	Renaissance Drama 16-18 th Century	2	1
Third	329 EVN	Victorian Novel 1830-1900	2	1
Third	330ERV P	Romantic and Victorian Poetry 1780-1900	2	1
Third	331 EA W	Writing Academic English	2	-
Fourth	432 EM N	Modern Novel	2	1
Fourth	433 ETDA	Test Design and Assessment	2	-

Fourth	434 E PCP	Practicum and EFL Classroom Practices	-	4
Fourth	435 ECGE	Contemporary Grammar of English	2	1
Fourth	436 ELI	Linguistics 11	2	1
Fourth	437 EMD	Modern Drama	2	1
Fourth	438 EMP	Modern Poetry	2	-
Fourth	439 ETr	Translation	2	-
Fourth	440 EGR	Graduation research	-	-
Fourth	441E ALS	Advanced Listening and Speaking	1	1

8. Expected learning outcomes of the program	
Knowledge	
1: Demonstrate comprehensive understanding of English language theories and literature.	1: Ability to analyze literary and linguistic texts and apply fundamental concepts in linguistics.
Skills	
2: Knowledge of modern English language teaching methods.	2: Understanding educational principles and designing effective lessons that meet learners' needs.
3: Developing effective linguistic communication skills.	3: Ability to express ideas clearly and accurately, both orally and in writing.
Ethics	
4: Fostering ethical and professional values.	4: Demonstrating responsibility, integrity, and respect for cultural diversity in the context of teaching and linguistic communication.

5: Developing continuous learning skills.	5: Ability to self-research and engage in continuous professional development to keep pace with changes in the field of language and teaching.
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9. Teaching and Learning Strategies
1- Electronic methods through e-learning platforms and traditional classroom teaching for core subjects. 2- Engaging students in critical thinking by posing questions and discussing them within the online classroom.

10. Evaluation methods
1- Examinations. 2- Reports, both hardcopy and electronic.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special requirements/skills (if applicable)		Preparation of the teaching staff	
	year	special			Staff	lecturer
1. Professor doctor	English Language	Methods of teaching English			*	
2. Professor doctor	English Language	Linguistics			*	
3. Professor doctor	English Language	Methods of teaching English			*	
4. Professor doctor	English Language	Methods of teaching English			*	
5. Professor doctor	English Language	Literature			*	
6. Professor doctor	English Language	Linguistics			*	
7. Professor doctor	English Language	Literature			*	
8. Professor doctor	English Language	Linguistics			*	
9. Assistant Professor Dr.	English Language	Linguistics			*	
10. Assistant Professor Dr.	English Language	Linguistics			*	
11. Assistant Professor Dr.	English Language	Methods of teaching English			*	
12. Assistant Professor Dr.	English Language	Translation			*	
13. Assistant Professor Dr.	English Language	Linguistics			*	
14. Assistant Professor Dr.	English Language	Linguistics			*	
15. Assistant Professor Dr.	English Language	Literature			*	
16. Assistant Professor Dr.	English Language	Linguistics			*	

17. Assistant Professor Dr.	English Language	Linguistics		*	
18. Assistant Professor Dr.	English Language	Literature		*	
19. Assistant Professor Dr.	English Language	Literature		*	
20. Assistant Professor	English Language	Linguistics		*	
21. Assistant Professor	English Language	Literature		*	
22. Assistant Professor	English Language	Literature		*	
23. Assistant Professor	English Language	Linguistics		*	
24. Assistant Professor	English Language	Methods of teaching English		*	
25. Assistant Professor	English Language	Literature		*	
26. Assistant Professor	English Language	Methods of teaching English		*	
27. Assistant Professor	English Language	Linguistics		*	
28. Assistant Professor	English Language	Linguistics		*	
29. Lecturer Doctor	English Language	Literature		*	
30. Lecturer Doctor	English Language	Literature		*	
31. Lecturer Doctor	English Language	Methods of teaching English		*	
32. teacher	English Language	Literature		*	
33. teacher	English Language	Linguistics		*	
34. Assistant Lecturer	English Language	Literature		*	
35. Assistant Lecturer	English Language	Linguistics		*	
36. Assistant Lecturer	English Language	Linguistics		*	

37. Assistant Lecturer	English Language	Literature		*	
38. Assistant Lecturer	English Language	Methods of teaching English		*	
39. Assistant Lecturer	English Language	Linguistics		*	
40. Assistant Lecturer	English Language	Literature		*	
41. Assistant Lecturer	English Language	Linguistics		*	
42. Assistant Lecturer	English Language	Literature		*	
43. Assistant Lecturer	English Language	Translation		*	
44. Assistant Lecturer	English Language	Linguistics		*	
45. Assistant Lecturer	English Language	Literature		*	
46. Assistant Lecturer	English Language	Linguistics		*	

Professional Development
Mentoring new faculty members
Directing and training faculty members in the teaching process, training them on modern teaching methods and question-setting techniques, as well as guiding them in administrative tasks and exam committee work.
Professional development of faculty members
Courses on teaching methods and teaching qualifications for new faculty members, as well as TOT (Training of Trainers) courses for all faculty members.

12. Acceptance Criterion

Central, parallel (private), elite, martyrs, academically licensed teachers

13. The most important sources of information about the program

Textbooks, scientific journals and articles, videos, and reputable scientific websites.

14. Program Development Plan

The academic program development plan in the English Language Department includes the following elements:

First: Faculty Staff Members

Encouraging faculty members to publish research in international journals and databases such as Scopus and Clarivate, applying for academic promotion on time, participating in training courses and workshops, emphasizing the necessity for new faculty members to participate in 'Train the Trainer' courses, and urging all faculty members to obtain a PhD to develop their cognitive and practical skills. In addition to encouraging them to organize seminars and workshops, and stressing the importance of participating in international and local conferences.

Second: Curricula

Updating curricula annually according to the percentage allocated to each faculty member (which is 20% per course each academic year), as well as adding modern scientific resources and monitoring international universities to keep abreast of the most important publications in the field of English language teaching. The above is achieved through feedback and other sources, most importantly:

Third: Students

Enhancing the role of the advisory committee and encouraging students to publish their graduation research that addresses contemporary and real-life problems, while working on finding practical solutions based on the society they live in. Additionally, improving their academic level through blended learning and providing them with scientific resources and supplementary educational websites. Furthermore, involving them in all cultural activities to support their psychological and personal development.

The above is implemented through feedback and other key sources, including:

- **Student Evaluations:** Student surveys and their evaluations of the courses and teaching staff.
- **Faculty Evaluations:** Opinions and suggestions from faculty members regarding curricula, teaching methods, and available resources.
- **Labor Market Requirements:** Identifying the skills and competencies graduates need to succeed in the job market and incorporating them into the curriculum.
- **Recent Academic References:** Keeping up with the latest research and trends in English language teaching to integrate them into the program.

- **Collaboration with Institutions, Universities, and Other Departments:** Exchanging experiences and information with peer English departments in other universities, as well as with the Ministry of Education or other ministries.

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	101 ECW	Composition Writing	Basic	✓	✓			✓	✓			✓			
First	102 E FE	Fundamentals of Education	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
First	103 E HRD	Human Rights	Basic	✓	✓	✓		✓	✓			✓	✓		
First	104 E CS	Computer Science	Basic	✓	✓	✓		✓	✓			✓	✓		
First	105 E AL	Arabic Language	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
First	106 EEG	English Grammar	Basic	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
First	107 E EP	Educational Psychology	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
First	108 EIEL	An Introduction to English literature	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
First	109 E PH	Phonetics	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
First	110 E LS	Listening and speaking	Basic	✓	✓		✓	✓	✓	✓	✓	✓	✓		
First	111 E R C	Reading	Basic	✓				✓				✓			
Second	212 E CS	Computer Science	Basic	✓	✓	✓		✓	✓			✓	✓		
Second	213 E MS	Morphology and Syntax	Basic	✓	✓			✓	✓	✓		✓	✓	✓	✓
Second	214 E PH	English Phonology	Basic	✓	✓	✓		✓	✓			✓			

Second	215 E SHS	Short Story	Basic	✓	✓	✓		✓	✓	✓		✓	✓	✓	
Second	216 E OED	One Act Play and Elizabethan Drama	Basic	✓	✓	✓		✓	✓	✓		✓	✓	✓	
Second	217 E IELTS	An Introduction to ELT	Basic	✓	✓	✓		✓	✓	✓		✓	✓	✓	
Second	218 E AE	Adults Education	Basic	✓	✓	✓		✓	✓			✓	✓	✓	
Second	219 E LS - 2	Listening and Speaking -3	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second	220 E IAW	An Introduction to Academic Writing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second	221 E CP	16 th to 18 th Century Poetry	Basic	✓	✓	✓		✓	✓	✓		✓			
Second	222 E AR	Advanced Reading	Basic	✓				✓				✓			
Second	232E Sp	Sport	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second		The crimes of the Ba'ath Party	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Second	219 EAL	Arabic language	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third	323 E LS	Listening and Speaking -	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Third	324 E IL	Introduction to Linguistics	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third	325 EPCI	Pedagogy and curriculum innovation	Basic	✓	✓			✓	✓			✓	✓		
Third	326 E PGEG	Guidance Psychology health	Basic	✓	✓	✓		✓	✓	✓		✓			
Third	327 E CGE	Contemporary Grammar of English	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third	328 E RDC	Renaissance Drama 16-18 th Century	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third	329 EVN	Victorian Novel 1830-1900	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Third	330ERV	Romantic and Victorian Poetry 1780-1900	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third	331 EA W	Writing Academic English	Basic	✓	✓	✓		✓	✓			✓	✓			
Fourth	432 EM N	Modern Novel	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth	433 ETDA	Test Design and Assessment	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth	434 E PCP	Practicum and EFL Classroom Practices	Basic	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓
Fourth	435 ECGE	Contemporary Grammar of English	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth	436 ELI	Linguistics 11	Basic	✓	✓	✓	✓	✓				✓	✓	✓		
Fourth	437 EMD	Modern Drama	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth	438 EMP	Modern Poetry	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth	439 ETr	Translation	Basic	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth	440 EGR	Graduation research	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth	441E ALS	Advanced Listening and Speaking	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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



First stage

1. Course Name:					
composition Writing					
2. Course Code:					
101 ECW					
3. Semester / Year:					
annual					
4. Description Preparation Date:					
2024 2025					
5. Available Attendance Forms:					
in-person					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours / 3 credits					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Nareeman Jabar Rasheed Email: nareeman.j@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		1.Developing expressive skills 2.Developing narration competence 3.Developing Answering techniques			
9. Teaching and Learning Strategies					
Strategy		Explanation and Practice			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-30	2	Topic section And idea gathering Structure of the paragraph	Pre-writing Paragraph Parts Writing techniques	Explanation	Practice/ tests

		<p>punctuation</p> <p>development</p> <p>sentence variety</p> <p>= = 2</p> <p>Descriptive</p> <p>Process</p> <p>Opinion</p> <p>Compare/ contrast</p> <p>Problem paragraph</p> <p>Dangling modifier</p> <p>Misplaced modifier</p>	<p>Supporting details</p> <p>Sentence types</p> <p>Sentence openers</p> <p>Fragments</p> <p>Run-ons</p> <p>Preposition – adjectives</p> <p>Transitions</p> <p>Cause-effect Modals</p> <p>Similarities/differences</p> <p>Advantage/ disadvantage</p> <p>Problem -solving</p>		
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)			Academic Writing		
Main references (sources)			Academic		
Recommended books and references (scientific journals, reports...)			Sentence Skills		
Electronic References, Websites			Quizzlet		

1. Course Name:					
Educational fundamentals					
2. Course Code:					
102 FE					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
2024 2025					
5. Available Attendance Forms:					
Classroom					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours / 4 credits					
7. Course administrator's name (mention all, if more than one name)					
Dr. Izdehar Adeeb Akrem email: izdihar.a@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		Understanding education and its importance"			
9. Teaching and Learning Strategies					
Strategy		"The method of lecturing and the method of discussion			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		"Understanding the meaning of education, the meaning of education"	Interactive Lecture	Tests
2	2		Understanding the goals of education and its importance"		

3	2		Understanding educational theories"		
4	2		Understanding educational theories"		
5	3		"Understanding the historical foundations of education"		
6	3		Understanding Ancient Education		
7	3		Understanding Chinese Education		
8	3		Understanding Greek Education		
9	3		Understanding Education in the Middle Ages,		
10 - 15	3		Understanding Pre-Islamic Arab Education		
16- 20	3		Understanding Post-Islamic Arab Education		
21-22	3		Understanding Modern Education		
23-24	3		Understanding the Social Foundations of Education		
25- 28	3		Understanding the Relationship between Education and Society		
29 -30	3		Understanding the Relationship between the Individual and the Environment		
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)			كتاب "أسس التربية" للدكتور رائد رسم والدكتورة سماء تركي، منشورات مكتب نور الحسن، بغداد		
Main references (sources)			اسس التربية الإيجابية		
Recommended books and references (scientific journals, reports...)			maktba.net		
Electronic References, Websites			منصة إدراك (Edraak.org)		
			-		

Course Name:					
Human Rights					
2. Course Code:					
103 HR					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
2024 2025					
5. Available Attendance Forms:					
Classroom					
6. Number of Credit Hours (Total) / Number of Units (Total)					
1 hour / 2 credits					
7. Course administrator's name (mention all, if more than one name)					
Asst. Instructor Huda Riyadh Joudah Huda.R@coeduw.uobaghdad.edu.iq Asst. Instructor Asmaa Ali Fahad Ismail asmaa.ali@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		Raising awareness and preparing human resources while consolidating human rights principles. Cementing democracy. Combating administrative corruption.			
9. Teaching and Learning Strategies					
Strategy		"The method of lecturing and the method of discussion			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1-5	2		Introduction to the concept of human rights and its definitions/ Understanding the characteristics of human rights/ Exploring human rights through ancient ages /	Interactive Lecture	Tests
5-10	2		Understanding human rights in divine religions/ Introduction to the Islamic Sharia's stance on women's empowerment		
10-15	2		Understanding human rights in the Middle Ages and Renaissance		
15-20	2		Exploring European thinkers and philosophers and their role in human rights		
20-25	2		Introduction to human rights in revolutions and legislations		
25-30	2		Understanding the legal sources of human rights in Britain, France, America, and Russia		
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)			<ul style="list-style-type: none"> - Dr. Riyadh Aziz Hadi - "Human Rights: Their Origins, History, and Development" - Ali Mohammed Aldabbas - "Human Rights and Freedoms, 2005" - Abdul Karim Alwan - "Human Rights: International Law, 2004" 		
Main references (sources)			الدولة وحقوق الإنسان في الفلسفة المعاصرة		
Recommended books and references (scientific journals, reports...)			https://www.un.org/ar/global-issues/human-rights		
Electronic References, Websites			https://www.un.org/ar/global-issues/human-rights		

1. Course Name:					
Computer Science					
2. Course Code:					
104 E CS					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
2025 2024					
5. Available Attendance Forms:					
In person					
6. Number of Credit Hours (Total) / Number of Units (Total)					
1 hour / 2 credits					
7. Course administrator's name (mention all, if more than one name)					
Asst. Prof. Amer Abed Khalaf Rashid amerallehiebe@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		Teach students how to use with computers, Deal with Folders using Windows 7 operating system. And learn how to create documents in Microsoft Office Word.			
9. Teaching and Learning Strategies					
Strategy		In-person interactive lectures with daily quizzes			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1	Introduction to Computer History	Computer Generation	Lecture	Written test, and daily participation
2	1	Introduction to Computer History	Computer Generation	Lecture	Written test, and daily participation

3	1	Identify Computer Hardware and Software	Computer	Lecture	Written test, and daily participation
4	1	Identify Computer Hardware and Software	Computer	Lecture	Written test, and daily participation
5	1	How Numerical System work	Numerical System.	Lecture	Written test, and daily participation
6	1	How Numerical System work	Numerical System.	Lecture	Written test, and daily participation
7	1	How Numerical System work	Numerical System.	Lecture	Written test, and daily participation
8	1	Algorithm steps to solve a certain problem	Algorithms	Lecture	Written test, and daily participation
9	1	Algorithm steps to solve a certain problem	Algorithms	Lecture	Written test, and daily participation
10	1	Algorithm steps to solve a certain problem	Algorithms	Lecture	Written test, and daily participation
11	1	Algorithm steps to solve a certain problem	Algorithms	Lecture	Written test, and daily participation
12	1	Exam	Exam	Exam	Exam
13	1	Operating System	Windows 7	Lecture	Written test, and daily participation
14	1	Operating System	Windows 7	Lecture	Written test, and daily participation
15	1	Operating System	Windows 7	Lecture	Written test, and daily participation
16	1	Operating System	Windows 7	Semester exam	Semester exam

17	1	Application Software	Word	Lecture	Written test, and daily participation
18	1	Application Software	Word	Lecture	Daily exam
19	1	Application Software	Word	Lecture	Daily exam
20	1	Application Software	Word	Lecture	Daily exam
21-29	1	Application Software	Word	Lecture	Daily exam
30	1	Exam	Exam	Exam	Exam

