



جَامِعَةُ الْبَيَانِ



Academic Program Description

Al-Bayan University
College of Business Administration

2024 - 2025

Department of Business Administration
September 16, 2024



| | |
|---|--|
| University | Al-Bayan University |
| Faculty/Institute | College of Business Administration |
| Scientific Department | Department of Business Administration |
| Academic/Professional Program Name | Business Administration Sciences Program |
| Final Certificate Name | Bachelor of Science in Business Administration |
| Academic System | Annual/courses |
| Description Preparation Date | 16-09-2024 |
| File Completion Date | 30-09-2024 |

Head of Department

Sign

Name Dr. Nawfel Mahmood Musa

Date 30-09-2024

Scientific Associate

Sign

Name D. Naufal Mahmood
Moussa

Date 30-09-2024

This File has been checked by Quality Assurance and University Performance
Director of Quality Assurance and University Performance Department

Head of Quality Assurance Section

**Mustansiriyah University
Administration and Economics
College
Business Administration Department**



**Al-Mustansiriya
University
Faculty of
Business and
Economics
Department of
Business
Administration**

Sign

Name Rosa Saeed Abdulhadi

Date 30-09-2024

Approval of the Dean



1. Program Vision

To be a pioneering center capable of preparing qualified entrepreneurs with scientific competence and social responsibility through education that combines theory and practical application, with a commitment to excellence in scientific research and contributing to the development of society to achieve the goals of sustainable development

2. Program Mission

To be a distinguished scientific center to provide specialized and comprehensive educational programs, disseminate scientific knowledge, conduct research with an impact in the scientific and practical field, and develop business leaders with leadership values, through a supportive educational environment for them to promote critical and creative thinking in accordance with the goals of sustainable development and respond to local and regional challenges

3. Program Objectives

1. Enabling students to enhance their leadership and entrepreneurial skills necessary in the labor market through educational curricula for the purpose of facing contemporary business challenges and problems. With the support of scientific research, innovation and creativity.
2. Contribute to achieving the requirements of the digital economy and sustainable development goals through programs and initiatives that support the green economy and responsible practices and encourage participation in them.
3. Relentless pursuit to develop labor standards by managing total quality and continuous improvement of the educational process for the purpose of making the college's outputs serve the labor market and according to the economic and social variables in Iraq.
4. Providing educational services with cognitive dimensions in an integrated manner for all college students without discrimination on the basis of gender or race.

4. The Program Accreditation

N/A

5. Other External Influences

N/A

6. Program Structure

| Course Structure | Number of Courses | Credit Units | (%) | Reviews |
|------------------|-------------------|--------------|-----|---------|
| | | | | |



| | | | | |
|-----------------------------------|----|-----|-------|----------------------|
| Institutional Requirements | 59 | 142 | 41.5% | Primary and optional |
| College Requirements | 59 | 142 | 41.5% | Primary and optional |
| Department Requirements | 59 | 142 | 41.5% | Primary and optional |
| Summer Training | 1 | 1 | 100% | Primary |
| Other | - | - | - | - |

7. Program Description

| Year / Level | Course Code | Course Name | Credit Hours | |
|--------------------------------------|-------------|---|--------------|-----------|
| | | | Theoretical | Practical |
| The first stage/first course | | Principles of business management 1 | 3 | |
| | | Principles of Economics 1 | 3 | |
| | | Accounting principles1 | 3 | |
| | | Mathematics for business administration | 2 | |
| | | Arabic | 2 | |
| | | Administrative readings (E) | 2 | |
| | | English language | 2 | |
| | | Computer1 Microsoft Office | 2 | |
| The first stage/second course | | Principles of business administration 2 | 3 | |
| | | Principles of economics2 | 3 | |
| | | Accounting principles 2 | 3 | |
| | | Statistics for business administration | 2 | |
| | | Arabic language 2 | 2 | |
| | | Business correspondence(E) | 2 | |
| | | Computer2 Microsoft Office | 2 | |

8. Expected learning outcomes of the program

➔ **Knowledge**



Outcome Learning 1
Outcome Learning 2
Outcome Learning 3

- 1- Preparing administrative staff specialized in contemporary business management.
- 2- Providing a distinguished academic program whose curricula keep pace with local and international scientific developments.
- 3- Modernizing and developing postgraduate programs in accordance with the requirements of sustainable development and global developments.

→ Skills

Outcome Learning 1
Outcome Learning 2
Outcome Learning 3

- 1- Focus on practical applications in the areas of sub-management and practical training on applying education skills to provide the labor market with efficient outputs.
- 2- Supporting and assigning teaching staff in the fields of scientific research and active participation in scientific and international forums to serve the educational institution and society.
- 3- Qualifying job cadres in various business sectors.

→ Values

Outcome Learning 1
Outcome Learning 2
Outcome Learning 3

- 1- Cooperation, participation, and building a purposeful team spirit
- 2- Scientific creativity in contemporary administrative disciplines
- 3- Adhering to the values of transparency, scientific honesty, and institutional accountability
- 4- Consolidating meaningful scientific and social relations in the work environment
- 5- Continuous review and efficient evaluation to improve administrative and scientific performance

9. Teaching and Learning Strategies

- Explaining vocabulary according to the curriculum prepared in the sectoral environment, taking into account innovation
 - Using descriptive examples as a teaching method to increase subject-specific skills
- Explaining vocabulary according to the curriculum prepared in the sectoral environment, taking into account innovation

10. Evaluation Methods

- Conduct periodic and surprise exams according to the department's plan.



- Review previous topics through in-class discussions before addressing new topics.
- Conduct periodic and surprise exams according to the department's plan.

11. Faculty

Faculty Members

| Titles | Specialization | | Special Requirements/Skills | Numbers | |
|----------------|----------------|---------|-----------------------------|---------|-----|
| | General | Special | | Staff | Lec |
| Prof | 4 | 3 | - | 4 | - |
| Ass. Prof | 5 | 4 | - | 4 | 1 |
| Lecturers | 7 | 6 | - | 7 | - |
| Ass. Lecturers | 3 | 3 | - | 3 | - |

Professional Development

Mentoring New Faculty Members

Briefly describe the process used to guide new faculty members, visitors, adjuncts, and part-time faculty at both institutional and departmental levels.

Professional Development for Faculty Members

Briefly describe the plan and arrangements for academic and professional development for faculty members, including teaching and learning strategies, assessment of learning outcomes, professional development, and so on.

12. Acceptance Criteria

Establishing the Regulations Regarding Admission to the College or Institute, whether through centralized admission or other methods.

13. The most important Sources of Information about the Program



-
- *Methodical books, laws and constitutions*
 - *Books written by department teachers*
 - *Letters, dissertations, and local and foreign periodicals*

14. Program Development Plan

Strengthening the academic program with the practical aspect through field visits to government units



Basics of business management Basic of business Administration

| Module Information | | | |
|---|--|-------------------------------|--|
| Title | Basics of business management | | Module Delivery |
| Type | Core learning activity | | <input checked="" type="checkbox"/> Theory <input type="checkbox"/> Reading <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar |
| Code | BA1101 | | |
| ECTS | ^ | | |
| SWL (HR/SEM) | 200 | | |
| Level | 1 | Semester of Delivery | ^ |
| Department | Business Administration | College | Administration and Economics |
| Leader | .Assoc. Prof. Dr Fadia Lotfi Abdel Wahab | email | <u>Fadia-alganabi@uomustansiriya.edu.iq</u> |
| Leader's Acad. Title | Assistant Professor | Leader's Qualification | Doctor |
| Tutor | | email | |
| Peer Reviewer Name | Assoc. Prof. Dr. Fadia Lotfi Abdel Wahab Assoc. Prof. Dr. Baraq Taleb Abdul-Jabbar Eng. Dr. Ahmed Mohamed Ibrahim Hassan | email | <u>Fadia-alganabi@uomustansiriya.edu.iq</u> buraq_ad@uomustansiriya.edu.iq ahmed84n@uomustansiriya.edu.iq |
| Scientific Committee Approval Date | | Version Number | 1 |



Relation with other Modules

| | | | |
|----------------------|------|----------|--|
| Prerequisite module | None | Semester | |
| Co-requisites module | None | Semester | |



Module Aims, Learning Outcomes and Indicative Contents

| | |
|--|---|
| <p>Module Objectives</p> | <ol style="list-style-type: none"> 1- Definition of management and the nature of the administrative process, as well as the concept of the manager, the functions of the manager, and his basic executive mission 2- Basic concepts of business organizations and their activities such as operations management, marketing management, human resources management, etc. 3- Providing students with a comprehensive overview of business administration principles, such as social responsibility, business ethics, effectiveness and efficiency in business organizations, and organizational goals 4- Providing a comprehensive understanding of administrative schools in their chronological order. 5- Develop students' skills in employing the factors influencing organizations and analyzing their internal and external environment. 6- Students learn about the ethical issues associated with business and how to make sustainable and ethical decisions 7- Students are trained to work in teams and interact effectively with others. |
| <p>Module Learning Outcomes</p> | <ol style="list-style-type: none"> 1- A comprehensive understanding of the concepts and activities of business organizations such as operations management, marketing, human resources, finance, research and development, etc |



| | |
|-----------------------------------|---|
| | <p>2- It exposes the student to social responsibility, business ethics, effectiveness, efficiency, and organizational goals in business organizations</p> <p>3- It provides the student with a comprehensive understanding of managing innovation and organizational change in the business environment</p> |
| <p>Indicative Contents</p> | <p>The guidance content includes:</p> <p>Daily study = 14 weeks x 6 hours = 84 hours</p> <p>Daily exam preparation = 2 weeks x 6 hours = 12 hours</p> <p>Final exam preparation = 1 week x 10 hours = 10 hours</p> <p>Reports = 1 week x 4 hours = 4 hours</p> <p>Extracurricular activity = 2 weeks x 4 hours = 8 hours</p> <p>Project preparation = 2 weeks x 2 hours = 4 hours</p> <p>if:</p> <p>$84 + 12 + 10 + 4 + 8 + 4 = 122$ hours</p> <p>It is equal to the irregular academic load of the student during the semester.</p> |



Learning and Teaching Strategies

| | |
|-------------------|---|
| Strategies | Explaining the scientific material to students in detail, and involving students in lectures, discussions, dialogue, asking questions, brainstorming, and short tests to hone their scientific talents. |
|-------------------|---|

Student Workload (SWL)

The student's academic load is calculated as 15 weeks.

| | | | |
|---|-----|--|-----|
| Structured SWL (h/sem) Regular student load during the semester | 78 | Structured SWL (h/w) Regular weekly student workload | ٥,٢ |
| Unstructured SWL (h/sem) Irregular student load during the semester | 122 | Unstructured SWL (h/w) Irregular student study load weekly | ٨,١ |
| Total SWL (h/sem) The student's total academic load during the semester | 200 | | |

Module Evaluation Assessment of the course

| As | | Time/Number | Weight (Marks) | Week Due | Relevant Learning Outcome |
|----------------------|---------------|-------------|----------------|----------|---------------------------|
| Formative assessment | Quizzes | ١ | ١٠% (١٠) | ٦ | 1 ,2,4 and 5 |
| | Online Assign | ١ | 10% (10) | ٤ | 2,3,4,5 and 6 |



| | | | | | |
|-------------------------|--------------------|---------|---------------------|----------------|-----|
| | Onsite Assignments | ١ | 10% (10) | Continuo us | all |
| | Report | 1 | 10% (10) | Continuo us | all |
| Summative assessment | Midterm Exam | 2 hours | 10% (10) | ١٢ | all |
| | Final Exam | 3 hours | 50% (50) | 16 | all |
| Total assessment | | | 100% (100 Marks) | | |



Delivery Plan (Weekly Syllabus)

| Week | Material Covered |
|---------|--|
| Week 1 | The nature of management (definition of management and manager) |
| Week 2 | Introductions to the study of management |
| Week 3 | Managing the organization's core activities |
| Week 4 | Managing support activities in the organization, homework |
| Week 5 | patterns of human behavior |
| Week 6 | exam |
| Week 7 | Administrative skills |
| Week 8 | Roles of the manager or administrative activity |
| Week 9 | Manager jobs and types of managers according to organizational level |
| Week 10 | Traditional school |
| Week 11 | behavioral humanistic school |
| Week 12 | exam |
| Week 13 | Modern Trends School |



| | |
|---------|---|
| Week 14 | Management and its environment |
| Week 15 | Components of the public environment Components of the private environment |
| Week 16 | exam |

Learning and Teaching Resources

| | Text | Available in the Library? |
|-------------------|--|---------------------------|
| Required Texts | Al-Shammaa, Khalil Mohamed Hassan (٢٠٢٢) Principles of Management with a Focus on :Business Management, First Edition, Amman Dar Wael Publishing and Distribution | |
| Recommended Texts | | |
| Websites | Scientific journals that are published in the subject of specialization and from reputable journals. | |