11. Course Evaluation	
25degrees for the first exam and daily participation and 25 degrees for the second exam and daily participation and 50 degrees for the final exam	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Basics of Computer Sciences
Main references (sources)	Basics of Computer Sciences
Recommended books and references (scientific journals, reports...)	Internet Sources
Electronic References, Websites	https://www.scribd.com/document/487055883/%D9%85%D8%A8%D8%A7%D8%AF%D8%A6-%D8%A7%D9%84%D8%A7%D8%B3%D8%A7%D8%B3%D9%8A%D9%87-%D9%84%D9%84%D8%AD%D8%A7%D8%B3%D9%88%D8%A8-%D9%84%D9%84%D8%B5%D9%81-%D8%A7%D9%84%D8%A7%D9%88%D9%84-pdf

1. Course Name:					
Arabic Language					
2. Course Code:					
105 E AL					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
2024 2025					
5. Available Attendance Forms:					
Classroom attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 credits /1 hour					
7. Course administrator's name (mention all, if more than one name)					
Asst. Instructor Ebtehal adel Abdullah ibtihal.a@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		Recognizing the basic and secondary Arabic grammar rules, as well as spelling and linguistic errors.			
9. Teaching and Learning Strategies					
Strategy		The method of lecturing and the method of discussion			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1-5	2	Understanding Quranic rules Knowledge of the Arabic letter system and its sciences Comprehension of Arabic texts	Importance of the Arabic language Arabic letter system and its sciences Punctuation marks Parts of speech Descriptions Pronouns and demonstratives	Interactive lecture	Tests
5-10	2	Forming correct grammatical texts Prose culture Pride in the land Understanding rhetorical sciences Forming and understanding sentences Verbal and nominal sentences and	Relative pronouns and adverbs Application of Sentence Components Quranic text Text by Al-Jawahiri Distinguishing Between Literary and Scientific Styles		
10-15	2	distinguishing between them Exam Serving Arabic Texts Quranic and distinguishing	Types of styles in Arabic Eliminating Spelling Errors Writing the restricted and extended alif Parsing and its signs Text by Al-Jahiz Text by Ahmad Al-Safi		
15-20	2	Verbs in Arabic Exam Forming Sentences and Extracting Subject and its types	Style and rhetorical images Arabic sentences Verbal sentences Nominal sentences		
20-25	2	The object and the need for it Forming sentences to eliminate errors	Serving Arabic Texts Types of verbs		
25-30	2	Writing correctly	Intransitive verbs Transitive verbs		
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)			النحو-المبتدأ والخبر "و" والصرف-الفعل المعتل وأحكامه		
Main references (sources)			شرح ابن عقيل على ألفية ابن مالك - شرح شذور الذهب لابن هشام المهذب في علم التصريف للدكتور هاشم طه شلاش وآخرون		
Recommended books and references (scientific journals, reports...)			https://learning.aljazeera.net/ar/grammar		
Electronic References, Websites			https://learning.aljazeera.net/ar/node/19682		

1. Course Name:					
English Grammar					
2. Course Code:					
106EG					
3. Semester / Year:					
annual					
4. Description Preparation Date:					
2024 2025					
5. Available Attendance Forms:					
in – person					
6. Number of Credit Hours (Total): / Number of Units (Total):					
3 hours / 5 credits					
7. Course administrator's name (mention all, if more than one name)					
Instructor Dr. Shatha Nayif Qaiwer Shatha.naiyf@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		1.Developing the student’s ability to distinguish between different grammatical terms. 2.Developing the student’s questioning and dialogue skills. 3.Developing the student’s ability to write in correct classical English. 4.Developing the student’s ability to participate effectively in the classroom.			
9. Teaching and Learning Strategies					
Strategy		Lecturing in the class and doing some tests in the Google Classroom			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Tenses	Unit 1,2,3	Lecture	Test
2	3	Tenses	Unit4,5,6	Lecture	Test

3	3	Tenses	Unit 7,8,9	Lecture	Test
4	3	Tenses	Unit 10,11,12	Lecture	Test
5	3	Tenses	Unit 13, 14,15	Lecture	Test
6	3	Tenses		Lecture	Test
7	3	Tenses	Unit19,20,21	Lecture	Test
8	3	Tenses	Unit22,23,24	Lecture	Test
9	3	Tenses	Unit25,35	Lecture	Test
10	3	If clauses	Unit 38,39	Lecture	Test
11	3	If clauses	Unit 40,41	Lecture	Test
12	3	Passive voice	Unit 42,43	Lecture	Test
13	3	Passive voice	Unit 44,45,46	Lecture	Test
14	3	Reported speech	Unit 47,48,49	Lecture	Test
15	3	Questions	Unit 50,51,52	Lecture	Test
16	3	Verbs	Unit 53,54,55	Lecture	Test
17	3	Verbs	Unit 56,57,58	Lecture	Test
18	3	Verbs	Unit 61,62,63	Lecture	Test
19	3	Countable & uncountable	Unit 69,70,71	Lecture	Test
20	3	Articles: The	Unit75,76,77	Lecture	Test
21	3	Articles: The	Unit 78,79	Lecture	Test
22	3	Possessives	Unit 80, 81	Lecture	Test
23	3	Relative Clauses	Unit 92,93	Lecture	Test
24	3	Relative clauses	Unit 94,95	Lecture	Test
25	3	Relative clauses	Unit 96,97	Lecture	Test

26	3	Adjectives	Unit 98,99	Lecture	Test
27	3	Adjective and Adverbs	Unit 100,101	Lecture	Test
28	3	Prepositions	Unit 121,122,123	Lecture	Test
29	3	Prepositions	Unit 124,125	Lecture	Test
30	3	Prepositions	Unit 124,125	Lecture	Test
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)			English Grammar in Use		
Main references (sources)			English Grammar in Use		
Recommended books and references (scientific journals, reports...)			Quirk, R., S. Greenbaum, J. Leech and J. Svartvik. 1985. A Comprehensive Grammar of the English Language. London: Longman		
Electronic References, Websites			Link left in the Google Classroom		

1. Course Name:					
Educational psychology					
2. Course Code:					
107 EP					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
24/25					
5. Available Attendance Forms:					
Classroom					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours / 4 credits					
7. Course administrator's name (mention all, if more than one name)					
Asst. Instructor Riam Muhammad Dawood riam.m@coeduw.uobaghdad.edu.iq Asst. Instructor Taiba Hussein Mizaal Darwish teba.hussein@coeng.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		Introduction to Educational Psychology Define the nature of educational psychology and its goals. Help students identify concepts of educational psychology. Compare learning theories. Train on the application of psychological concepts.			
9. Teaching and Learning Strategies					
Strategy		"The method of lecturing and the method of discussion			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1-5	2	<p>Introduction to Educational Psychology Concept and importance of feedback, types of feedback, and applications of feedback. Thinking and Learning Theories Meaning of thinking, types of thinking, and ways to stimulate and develop thinking.</p> <p>Learning theories (associative theories and their educational applications, e.g., Pavlov, Skinner).</p>	<p>Introduction to Psychology (Historical evolution of psychology, psychology in Islamic heritage) Nature and importance of psychology Goals and fields of psychology Schools of psychology Branches of psychology Behavior and influencing factors</p>		
5-10	2	<p>Insight theory (Kohler) and its educational applications. Concept learning (importance, nature, generalization, and learning concepts).</p> <p>Individual differences (meaning, impact on learning, and how to consider them in teaching).</p>	<p>Definition of behavior educational process and educational psychology Research methods in psychology and educational psychology Attention and sensory perception (Meaning of attention, derivatives of attention) Factors influencing attention Meaning of sensory perception, types of sensations Factors influencing sensation and perception Motivation in education (Importance of studying motivation, nature of motivation)</p>		
10-15	2		<p>Educational functions of motivation Strategies to stimulate students' motivation towards learning Memory and forgetting Types of memory (Sensory memory, short-term memory, long-term memory)</p>		
15-20	2		<p>Factors influencing memory and forgetting processes, ways to improve memory, explanation of forgetting Concept of transfer of learning and its types</p>		

			Importance of studying transfer of learning, how to benefit from transfer in teaching and learning		
20-25	2		Feedback, concept of feedback Importance of studying feedback, types of feedback, applications of feedback Meaning of thinking, types of thinking, ways to stimulate and develop thinking Learning theories (Behaviorist theories and their educational applications (Pavlov, Skinner), basic concepts and educational applications)		
25-30	2		Insight learning theory (Kohler), basic concepts and educational applications Concept learning (its importance, nature, generalization of concepts, concept learning) Individual differences (meaning, impact on learning, how to consider them in teaching)		
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)			علم النفس التربوي نظريات واساليب وتطبيقات		
Main references (sources)			موسوعة علماء التربية وعلماء النفس (حياتهم، فكرهم وأثارهم)		
Recommended books and references (scientific journals, reports...)			مجلة البحث في التربية وعلم النفس جامعة المينيا		
Electronic References, Websites			منصة أليسون		

1. Course Name: An Introduction to literature					
2. Course Code: 108 E IEL					
3. Semester / Year: annual					
4. Description Preparation Date: 24/25					
5. Available Attendance Forms: attendance in classrooms					
6. Number of Credit Hours (Total):3 / Number of Units (Total)(5)					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst.Prof. Hanan Abbas Hussein Email: hanan.abbas@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		1-Familiarize students with different literary categories such as poetry, play, prose, etc. 2. Teaching and analyzing different kinds of literary works of poets and writers. 3- Developing critical thinking and acquiring a cultural perspective through reading and analyzing selected texts in the program.			
9. Teaching and Learning Strategies					
Strategy		Using technical and sound language in the expression of ideas Developing moral and critical analysis capabilities Developing susceptibility to conclusion and comparability Developing the ability to speak and interact in class.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Learn about English literary history, age and knowledge of different literary categories	Introduction of literature	Interactive lecture in attendance	Exam

2-3	4	Teach students about the characteristics of poetry and techniques by knowing their elements and how to read it.	Elements of Poetry and how to read poetry	Interactive lecture in attendance	Exam
4-10	14	Study various literary texts	Poetry Discussion of selected poems	Interactive lecture in attendance	Exam
11-20	21	Learn about the play's different ages and elements	Introduction to drama, Elements of Drama Plot, Theme, Character, Point of View, Setting, Mood and Language	Interactive lecture in attendance	Exam
21-30	27	Study and analyze selected plays	Drama Discussion of selected plays	Interactive lecture in attendance	Exam
11. Course Evaluation					
20% daily preparation, 20%daily oral, 50% written exams, 10%reports etc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			L.G. Alexander, Poetry and Prose Appreciation for Overseas Students. Longman Group Ltd., 1963 George Whitfield, An Introduction to Drama. Oxford University Press, 1963. Sequeira, Amy, ShakeAshjian and Mayyada Al-Gailani. Types of Literature .St. Paul Press Ltd., 1967 Collection of Plays :The Oedipus Tyrannus of Sophocles, Everyman, Macbeth and Waiting for Goddot		
Main references (sources)			Meyer, Michael. <i>The Bedford Introduction to Literature</i> . Bedford Books of St. Martin's Press, 1990		
Recommended books and references (scientific journals, reports...)			Eagleton, Doing English: A Guide for Literature Students (London: Routledge, 2002 A. Bennett and N. Royle, An Introduction to Literature, Criticism and Theory (Harlow: Pearson, 2004		
Electronic References, Websites			All the websites connected to literature		

1. Course Name:					
Pronunciation					
2. Course Code:					
109 E PH					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
24/25					
5. Available Attendance Forms:					
Classroom					
6. Number of Credit Hours (Total) / Number of Units (Total)					
5 credits /3					
7. Course administrator's name (mention all, if more than one name)					
Name: Dr. Wafaa Sahib Mahdi Email: dr.wafaa@colang.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		1.Introducing the student to the importance of studying pronunciation 2. Introducing the student to the speech organs, and airstream Mechanism. 3. Enabling the student to differentiate between consonant and vowel sounds and their classifications.			
9. Teaching and Learning Strategies					
Strategy		1. Using the lab 2. Solving Exercises and making activities			
10. Course Structure					
Wee k	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	3	1. Introducing the pronunciation of English	Introduction to phonetics	Students' activities,	Term Tests &

3-4	3	to help learners to improve their production of the spoken language. 2. The items of the course cover all aspects of the study of sound, including individual sounds, individual words, and words in combination. 3. Practice material is given at intervals throughout the course period.	Phonemes and phonemic symbols	Exercises, & Sound clips	Quizzes
5-6	3		Consonant sounds (voiced and voiceless sounds)		
7-8	3		Speech Organs		
9-10	3		Exercises		
11-12	3		Explanation of Articulators		
13-14	3		Consonants and their classifications and Consonant Clusters		
15-16	3		Exam		
17-18	3		Vowels and their classifications		
19-20	3		Pure Vowels		
21-22	3		Long and Short and Vowels		
23-24	3		Diphthong		
25-26	3		Phonemic Transcription		
27-28	3		Exam		
29-30	3		Vowel Triphthongs		
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)	<p>- J. D. O'Connor. (2003). Better English Pronunciation. Cambridge: Cambridge University Press</p>
Main references (sources)	<p><i>A Practical Introduction to Phonetics</i> By: J. C. Catford Clarendon Press, 1988</p> <p><i>Introductory Phonetics and Phonology: A Workbook Approach</i> By Linda I. House Lawrence Erlbaum Associates, 1998</p> <p><i>A Dictionary of Phonetics and Phonology</i> By R. L. Trask Routledge, 1996y</p> <p><i>Studies in General and English Phonetics: Essays in Honour of Professor J.D. O'Connor</i></p>
Recommended books and references (scientific journals, reports...)	<p>By Jack Windsor Lewis Routledge, 1995</p> <ul style="list-style-type: none"> • Phonetics I. R. MacKay, (2d ed. 1987). • Dictionary of Linguistics and phonetics. <p>By: David Crystal, MA: Blackwell, 2003</p>
Electronic References, Websites	<p>http://www.journals.elsevier.com/journal-of-phonetics Journal of Phonetics</p> <p>https://www.cambridge.org/core/journals/journal-of-the-international-phonetic-association The <i>Journal of the International Phonetic Association (JIPA)</i>.</p>

1. Course Name:	
Listening & speaking	
2. Course Code:	
110 E LS	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
24/25	
5. Available Attendance Forms:	
Classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours / 3 credits	
7. Course administrator's name (mention all, if more than one name)	
Dr. Rana Hameed email: rana.hameed@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives	To assist students in understanding some common rules or methods used in conversation, encouraging them to discuss societal issues within the framework of the community, motivating their speaking and listening abilities, and helping them understand the importance of conversing and listening within English culture, and leveraging linguistic knowledge in the field of language learning and teaching.
9. Teaching and Learning Strategies	
Strategy	"The method of lecturing and the method of discussion
10. Course Structure	

weeks	Theoretical Content	Laboratory Work	Notes
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Week 1	<ol style="list-style-type: none"> 1. Doing the exercises related to each of these tracks in unit (1); 2. Explaining the expressions related to formal and informal types of invitation; 3. Discussing forms of accepting and declining an invitation; and 4. Discussing the rules of elision and assimilation. 	<ol style="list-style-type: none"> 1. Listening to the tracks from 2-9; and 2. Doing the oral assignment about invitation. 	<u>Assignments:</u> <ol style="list-style-type: none"> 1. Focusing on the phrases in the Did you know section; and 2. Doing the oral and written assignment about invitation. 3. Examining handout (1)
Week 2	<ol style="list-style-type: none"> 1. Explaining the expressions that are used when starting a conversation with a stranger; 2. Explaining tag-questions; and 3. Discussing the language of house renting advertisement on phone in unit (2); 4. Doing the exercises related to the tracks from 12-18; 5. Illustrating the expressions used in checking information; and 6. discussing weak and strong pronunciation of certain words. 	<ol style="list-style-type: none"> 1. Listening to the tracks from 10-11; and 2. Doing an oral assignment about starting a conversation with strangers; tag-questions; and phoning to rent a house; 3. Listening to the track from 12-18; 4. Practicing checking information on phone; and 5. Practicing weak and strong pronunciation. 	<u>Assignments:</u> <ol style="list-style-type: none"> 1. Doing the written assignment required from them regarding starting a conversation with a stranger, tag-question formulation, renting a house on phone, checking information on phone, and doing transcription to some words to show their weak and strong pronunciation. 2. Examining handout (2)
Week 3	<ol style="list-style-type: none"> 1. Explicating how to complain and find a solution to a given problem; 2. Discussing the expressions of how to get information in an airport in unit (3); 3. Knowing how to ask for information; and 4. Explaining how to read numbers. 	<ol style="list-style-type: none"> 1. Listening to the tracks from 19-21; 2. Focusing on the Did you know section; 3. Listening to the tracks from 22-23; and 4. Doing an oral practice on having a problem and being given a solution; asking to get information, and reading numbers. 	<u>Assignments:</u> <ol style="list-style-type: none"> 1. Doing the written assignment required from them regarding a problem and its solution, getting information in the airport, and reading numbers. 2. Examining handout (3)
Week 4	<ol style="list-style-type: none"> 1. Explaining how to ask different questions; 2. Discussing how to ask for one thing or another; 3. Doing the exercises related to the respective tracks; and 	<ol style="list-style-type: none"> 1. Listening to the tracks from 25-28; 2. Focusing on the Did you know section; 3. Listening to the tracks from 29-30; and 	<u>Assignments:</u> <ol style="list-style-type: none"> 1. Doing the written assignment about how to ask different questions and giving suggestions. 2. Examining handout (4)