Grading Scheme

| Group | Grade | Appreciation | Marks % | DefinitionDefinition |
|--|------------------|-------------------------|----------|--|
| Success Group (50 - 100) Success Group | A - Excellent | privilege | 90 – 100 | Outstanding Performance Outstanding performance |
| | B - Very Good | Very good | 80 - 89 | Above average with some errors Above average with some errors |
| | C - Good | Good | 70 - 79 | Sound works with notable errors Sound performance with noticeable errors |
| | D - Satisfactory | medium | 60 - 69 | Fair but with major shortcomings Good but with major drawbacks |
| | E - Sufficient | Acceptable | 50 - 59 | Work meets minimum criteria meets minimum standards Performance |
| Fail Group (0 – 49) | FX – Fail | Deposit (in processing) | (45-49) | More work required but credit awarded More work is required but credit has been awarded |
| | F – Fail | Failure | (0-44) | Considerable amount of work required A great deal of effort is required |

Note: Decimal points above or below 0.5 will be rounded to the full sign higher or lower (for example, 54.5 will be rounded to 55, while 54.4 will be rounded to 54).

The University has a zero-tolerance policy for "near-success failures", so the only modification to the marks awarded by the original proofreaders would be the automatic rounding described above.



Sample course description

| Course Information | | | |
|--|----------------------------------|---|---|
| Unit Title | Principles of Economics | | Delivery of the unit |
| Unit Type | Essential | | <input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> TUT Review Hours <input type="checkbox"/> laboratory <input type="checkbox"/> Tutorial <input type="checkbox"/> practical <input type="checkbox"/> Workshop |
| Module Code | BA1102 | | |
| Credits of the European System | 6 | | |
| SWL (Hour/Week) | 150 | | |
| Unit Level | 1 | Delivery Separation | 1 |
| Department of Management | Business Administration | kidney | Faculty of Business and Economics |
| Subject Professor | Prof. Dr. Ahmed Hafez | | email: dr_ahmed_al@uomustansiriyah.edu.iq |
| Scientific Title | professor | Certificate of the Teacher of the Subject | Doctor |
| teacher | Eng. Dr. Ahmed Hamed Juma Hathal | email | drahmedmms29@uomustansiriyah.edu.iq |
| Name of peer references | A.M. Hendren Hassan Hussein | email | drahmedmms29@uomustansiriyah.edu.iq |
| Date of approval of the Scientific Committee | | Issue Number | 1 |

Relationship with other educational materials

| | | | |
|----------------------------|------|----------|--|
| Prerequisites Module | None | Semester | |
| Common Requirements Module | None | Semester | |

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Unit Objectives, Learning Outcomes, and Instructional Contents

| Unit Objectives, Learning Outcomes, and Instructional Contents | |
|---|---|
| Objectives of the study | <p>1- Clarifying the foundations of economics at the micro and macro levels in its modern ways and keeping pace with global systems</p> <p>2- Focus on understanding economic culture and methods of micro and macroeconomic analysis</p> <p>3- Integrating the theory and practice of economics and focusing on the realistic optimization of the global and local economy</p> <p>4- Coordination between economics and management as complementary sciences in the economic system</p> <p>5- Students acquire the skill of dealing with economic data at the micro and macro levels</p> |
| Learning Outcomes for the Course | <ol style="list-style-type: none"> 1. Define the concept, foundations and principles of economics and its most important and prominent theories. 2. Knowledge of the method of economic thought and economic systems. 3. Learn how to apply demand theory. 4. It shows the student the practical applications of the factors affecting the demand. 5. Enabling students to understand economic issues and provide them with knowledge and the foundations of economics in addition to its relationship with other sciences and understanding economic systems by familiarizing them with history and economic thought. 6. How economic markets work at the micro and macroeconomic level . 7. Understand the process of changes in prices, quantities and elasticities of various economic types, 8. Understand changes in prices, quantities, economic growth, inflation, and macroeconomic and monetary policy mechanisms . |
| How-to Contents Including Rushdies | <p>How-to content includes.</p> <p><u>Part A – Economic Theory</u></p> <p>Acquire diverse knowledge about the foundations and principles of economics and the most important and prominent theories, understanding the method of economic thought and economic systems, knowing demand and the factors affecting demand, knowing the concept of supply and the factors determining it, explaining market behavior and economic theories.</p> <p>Timing the learning environment for male and female students to divide the business and keep pace with research in practices in international universities.</p> <p>- Deep understanding of economic information and commitment to integrity and transparency in the economic decision-making process</p> |



| | |
|--|--|
| | <ul style="list-style-type: none"> - The student acquires basic skills in microeconomic analysis and economic markets. -Strengthening the global secretariat in the transfer of information and work ethics and promoting teamwork - Unbiased in economic analysis of economic events - Commitment to accurate transmission of information - Commitment to scientific economic indicators |
|--|--|

Learning and Teaching Strategies

| | |
|-------------------|---|
| Strategies | The main strategy that will be adopted in the delivery of this module is to encourage student participation in exercises, while at the same time improving and expanding their critical thinking skills. This will be achieved through interactive classrooms and tutorials and by looking at the types of simple experiments that include some sampling activities that are of interest to students. |
|-------------------|---|

The student's academic load is calculated for 10 weeks

| | | | |
|--|------------|---|-----|
| Structured SWL (h/sem) Student's regular academic load during the semester | 63 | Structured SWL (h/w) Regular Academic Load of the Student Weekly | 6,3 |
| Unstructured SWL (h/sem) Student's irregular academic load during class | 87 | Unstructured SWL (h/w) Student's irregular academic load per week | 8,7 |
| Total SWL (h/sem) The student's total academic load during the semester | 150 | | |

Assessment of the course

| As | | Time/Number | Weight (Marks) | Week Due | Relevant Learning Outcome |
|-----------------------------|-------------|-------------|----------------|----------|---------------------------|
| Formative Assessment | Daily Tests | \ | 10% (10) | 7 | LO #1- #4 and #5, #11 |
| | Tasks | \ | 10% (10) | 9 | LO #1 - #4 and #5 - #11 |



| | | | | | |
|---------------------------|--------------|-----|------------------|------------|-------------------------|
| | report | ١ | 10% (10) | Continuous | All |
| | Discussions | 1 | 10% (10) | 13 | LO #5 - #8 and #9 - #13 |
| Evaluation Summary | Midterm exam | 2hr | 10% (10) | ١٢ | LO #1 - #7 |
| | Final Exam | 3hr | 50% (50) | 16 | All |
| Overall Evaluation | | | 100% (100 Marks) | | |

| Theoretical Weekly Curriculum | |
|--------------------------------------|--|
| | Material Covered |
| Week 1 | The conceptual framework of economics and its relationship to other sciences, economic resources |
| Week 2 | The Economic Problem and its Remedy, Economic Systems |
| Week 3 | Demand Theory, Law of Demand, Change in Demand and Change in Quantity Demanded |
| Week 4 | ,Demand elasticity, types and methods of measurement, determinants of demand elasticity importance of demand elasticity |
| Week 5 | Supply Theory , Law , Curve and Supply Table, Determinants of Supply, Supply Elasticity |
| Week 6 | Consumer Behavior, Utility Concept, Total Utility and Marginal Utility |
| Week 7 | Economic Markets + (Tests) |
| Week 8 | Macroeconomic Concepts, Aggregate Demand, Factors Affecting Aggregate Demand |
| Week 9 | Foreign Trade, Government Spending, Balance of Aggregate Supply and Aggregate Demand (Tasks) + |
| Week 10 | Money and Banks, Concepts, Functions, Characteristics, Types |
| Week 11 | Public Finance, Concepts, Objectives, Public Expenditure, Expenditure Divisions and Elements, Public Revenues, Types and Divisions, Public Budget (Concept and Components) |
| Week 12 | Midterm exam |
| Week 13 | ,Foreign trade concept, reasons for its establishment, balance of payments, exchange rate exchange rate systems. + (Discussions) |
| Week 14 | Economic problems (unemployment and its types, social effects of unemployment, health .and psychological effects, inflation, types of inflation, causes of inflation |



| | |
|---------|---|
| Week 15 | ,Economic growth and development, concepts, determinants of economic growth .determinants of economic development, sustainable development |
| Week 16 | Final Exam |

Delivery Plan (Weekly Lab Curriculum)

| | Covered Materials |
|--------|-------------------|
| Week 1 | |
| Week 2 | |

Learning and Teaching Resources

| | source | Available at the library? |
|--------------------|--|---------------------------|
| Required Source | Principles of Economics Karim Mahdi Al-Hasnawi | Yes |
| Recommended Source | Gregory Mankiw Principles of Economics | No |
| Websites | World Bank Reports, Central Bank Reports, Ministry of Planning Reports, E-Library Websites | |

Grading Chart

| Group | Grade | Appreciation | Marks % | Definition |
|-----------------------------|------------------|-------------------------|----------|--|
| Success Group (50 - 100) | A - Excellent | privilege | 90 – 100 | Great performance |
| | B - Very Good | Very good | 80 – 89 | Above average with some errors |
| | C - Good | Good | 70 – 79 | Working with noticeable errors |
| | D - Satisfactory | medium | 60 – 69 | Medium but with major shortcomings |
| | E - Sufficient | Acceptable | 50 – 59 | The work meets minimum standards |
| Fail Group (0 – 49) | FX – File | Deposit (in processing) | (45-49) | More work required but credit is granted |
| | F – Fail | Failure | (0-44) | A great deal of work is required |

Note: Decimal points above or below \cdot, \circ will be rounded to the highest or lowest full sign (for example, $\circ \epsilon, \circ$ will be rounded to $\circ \circ$, while $\circ \epsilon, \epsilon$ will be rounded to $\circ \epsilon$). The University has a policy of not condoning "close pass failure" and therefore the only modification of marks awarded by the original mark(s) will be the automatic rounding described above

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MODULE DESCRIPTION FORM

Sample course description

| Module Information | | | |
|---|---|--|------------------------------|
| Course Information | | Module Delivery | |
| Module Title | Mathematics for Business Administration | | |
| Module Type | Basic learning activities | <input checked="" type="checkbox"/> Theory <input type="checkbox"/> Reading <input type="checkbox"/> Lap <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Seminar | |
| Module Code | BA1104 | | |
| ECTS Credits | 6 | | |
| SWL (hr/sem) | 150 | | |
| Module Level | 1 | | |
| Department | Business Administration | College | Administration and Economics |
| Module Leader Professor of the Subject | | email | |
| Module Leader's Acad. Title Scientific Rank | | Module Leader's Qualification | |
| Module Tutor Professor of Discussion | There isn't any | email | |
| Peer Reviewer Name Name of Curriculum Review Expert | There isn't any | email | |
| Scientific Committee Approval Date | | Version Number | 1 |

Relation with other Modules

Relationship with other subjects

| | | | |
|---|------|-----------------|--|
| Prerequisite module ?Is there a paver | None | Semester | |
| Co-requisites module | None | Semester | |

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| Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Instructional Contents | |
|--|---|
| Module Objectives Course Objectives | <ol style="list-style-type: none"> 1. Developing students' skills in the field of differentiation. 2. Developing students' skills in the field of mathematical thinking. 3. Developing students' skills in the field of solving sports problems. 4. Linking the methods of solving administrative problems with mathematical methods. 5. Use mathematical methods to reach the optimal solution. 6. Use mathematical methods to achieve competitive superiority. <p>Motivating students to use sports methods for the purpose of rationalizing .v .decision-making</p> |
| Module Learning Outcomes Learning Outcomes for the Course | <ol style="list-style-type: none"> 1. Analysis of mathematical, economic, and financial functions. 2. Use differential techniques to reach the extreme ends of mathematical functions. 3. The use of matrices for the purpose of solving the problem of the distribution of limited economic resources among their conflicting uses. 4. Resolved the problem of constrained optimization. 5. Ability to use mathematical theories to solve management problems. 6. Understand the mathematical nature of management variables and the relationships between them. 7. Possibility of solving first-order equations and using them in the administrative field. 8. The use of probability theory in the administrative field. <p>.Benefit from group theory in solving economic problems .9</p> |
| Indicative Contents How-to Contents | <p>The following main topics will be addressed in the current course:</p> <ol style="list-style-type: none"> 1. Introduction to differential in terms of the laws used in the derivation of functions of various kinds. 2. Drawing functions, by knowing the types of functions and how they will be drawn, and the areas of benefiting from them in administrative work. 3. Economical applications of mathematical functions in terms of maximizing profits or reducing costs. 4. Administrative applications of matrix theory, where the concept of matrices, their types and ranks, mathematical operations on matrices, and how to find the matrix determinant will be discussed. <p>Set theory in terms of the concept of sets, types of sets, some mathematical .o .operations on sets, and art diagrams</p> |