	4. Explaining how to suggest for others in unit (4).	4. Doing some oral practice on how to ask questions; and how to do suggestion.	
Week 5	1. Sitting for a semester exam; 2. Discussing home remedies; 3. And explaining how to describe what something is; and 4. Doing the related exercises.	1. Listening to track 46; 2. Practicing describing home remedies, and what something is.	<u>Assignment:</u> 1. Asking the students to do the written assignment regarding home remedies and how to describe things.
Week 6	1. Explaining how to talk about meals; 2. Knowing how to tell people what you or one ate; 3. Doing the exercises related to the tracks in question; 4. Discussing how to describe what happen to the police in unit (5); 5. Explicating how to avoid repetition; 6. reviewing assimilation and elision again; and 7. Doing the exercises of the listened to tracks.	1. Listening to the tracks from 31-33; 2. Practicing speaking about meals; 3. Listening to the tracks from -41; and 4. Practicing saying what happened, how to avoid repetition, and assimilation.	<u>Assignment:</u> 1. Doing the written assignment about how to describe what happened, describe what we ate, how to avoid repetition, and assimilation. 2. Examining handout (5)
Week 7	1. Explaining how to report things to the police; 2. Learning about the language of telephone; and 3. Doing the exercises related to the track in question; 4. Explaining how describe an ailment in unit (6);and 5. Explaining the expression on how to give medical instructions.	1. Listening to the tracks from 42; 2. Practicing reporting a missed item; 3. Listening to the tracks from 43; 4. Focusing on the Did you know section; 5. Listening to the tracks from 44-45; 6. Practicing having an ailment and being given instructions.	<u>Assignment:</u> 1. Doing the written assignment regarding describing a missed item, an ailment and how to give medical instructions. 2. Examining handout (6)
Week 8	1. Explaining the different types of accommodation in unit (7); 2. Discussing what one does at the tourist information center; 3. Focusing on the did you know sections;	1. Listening to the tracks from 47-52; and 2. Practicing talking as a tourist with an officer who works in a tourism information center.	<u>Assignment:</u> 1. Doing the written assignment regarding different types of accommodation and talking to an officer in the tourism center.

	4. Teaching students how to show people things; and 5. Doing the exercises related to the tracks.		2. Examining handout (7)
Week 9	1. Explaining how to ask about practicing different activities in unit (8); 2. Showing you are interested; 3. Focusing on the did you know section; 4. Discussing how to Talk about what you want to do; and 5. Showing the difference between I like + to+ v., and I like + v+ing.	1. Listening to the tracks from 53-61; and 2. Practicing talking as a tourist with a an officer in a tourism center; showing interest, talking about what one wants, and about the difference between I like+v+ing and I like + to +v.	<u>Assignments:</u> 1. Doing the written assignment about communicating as a tourist with a tourism officer; showing interest, describing hat one wants and the two constructions of I like. 2. Examining handout (8)
Week 10	1. Sitting for the second exam;		
Week 11	1. Discussing the vocabularies of flying in unit (9); 2. Focusing on the did you know sections; 3. Explaining how to ask polite questions; and 4. Knowing how to give reasons.	1. Listening to the tracks from 62-5; and 2. Practicing talking about flights, asking polite questions; and giving reasons.	<u>Assignments</u> 1. Practicing doing the written exercise about the materials discussed. 2. Examining handout (9)
Week 12	1. Explaining the changes of weather in unit (10); 2. Teaching how to talk about change; 3. Focusing on did you know section; 4. Giving one's opinion about the news; and 5. Doing the exercises.	1. Listening to the tracks from 66-70; and 2. Practicing talking about changes in weather, and about giving opinion.	<u>Assignment:</u> 1. Doing the given written assignment. 2. Examining handout (10)
Week 13	1. Doing the review session for all previously explained chapters		
Week 14	1. Sitting for the second semester exam.		
Week 15	1. Teaching how to talk about future plans in unit (11); 2. Focusing on the did you know sections; and	1. Listening to the tracks from 2-6; and 2. Practicing orally talking about future plans and schedules.	<u>Assignment:</u> 1. Doing the given written assignment. 2. Examining handout (11)

	3. Doing the exercises		
Week 16	<ol style="list-style-type: none"> 1. Discussing how someone did really well in unit (12); 2. Focusing on the did you know sections; 3. Talking about completed and incomplete tasks; 4. Teaching how to give feedback; 5. Explaining the connectors: so and neither; and 6. Doing the exercises. 	<ol style="list-style-type: none"> 1. Listening to the tracks from 7-9; and 2. Practicing orally how to describe doing well, giving feedback and talking about completed and incomplete tasks. 	<u>Assignment:</u> <ol style="list-style-type: none"> 1. Doing the given written assignment. 2. Examining handout (12)
Week 17	<ol style="list-style-type: none"> 1. Discussing organizing the trainer in unit (13); 2. Focusing on the did you know section; 3. Teaching how to ask people to do things directly or indirectly; 4. Focusing on the learning tip; 5. Explaining how to compare between things; and 6. Doing the exercises. 	<ol style="list-style-type: none"> 1. Listening to the tracks from 11-16; and 2. Practicing orally the theoretical materials. 	<u>Assignment:</u> <ol style="list-style-type: none"> 1. Doing the given written assignment. 2. Examining handout (13)
Week 18	<ol style="list-style-type: none"> 1. Discussing the vocabs of budget in unit (14); 2. Focusing on did you know section; 3. Discussing how to organize one's talk; 4. Teaching how to ask follow-up questions; and 5. Doing the exercises. 	<ol style="list-style-type: none"> 1. Listening to the tracks from 17-18; and 2. Practicing orally the theoretical materials. 	<u>Assignment:</u> <ol style="list-style-type: none"> 1. Doing the given written assignment. 2. Examining handout (14)
Week 19	<ol style="list-style-type: none"> 1. Discussing the one's experience in the first day at school in unit (15); 2. Focusing on did you know section; 3. Discussing how to offer choices; 4. Teaching how to talk about rules and weak 	<ol style="list-style-type: none"> 1. Listening to the tracks from 19-24; and 2. Practicing orally the theoretical materials. 	<u>Assignment:</u> <ol style="list-style-type: none"> 1. Doing the given written assignment. 2. Examining handout (15)

	and strong obligations; and 5. Doing the exercises.		
Week 20	1. Discussing the students' learning goals in unit (16); 2. Discussing how to give advice;and 3. Doing the exercises.	1. Listening to the tracks from 25-26; and 2. Practicing orally the theoretical materials.	<u>Assignment:</u> 1. Doing the given written assignment. 2. Examining handout (16)
Week 21	Doing the review session for the chapters from 11-16.	Number or ball review	
Week 22		1. Doing oral conversation about the importance of friendship.	
Week 23		1. Doing oral conversation about the importance of internet.	
Week 24		1. Doing oral conversation about the importance of colors.	
Week 25		Doing class activities	
Week 26		Doing class activities	
Week 27		Doing class activities	
Week 28		Doing Oral Examination	
Week 29		Doing Oral Examination	
Week 30		Doing Oral Examination	

12. 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
13. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Real speaking and listening 2
Main references (sources)	Real speaking and listening
Recommended books and references (scientific journals, reports...)	https://www.cambridge.org/ig/cambridgeenglish/catalog/skills/cambridge-english-skills-real-listening-speaking/cambridge-english-skills-real-listening-and-speaking-2-answers-and-audio-cd
Electronic References, Websites	https://www.youtube.com/user/bbclearningenglish

1. Course Name:	
Reading	
2. Course Code:	
111 E R 1	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
24/25	
5. Available Attendance Forms:	
Classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours / 3 credits	
7. Course administrator's name (mention all, if more than one name)	
Prof. Dr. Baan Jafar Sadiq Ban@copew.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives	The course aims to empower students to acquire the skill of reading in English and comprehend the content of texts.
9. Teaching and Learning Strategies	
Strategy	"The method of lecturing and the method of discussion
10. Course Structure	

Week	hour	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	2	Passage no.1 PUMA at Large +Reading aloud	Passage no.1 PUMA at Large +Reading aloud	Brainstorming & discussion	Test
3-4	2	Exercises of Passage no.1	Exercises of Passage no.1 plus passage no.2	Brainstorming & discussion	

		plus passage no.2			
4-5	2	Exercises and passage no.3	Exercises and passage no.3	Brainstorming & discussion	
5-6		Exercises and passage no.4	Exercises and passage no.4	Brainstorming & discussion	
7		Exercises and passage no.5	Exercises and passage no.4	Brainstorming & discussion	
8		Exercises and passage no.6	Exercises and passage no.6	Brainstorming & discussion	
9		Exercises and passage no.7	Exercises and passage no.7	Brainstorming & discussion	
10		Exercises and passage no.8	Exercises and passage no.8	Brainstorming & discussion	
11		Exercises and passage no.9	Exercises and passage no.8	Brainstorming & discussion	
12		Exercises and passage no.10	Exercises and passage no.10	Brainstorming & discussion	
13-25		EXTRA PASSAGES FROM OTHER BOOKS OF RC	EXTRA PASSAGES FROM OTHER BOOKS OF RC	Brainstorming & discussion	
25		Extra passage	Extra passage	Brainstorming & discussion	
26		Extra passage	Extra passage	Brainstorming & discussion	
27		Word building 1	Word building 1	Brainstorming & discussion	

28		Word building 2	Word building 2	Brainstorming & discussion	
29		Word building 2	Word building 2	Brainstorming & discussion	
30		Word building 2	Word building 2	Brainstorming & discussion	

13. 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

14. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Select readings.! Intermediate
Main references (sources)	https://elt.oup.com/catalogue/items/global/skills/select_readings_second_edition/intermediate/?srsltid=AfmBOoolVV_29Ned8wggWauGxRiEk408PO_8nfAtql7YLR6X4C0T5CCW
Recommended books and references (scientific journals, reports...)	https://elt.oup.com/student/selectreadings2e/?srsltid=AfmBOorg-eiZfpDe59xALjvY_K9rlk2J3jomuw-X_qlisg4FiTeefGNQ&cc=global&selLanguage=en
Electronic References, Websites	https://elt.oup.com/catalogue/items/global/skills/select_readings_second_edition/?cc=global&selLanguage=en&mode=hub&srsltid=AfmBOorkcw1WcyKW72hiZfB4xtWg0ypDyqsJWORDRJ5oaweO9Ym dvbdD

2nd year

2025 2024

1. Course Name:					
Computer science					
2. Course Code:					
212 E CS					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
24/25					
5. Available Attendance Forms:					
In Person lectures					
6. Number of Credit Hours (Total) / Number of Units (Total)					
1 hour weekly / 2 credits					
7. Course administrator's name (mention all, if more than one name)					
Saad A. Abdulameer saad@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> • Teaching female students to use the Excel data system, organize and create data and tables Databases. • Teaching female students to design lectures using the computer and the data show projector, How to use Power Point. • Introduction to the MATLAB language and the basics of the Internet 			
9. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> • Discussion Strategy • E-Learning Strategy 			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1	Getting to know the Excel 2010 application program	the introduction	Theoretical	Tests
2	1	Getting to know the Excel 2010 application program	Formatting basics	Theoretical	Tests

3	1	Getting to know the Excel 2010 application program	Basic operations	Theoretical	Tests
4	1	Getting to know the Excel 2010 application program	Advanced formatting and review	Theoretical	Tests
5	1	Getting to know the Excel 2010 application program	Graphs	Theoretical	Tests
6	1	Getting to know the Excel 2010 application program	Functions and formulas	Theoretical	Tests
7	1	Getting to know the Excel 2010 application program	Dynamic tables and graphical analysis	Theoretical	Tests
8	1	Getting to know the Excel 2010 application program	Protection and participation	Theoretical	Tests
9	1	Getting to know the Excel 2010 application program	Protection and participation	Theoretical	Tests
10	1	Getting to know the Excel 2010 application program	Advanced tools	Theoretical	Tests
11	1	Getting to know the Excel 2010 application program	Advanced tools	Theoretical	Tests
12	1	Getting to know the Excel 2010 application program	Various examples	Theoretical	Tests
13	1	Getting to know the Excel 2010 application program	Final review and practical applications	Theoretical	Tests
14	1	Getting to know the Excel 2010 application program	Final review and practical applications	Theoretical	Tests
15	1	Half year holiday	Half year holiday		
16	1	Getting to know the application program Power Point 2010	Introduction and concept of presentations	Theoretical	Tests

17	1	Getting to know the application program Power Point 2010	Create a basic presentation	Theoretical	Tests
18	1	Getting to know the application program Power Point 2010	Formatting presentations	Theoretical	Tests
19	1	Getting to know the application program Power Point 2010	Graphics and graphs	Theoretical	Tests
20	1	Getting to know the application program Power Point 2010	Interactive presentations	Theoretical	Tests
21	1	Getting to know the application program Power Point 2010	Audio and video	Theoretical	Tests
22	1	Getting to know the application program Power Point 2010	Advanced presentations	Theoretical	Tests
23	1	Getting to know the application program Power Point 2010	Share presentations	Theoretical	Tests
24	1	Getting to know the application program Power Point 2010	Cooperation and teamwork	Theoretical	Tests
25	1	Getting to know the application program Power Point 2010	Interactive presentations	Theoretical	Tests
26	1	Getting to know the application program Power Point 2010	Interactive presentations	Theoretical	Tests
27	1	Getting to know the application program Power Point 2010	Time management and organization	Theoretical	Tests
28	1	Getting to know the application program Power Point 2010	Time management and organization	Theoretical	Tests
29	1	Getting to know the application program Power Point 2010	Various examples	Theoretical	Tests
30	1	Getting to know the application program Power Point 2010	Final review and practical applications	Theoretical	Tests

14. 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. and the final exam	
15. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> Microsoft PowerPoint 2010 Step by Step" بواسطة Joyce Cox و Joan Lambert Excel 2010 Bible" بواسطة John Walkenbach
Main references (sources)	<ul style="list-style-type: none"> <u>PowerPoint 2010 For Dummies"</u> بواسطة Doug Lowe Microsoft Excel 2010 Formulas and Functions Inside Out" بواسطة Egbert Jeschke
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> Microsoft Excel 2010 Plain & Simple" بواسطة Curtis D. Frye Microsoft PowerPoint 2010 Bible" بواسطة Faithe Wempen
Electronic References, Websites	https://support.microsoft.com/ https://learn.microsoft.com/ https://support.microsoft.com/en-us/office

1. Course Name:					
Morphology and Syntax					
2. Course Code:					
213 E MS					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
25/24					
5. Available Attendance Forms:					
Face-to-face learning in physical classes					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 hours / 5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Israa Amer Mahmood Email: israa.amer@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> Introducing students to the methodology of English grammar prescribed for this stage. Enhancing students' knowledge of grammar issues. Training students in linguistic analysis of words and texts. 			
9. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> Discussion Strategy E-Learning Strategy 			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Chapter 8: Morpheme	Morphology	Face-to-face interactive lectures supplemented with online learning materials	Test
2	3	Chapter 8: Types of Morphemes	Derivational suffixes, Inflectional suffixes, Exercises	Face-to-face interactive lectures supplemented with	Test

				online learning materials	
3	3	Chapter 8: Types of Morphemes	Inflectional suffixes, Exercises	Face-to-face interactive lectures supplemented with online learning materials	Test
4	3	Chapter 8: {-er}, {-ing} / exercises	Suffixal homophones	Face-to-face interactive lectures supplemented with online learning materials	Test + prestation
5	3	Chapter 8:: {-ed}/ exercises	Suffixal homophones	Face-to-face interactive lectures supplemented with online learning materials	Test + prestation
6	3	Chapter 8: exercises	Suffixal homophones: {-ly}/ exercises	Face-to-face interactive lectures supplemented with online learning materials	Test + prestation
7	3	Chapter 8: Show the layers of structure by which a word has been composed	Immediate Constituents	Face-to-face interactive lectures supplemented with online learning materials	Test + prestation
8	3	Chapter 8:exercises	Immediate Constituents	Face-to-face interactive lectures supplemented with online learning materials	Test + prestation
9	3	Chapter 9: Words	Word definition / Types of words	Face-to-face interactive lectures supplemented with online learning materials	Test + prestation
10	3	Chapter 9: Types of words	Simple & complex words	Face-to-face interactive lectures supplemented with online learning materials	Test + prestation
11	3	Chapter 9: Types of words	1st IC cut / compound words	Face-to-face interactive lectures supplemented with	Test + prestation

				online learning materials	
12	3	Chapter 9: Grammatical structures Vs. compound words/Implied grammatical structures of compound words	Interactive Lecture, In-person and Electronic Material	Face-to-face interactive lectures supplemented with online learning materials	Test + prestation
13	3	Chapter 10: Processes of Word Formation	Processes of Word Formation: compounding, derivation, clipping, acronymy	Face-to-face interactive lectures supplemented with online learning materials	Test
14	3	Processes of Word Formation	Blending, back-formation, antonomasia	Face-to-face interactive lectures supplemented with online learning materials	Test
15	3	Chapter 12: Parts of Speech: form- classes: N, V, Adj., Av.	Interactive Lecture, In-person and Electronic Material	Face-to-face interactive lectures supplemented with online learning materials	Test
16	3	Chapter 12: Parts of Speech: form- classes: exercises	Interactive Lecture, In-person and Electronic Material	Face-to-face interactive lectures supplemented with online learning materials	Test
17	3	Chapter 13: parts of speech/ Structure – Classes: Q, Prepositions Det., Auxiliaries, Pronouns	Interactive Lecture, In-person and Electronic Material	Face-to-face interactive lectures supplemented with online learning materials	Test
18	3	Chapter 13: parts of speech/ / Structure – Classes: exercises	Interactive Lecture, In-person and Electronic Material	Face-to-face interactive lectures supplemented with online learning materials	
19	3	Chapter 14: Noun and Verb Phrases and Grammatical Functions	Noun Phrases/ syntactic categories	Face-to-face interactive lectures supplemented with online learning materials	Test