| Learning and Teaching Strategies Learning and Teaching Strategies | |
|--|--|
| Strategies | <p>The basic learning strategies are:</p> <ol style="list-style-type: none"> 1. Lecture to students in the classroom. 2. Use of the school whiteboard. 3. Ask questions to students and ask them to solve them. 4. Participation of students in solving problems in the classroom. 5. Assigning students to homework. |



| | |
|--|--|
| | Assigning students to make reports related to solving specific administrative .٦ problems |
|--|--|

| Student Workload (SWL) | | | |
|---|------------|--|-----|
| The student's academic load is calculated for ١٥ weeks | | | |
| Structured SWL (h/sem) Student's regular academic load during the semester | 63 | Structured SWL (h/w) Regular Academic Load of the Student Weekly | ٤,٢ |
| Unstructured SWL (h/sem) Student's irregular academic load during class | 87 | Unstructured SWL (h/w) Student's irregular academic load per week | ٥,٨ |
| Total SWL (h/sem) The student's total academic load during the semester | 150 | | |



| Module Evaluation Assessment of the course | | | | | |
|--|--------------------------------------|-------------|------------------|----------|---------------------------|
| As | | Time/Number | Weight (Marks) | Week Due | Relevant Learning Outcome |
| Formative assessment Formative Assessment | Quizzes | ١ | 10% (10) | ٧ | |
| | Assignments H.W | 1 | 10% (10) | ٤ | |
| | Assignments Inside the College | ١ | 10% (10) | 10 | |
| | Seminars | ١ | 10% (10) | ١١ | All |
| Summative assessment Summary (Aggregate) Evaluation | Midterm Exam | ٢hr | 10% (10) | ١٣ | 1 – 9 |
| | Final Exam | 3hr | 50% (50) | 16 | All |
| Total assessment | | | 100% (100 Marks) | | |

| Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum | |
|--|---|
| Week | Material Covered |
| Week 1 | Groups |
| Week 2 | Arranged Pairs Charts |
| Week 3 | Group compulsion |
| Week 4 | Questions & Exercises |
| Week 5 | Functions |
| Week 6 | Algebraic function |
| Week 7 | Exam |
| Week 8 | Transcendent function |
| Week 9 | Goals and Continuity |
| Week 10 | Exercises and Issues |
| Week 11 | Exam |
| Week 12 | Differentiation and the concept of derivative |
| Week 13 | Curve Analysis |
| Week 14 | Extremes, Concavities, and Inflection Points |
| Week 15 | Exercises and Issues |

| Delivery Plan (Weekly Lab. Syllabus) Weekly Laboratory Curriculum | |
|---|------------------|
| Week | Material Covered |
| Week 1 | |

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| | |
|--------|--|
| Week 2 | |
|--------|--|



| Learning and Teaching Resources | | |
|---------------------------------|---|---------------------------|
| Learning and Teaching Resources | | |
| | Text | Available in the Library? |
| Required Texts | Principles of Mathematics for Management Students / Dar Al-Hekma Press ١٩٩٠ | |
| Recommended Texts | Mathematics Business Management – Shum Series | Provided by the professor |
| Websites | There isn't any | |

Grading Scheme

| Group | Grade | Appreciation | Marks % | DefinitionDefinition |
|--|------------------|-------------------------|----------|--|
| Success Group (50 - 100) Success Group | A - Excellent | privilege | 90 – 100 | Outstanding Performance Outstanding performance |
| | B - Very Good | Very good | 80 - 89 | Above average with some errors Above average with some errors |
| | C - Good | Good | 70 - 79 | Sound works with notable errors Sound performance with noticeable errors |
| | D - Satisfactory | medium | 60 - 69 | Fair but with major shortcomings Good but with major drawbacks |
| | E - Sufficient | Acceptable | 50 - 59 | Work meets minimum criteria meets minimum standards Performance |
| Fail Group (0 – 49) | FX – Fail | Deposit (in processing) | (45-49) | More work required but credit awarded More work is required but credit has been awarded |
| | F – Fail | Failure | (0-44) | Considerable amount of work required A great deal of effort is required |

Note: Decimal points above or below 0.5 will be rounded to the full sign higher or lower (for example, 54.5 will be rounded to 55, while 54.4 will be rounded to 54).

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MODULE DESCRIPTION FORM

Sample course description

| Module Information | | | |
|---|---------------------------------------|--|--|
| Course Information | | | |
| Module Title | Basic of Accounting | Module Delivery | |
| Module Type | Basic learning activities | <input checked="" type="checkbox"/> Theory <input type="checkbox"/> Reading <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Seminar | |
| Module Code | BA1103 | | |
| ECTS Credits | ٦ | | |
| SWL (hr/sem) | ١٥٠ | | |
| Module Level | ١ | | |
| Module Level | | Semester of Delivery | 1 |
| Department | Business Administration | College | Administration and Economics College |
| Module Leader | Eng. Sadiq Hussein Abdel Hassan Damen | email | Sadiqhussein@Uomustansiriya.edu.iq |
| Module Leader's Acad. Title | Lecturer | Module Leader's Qualification | A. P |
| Module Tutor | Eng. Qabas Abdul Razzaq Ahmed | email | kabas@uomustansiriya.edu.iq |
| Peer Reviewer Name | | email | |
| Scientific Committee Approval Date | | Version Number | ١ |

Relation with other Modules
Relationship with other subjects

Mustansiriyah University
Administration and Economics
College
Business Administration Department