20	3	Chapter 14: Noun and Verb Phrases and Grammatical Functions	Exercises/ Verb Phrases / syntactic categories	Face-to-face interactive lectures supplemented with online learning materials	Test
21	3	Chapter 14: Noun and Verb Phrases and Grammatical Functions	Complete subject + predicate ; front-shift-test/ exercises	Face-to-face interactive lectures supplemented with online learning materials	Test
22	3	Chapter 15: Basic Sentence Patterns	Pattern 1, 2 , 3	Face-to-face interactive lectures supplemented with online learning materials	Test
23	3	Chapter 15: Basic Sentence Patterns	Pattern 4, 5, exercises	Face-to-face interactive lectures supplemented with online learning materials	Test
24	3	Chapter 15: Basic Sentence Patterns	Pattern 6, 7, exercises	Face-to-face interactive lectures supplemented with online learning materials	Test
25	3	Chapter 15: Parts of Speech- Positional – Classes	The definition of English sentence by Stageberg, schematic overview of parts of speech	Face-to-face interactive lectures supplemented with online learning materials	Test
26	3	Chapter 15: Parts of Speech- Positional – Classes	Nominal, Verbal	Face-to-face interactive lectures supplemented with online learning materials	Test
27	3	Chapter 15: Parts of Speech- Positional – Classes	Exercises, Adjectival	Face-to-face interactive lectures supplemented with online learning materials	Test
28	3	Chapter 15: Parts of Speech- Positional – Classes	Exercises, adverbial	Face-to-face interactive lectures supplemented with online learning materials	Test

29	3	Chapter 15: Parts of Speech- Positional – Classes	Verb-Adverbial composites	Face-to-face interactive lectures supplemented with online learning materials	Test
30	3	Chapter 18: usage	Standard usage	Face-to-face interactive lectures supplemented with online learning materials	Test
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)			An Introductory English Grammar by Norman C. Stageberg (5th edition)		
Main references (sources)			1-A Dictionary of Prefixes, Suffixes, and Combining Forms From Webster's Third New International Dictionary, Unabridged 2-Modern Syntax – by Andre Carnie 3-What is Morphology? – by Mark Aronoff, Kirsten Fudeman		
Recommended books and references (scientific journals, reports...)			Quirk, R., S. Greenbaum, J. Leech and J. Svartvik. 1985. A Comprehensive Grammar of the English Language. London: Longman.		
Electronic References, Websites			<ul style="list-style-type: none"> • http://www.affixes.org/ • https://classroom.google.com/ • https://www.etymonline.com/ 		

1. Course Name: English Phonology					
2. Course Code: 214 E PH					
3. Semester / Year: 2024 2025					
4. Description Preparation Date:25/2/2024					
5. Available Attendance Forms: physical classroom					
6. Number of Credit Hours (Total) / Number of Units (Total): 3 hours / 5 credits					
1. Course administrator's name (mention all, if more than one name)					
Name: Hiba Kareem Neamah Email: hibaneamah@coeduw.uobaghdad.edu.iq .					
2. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> -Identifying the curriculum of English Phonology for students. -Enabling the students to face the difficulties they may encounter to understand the curriculum of English phonology. -Introducing the main terms and concepts of the prescribed curriculum. - offering a wide-range curriculum to clarify the relation between phonetic values and other disciplines of linguistics; such as, Grammar, pragmatics. etc. -Enhancing students' pronunciation of English words. 			
9. Teaching and Learning Strategies					
Strategy		Valuable lectures and theoretical explanation/students' listening to conversations performed by native speakers/discussions inside the class/ activities and assignments are given to students/extra lectures are given to students who need more explanation/ on-line contact with students on Telegram, viper and other apps are used.			
10. Course Structure					
We ek	Hou rs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	The definition of phonemes and their characteristics	Chapter 1: Phonemes and other aspects of pronunciation.	Lectures	Tests/or daily participation

2	3	Different varieties of English language (Pronunciation, grammar, vocabularies, word order differences).	Accent and dialects.	Lectures	Tests/or daily participation
3	3	Defining and describing the function of the articulators in the production of speech sounds	Articulators above the larynx.	Lectures	Tests/or daily participation
4	3	Characteristics and differences between vowels and consonants	Chapter 2: Vowels and Consonants.	Lectures	Tests/or daily participation
5	3	English Short Vowels	Shedding light on the characteristics of short vowels and their position on a vowel diagram.	Lectures	Tests/or daily participation
6	3	English Long Vowels.	Clarifying the characteristics of long vowels and their position on a vowel diagram.	Lectures	Tests/or daily participation
7	3	Diphthongs.	Definitions of diphthongs and the identification of their patterns and types.	Lectures	Tests/or daily participation
8	3	Triphthongs.	Triphthongs and the identification of their patterns and types.	Lectures	Tests/or daily participation
9	3	Chapter 3: Voicing and consonants.	Consonants can voiced or voiceless based on the way they are produced.	Lectures	Tests/or daily participation
10	3	The Larynx. Respiration and Voicing	Showing the importance of the larynx and respiratory system in speech production.	Lectures	Tests/or daily participation
11	3	Plosives. Fortis and Lenis.	Explanation of the characteristics and phases of plosives.	Lectures	Tests/or daily participation
12	3	Chapter 4: Phonemes and symbols.	Showing the symbols of phonemes on a vowel diagram.	Lectures	Tests/or daily participation
13	3	Symbols and transcription.	Practicing the transcription of words.	Lectures	Tests/or daily participation
14	3	Chapter 5: Fricatives and Affricates	How can we differentiate between fricatives and affricates?	Lectures	Tests/or daily participation

15	3	Production of fricatives and affricates.	The description of the place of articulation of fricatives and affricates.	Lectures	Tests/or daily participation
16	3	Fortis consonants.	The identification of different forces of articulation.	Lectures	Tests/or daily participation
17-22	3	Chapter 6: Nasals and other consonants	Description of nasals and their places of articulation.	Lectures	Tests/or daily participation
23-25	3	Nasals. The consonant l, The consonant r.	What are the main features of nasals?	Lectures	Tests/or daily participation
26-28	3	The vowels in English/Simple vowels	The consonant w & j. Why are they described as semi-vowels?	Lectures	Tests/or daily participation
29-30	3	The Syllables and the nature of syllables.	What is a syllable? What is the structure of the syllable?	Lectures	Tests/or daily participation
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. and the final exam					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Roach, P. 2009. English Phonetics and Phonology. Cambridge: Cambridge University Press.		
Main references (sources)			Ball, M. and Rahilly, J. (1999). Phonetics: The Science of Speech, London: Arnold.		
Recommended books and references (scientific journals, reports...)			Ashby, P. (2005) Speech Sounds, 2nd edn., London: Routledge. Brown, G. (1990) Listening to Spoken English, London.		
Electronic References, Websites			https://www.youtube.com/watch?v=j-27eVle65A www.bbc.com www.betterlistening.org. bbclearningenglish.com		

1. Course Name: Short Story					
2. Course Code: E SHS 215					
3. Semester / Year: Yearly					
4. Description Preparation Date: 25/24					
5. Available Attendance Forms: attendance in the classroom					
6. Number of Credit Hours (Total):2 hours / Number of Units (Total):4 credits					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr Maysoon Taher Muhi					
Email: maysoon.tahir@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		-The purpose of teaching the subject of the short story is not only to introduce students to Western culture through studying various stories from ancient and modern periods but also to find and extract the human lessons and morals in these stories. -Additionally, it helps to increase the linguistic and literary inventory of vocabulary and literary techniques, which assist students in writing and creativity.			
9. Teaching and Learning Strategies					
Strategy		Using proper and technical language to express ideas. Developing literary and critical analysis skills. Enhancing the ability to draw conclusions and make comparisons. Fostering speaking and interactive skills in the classroom.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understanding the genre of short stories (its origins and characteristics).	Introduction to the short story	Delivering lectures.	Reading the Group discussion.
2-3	4	Understanding the characters in the story "The Open Window" and the beauty of a child's imagination that resists a closed society adds a touch of humour.	The Open Window by (H.H SAKI)	Delivering lectures. Watching a film	Reading the text. Asking questions. Group discussion. Written exam.
4-5	4	From the story "The Happy Prince," students learn about the importance of love, cooperation, and selflessness in helping those in need, and	Happy Prince by Oscar Wilde	Delivering lectures. Watching a film	Reading the text. Asking questions.

		they realize that rulers should be aware of the conditions of their subjects and empathize with their situations.			Group discussion. Written exam.
6-7	4	"The Black Cat" Psychological Dimension / Horror\ Gothic Literature	Black Cat by Edgar Allen Poe	Delivering lectures. Watching a film	Reading the text. Asking questions. Group discussion. Written exam.
8-9	4	The story "A Doll's House" by Katherine Mansfield illustrates how parents poison their children with misguided beliefs, creating divisions among different social classes, while children should be united as friends.	The Doll's House by Katherine Mansfield	Delivering lectures. Watching a film	Reading the text. Asking questions. Group discussion. Written exam.
10-11	4	Understanding the narrative style of the American writer Ernest Hemingway and studying the story "Cat in the Rain," which explores the feeling of isolation due to a lack of spiritual and intellectual connection between a husband and wife.	Cat in the Rain by Ernest Hemingway	Delivering lectures. Watching a film	Reading the text. Asking questions. Group discussion. Written exam.
12	2	Familiarizing oneself with a summary of the novel "The Old Man and the Sea."	The Old Man and the Sea by Ernest Hemingway	Delivering lectures. Watching a film	Reading the text. Asking questions. Group discussion. Written exam.
13-15	4	Exploring the themes of resistance and the concept of the hero in Ernest Hemingway's writing.	The Old Man and the Sea	Delivering lectures.	Reading the text. Asking questions. Group discussion. Written exam.
16--20	8	Examining the characters in the novel.	The Old Man and the Sea	Delivering lectures.	Reading the text. Asking questions. Group discussion.

					Written exam.
21-25	8	Identify the lessons and purposes derived from the novel and understand its symbolic dimension.	The Old Man and the Sea	Delivering lectures. Watching a film	Reading the text. Asking questions. Group discussion. Written exam.
26-30			Revision of all stories		
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)			Short Stories Collection by Aziz Al-Mutalibi		
Main references (sources)			<i>The Cambridge Introduction to the Short Story in English</i> By Adrian Hunter		
Recommended books and references (scientific journals, reports...)			1. R. The Happy Prince: themes and analysis (https://study.com) Chapter 3: lesson 2 2. The open window: the open window summary and analysis of the open window. www.gradesaver.com The black cat summary. https://www.shmoop.com		
Electronic References, Websites			All the websites related to the mentioned stories		

1. Course Name:					
Drama					
2. Course Code:					
216 E OED					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
25/24					
5. Available Attendance Forms:					
Classroom					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours / 4 credits					
7. Course administrator's name (mention all, if more than one name)					
Instructor Dr. Ruwayda Jassim Muhammad ruwayda.j@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		The objective of teaching the drama course is to introduce students to the origins of theater and the key characteristics of drama through studying plays from various historical periods, including both ancient and modern eras.			
9. Teaching and Learning Strategies					
Strategy		"The method of lecturing and the method of discussion			
10. Course Structure					
Week	Hour	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introduction to drama	Introduction to drama	lecture	test
2-12	2	Dr. Faustus	Dr. Faustus	lecture	test
12-16	2	Riders to the sea	Riders to the sea	lecture	test
16-20	2	The stronger	The stronger	lecture	test
20-24	2	The theatre of the absurd	The theatre of the absurd	lecture	test
24-28	2	Act without words	Act without words	lecture	test

28-30		A Sunny Morning	A Sunny Morning	lecture	test
15. 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 & final exams					
16. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Dr. Faustus/ Riders to the sea/ The stronger		
Main references (sources)			Introduction to drama		
Recommended books and references (scientific journals, reports...)			Internet sources		
Electronic References, Websites			Britanica		

1. Course Name:	
ELT	
2. Course Code:	
217 E AIE	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
25/24	
5. Available Attendance Forms:	
Classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours / 4 credits	
7. Course administrator's name (mention all, if more than one name)	
1. Hiba A. K. / heba.a@coeduw.uobaghdad.edu.iq 2. Dr saymaa M. S / shaimaa.mehdi@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives	The course aims at providing the students with theoretical background concerning teaching and communicative language teaching
9. Teaching and Learning Strategies	
Strategy	"The method of lecturing and the method of discussion
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2&1	2	Knowing the learning theories	Psychological base	Films and power point slides	General questions for evaluating their knowledge
4&3	2	Knowing the language theories	Linguistics base	Films and power point slides	Metrics for evaluating their knowledge, understanding, analyzing and reconstructing.
6&5	2	Knowing the development of ELT	ELT Development	Films and power point slides	Checklists for evaluating the students knowledge about the ELT development

8&7	2	Knowing how to develop their teaching through exploration	Teacher Development through Exploration	Films and power point slides	Organizer for clarifying the methods of exploring their teaching.
10&9	2	Differentiate between EFL\ESL	EFL\ESL Settings	Films and power point slides	Comparing between EFL\ESL
12&11	2	Define the ELT principles and use them in teaching	ELT Principles	Films and power point slides	Peer and self-evaluation
14&13	2	Knowing how to develop their teaching through exploration	Materials, media and technology	Films and power point slides	Peer and self-evaluation
3&2&1	2	Discuss and define how to teach the skill	Teaching listening skill	Films and power point slides	Worksheets and microteaching
6&5&4	2	Discuss and define how to teach the skill	Teaching reading skill	Films and power point slides	test
9&8&7	2	Discuss and define how to teach the skill	Teaching speaking skill	Films and power point slides	test
11&10 12&	2	Discuss and define how to teach the skill	Teaching writing skill	Films and power point slides	test
11. Course Evaluation : written tests, discussion oral test, weekly preparation, teaching skill project , students' journal Each test is scored out of 10 the total score is 50 marks					
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)			Gebhard, J. (1978) Teaching English as a Foreign or Second Language : A self-development and methodology guide		

Main references (sources)	Gebhard, J. (1987) Teaching English as a Foreign or Second Language : A self-development and methodology guide
Recommended books and references (scientific journals, reports...)	Broughton, Brumfit, Flavell, Hill and Pincas (1978) Teaching English as a Foreign Language
Electronic References, Websites	YouTube , free websites for teaching English language skills

1. Course Name: Adult Education	
2. Course Code : 218 E AE	
3. Semester / Year: annual	
4. Description Preparation Date: 24/25	
5. Available Attendance Forms: presence	
6. Number of Credit Hours (Total) / Number of Units (Total) : 2 hours / 4 credits	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Sawsan Saud Azeez Email: Sawsan.s@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives:	Objectives of the study material:- Explanation of the terms (learning - education - the school, the teacher, the student, and the subject..... The fourth objective: The most important tasks, strategies, and methods used to ensure the success of the educational process..... Explanation and clarification of the types of modern methods in solving all the problems facing the teacher when teaching students in popular schools and teenagers and how to deal with his own methods..
9. Teaching and Learning Strategies	
Strategy	- Introducing the student to how to deal with the student and being aware of all his needs in terms of psychological support for the purpose of completing the methods of success. - Developing the student's skills to become a good teacher in the future - Using all modern methods to solve all types of different problems facing the student when she reaches the actual teaching stage.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2	2	For	Theories of	Discussion in	Test
3	HOURS=	learning/teaching/teacher/student	learning and	class and	
4	=	The nature of educational	teaching	submission of	
5	=	psychology	Learning	written summaries	
6	=	Levels of educational psychology	psychology	Report	
7	=	Evaluating student performance	Behavioral	oral exam	
8	=	Teaching and learning methods	theory	=====	
9	=	The role of the teacher in student development	Evaluation	=====	
10		Learning strategies	theories	=====	
11		Learning objectives	Teaching	=====	
12		Learning concepts	methods	=====	
13		The nature of learning	Teaching	=====	
14		Learning methods	Methods	=====	
15		e-learning	Learning	=====	
16		Learning characteristics	methods	=====	
17		Types of learning	Learning and	=====	
18		Proof of learning	teaching	=====	
19		Organizing learning	Learning and	=====	
20		Effective learning	teaching	=====	
21		Behavioral learning	Learning and	=====	
22		Learning as the most important goal	teaching	=====	
23		Learning is a global societal	E-Learning	=====	
24		characteristic		=====	
25		Learning processes: educational		=====	
26		applications	=====	=====	
27		Laws of influence	=====	=====	
28		Learning Curve (Methods of	=====	=====	
29		Progress)	Laws of	=====	
30		Learning curve specifications	learning	=====	
		Types of learning curve	Laws of	=====	
		The educational importance of the learning curve	learning	=====	
		Learning theories	Educational	=====	
		Laws of learning	applications	=====	
		Preparedness laws	Educational	=====	
		Some educational applications	applications	=====	
		Exercise rules	Educational	=====	
		Educational applications	applications	=====	
		Laws of influence	Educational	=====	
		Educational applications	applications	=====	
		Skinner's theory	Educational	=====	
		Psychological support theory	applications		
		The theory of reward and punishment	Learning theories		

		Psychological support table Conditional theory Regulating behavioral problems Mental conditioning processes Factors affecting	Learning theories Learning theories Learning applications Learning theories Educational applications Educational applications Educational applications		
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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 Overall score out of 100 Grade distribution of 25 for the first semester 25 for the second semester, according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. The annual pursuit is 50 (the sum of the two semesters) The final exam score is 50	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Adult learning / Required from several sources
Main references (sources)	Book (teaching for understanding at university)
Recommended books and references (scientific journals, reports...)	Scientific journals, report writing, data analysis, and journals related to learning theories
Electronic References, Websites	Internet

1. Course Name:	
Listening and speaking / second year	
2. Course Code:	
219 E LS - 2	
3. Semester / Year:	
Annual System	
4. Description Preparation Date:	
2024 2025	
5. Available Attendance Forms:	
Classroom lectures & Google meet	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 credits / 2 hours	
7. Course administrator's name (mention all, if more than one name)	
Instructor Alaa Yaseen Hassan alaa.y@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives	1. Teaching female students the skill of fluent speaking in various life situations. 2. Training on exchanging dialogue and opinions with others in English 3. Using common terms in everyday language.
9. Teaching and Learning Strategies	
Strategy	Classrooms lectures are conducted to present specific life situations along with the oral presentations of the female students. Then, recordings of the same situations are played for them.

week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Unit 1- How are things	Unit 1- How are things	Classroom lectures Video lectures google classroom	Quiz & exams+ presentations

2	2	Unit 1- How are things	Unit 1- How are things	Classroom lectures	Quiz & exams+ presentations
3	2	Unit 2- Can I take you coat	Unit 2- Can I take you coat	Video lectures google classroom	Quiz & exams+ presentations
4	2	Unit 2- Can I take you coat	Unit 2- Can I take you coat	Classroom lectures	Quiz & exams+ presentations
5	2	Unit 3- I'm looking for a flat	Unit 3- I'm looking for a flat	Video lectures google classroom	Quiz & exams+ presentations
6	2	Unit 3- I'm looking for a flat	Unit 3- I'm looking for a flat	Classroom lectures	Quiz & exams+ presentations
7	2	Unit 4- I'd like a refund, please	Unit 4- I'd like a refund, please	Video lectures google classroom	Quiz & exams+ presentations
8	2	Unit 4- I'd like a refund, please	Unit 4- I'd like a refund, please	Classroom lectures	Quiz & exams+ presentations
9	2	Unit 5- Is there anything on?	Unit 5- Is there anything on?	Video lectures google classroom	Quiz & exams+ presentations
10	2	Unit 5- Is there anything on?	Unit 5- Is there anything on?	Classroom lectures	Quiz & exams+ presentations
11	2	Unit 6- I've got a pain in my arm	Unit 6- I've got a pain in my arm	Video lectures google classroom	Quiz & exams+ presentations
12	2	Unit 6- I've got a pain in my arm	Unit 6- I've got a pain in my arm	Classroom lectures	Quiz & exams+ presentations
13	2	Unit 7- I could do with a break+Unit 8- It's an amazing place!	Unit 7- I could do with a break+Unit 8- It's an amazing place!	Video lectures google classroom	Quiz & exams+ presentations
14	2	Unit 7- I could do with a break+Unit 8- It's an amazing place!	Unit 7- I could do with a break+Unit 8- It's an amazing place!	Classroom lectures	Quiz & exams+ presentations
15	2	Exam	Exam	Video lectures google classroom	Quiz & exams+ presentations
16	2	Unit 9- Shall we say five o'clock ?	Unit 9- Shall we say five o'clock ?	Classroom lectures	Quiz & exams+ presentations
17	2	Unit 9- Shall we say five o'clock ?	Unit 9- Shall we say five o'clock ?	Video lectures google classroom	Quiz & exams+ presentations
18	2	Unit 10- I'd like to open an account	Unit 10- I'd like to open an account	Classroom lectures	Quiz & exams+ presentations
19	2	Unit 10- I'd like to open an account	Unit 10- I'd like to open an account	Video lectures google classroom	Quiz & exams+ presentations

20-22	2	Unit 11- My bag's been stolen	Unit 11- My bag's been stolen	Classroom lectures	Quiz & exams+ presentations
23-24	2	Unit 12- Can I take a message +Unit 13- Let's get started	Unit 12- Can I take a message + Unit 13- Let's get started	Video lectures google classroom	Quiz & exams+ presentations
25-26	2	Units 14 + 15- Good morning, everyone / Good afternoon, everyone	Units 14 + 15- Good morning, everyone / Good afternoon, everyone	Classroom lectures	Quiz & exams+ presentations
27-28	2	Exam	Exam	Video lectures google classroom	Quiz & exams+ presentations
29-30	2	Review	Review	Classroom lectures	Quiz & exams+ presentations
1. Course Evaluation					
Monthly exams + oral and written assignments					
2. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			REAL 3 listening and speaking		
Main references (sources)			listening and speaking		
Recommended books and references (scientific journals, reports...)			Developing listening and speaking skills BOOK / Cambridge English skills real BOOK/ Cambridge IELTS BOOK		
Electronic References, Websites			DVD and CD of English Language conversation/ Cambridge Dictionary Online Courses on line/ English on line/ You Tube Google / listening and speaking skills		

1. Course Name: Introduction to Academic Writing					
2. Course Code: 220E I A W					
3. Semester / Year: yearly					
4. Description Preparation Date: 2025 2024					
5. Available Attendance Forms: classroom					
6. Number of Credit Hours 2 hours / Number of Units 3 credits					
7. Course administrator's name (mention all, if more than one name)					
Name: Fatimah Khudhair Hassoon Email: fatima_khudair@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		The course is an integrated subject whose aim is to enable the student to master the English language by studying the importance of writing in the English language and studying the types of sentences as well Study the methods of linking these sentences together to form a paragraph or piece of writing after mastering the types of structural paragraphs and their components			
9. Teaching and Learning Strategies					
Strategy		1.Explaining the topic by the teacher 2. Involve students in solving exercises related to the topic 3. Divide the students into groups to give them the opportunity to talk and discuss how to formulate sentences And write a good paragraph			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1-4	8	Types of sentences	Paragraph structure =	Lectures	Test& & assignment
4-8	8	sentence Structure		=	=
9-13	6	narrative paragraph writing	Narrative paragraph	=	=
14-20	12	How to organize paragraph & transitional signals	Paragraph organization	=	=
20- 24	12	Writing a descriptive paragraph	Descriptive paragraph	=	=
24-26	4		Logical division	=	=
26-28	4	Coherence & transitional signals		=	=
29-30	2	Writing a comparison & contrast paragraph	Comparison & contrast		=
		Test			
11. Course Evaluation					
40 grades exam+5 asignments+5 attendance+50 final exam					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Academic Writing		
Main references (sources)			Stephen Bailey, Academic Writing: A Handbook for International Students 3rd Edition		
Recommended books and references (scientific journals, reports...)			Patricia Goodson, Becoming an Academic Writer: 50 Exercises for Paced, Productive, and Powerful Writing 1st Edition Ed Neal , Academic Writing: Individual and Collaborative Strategies for Success (The New Forums Scholarly Writing Series) Paperback		
Electronic References, Websites			https://aso-resources.une.edu.au/academic-writing-course/paragraphs/beginner-paragraphs		

Course Name:					
16 th and 17 th Century Poetry					
Course Code:					
221 EP					
Semester / Year:					
yearly					
Description Preparation Date:					
2024-2025					
Available Attendance Forms:					
In person lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
2 hours / 4 credits					
Course administrator's name (mention all, if more than one name)					
Name: Asst.Lect. Ruwayda Ahmed Hassan Email: ruwaida.a@coeduw.uobaghdad.edu.iq					
Course Objectives					
Course Objectives				To introduce students to the poetry of the 16 th and 17 th century and to know its features and most important writers.	
Teaching and Learning Strategies					
Strategy		In person lectures			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Learn to understand and analyze the poem	An introduction to English Literature	In person lecture	Daily and monthly Exam
2	2	Learn to understand and analyze the poem	The Hind	In person lecture	
3	2	Learn to understand and analyze the poem	Spring	In person lecture	Daily and monthly Exam
4	2	Learn to understand and analyze the poem	Like as a ship	In person lecture	Daily and monthly Exam
5	2	Learn to understand and analyze the poem	Shakespeare's sonnet 55	In person lecture	Daily and monthly Exam
6	2	Learn to understand and analyze the poem	Leave me o love	In person lecture	Daily and monthly Exam

7	2	Learn to understand and analyze the poem	The passionate shepherd to his love	In person lecture	Daily and monthly Exam
8	2	Learn to understand and analyze the poem	Shakespeare's sonnet 18	In person lecture	Daily and monthly Exam
9	2	Learn to understand and analyze the poem	Shakespeare's sonnet 116	In person lecture	Daily and monthly Exam
10	2		Monthly exam+ daily Exam	In person lecture	Daily and monthly Exam
11	2	Learn to understand and analyze the poem	Death be not proud	In person lecture	Daily and monthly Exam
12	2	Learn to understand and analyze the poem	The collar	In person lecture	Daily and monthly Exam
13	2	Learn to understand and analyze the poem	To daffodils	In person lecture	Daily and monthly Exam
14	2	Learn to understand and analyze the poem	Paradise lost	In person lecture	Daily and monthly Exam
15	2	Learn to understand and analyze the poem	On his blindness	In person lecture	Daily and monthly Exam
16- 20	2	Learn to understand and analyze the poem	Absalom and Achitophel	In person lecture	Daily and monthly Exam
21-25	2	Learn to understand and analyze the poem	Essay on Criticism	In person lecture	Daily and monthly Exam
26-28	2		Monthly exam	In person lecture	Daily and monthly Exam
29-30	2		Daily Exam	In person lecture	Daily and monthly Exam
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					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Ala'uddi H.al Jubori et al "The Sixteenth Century" Shakir M.Mustafa "Seventeenth Century English Poetry"		
Main references (sources)			Concise anthology of English poetry		
Recommended books and references (scientific journals, reports...)			All kinds of written books ,journals about 16 th to 17 th century		
Electronic References, Websites			All kinds of books ,journals about 16 th to 17 th century that are available online		

Course Name: Advanced Reading					
1. Course Code: 222 E AR					
2. Semester / Year: annual					
3. Description Preparation Date:25/24					
4. Available Attendance Forms: in-person					
5. Number of Credit Hours (Total) / Number of Units (Total) :3 credits					
6. Course administrator's name (mention all, if more than one name)					
Asst. Instructor Nadia Hikmet Faris nadia.h@coeduw.uobaghdad.edu.iq					
7. Course Objectives					
Course Objectives				The course aims to enable students to acquire the skill of reading in English and understanding the content of the text.	
8. Teaching and Learning Strategies					
Strategy		-Google classroom -Recording -Loud Speaker			
9. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1-2	2	Identifying main ideas+ Understanding compound nouns	Chapter 1 The Youngsters Behind YouTube	In person+ Google classroom lecture	test
3-4	2	Supporting main ideas+ Using female and gender-neutral nouns	When to Use Female Nouns	Supporting main 2 3-4 ideas+ Using female and gender-neutral nouns	test
5	2	Monthly exam			
6-7	2	Scanning for specific information+ Using synonyms and antonyms	The importance of keeping a positive attitude	In person+ Google classroom lecture	Test+ assignment
8-9	2	Making inferences+ Understanding verb-forming suffixes	A sensory condition called synesthesia	In person+ Google classroom lecture	Test+ assignment
10	2	Monthly exam			
11-12	2	Suggestions for learning to think creatively	Using context+ Understanding figures of speech	In person+ Google classroom lecture	Test+ assignment
13-14	2	Becoming an effective listener	Recognizing sentence Becoming an effective listener transitions+ Using adverbs and intensifiers	In person+ Google classroom lecture	Test+ assignment
15	2	Revision +Written progressive test		In person+ Google classroom lecture	Test+ assignment
16-17	2	Paraphrasing+ Understanding phrasal verbs	An employee's decision to resign	In person+ Google classroom lecture	Test+ assignment
18-19	2	Summarizing+ learning idiomatic expressions	American students' obsession with food	In person+ Google	Test+ assignment

				classroom lecture	
20	2	Monthly exam		In person+ Google classroom lecture	Test+ assignment
21-22	2	Identifying points of view+ Using modifiers	Finding a husband or wife via the Internet	In person+ Google classroom lecture	Test+ assignment
23	2	Monthly exam		In person+ Google classroom lecture	Test+ assignment
24-25	2	Recognizing sources +Forming Participial adjectives	The harmful effects of stereotyping	In person+ Google classroom lecture	Test+ assignment
26-27	2	Recognizing analogies+ Learning word forms	Suggestions for becoming a skillful reader	In person + Google classroom lecture	Test+ assignment
28	2	Exam		In person+ Google classroom lecture	Test+ assignment
29-30	2	Recognizing scenarios +Understanding nouns derived from adjectives	Exploring the possibility of extraterrestrial life	In person+ Google classroom lecture	Test+ assignment
10. 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					
11. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Select Readings/ upper intermediate by Linda Lee + Jean Bernard Second edition Oxford University Press		
Main references (sources)			Interaction 1 by Pamela Hartmann and James Mentel		

Recommended books and references (scientific journals, reports...)	ereadingtofel/essentialpracticforhigh comprehension
Electronic References, Websites	eTOEFLpassagesandvocabularyonlin

1. Course Name:	
Sports	
2. Course Code:	
232E Sp	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
25/24	
5. Available Attendance Forms:	
Classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
1 hour	
7. Course administrator's name (mention all, if more than one name)	
Dr. Sarab Akram sarab.a@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives	-Managing the sports unit and utilizing instructors to help achieve the defined and set goals. -Building and strengthening a network of communication among colleges and universities, and creating a formula for constructive collaboration and real change to coordinate and build directions with common interests. -Developing skills and capabilities to assist students in achieving their goals.
9. Teaching and Learning Strategies	
Strategy	Organizing discussion sessions for students on various sports topics to provide broader information for all students.