Al-Mustansiriya
University
Faculty of
Business and
Economics
Department of
Business
Administration

| | | | |
|-----------------------------|------|-----------------|--|
| Prerequisite module | None | Semester | |
| Co-requisites module | None | Semester | |



| Module Aims, Learning Outcomes and Indicative Contents Course Objectives, Learning Outcomes, and Instructional Contents | |
|---|---|
| Module Objectives Course Objectives | 9. Provide a comprehensive understanding of the basic concepts in accounting 10. Provide a comprehensive understanding of accounting objectives, assumptions, and accounting principles 11. Develop students' skills in the use of accounting information 12. Teach students how to set up accounting entries .Explanation of the accounting course and its importance .١٣ |
| Module Learning Outcomes Learning Outcomes for the Course | 1. Comprehensive understanding of the course concept 2. Explains to the student the characteristics of the course. 3. Explain the course content to the student. 4. Explain to the student theories related to the course. 5. The student is provided with the policies followed in the course. 6. The student is given examples of other people's experiences. 7. Analyzes the causes of these problems 8. Comparing Experiments Communication and Communication Skills .٩ |
| Indicative Contents How-to Contents | How-to content includes: Daily study = 14 weeks × 3 hours = 42 hours Preparation for daily exams = 2 weeks × 6 hours = 12 hours Assignments = 3 weeks × 4 hours = 12 hours Preparation for the final exam = 1 week × 9 hours = 9 hours Extracurricular activity = 4 weeks × 3 hours = 12 hours If: $42 + 12 + 12 + 9 + 12 = 87$ hours It is equal to the student's irregular academic load during the semester |
| Learning and Teaching Strategies Learning and Teaching Strategies | |
| Strategies | The main strategy to be followed in the presentation of this module is to encourage students to participate in exercises, while at the same time refining and expanding their critical thinking skills. This will be achieved through interactive classes and lessons |

| Student Workload (SWL) The student's academic load is calculated for ١٥ weeks | | | |
|---|----|---|-----|
| Structured SWL (h/sem) Student's regular academic load during the semester | 63 | Structured SWL (h/w) Regular Academic Load of the Student Weekly | 4.2 |
| Unstructured SWL (h/sem) Student's irregular academic load during class | 87 | Unstructured SWL (h/w) Student's irregular academic load per week | 5.8 |



| | |
|---|------------|
| Total SWL (h/sem) The student's total academic load during the semester | 150 |
|---|------------|

| Module Evaluation Assessment of the course | | | | | |
|--|---------------------|-------------|------------------|------------|---------------------------|
| As | | Time/Number | Weight (Marks) | Week Due | Relevant Learning Outcome |
| Formative assessment | Quizzes | 1 | 10% (10) | 6 | 1, 2,4 and 5 |
| | Assignments | 1 | 10% (10) | 15 | 1,2,4 and 5 |
| | Discussions | 1 | 10% (10) | continuous | All |
| | Report | 1 | 10% (10) | 11 | All |
| Summative assessment | Midterm Exam | 2hr | 10% (10) | ۱۳ | All |
| | Final Exam | 3hr | 50% (50) | 16 | All |
| Total assessment | | | 100% (100 Marks) | | |

| Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum | |
|---|---|
| | Material Covered |
| Week 1 | Accounting in the Business Environment |
| Week 2 | Accounting Concepts and Principles |
| Week 3 | Accounting Assumptions |
| Week 4 | Characteristics of Accounting Information |
| Week 5 | Budget Equation |
| Week 6 | Budget Equation |
| Week 7 | Single Entry |
| Week 8 | Accounting Constraints |
| Week 9 | Accounting Constraints |
| Week 10 | Account Types |
| Week 11 | Accounting Course |
| Week 12 | Journal log |
| Week 13 | Exam |
| Week 14 | Professor's Record |

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Department of
Business
Administration**

| | |
|----------------|------------------|
| Week 15 | Balance of Trial |
|----------------|------------------|



| Learning and Teaching Resources | | |
|---------------------------------|--|---------------------------|
| Learning and Teaching Resources | | |
| | Text | Available in the Library? |
| Required Texts | Hanan, Radwan Hilwa and Al-Baldawi, Nizar Falih , "Principles of Financial Accounting 3rd Edition" (٢٠١٤) .University Library, Sharjah | Yes |
| Recommended Texts | | No |
| Websites | | |

Grading Scheme

| Group | Grade | Appreciation | Marks % | Definition |
|-----------------------------|------------------|-------------------------|----------|--|
| Success Group (50 - 100) | A - Excellent | privilege | 90 – 100 | Outstanding Performance Outstanding performance |
| | B - Very Good | Very good | 80 - 89 | Above average with some errors Above average with some errors |
| | C - Good | Good | 70 - 79 | Sound works with notable errors Sound performance with noticeable errors |
| | D - Satisfactory | medium | 60 - 69 | Fair but with major shortcomings Good but with major drawbacks |
| | E - Sufficient | Acceptable | 50 - 59 | Work meets minimum criteria meets minimum standards Performance |
| Fail Group (0 – 49) | FX – Fail | Deposit (in processing) | (45-49) | More work required but credit awarded More work is required but credit has been awarded |
| | F – Fail | Failure | (0-44) | Considerable amount of work required A great deal of effort is required |

Note: Decimal points above or below 0.5 will be rounded to the full sign higher or lower (for example, 54.5 will be rounded to 55, while 54.4 will be rounded to 54).

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MODULE DESCRIPTION FORM

Sample course description

| Module Information | | | |
|---|--------------------------------------|-------------------------------|---|
| Course Information | | | |
| Title | English language | | Module Delivery |
| Type | Support or related learning activity | | <input checked="" type="checkbox"/> Theory <input type="checkbox"/> Reading <input type="checkbox"/> Lap <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar |
| Code | UN115 | | |
| ECTS | 2 | | |
| SWL (HR/SEM) | 50 | | |
| Level | 1 | Semester of Delivery | 1 |
| Department | Business Administration | College | Administration and Economics |
| Leader | Asst. Inst. Nidhal Muneam Mohammed | email | nidhal.m.alimari@uomustansiriya.edu.iq |
| Leader's Acad. Title | Assistant Instructor | Leader's Qualification | Master |
| Tutor | | email | |
| Peer Reviewer Name | Asst. Inst. Nidhal Muneam Mohammed | email | nidhal.m.alimari@uomustansiriya.edu.iq |
| Scientific Committee Approval Date | | Version Number | 1 |



| Relation with other Modules Relationship with other subjects | | | |
|--|------|-----------------|--|
| Prerequisite module | None | Semester | |
| Co-requisites module | None | Semester | |