	Screening explanatory films about matches from different sports and analyzing them.				
10. Course Structure					
Week	hour	Learning outcome	Unit or subject name	Learning method	Evaluation method
1-5	1	Physical Fitness	Physical Fitness Programs in Schools: Effectiveness and Implementation	Discussion & training	test
6-10	1	Physical Fitness	The Impact of Team Sports on Social Skills Development in Adolescents	Discussion & training	test
11-15	1	Physical Fitness	Developing skills and capabilities to assist students in achieving their goals.	Discussion & training	test

12. Course evaluation : Monthly exams	
13. References	
1. Textbooks	السلسلة الرياضية/ اساسيات لعبة كرة السلة
2. References	السلسلة الرياضية/ اساسيات لعبة كرة السلة
4. Electronic/ Online references	المجلات الرياضية

Course Name:					
Crimes of Baa'th Party					
Course Code:					
NA					
Semester / Year:					
Annual					
Description Preparation Date:					
2024-2025					
Available Attendance Forms:					
In person					
Number of Credit Hours (Total) / Number of Units (Total)					
1 hour/ 2 credits					
Course administrator's name (mention all, if more than one name)					
Name: DR. Rana Fathi Suwad Email: Rana.f@coeduw.uobaghdad.edu.iq					
Course Objectives					
Course Objectives		<ul style="list-style-type: none"> • Preparing a large number of female teachers for intermediate and secondary education who are capable of acquiring educational and methodological knowledge. • Enabling female students to become self-reliant. • Shaping student personalities that are balanced in behavior and emotion <p>.....</p>			
Teaching and Learning Strategies					
Strategy		Discussion and brainstorming			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1-30	1	Explaining Baath's crimes against people	Bath's Crimes	Discussion	Test
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					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Crimes of Ba'ath Party		
Main references (sources)			https://law.uodiyala.edu.iq/%D9%83%D8%AA%D8%A8-%D8%A7%D9%84%D9%82%D8%A7%D9%86%D9%88%D9%86-%D8%A7%D9%84%D8%AC%D9%86%D8%A7%D8%A6%D9%8A/		
Recommended books and references (scientific journals, reports...)			Reports and news from documented channels		
Electronic References, Websites			Web sources		

1. Course Name:
Arabic Language
2. Course Code:
3. Semester / Year:
Annual
4. Description Preparation Date:
2024/2025
5. Available Attendance Forms:
In-person
6. Number of Credit Hours (Total) / Number of Units (Total)
2 credits
7. Course administrator's name (mention all, if more than one name)
Name: Asst. Lect. Samara Ata Rasool Email: samara.a@coeduw.uobaghdad.edu.iq
8. Course Objectives
Identify basic and secondary Arabic grammar rules and spelling and linguistic errors
9. Teaching and Learning Strategies
Interactive in-person lectures

10. Course structure			Arabic language		
Week	Hours	Learning Outcomes	Unit/Topic Name	Teaching Method	Assessment Method
1	4	Understanding Quran rules	Importance of Arabic	Interactive lecture	Tests
2	4	Understanding Arabic text	Importance of Arabic	Interactive lecture	Tests
3	4	Understanding Arabic text	Punctuation marks	Interactive in-person lecture	Tests
4	4	Distinguishing sentence types	Nominal and verbal sentences	Interactive in-person lecture	Tests
5	4	Poet Badr Shakir Al-Sayyab	Arabic literature	Interactive in-person lecture	Tests
6	4	Explaining "Rain Song" poem	Arabic literature	Interactive in-person lecture	Tests

7	4	Noun, verb, and particle	Parts of speech	Interactive in-person lecture	Tests
8	4	Exam		Interactive in-person lecture	
9	4	Applying sentence parts	Quranic text	Interactive in-person lecture	Tests
10	4	Poet Al-Jawahiri	Arabic literature	Interactive in-person lecture	Tests
11	4	Exam		Interactive in-person lecture	
12	4	Dictation text	Composition and expression	Interactive in-person lecture	Tests
13		Mid-year break			
14		Mid-year break			
15	4	Eliminating spelling errors	Writing alif maqsurah and mamdudah	Interactive in-person lecture	Tests
16	4	Ayat Al-Kursi	Importance of Arabic	Interactive in-person lecture	Tests
17	4	Prose culture	Text by Al-Jahiz	Interactive in-person lecture	Tests
18		Kana and its sisters	Grammar	Interactive in-person lecture	Tests
19	4	Inna and its sisters	Grammar	Interactive in-person lecture	Tests
20	4	Forming and understanding sentences	Arabic sentence	Interactive in-person lecture	Tests
21	4	Verbal and nominal	Verbal sentence	Interactive in-person lecture	Tests
22	4	Distinguishing between them	Nominal sentence	Interactive in-person lecture	Tests
23	4	Exam		Interactive in-person lecture	
24	4	Understanding Arabic text	Types of verbs	Interactive in-person lecture	Tests
25	4	Past tense	Verbs in Arabic	Interactive in-person lecture	Tests

26	4	Present tense	Verbs in Arabic	Interactive in-person lecture	Tests
27	4	Exam			
28	4	Imperative	Verbs in Arabic	Interactive in-person lecture	Tests
29	4	Subject and its types	Subject	Interactive in-person lecture	Tests
30	4	Object and sentence need	Object	Interactive in-person lecture	Tests

Course Evaluation : Arabic language	
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	
Required textbooks (curricular books, if any)	المبتدأ والخبرو -الفعل المعتل وأحكامه
Main references (sources)	المهذب في علم التصريف للدكتور هاشم طه شلاش وآخرون
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://learning.aljazeera.net/ar/grammar

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Third Year
2024 2025

1. Course Name:					
Listening & Speaking					
2. Course Code:					
323E LS					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
24/25					
5. Available Attendance Forms:					
In person					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 credits					
7. Course administrator's name (mention all, if more than one name)					
Name: Lina Laith Younus Email: dr.lina@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> Qualify the students to listen Qualify the students to speak in English in a well formed language Qualify the students to speak fluently. 			
9. Teaching and Learning Strategies					
Strategy		Discussion and test			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2-1	4	Make the dialogue go on	How is it going?	discussion	Oral & written tests
3-4	4	Conversation in markets	I'm looking for a camera	discussion	Oral & written tests
5-6	4	Conversation with doctors	I need to see a doctor	discussion	Oral & written tests
7-8	4	How to solve daily problems?	What's the problem?	discussion	Oral & written tests

9-10	4	Official conversation	What a lot of red tape!	discussion	Oral & written tests
11-12	4	Tourism conversation	What a great view!	discussion	Oral & written tests
13-14	4	Conversation for booking	I'd appreciate it	discussion	Oral & written tests
15-16	4	Conversation for new job	This is your office	discussion	Oral & written tests
17-18	4	Conversation for finding solutions	I'll sort it out	discussion	Oral & written tests
19-20	4	Successful telephone calling	Can I call you back?	discussion	Oral & written tests
21-22	4	Meeting conversations	Shall we move on?	discussion	Oral & written tests
23-24	4	How to exchange conversation	I'd like to begin by ...	discussion	Oral & written tests
25-26	4	Detailed information	Let's take a closer look	discussion	Oral & written tests
27-28	4	Expanding ideas	Can you expand on that?	discussion	Oral & written tests
29-30	4	To know the service	It'll help me get a good job	discussion	Oral & written tests

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)	Craven, Miles: Real Listening & Speaking with Answers
Main references (sources)	General reading
Recommended books and references (scientific journals, reports...)	Murphy: English Grammar in Use English Vocabulary in Use
Electronic References, Websites	http://www.bbc.com/news/stories-42181743

2. Course Name: Linguistics					
3. Course Code: General English Linguistics 325 E LI					
4. Semester / Year: annual					
5. Description Preparation Date: 2024- 2025					
6. Available Attendance Forms: in-person					
7. Number of Credit Hours (Total) / Number of Units (Total):					
5 credits					
8. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Huda Hadi Khalil Email: huda.hadi@coeduw.uobaghdad.edu.iq					
9. Course Objectives					
Course Objectives		Providing a comprehensive and clear overview of the basic principles in general linguistics Introduction to general linguistics			
10. Teaching and Learning Strategies					
Strategy		Making the student the main focus and encouraging her to self-investigate and acquire information			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	3	-What is linguistics? -What is a linguist? -Is linguistics a science?	What is linguistics?	lecture	Exams
2.	3	-How does linguistics differ from traditional grammar? -The scope of linguistics	What is linguistics?	Lecture	Exams
3.	3	-What is language? -The properties of language	What is language?	Lecture	Exams
4.	3	The properties of language	What is language?	Lecture	Exams
5.	3	-Human language versus animal communication -Origin of language	What is language?	Lecture	Exams

		-Functions of language			
6.	3	Linguistics directions Historical linguistics	The origins of language	Lecture	Exams
7.	3	Descriptive linguistics	The origins of language	Lecture	Exams
8.	3	Generative linguistics	Animals and human language	Lecture	Exams
9.	3	-Language as a game -Universal and particular	Animals and human language	Lecture	Exams
10.	3	The sounds of language	The sounds of language	Lecture	Exams
11.	3	The sounds of language	The sounds of language	Lecture	Exams
12.	3	Sound patterns (Aspects of connected speech)	The sounds of language	Lecture	Exams
13.	3	Sound patterns (Aspects of connected speech)	The sound patterns of language	Lecture	Exams
14.	3	Words and pieces of words (morphology)	The sound patterns of language	Lecture	Exams
15.	3	Words and pieces of words (morphology)	The sound patterns of language	Lecture	Exams
16.	3	Words and pieces of words (morphology)	Word formation	Lecture	Exams
17.	3	Midyear vacation		Lecture	Exams
18.	3	Sentence patterns (word order, function and content words, Tree-diagrams)	Word formation	Lecture	Exams
19.	3	Rewrite rules, and recursion	Word formation	Lecture	Exams
20.	3	Meaning (word meaning)	Morphology	Lecture	Exams
21.	3	Meaning Semantic fields, synonyms and opposites	Morphology	Lecture	Exams
22.	3	Meaning Hyponymy, prototype, collocation, and sentence meaning	Morphology	Lecture	Exams
23.	3	Using language Cooperative Principle	Grammar	Lecture	Exams
24.	3	-Speech acts -Discourse Analysis	Grammar	Lecture	Exams
25.	3	-Conversation -Turn-taking -Repairs	Grammar	Lecture	Exams
26.	3	Politeness Principle	Syntax	Lecture	Exams
27.	3	Language and society The notion of language	Syntax	Lecture	Exams
28.	3	-Dialect and accent -Speech versus writing -Language and sex	Syntax	Lecture	Exams
29.	3	-Pidgins and Creoles -Multilingual communities	Language and social variation	Lecture	Exams

		-Diglossia			
30.	3	Words and word formation processes Language and the brain Language and the brain	Language and social variation Language and social variation General review	Lecture Lecture Lecture	Exams Exams 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 40: written exams 10: daily participation 50: final written exam					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		1. Linguistics by Jean Aitchison 2. The Study of Language By George Yule			
Main references (sources)		1. Language and linguistics 1 By John Lyons 2. A Dictionary of Linguistics & Phonetics By David Crystal			
Recommended books and references (scientific journals, reports...)		<ul style="list-style-type: none"> Journal of Linguistics; Language; Lingua Linguistic Inquiry; Studies in Language Theoretical Linguistics 			
Electronic References, Websites		Open scientific search			

1. Course Name:					
Pedagogy and Curriculum Innovations – third stage					
2. Course Code:					
325 EPCI					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
2024 2025					
5. Available Attendance Forms:					
Presence					
6. Number of Credit Hours (Total)4:/ Number of Units (Total):4					
4 credits					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof Maysaa Rashid Abdul-Majeed Email: maysaa@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> Knowing old methods of teaching, teacher and learner roles, advantages & disadvantages, objectives and procedures. Knowing how to teach the four main skills, listening, speaking reading and writing and teaching the other skills grammar, pronunciation and phonetics. Syllabus and curriculum, the difference between them, ideologies of curriculum design and Bloom's Taxonomy. 			
9. Teaching and Learning Strategies					
Strategy		Lecturing students Writing reports Students participation in lectures			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1-4	12	Old methods Grammar translation method +Direct Method	Knowing about the GTM and DM background, teacher and learner roles, advantages & disadvantages, objectives and procedures.	Lecture	Testing
4-8	12	Audio lingual method	Knowing about the ALM background, teacher and learner roles, advantages & disadvantages, objectives and procedures	Lecture	Testing
8-12	12	Total Physical Response	Knowing about the TPR background, teacher and learner roles, advantages & disadvantages, objectives and procedures	Lecture	Testing
12-18	12	Communicative Approach	Knowing about CLT background, teacher and learner roles, advantages & disadvantages, objectives and procedures	Lecture	Testing
18-20	12	Lesson plan+ teaching aids	Lesson plan theoretically and practically and teaching aids	Lecture	Testing
20-24	12	Differences between syllabus and curriculum	Differences between syllabus and curriculum	Lecture	Testing
24-28	12	Ideologies and Component of curriculum	Ideologies and Component of curriculum	Lecture	Testing
28-30	12	Blooms' Taxonomy	Blooms' Taxonomy	Lecture	Testing
11. Course Evaluation Written tests (40M)+ Assignments (10M)= 50 M					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Language Teaching			
Main references (sources)		A. Techniques and Principles in Language Teaching. By: Diane Larsen-Freeman (2000). (2 nd Edition). Oxford: Oxford UP. B. Trends in ELT Syllabus Design. By: Prof. Shatha Al-Saadi (2012). Richards Jack and Raymond			

Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Methods of Teaching English to Arab Students. By: Nejat Al-Mutawa and Taseer Kailani (1989). Longman • Richards Jack and Raymond Renandya (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press. • Practical English Language Teaching. By: David Nunan (ed.) (2003). Boston : McGraw Hill • Curriculum Development in Language Teaching. By: Jack C. Richards (2001) Cambridge: Cambridge UP. • Approaches and Methods in Language Teaching. By: Jack C. Richards and Theodore S. Rodgers (1986). Cambridge: Cambridge UP.
Electronic References, Websites	<p>Watching Educational Videos</p> <p>Related to the methods of teaching presented by Larsen Freeman and her colleagues</p>

1. Course Name:					
Guidance Psychology health					
2. Course Code:					
326 EPGEG					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
24/25					
5. Available Attendance Forms:					
In-person					
6. Number of Credit Hours (Total) / Number of Units (Total)					
4 credits					
7. Course administrator's name (mention all, if more than one name)					
Name: Inst. Dr. Ahmed Alwan Email: ahmad.a@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		1.Introducing students to the concept of psychological counseling. 2.Understanding the topic of mental health. 3.Familiarizing students with the ethics of the counseling profession. 4.Identifying the most important means of gathering information. 5.Understanding the standards of mental health. 6.Training on the application of some data collection tools. 7.Exercises on treating some behavioral disorders.			
9. Teaching and Learning Strategies					
Strategy		- Explanation and clarification - How to present historical events - Lecture method - Self-learning method - Preparing historical research			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1-30	2	<p>Knowledge and Understanding: Understanding the method of counseling, mental health, and their application.</p> <p>Specific Skills in the Topic: Distinguishing between standards of mental health. Clarification Methods Providing a number of examples Formative and summative assessment 4- Workshop Brief reports to be participated in by one or more students to study a topic related to curriculum vocabulary.</p>	<p>Definition of psychological counseling.</p> <p>The relationship between counseling and other sciences.</p> <p>Curriculum of counseling and mental health.</p> <p>Characteristics of the counseling teacher.</p> <p>Educational counseling and its role in the university.</p> <p>Theories of counseling and psychotherapy.</p> <p>Basic principles of behavior modification.</p> <p>Cognitive behavioral therapy approach.</p> <p>Counseling and therapeutic process.</p> <p>Role of the counselor or therapist.</p> <p>Information gathering methods in the counseling process.</p> <p>Questionnaires, tests, and scales.</p> <p>Psychological counseling techniques.</p> <p>Individual counseling procedures.</p> <p>Counseling methods.</p>	Lectures	Reports Tests Papers
11. Course Evaluation					
<ul style="list-style-type: none"> •Theoretical exams •Daily participation •Extracurricular activities •Reports and studies 					

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	“Counseling and Mental Health” by Haider Karim, 2022
Main references (sources)	“Guidance and Psychological Counseling” by Hamed Zuhra, 2019
Recommended books and references (scientific journals, reports...)	Journal of College of Education for Girls / University of Baghdad / “Nisaaq” Magazine issued by the Psychological Association /
Electronic References, Websites	ArabPsychology.com website, Mustafa Electronic Library

3. Course Name:					
Contemporary Grammar of English					
4. Course Code:					
327 E CGE					
5. Semester / Year:					
Annual					
6. Description Preparation Date:					
2024 2025					
7. Available Attendance Forms:					
classroom					
8. Number of Credit Hours (Total) / Number of Units (Total)					
5 credits					
9. Course administrator's name (mention all, if more than one name)					
Dr. Rufida Kamal Email: rufaidah.kamal@coeduw.uobaghdad.edu.iq Sura Muttalak Nasser Email: sura.muttalak@coeduw.uobaghdad.edu.iq					
10. Course Objectives					
Course Objectives		Teaching English grammar rules to third-stage students in the English Language Department and acquainting them with the principles of constructing correct sentences and speech from a grammatical perspective.			
11. Teaching and Learning Strategies					
Strategy		- Explanation and clarification - Lecture method - Self-learning method			
11. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-10	3	Elements of Sentences	Elements of Grammar	lecture	test
11-19	3	Verb phrases	Verb and verb phrase	lecture	test
20-25	3	Nouns phrases	Nouns, pronoun and the basic noun phrase	lecture	test

26-30		Adjective and adverb phrases	Adjectives and adverbs	lecture	test
12. 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					
13. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			A University Grammar of English by Randolph Quirk, Sidney Greenbaum		
Main references (sources)					
Recommended books and references (scientific journals, reports...)			The Grammar of English Grammars, by Gould Brown (Online)		
Electronic References, Websites			EnglishLessons4U		

Course Name: Drama					
Course Code: 328E D					
Semester / Year: annual					
Description Preparation Date: 2024 2025					
Available Attendance Forms: classroom					
Number of Credit Hours (Total) / Number of Units (Total): 5 credits					
Course administrator's name (mention all, if more than one name)					
Instructor Ienas Talib Nassef ienas@coeduw.uobaghdad.edu.iq					
Course Objectives					
Course Objectives		Learning English Learning how to read literature How to recognize the meaning of the text			
Teaching and Learning Strategies					
Strategy		(1) Language-Based Approach, (2) Paraphrastic Approach, (3) Information-Based Approach, (4) Personal-Response Approach, (5) Moral-Philosophical Approach, and (6) Stylistic Approach.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
8-1	2	An Introduction to the Elizabethan Theatre	An Introduction to the Elizabethan Theatre	Classroom teaching	Monthly exams

17-9	2	Reading Hamlet	Hamlet	Classroom teaching	Monthly exams
24-18	2	Studying Shakespeare's comedy	Twelfth Night	Classroom teaching	Monthly exams
30-25	2	Studying Shakespeare's romance	Twelfth Night	Classroom teaching	Monthly exams
Course Evaluation					
Daily preparation 50%, monthly exams 50%					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)			William Shakespeare's 'Hamlet' and Twelfth Night		
Main references (sources)			Shakespeare: A critical Study of his Mind and Art by Edward Dowden		
Recommended books and references (scientific journals, reports...)			Elizabethan Drama by Harold Bloom		
Electronic References, Websites			https://shakespeare.mit.edu/		

1. Course Name: Victorian Novel 1830-1900	
2. Course Code: 329 EVN	
3. Semester / Year: annual	
4. Description Preparation Date: 2024 2025	
5. Available Attendance Forms: in-person	
6. Number of Credit Hours (Total) / Number of Units (Total) 5 credits	
7. Course administrator's name (mention all, if more than one name)	
Asst. Prof. Dr. Maha Qahtan Sulaiman'	
Email : maha.qahtan@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives	1.Introducing the student to the methodology of the novel in English literature prescribed for this stage. 2. Enabling the student to understand the fictional text in relation to the prescribed items 3. Introduce the student to the characteristics of the literary period scheduled for this level. 4. Introducing the student to the literary importance of the texts scheduled for this level. 5. Introducing the student to the literary status of the novelists assigned to this level and their biographies. 6. Introducing the student to the artistic characteristics of the texts prescribed for this level 7. Introducing the student to the moral, social, or historical content that may be included in the texts prescribed for this level.
9. Teaching and Learning Strategies	
Strategy	Lecturing
10. Course Structure	


Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-30	3	<p>Knowing the time period</p> <p>Knowing the life of the author of <i>Wuthering Heights</i></p> <p>2nd monthly exam</p> <p>Knowing how to analyze the novel, its characters, and its basic idea of <i>Wuthering Heights</i></p> <p>3rd monthly exam</p> <p>Knowing the time period of the second novel</p> <p>Knowing the life the author of <i>Hard Times</i></p> <p>Knowing how to analyze the novel, its characters, and its basic idea of <i>Hard Times</i></p>	<p>The Victorian Era</p> <p>Emily Bronte</p> <p>Theme and Characterization</p> <p>(Victorianism)</p> <p>Charles Dickens</p> <p>Theme and Characterization</p>	<p>lecture</p> <p>Lecture</p> <p>Written exam</p> <p>lecture</p> <p>Written exam</p> <p>lecture</p> <p>Lecture</p> <p>lecture</p>	Test
11. Course Evaluation					
<p>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</p> <p>Grade out of 50 (20 monthly exam+5 daily exam)</p> <p>Final exam out of 50</p>					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			<i>Wuthering Heights</i> <i>Hard Times</i> &		
Main references (sources)			Coles Notes		

Recommended books and references (scientific journals, reports...)	Dictionary of Literary Terms
Electronic References, Websites	Sparknotes.com Cliff Notes. com Pdf text of Wuthering Heights Pdf text of hard Times

4. Course Name:					
Academic Writing					
5. Course Code:					
331 EA W					
6. Semester / Year:					
Annual					
7. Description Preparation Date:					
2024 2025					
8. Available Attendance Forms:					
Classroom					
9. Number of Credit Hours (Total) / Number of Units (Total)					
3 credits					
10. Course administrator's name (mention all, if more than one name)					
Prod Dr Nawal Fadhil Abbas nawal.fadhil@coeduw.uobaghdad.edu.iq					
11. Course Objectives					
Course Objectives		Introducing the student to the prescribed writing methodology for this stage. Empowering the student to enhance their knowledge of writing issues related to the prescribed vocabulary. Introducing the student to the basic concepts of academic writing prescribed for this stage. Empowering the student to apply writing rules to the vocabulary they are studying.			
12. Teaching and Learning Strategies					
Strategy		- Explanation and clarification - Lecture method - Self-learning method			
12. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	1.1	Background	lecture	test
2	2	1.2A & B	Reading	lecture	test
3	2	1.3	Avoiding plagiarism	lecture	test
4	2	1.4	Planning	lecture	test

5	2	1.5	Note making	lecture	test
6	2	1.6 & 1.7	Paraphrasing & Summarsing	lecture	test
7	2	1.8	References	lecture	test
8	2	1.9 & 1.10	Combining sources& organizing paragraphs	lecture	test
9	2	1.11&1.12	Intro. & Concl.	lecture	test
10	2	2.1	Argument & Discussion	lecture	test
11	2	2.2 & 2.3	Cause & Cohesion	lecture	test
12	2	2.4 & 2.5	Comparison & Def.	lecture	test
13	2	2.6 & 2.7	Examples& Generalization	lecture	test
14	2	2.8 & 2.9	Numbers& Problems	lecture	test
14	2	2.10&2.11	Style & Visual	lecture	test
16	2	2.12	Working in Groups	lecture	test
17	2	Test	-----	lecture	test
18	2	3.1 & 3.2	Abbrev. & Vocab	lecture	test
19	2	3.3 & 3.4	Articles & Caution	lecture	test
20	2	3.5 & 3.6	Conjun.& Ns + Adj	lecture	test
21	2	3.7 & 3.8	Prefix +suff & Pre.	lecture	test
22	2	3.9 & 3.10	Punctuations & Sin	lecture	test
23	2	3.11 & 3.12	Synon.& Time word	lecture	test
24	2	3.13 & 3.14	Passive& Verbs of R.	lecture	test
25	2	3.15	Verb-Tenses	lecture	test
26	2	4.1	Formal Letters	lecture	test
27	2	4.2	Writing CVs	lecture	test
28	2	4.3 & 4.4	Reports & reporting	lecture	test
29-30	2	4.5	Longer essays	lecture	test
13. 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					
14. Learning and Teaching Resources					

Required textbooks (curricular books, if any)	Academic Writing A Handbook for International Students by Stephen Bailey
Main references (sources)	Academic writing: from paragraph to Essay
Recommended books and references (scientific journals, reports...)	https://owl.purdue.edu/owl/general_writing/academic_writing/index.html
Electronic References, Websites	https://www.sydney.edu.au/students/writing/types-of-academic-writing.html



Fourth Year
2024 2025

Course Name: Novel	
Course Code: 432 EMN	
Semester / Year: annual	
Description Preparation Date: 2024 2025	
Available Attendance Forms: in-person lecture	
Number of Credit Hours (Total) / Number of Units (Total) 5 credits	
Course administrator's name (mention all, if more than one name)	
<ol style="list-style-type: none"> 1. Asst. Prof. Nibras Jawad 2. Prof. Enas Subhi 3. Assistant instructor Nadia Hikmet Faris <p>Emails: nibras.j@coeduw.uobaghdad.edu.iq enassubhi@coeduw.uobaghdad.edu.iq nadia.h@coeduw.uobaghdad.edu.iq</p>	
Course Objectives	
Course Objectives	Understanding information Taking decisions Critical analysis
Teaching and Learning Strategies	
Strategy	The goal behind teaching modern English fiction is to provide students with information and ideas about the importance of the modern novel and its impact on contemporary life because of its impact in presenting facts about the reality of the individual in the modern era and what Society is exposed to it from various intellectual currents. The novel has a special influence that distinguishes it from all other forms of literature due to its closeness to reality and the splendor of the techniques used by its author and his attempt to address more than one of the problems of the modern era
Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction about Modern novel	An Introduction to the Modern English Novel	lecture	test
2-3	3	Introduction about The novel	Introduction about Lord of the Flies by William Golding	lecture	test
4-13	3	Analysis of the novel	Analysis of the novel	lecture	test
14	3	Introduction about The Great Gatsby	Introduction about The Great Gatsby	lecture	Test
15-24		Analysis of the novel	Analysis of the novel	lecture	Test
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					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Lord of the Flies The Great Gatsby		
Main references (sources)			Eagleton, Terry. The English novel: an introduction. John Wiley & Sons, 2013		
Recommended books and references (scientific journals, reports...)			Development of English Novel: A Descriptive Literature Review. International Journal of English Literature and Social Sciences. 4. 4 (2019).		
Electronic References, Websites			https://www.sparknotes.com		

13. Course Name:	
Test Design and Assessment	
14. Course Code:	
433 ETDA	
15. Semester / Year: annual	
annual	
16. Description Preparation Date:	
2024 2025	
17. Available Attendance Forms:	
Face to Face (In Person)	
18. Number of Credit Hours (Total) / Number of Units (Total)	
4 Units	
19. Course Administrator's Name (mention all, if more than one name)	
Name: Narmeen Mahmood Muhammad	
Email: narmeen@coeduw.uobaghdad.edu.iq	
20. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Acquainting students with the material of the testing subject and enabling them to use the topics correctly. • Acquainting students with how to use the examples and designs presented in the curriculum. • Developing students' ability to distinguish between different types of tests. • Developing students' skill in constructing different types of questions. • Developing students' ability to construct a test for each skill. • Developing students' ability to create questions that assess the four skills in addition to grammar and vocabulary.
21. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • The course includes lectures and discussions, activities and assignments conducted in person and via Google Classroom platform, as well as communication with students both in person and electronically. Additionally, multiple means of communication, such as WhatsApp and Telegram will be adopted. • The curriculum consists of theoretical lectures, practical exercises, homework assignments, and the design of a sample test.

22. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2	<ul style="list-style-type: none"> Identifying the concepts of evaluation, assessment and testing. 	Evaluation, Assessment, and Testing	Lecture	Paper and pencil test
2-3	2	<ul style="list-style-type: none"> Identifying the trends and approaches of a language test. 	Trends and Approaches of a Language Test	Lecture	Paper and pencil test
4-5	2	<ul style="list-style-type: none"> Identifying the types of tests. 	Types of Tests	Lecture	Paper and pencil test
6-7	2	<ul style="list-style-type: none"> Identifying the features of good language test. 	Characteristic of a Good Language Test	Lecture	Paper and pencil test
8-11	2	<ul style="list-style-type: none"> Knowing how to design a communicative test. 	Communicative Test Design <ul style="list-style-type: none"> Test Design Test Development Test Operation Test Monitoring 	Lecture	Paper and pencil test
12-13	2	<ul style="list-style-type: none"> Identifying the techniques of communicative language testing. 	Techniques for Communicative Language Testing	Lecture	Paper and pencil test
14-15	2	<ul style="list-style-type: none"> Knowing how to construct a reading test. 	Testing Reading	Lecture	Paper and pencil test
16-17	2	<ul style="list-style-type: none"> Knowing how to construct a listening test. 	Testing Listening	Lecture	Paper and pencil test
18-19	2	<ul style="list-style-type: none"> Knowing how to construct a speaking test. 	Testing Speaking	Lecture	Paper and pencil test
20-23	2	<ul style="list-style-type: none"> Knowing how to construct a writing test. 	Testing Writing	Lecture	Paper and pencil test
24-26	2	<ul style="list-style-type: none"> Knowing how to construct a grammar test. 	Testing Grammar	Lecture	Paper and pencil test
27-29	2	<ul style="list-style-type: none"> Knowing how to construct a vocabulary test. 	Testing Vocabulary	Lecture	Paper and pencil test
30-32	2	<ul style="list-style-type: none"> Knowing about test-taking strategies. 	Test-Taking Strategies	Lecture	Paper and pencil test
23. Course Evaluation					
<ul style="list-style-type: none"> ❖ Distributing the score out of 100 according to the tasks assigned to the student, such as daily participation, daily quizzes (oral and written), monthly exams, reports, etc. ❖ The total mark is 50 instead of 100 • Quizzes: 10 • Monthly exams: 30 (15-15) • Reports: 10 					
24. Learning and Teaching Resources					

Required textbooks (curricular books, if any)	1. Language Testing by Tim McNamara, 2009. 2. Language Assessment, Principles and Classroom Practices by H. Douglas Brown, 2004. 3. A Practical Guide to Assessing English Language Learners by Christine Coombe et al., 2010.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	A Language Teacher's Guide to Assessment by Najat Al-Juboury, 2014.
Electronic References, Websites	How Language Assessment Works https://www.britishcouncil.org/exam/aptis/research/assessment-literacy .

Course Name: Practicum
Course Code: 436 E AP
Semester / Year: annual
Description Preparation Date: 2024 2025
Available Attendance Forms: in-person classes
Number of Credit Hours (Total) / Number of Units (Total) 4 credits
Course administrator's name (mention all, if more than one name)
1. Prof. Dr. Shatha Khadim Muften AL-Sady 2. Asst. Prof. Hanan Dhia Alsalihi dr.hanan@coeduw.uobaghdad.edu.iq shatha@coeduw.uobaghdad.edu.iq
Course Objectives
1. Preparing a generation of secondary school teachers who can teach the English language in these educational institutions. 2. Preparing female teachers capable of teaching the four skills: Listening, speaking, reading, and writing. 3. Enabling student-teachers to rely on themselves in preparing the lesson plan and preparing creative plans. 4. Using technologies to achieve integration between other methodological aspects and introducing them as an essential part of education programs 5. work hard to acquire the English language in addition to teaching skills, such as organizing the class, preparing the lesson plan, and using various methods and strategies in teaching the English language to secondary school students.
Teaching and Learning Strategies
Individual learning Peer work Group work

10. Course Structure: Practicum

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	Secondary school English language teacher	Discipline	Teacher- Student interaction & group work	Observational checklist
2	4	=	Classroom management	=	Observational checklist
3	4	=	Technical leaching material and visual aids	=	Observational checklist
4	4	=	Text-book analysis	=	Observational checklist
5	4	=	Bloom Taxonomy and Lesson Plan	=	Observational checklist
6	4	=	Reflective Teaching	=	Observational checklist
7	4	=	Watching real teaching videos for real teachers and previous years student-teachers	=	Observational checklist
8	4	=	Online Lessons	=	Observational checklist
9	4	=	Creating YouTube channel for teaching	=	Observational checklist
10	4	=	Microteaching	presentation	Observational checklist
11	4	=	=	=	Observational checklist
12	4	=	=	=	Observational checklist
13	4	=	=	=	Observational checklist
14	4	=	=	=	Observational checklist
15 -24	4	=	=	=	Observational checklist
Course Evaluation					

First Semester		
N	Assignments	scores
1. Creating google classroom		3
2. Creating YouTube channel		3
3. Teaching video. published on your YouTube channel and then share the link on your Google Classroom		15
4. Uploading Lesson plan on your Google Classroom	7	
5. Online lesson. published on your YouTube channel and then share the link on your Google Classroom		7
6. Reflective report. Submitted at the end of the practicum period.	5	
Total		40
Practicum Period		
8.	Educational Supervisor	
30		
9.	Scientific Supervisor	
20		
10.	The headmaster of school	
10		
Total	60	
Total of two semesters	100	
1. Learning and Teaching Resources		
Required textbooks (curricular books, if any)	No specific curricular books	
Main references (sources)	Crookes G. (2003). A practicum in TESOL: professional development through teaching practice. Cambridge University Press مجلة Forum	
Recommended books and references (scientific journals, reports...)	Crookes G. (2003). A practicum in TESOL: professional development through teaching practice. Cambridge University Press Forum Journal	
Electronic References, Websites	https://www.tesol.org/	

1. Course Name:	
English Grammar	
2. Course Code:	
435 EC GE	
3. Semester / Year:	
Annual System	
4. Description Preparation Date:	
25/24	
5. Available Attendance Forms:	
Classroom lectures & Google meet	
6. Number of Credit Hours (Total) / Number of Units (Total)	
5 credits	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Eman Adil Jaafar Email: eman_jafer@coeduw.uobaghdad.edu.iq Name: Asst. Inst. Harir Aamer hareer.a@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • - Introducing the students to the English grammar methodology prescribed for this stage. • -Enable the student to enhance his knowledge of grammar problems in relation to the prescribed vocabulary. • -Introducing the student to the basic grammatical concepts prescribed for this stage. • - Introducing the student to the relationship between grammar and other branches of linguistics, such as semantics • And pragmatic linguistics. • - Enabling the students to apply grammar rules in writing.
9. Teaching and Learning Strategies	
Strategy	Class Lectures and theoretical explanation/Dialogue inside the classroom/ Activities and assignments/Receiving students during office hours to inquire about what has been missed.
10. Course Structure: English Grammar	