Module Aims, Learning Outcomes and Indicative Contents
Course Objectives, Learning Outcomes, and Instructional Contents

| | |
|---|---|
| <p>Module Objectives Course Objectives</p> | <ol style="list-style-type: none"> 1. This course aims to enhance the communication skills of students whose English language proficiency is at the pre-intermediate level. There will be a special focus on developing the four language skills (speaking, listening, reading, and writing) and on expanding students' vocabulary and grammatical range so that they can communicate easily on a wide range of topics. 2. Imparting knowledge regarding the use of tenses, taking into account the meanings of tenses in speech, so that information or viewpoints are conveyed accurately. 3. This module works towards enhancing students' English language competencies along with their technical or professional knowledge. 4. Enhance students' communication skills in English can result in better job opportunities in the future |
| <p>Module Learning Outcomes Learning Outcomes for the Course</p> | <p>The students were equipped with how to use tenses in different contexts, in addition to learning how to acquire the language in ways close to the language used in social life, which enables them to master the aspect of communication to some extent. The student will be able to:</p> <ol style="list-style-type: none"> A. Recognize the simple and continuous present tense, understanding its use in the three affirmative, negative, and interrogative cases in both singular and plural forms. B. Use the simple past and past continuous tenses, understanding their use in affirmative, negative, and interrogative forms in both singular and plural cases, and knowing irregular verbs. C. Use non-standard verbs in writing and number abbreviations. D. Explain the correct and effective use of certain verbs, possessive pronouns, and how to write dates and daily life expressions. E. Apply the precise use of some conjunctions, conditional verbs, time expressions, and pronunciation. F. How formulate descriptive phrases and opposites, and using indefinite articles. G. How to formulate polite requests in affirmative and negative cases for both singular and plural forms. H. Pronounce certain sounds correctly |
| <p>Indicative Contents How-to Contents</p> | <p>The student acquires basic initial skills in how to study and acquire the language in a way that helps him master it. Indicative content includes the following: Part A: Parts of Sentence. Pronoun, question and short answer, adjective, adverb, prepositions of place. [[Vhrs Part B: Tenses Past Tense, Present Tense. [5 hrs] Part C: Reading and Writing</p> |



| | |
|--|--|
| | <p>Punctuation marks, and practicing writing [٣ hrs] <u>Part D: Sound, Speaking Skill</u> Speaking Sound, Pronunciation [2 hrs]</p> |
|--|--|



| Learning and Teaching Strategies | |
|---|--|
| Strategies | <p>The main strategies that will be adopted in delivering this module are:</p> <ul style="list-style-type: none"> - Allow students to actively participate in the learning process with class discussions and exercises that support the initiative. - Use didactic questioning through questions to determine student understanding of the material. - Writing an assignment and report that encourages students to clarify and organize their thinking and independently research and present on a topic. |

| Student Workload (SWL) | | | |
|--|-----------|---|-----|
| The student's academic load is calculated for 10 weeks | | | |
| Structured SWL (h/sem) Student's regular academic load during the semester | 33 | Structured SWL (h/w) Regular Academic Load of the Student Weekly | 2.2 |
| Unstructured SWL (h/sem) Student's irregular academic load during class | 17 | Unstructured SWL (h/w) Student's irregular academic load per week | 1.3 |
| Total SWL (h/sem) The student's total academic load during the semester | 50 | | |

| Module Evaluation | | | | | |
|---------------------------------|------------------------|-------------|----------------|----------|---------------------------|
| Assessment of the course | | | | | |
| As | | Time/Number | Weight (Marks) | Week Due | Relevant Learning Outcome |
| Formative assessment | Quizzes | 1 | 10% (10) | 4 | A, H, B |
| | Assignments | 1 | 10% (10) | 10 | A, D, E |
| | Projects / Lab. | 1 | 10% (10) | 13 | All |
| | Report | 1 | 10% (10) | 11 | A, B, C, D, E |



| | | | | | |
|-----------------------------|---------------------|---------|------------------|----|-----|
| Summative assessment | Midterm Exam | 2 hours | 10% (10) | 12 | All |
| | Final Exam | 3 hours | 50% (50) | 16 | All |
| Total assessment | | | 100% (100 Marks) | | |



**Delivery Plan (Weekly Syllabus)
Theoretical Weekly Curriculum**

| Week | Material Covered |
|---------|---|
| Week 1 | Present Simple (Positive state, Negative state) |
| Week 2 | Present Simple (Interrogative state, Sounds of -s/-es) |
| Week 3 | Linking words (so, because, and, but) |
| Week 4 | Prepositions, numbers, adverbs, Quiz |
| Week 5 | Years, Months, days |
| Week 6 | Past Simple (Positive state, Negative state) |
| Week 7 | Past Simple (Interrogative state, Sounds of -ed) |
| Week 8 | Modal Verbs (Positive state, Negative state) |
| Week 9 | Pronouns, dates, Opposites |
| Week 10 | Assignment |
| Week 11 | Students' Reports |
| Week 12 | Project |
| Week 13 | Mid Exam |
| Week 14 | Modal verb (Can) |
| Week 15 | Polite Requests Everyday English |
| Week 16 | Final Exam |

**Learning and Teaching Resources
Learning and Teaching Resources**

| | Text | Available in the Library? |
|-------------------|--|---------------------------|
| Required Texts | John and Liz Soars. Beginner Students' Book: New Headway Plus. Oxford University Press. 2019 | No |
| Recommended Texts | Murphy, R. (1985). Grammar in Use, Rapid Review of Grammar, Infotech: English for Computer Users. (4 th edition). Cambridge | No |
| Websites | Randall's ESL Cyber Listening Lab - English Listening | |

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Administration**

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|--|--|
| | |
|--|--|



Grading Scheme

| Group | Grade | Appreciation | Marks % | DefinitionDefinition |
|--|---------------------|---------------------------|-------------|---|
| Success Group (50 - 100) Success Group | A - Excellent | privilege | 90 – 100 | Outstanding Performance Outstanding performance |
| | B - Very Good | Very good | 80 - 89 | Above average with some errors Above average with some errors |
| | C - Good | Good | 70 - 79 | Sound works with notable errors Sound performance with noticeable errors |
| | D - Satisfactory | medium | 60 - 69 | Fair but with major shortcomings Good but with major drawbacks |
| | E - Sufficient | Acceptable | 50 - 59 | Work meets minimum criteria meets minimum standards Performance |
| Fail Group (0 – 49) | FX – Fail | Deposit (in processing | (45-49) | More work required but credit awarded More work is required but credit has been awarded |
| | F – Fail | Failure | (0-44) | Considerable amount of work required A great deal of effort is required |

Note: Decimal points above or below 0.5 will be rounded to the full sign higher or lower (for example, 54.5 will be rounded to 55, while 54.4 will be rounded to 54).