Week	Hou rs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Chapter 7: The simple sentence: Clause patterns	Chapter 7: The simple sentence: Clause patterns	Classroom lectures Video lectures google classroom	Quiz & exams+ presentations
2	3	Clause elements semantically considered	Clause elements semantically considered	Classroom lectures	Quiz & exams+ presentations
3	3	Concord	Concord	Video lectures google classroom	Quiz & exams+ presentations
4	3	The vocative	The vocative	Classroom lectures	Quiz & exams+ presentations
5	3	Statements	Statements	Video lectures google classroom	Quiz & exams+ presentations
6	3	Questions	Questions	Classroom lectures	Quiz & exams+ presentations
7	3	Commands	Commands	Video lectures google classroom	Quiz & exams+ presentations
8	3	Exclamations	Exclamations	Classroom lectures	Quiz & exams+ presentations
9	3	Chapter 11: The complex Sentence	Chapter 11: The complex Sentence	Video lectures google classroom	Quiz & exams+ presentations
10	3	Verbless clauses	Verbless clauses	Classroom lectures	Quiz & exams+ presentations
11	3	Finite and non-finite clauses	Finite and non-finite clauses	Video lectures google classroom	Quiz & exams+ presentations
12	3	Infinitive with to	Infinitive with to	Classroom lectures	Quiz & exams+ presentations
13	3	Infinitive without to	Infinitive without to	Video lectures google classroom	Quiz & exams+ presentations

14	3	Exercises	Exercises	Classroom lectures	Quiz & exams+ presentations
15	3	Nominal clauses	Nominal clauses	Video lectures google classroom	Quiz & exams+ presentations
16	3	That-clauses	That-clauses	Classroom lectures	Quiz & exams+ presentations
17	3	Wh- clauses	Wh- clauses	Video lectures google classroom	Quiz & exams+ presentations
18	3	Yes –no interrogative clauses	Yes –no interrogative clauses	Classroom lectures	Quiz & exams+ presentations
19	3	Nominal relative clauses	Nominal relative clauses	Video lectures google classroom	Quiz & exams+ presentations
20	3	Comparative sentences	Comparative sentences	Classroom lectures	Quiz & exams+ presentations
21	3	Exercises	Exercises	Video lectures google classroom	Quiz & exams+ presentations
22	3	Adverbial clauses	Adverbial clauses	Classroom lectures	Quiz & exams+ presentations
23	3	Exercises	Exercises	Video lectures google classroom	Quiz & exams+ presentations
24	3	The verb phrase in dependent clauses Direct and indirect speech	The verb phrase in dependent clauses Direct and indirect speech	Classroom lectures Video lectures google classroom	Quiz & exams+ presentations

1. Course Evaluation: English Grammar
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
2. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Quirk, R. and Sidney Greenbaum. (1973). <i>A University Grammar of English</i> . London: Longman.
Main references (sources)	/
Recommended books and references (scientific journals, reports...)	https://www.youtube.com/channel/UC4cmBAit8iNJZE8qK8sfpA
Electronic References, Websites	The Grammar of English Grammars , by Could Brown (Online) EnglishLessons4U

Course Name:	
Linguistics II	
Course Code:	
436 ELI	
Semester / Year:	
Annual	
Description Preparation Date:	
24/25	
Available Attendance Forms:	
In person (on campus)	
Number of Credit Hours (Total) / Number of Units (Total)	
5 credits	
Course administrator's name (mention all, if more than one name)	
<p>Instructor Nawal Mahmood nawal@coeduw.uobagdad.edu.iq Asst. Instructor Mirvat Farooq Younis Merva.farook1203a@coeduw.uobaghdad.edu.iq</p>	
Course Objectives	
Course Objectives	<p>Cognitive aims</p> <ul style="list-style-type: none"> - Familiarizing students with linguistic bases and analytic theories to be employed in interpreting texts such as the pragmatics and discourse analysis. - Familiarizing students with the stages of learning a foreign language through studying the phases through which a child acquires their mother language. - This course describes the mental processes of pronouncing and comprehending words as well as responding to other sentences via the brain. - Drawing students' attention to the similarities among languages, which proves that they might have come from the same source. Additionally, the students surveyed the most common sources of learning language. - Studying the concept of accent and dialect, and how to identify the geographical area of someone via their accent. - Having a clear idea on language planning and how the various social factors, such as social and educational backgrounds, have an important role in learning a foreign language. - Having an idea on how various cultures influence the use and derivation of words. <p>Curriculum-based skills aims.</p>

	On finishing the curriculum, the students will be able to study and analyze texts and conversations at various levels: semantic, pragmatic, and discoursal. Besides, they will be able with many social concepts.				
Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none">-Explaining theoretical concepts with giving real-life examples.-Asking students to give similar examples on that specific concept to make sure they have fully comprehended the idea.-Elaborating on applying the concept on examples taken from the textbook, given by students per se, or given by the instructor from various sources outside the textbook.-Testing the information obtained by students through answering the exercises and questions at the of each chapter.				
Course Structure					
Week	Hou rs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Deixis, reference, inference, anaphora,	Pragmatics	Lecture	Test
2	3	presupposition, speech acts and politeness	=	Lecture	Test
3	3	Questions and Discussion	=	Lecture	Test
4	3	Cohesion, coherence, speech events, conversation analysis, turn-taking, cooperative principle, hedges	Discourse analysis	Lecture	Test
5	3	,implicature, background knowledge, schemas and scripts	=	Lecture	Test
6	3	Questions and discussion	=	Lecture	Test
7	3	Language areas in the brain including Wernick, Broca’s ,	Language and the Brain	Lecture	Test
8	3	Slips of the tongue and the ear,Dichotic testing, and the critical period	=	Lecture	Test
9	3	Questions and discussion	=	Lecture	Test
10	3	, input , acquisition schedule, cooing and babbling, one/two word stage, telegraphic speech,	First Language acquisition	Lecture	Test
11	3	The acquisition process, developing morphology, syntax (forming questions and negatives), developing semantics	=	Lecture	Test
12	3	Review and questions	=	Lecture	Test
13	3	Acquisition vs. learning, acquisition barriers, Affective factors methods of teaching (grammar-translation, audiolingual, communicative	Second language acquisition	Lecture	Test

14	3	Learner-directed focus including transference, intrerlanguage motivation, input, output	=	Lecture	Test
15	3	Communicative competence and applied linguistics +Questions	=	Lecture	Test
16	3	Family Tree, Connections, cognates, comparative reconstruction, sound reconstruction, word reconstruction	Language History and Change	Lecture	Test
17	3	History of English (Old, Middle), sound/semantic/syntactic changes, Diachronic/synchronic variation	=	Lecture	Test
18	3	Questions and discussion	=	Lecture	Test
19	3	The standard language, Accent vs. Dialect, Dielectology,Regional dialect, isoglosses and dialect boundaries,	Language and regional variation	Lecture	Test
20-21	3	Bilingualism and diglossia, language planning, pidgin and creoles, The post-creole continuum	=	Lecture	Test
22	3	Questions and discussion	=	Lecture	Test
23	3	Social dialects, education and occupation, social markers, speech style/shifting, speech accommodation, register and jargon,	Language and regional variation	Lecture	Test
24	3	Vernacular language+ questions Culture, categories, kinship terms, time concepts, Linguistic relativity Sapir-Whorf hypothesis, snow, cognitive/ social categories, classifiers Address terms, gender (words, speech, interaction) Questions and discussion Chapter 1+2 Chapter 3+4 Chapter 5+6 Chapter 7+8	Language and regional variation Language and culture = = = Review = = =	Lecture	Test
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					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Yule, George (2010). The Study of Language (7th ed.) UK: Cambridge University Press		

Main references (sources)	An Introduction to Language (5th edition) by Victoria Fromkin and Robert Rodman
Recommended books and references (scientific journals, reports...)	Linguistics by Jean Aitchison
Electronic References, Websites	https://www.britannica.com/science/linguistics

1. Course Name: Modern Drama					
2. Course Code: 437 EMD					
3. Semester / Year: annual					
4. Description Preparation Date: 24/25					
5. Available Attendance Forms: Actual Attendance + Google Classroom Availability					
6. Number of Credit Hours (Total) / Number of Units (Total) 5 credits					
7. Course administrator's name (mention all, if more than one name)					
Prof Dr. Marwa Ghazi Muhammad: marwa_grery@coeduw.uobaghdad.edu.iq Asst. Prof. Enas Jaafar Jawad : nasjafar@coeduw.uobaghdad.edu.iq Asst. Inst. Zainab Mohammed: zainab.m@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		Acknowledging students with the main literary trends and movements post the two world wars. That were reflected on the British and American theatre. Enabling students know the theatrical technicality employed in revealing the life of the post war and how this life witnessed a change resulting in changing the way people thought of this post-war life			
9. Teaching and Learning Strategies					
Strategy		Lecturing Oral presentation Individual Presentations Written Tests Oral Tests			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	3	Introducing the students with an idea on the 20th century British Theatre	An Introduction to 20th Century British Theatre	Lecturing	Written Tests

2-8	24	Introducing Details on the Dramatic Works at the beginning of the 20th century	An Introduction to George Bernard Shaw's Arms and the man	Lecturing and Playing a Video on Arms and the Man	Tests
9-11	6	Introducing the main Literary Movements in the British Theatre	An Introduction to Literary Movements in the British Theatre	Lecturing	Tests
12-18	24	A Detailed explanation of Bernard Shaw's Arms and the Man	Bernard Shaw's Arms and the Man	Lecturing and playing video on the play	Tests
19-2	6	Introducing the British life post the 2nd World War and its reflection on the 1950s theatre.	The 1950s theatre and The Theatre of the Absurd	Lecturing	Tests
21-24	24	Discussing the Theatre of the Absurd	Samuel Beckett's Waiting for Godot	Lecturing and Playing Video on the play	Tests
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)			Arms and the Man by George Bernard Shaw. Waiting for Godot by Samuel Beckett. Critical Writings and Analysis of the plays		
Main references (sources)			1 Robert DiYanni, Literature: Reading Fiction, Poetry and Drama (2002) 2 Sanders, Andrew, The Short Oxford History of English Literature(2002) 3 Krasner, David, A Companion to Twentieth Century American Drama (2005)		
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites			:http://books.google.com/?hl=ar http://www.barnesandnoble.com http://www.gutenberg.org/wiki/ Free_Kindle_Books http://libgen.info/index.php/ / http://www.freebookspot.es		

Course Name:					
Modern Poetry					
Course Code:					
438 EMP					
Semester / Year:					
Annual					
Description Preparation Date:					
24/25					
Available Attendance Forms:					
Department Lecture Halls: in person					
Number of Credit Hours (Total) / Number of Units (Total)					
4 credits					
Course administrator's name (mention all, if more than one name)					
<p>Lect. Dr. Adhraa AbdulHussein Naser adhraa.a.naser@coeduw.uobaghdad.edu.iq Asst. Inst. Alaa Ali alaa.Ali@coeduw.uobaghdad.edu.iq</p>					
Course Objectives					
Course Objectives	<p>Introducing the modern and contemporary literary and critical movements and Schools of English and American. Introducing modern poetic and literary techniques and the new approaches of recording 20th century history Introducing Modern social and literary changes of the 20th century and its impact on modern poetry</p>				
Teaching and Learning Strategies					
Strategy	<p>Achieving the skills goals of reading and learning modern English poetry Learn literary expression, use of language, and knowledge of the goal for the fourth level Understanding and using the information necessary to obtain it Make decisions on solutions Interaction as a group or with the professor through various educational methods</p>				
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1-2	6	Introduction of Modern and 20th century poetry	introduction	Lectures	Oral quiz
3-9	9	Introduction continues+ W. B. Yeats	Yeats	lectures	Quiz
9-10	6	T. S. Eliot	Eliot	Lectures	Quiz+test
11-12	6	War Poetry	Wilfred Owen	lectures	Quiz
13-14	6	Georgian poetry	Walter De La Mare	lectures	Quiz
14- 15	6	Social Movement	W. H. Auden	lectures	Quiz
16-17	6	Dylan Thomas	Dylan Thomas	Lectures	Quiz
18-19	6	Confessional Poets	Philip Larkin	lecture	Quiz
20-21	6	The Movement	Sylvia Plath	Lectures	Quiz+ test
22-23	6	Post modern poetry	Anne Waldman	lectures	Quiz
23-24	6	Review	review	Tests	Quiz

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	
Learning and Teaching Resources	
Required textbooks (curricular books, if any)	David, ed. A Companion to Twentieth American Drama (2005).
Main references (sources)	Sanders, Andrew. The Short Oxford History of English Literature (1999).
Recommended books and references (scientific journals, reports...)	DiYanni, Robert. Literature: Reading Poetry, Fiction and Drama, 5th ed. (2002).
Electronic References, Websites	Internet

1. Course Name:	
Translation	
2. Course Code:	
439 ETr	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
2024 2025	
5. Available Attendance Forms:	
Weekly, in person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 credits	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Khalida Hamid Tisgam Email: khalida.hamid@coeduw.uobaghdad.edu.iq Assistant instructor Rana Sameer rana.s@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives	This course teaches the basic rules and skills of translation between Arabic and English. Students are exposed to the basics that translators observe at work. It also starts with an introduction to the basic skills that need to be observed in translation before the students start their translation work on the paragraph level. Texts are general and are taken from encyclopedias and other authentic sources, with simple and complex assignments. *Preparing a generation of female graduates who have the ability to practice the translation profession. * Preparing graduates proficient in the four English language skills: comprehension, speaking, reading, writing. * Enabling students to depend on themselves in understanding what they read and hear in the English language Beyond the limits of the previous study. * Highly qualifying female students to enroll in postgraduate programmes.
9. Teaching and Learning Strategies	
Strategy	Lecture method To involve students in creative thinking by asking questions. Motivating students to achieve adequate translation through group discussions.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
7-1	2	Introduction to Translation	Introduction to Translation	Lecture	Oral/Written Tests
15-8	2	Translation of Sentences	Translation of Sentences	Lecture	Oral/Written Tests
19-15	2	Translation of Complex Sentences	Translation of Complex Sentences	Lecture	Oral/Written Tests
22-20	2	Translation of Paragraphs	Translation of Paragraphs	Lecture	Oral/Written Tests
24-23	2	Translation of complex Paragraphs	Translation of complex Paragraphs	Lecture	Oral/Written Tests
11. Course Evaluation					
<p>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.</p> <p>1. Written tests. 2. Adopting the method of daily tests and semester tests (their number is four or so/ 20 marks) 3. Pop up Quizzes. 4. Research projects and mini-lectures. Asking students to write a research and translate a number of technical paragraphs to train them for future work.</p>					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			An introduction to translation written by a group of professors		
Main references (sources)			Introduction to the science of translation - Reflection on translation: past, present and future. By: Mathieu Guidère		
Recommended books and references (scientific journals, reports...)			Lectures on translation written by Muhammad Yahya Abu Risha		
Electronic References, Websites			Basics of translation from English to Arabic. By Dr. Ezz El-Din Al-Khatib		

1. Course Name:					
ADVANCED LISTENING AND SPEAKING					
2. Course Code:					
441E ALS					
3. Semester / Yearly					
Annual					
4. Description Preparation Date:					
2024 2025					
5. Available Attendance Forms:					
In person					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 credits			3		
7. Course administrator's name (mention all, if more than one name)					
Assist Professor, Raghad Fahmi Aajami raghad.fahmi@coeduw.uobaghdad.edu.iq					
8. Course Objectives					
Course Objectives		1.Introducing the student to the importance of communication skills 2. Introducing the student to the advanced techniques, and the world around.			
9. Teaching and Learning Strategies					
Strategy		1. Using the lab and classes 2. Solving Exercises and making self activities			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	1. Introducing the speaking and	Introduction to Listening Skills	Students' activities,	Term Tests &

2	2	listening of English to help learners to improve their communications skills of the spoken language. 2. The items of the course cover all aspects of the study of sound. 3. Practice material is given at intervals throughout the course period.	Speaking Basics Pronunciation, intonation, basic conversation skills.	Exercises, & Sound clips & Activates	Quizzes
3	2		Listening Comprehension Note-taking, summarizing, understanding context.		
4	2		Speech Organs		
5	2		Exercises		
6	2		Explanation of Articulators		
7	2		Speaking in Various Contexts Formal vs. informal speaking, negotiation skills		
8	2		Exam		
9	2		Using language Cooperative Principle		
10	2		Analyzing speeches, debates, and discussions.		
11	2		Analyzing speeches, debates, and discussions.		
12	2		Analyzing speeches, debates, and discussions.		
13	2		Advanced Techniques		
14	2		Exam		
15	2		Advanced Techniques		
Final Exam					
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)	- J. D. O'Connor. (2003). Better English Pronunciation. Cambridge: Cambridge University Press
Main references (sources)	<ul style="list-style-type: none"> • https://iraq.britishcouncil.org/en/exam/ielts/prepare/books • https://takeielts.britishcouncil.org/take-ielts/prepare/books
Recommended books and references (scientific journals, reports...)	<i>Dictionary of Linguistics. By: David Crystal, MA: Blackwell, 2003</i>
Electronic References, Websites	http://www.journals.elsevier.com/journal-of-ielts https://www.cambridge.org/core/journals/journal-of-the-international-communication-association