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MODULE DESCRIPTION FORM

Sample course description

| Module Information Course Information | | | |
|--|--------------------------------------|-------------------------------|---|
| Module Title | Arabic Language | | Module Delivery |
| Module Type | Support or related learning activity | | <input checked="" type="checkbox"/> Theory <input type="checkbox"/> Reading <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar |
| Module Code | UN116 | | |
| ECTS Credits | 2 | | |
| SWL (hr/sem) | ٥٠ | | |
| Module Level | 1 | Semester of Delivery | |
| Department | Business Administration | College | ADMINIDTRATION and ECONOMICS |
| Module Leader | M. Kazem Karim Ahween | email | kadhimehween@uomustansiriyah.edu.iq |
| Module Leader's Acad. Title | teacher | Module Leader's Qualification | Master |
| Module Tutor | Eng. Ghufan Mahdi Bejay | email | gufranmahday@uomustansiriyah.edu.iq |
| Peer Reviewer Name | | email | |
| Scientific Committee Approval Date | | Version Number | 1.0 |



| Relation with other Modules Relationship with other subjects | | | |
|---|------|----------|--|
| Prerequisite module | None | Semester | |
| Co-requisites module | None | Semester | |

Module Aims, Learning Outcomes and Indicative Contents
Course Objectives, Learning Outcomes, and Instructional Contents

| | |
|--|--|
| <p>Module Objectives Course Objectives</p> | <ol style="list-style-type: none"> 1. Clarifying the relationship between the Arabic language and his study of administrative sciences and the position of the Arabic language in directing the topics of his studies. 2. Helping students develop sound reading and writing skills. 3. Help students form correct sentences in terms of spelling. 4. Developing literary taste skills. <p align="right">.Guiding students to eloquent language .^٥</p> |
| <p>Module Learning Outcomes Learning Outcomes for the Course</p> | <p>First: Knowledge Objectives:</p> <ol style="list-style-type: none"> 1. Enable students to know the correct language and its grammar. 2. Preparing students for literary taste and developing the queen of reading and writing skills. 3. Preventing students from falling into grammatical and spelling mistakes. 4. Help them get rid of their fear of delving into grammatical, morphological and spelling topics. <p>Second: Skill Objectives of the Course:</p> <ol style="list-style-type: none"> 1. Create the motivation they have to do linguistic tasks. 2. Developing students' attitudes towards literary and linguistic taste skills. <p align="right">.Developing proper and eloquent writing and reading skills .^٣</p> |
| <p>Indicative Contents How-to Contents</p> | <p>How-to content includes:</p> <p>Preparation for daily exams = 2 weeks × 2 hours = 4 hours Assignments = 2 weeks × 2 hours = 4 hours Reports = 2 weeks × 2 hours = 4 hours Preparation for the final exam = 1 week × 5 hours = 5 hours</p> <p>If: $4 + 4 + 4 + 5 = 17$ hours</p> <p>It is equal to the student's irregular academic load during the semester</p> |
| <p align="center">Learning and Teaching Strategies Learning and Teaching Strategies</p> | |
| <p>Strategies</p> | <ul style="list-style-type: none"> • Explaining the topics according to the prepared curriculum while taking into account the renewal. • Use examples as a teaching tool to increase knowledge of the rules of using the correct vocabulary. <p>Inquire about students' knowledge storage by raising some • .questions and extra-curricular activities</p> |

Student Workload (SWL)

The student's academic load is calculated for 10 weeks

| | | | |
|---|----|--|-----|
| Structured SWL (h/sem) Student's regular academic load during the semester | 33 | Structured SWL (h/w) Regular Academic Load of the Student Weekly | 2,2 |
| Unstructured SWL (h/sem) Student's irregular academic load during class | 17 | Unstructured SWL (h/w) Student's irregular academic load per week | 1,3 |
| Total SWL (h/sem) The student's total academic load during the semester | 50 | | |

Module Evaluation Assessment of the course

| As | | Time/Number | Weight (Marks) | Week Due | Relevant Learning Outcome |
|----------------------|--------------|-------------|------------------|----------|---------------------------|
| Formative assessment | Quizzes | 1 | 10% (10) | 1 | (1-1), (2-1) |
| | Assignments | 1 | 10% (10) | 7 | (1-4), (2-3) |
| | Report | 1 | 10% (10) | 12 | ALL |
| | Seminars | 1 | 10% (10) | 8 | ALL |
| Summative assessment | Midterm Exam | 1hr | 10% (10) | 14 | ALL |
| | Final Exam | 2hr | 50% (50) | 16 | ALL |
| Total assessment | | | 100% (100 Marks) | | |

| Delivery Plan (Weekly Syllabus) Theoretical Weekly Curriculum | |
|--|--|
| Week | Material Covered |
| Week 1 | Speech Sections in Arabic |
| Week 2 | Noun, verb, and letter signs Built and Arabized in Arabic |
| Week 3 | Transcriptions in Arabic |
| Week 4 | Anne and her sisters |
| Week 5 | Ruling on the aggravated noon |
| Week 6 | He and her sisters |
| Week 7 | Al-Mutanabbi, my homework |
| Week 8 | Exam |
| Week 9 | Hamza in Arabic |
| Week 10 | Conditions of Hamza |
| Week 11 | Al-Jawahiri is the greatest poet of the Arabs |
| Week 12 | Dhad and Dhaa in Arabic |
| Week 13 | Distraction and T Tied |
| Week 14 | Midterm exam |
| Week 15 | Common mistakes |
| Week 16 | Final Exam |

| Learning and Teaching Resources Learning and Teaching Resources | | |
|--|---|---------------------------|
| | Text | Available in the Library? |
| Required Texts | Books of the Arabic language in Arabic grammar such as the book of Ibn Aqeel's explanation of the class Ibn Malik | |
| Recommended Texts | A booklet prepared by the professors of the subject in which the vocabulary of the lesson was collected | |
| Websites | Websites | |

Grading Scheme

| Group | Grade | Appreciation | Marks % | Definition |
|-----------------------------|------------------|-------------------------|----------|--|
| Success Group (50 - 100) | A - Excellent | privilege | 90 – 100 | Outstanding Performance Outstanding performance |
| | B - Very Good | Very good | 80 - 89 | Above average with some errors Above average with some errors |
| | C - Good | Good | 70 - 79 | Sound works with notable errors Sound performance with noticeable errors |
| | D - Satisfactory | medium | 60 - 69 | Fair but with major shortcomings Good but with major drawbacks |
| | E - Sufficient | Acceptable | 50 - 59 | Work meets minimum criteria meets minimum standards Performance |
| Fail Group (0 – 49) | FX – Fail | Deposit (in processing) | (45-49) | More work required but credit awarded More work is required but credit has been awarded |
| | F – Fail | Failure | (0-44) | Considerable amount of work required A great deal of effort is required |

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