



جَامِعَةُ الْبَيَانِ



Academic Program Description

Al-Bayan University College of Education

2024-2025

Department of English Language
September 16 , 2024

University	Al-Bayan University
Faculty/Institute	College of Education
Scientific Department	Department of English Language
Academic/Professional Program Name	Bachelors of English Language
Final Certificate Name	Bachelors in English Language
Academic System	Annual System
Description Preparation Date	١٦-٠٩-٢٠٢٤
File Completion Date	١٦-٠٩-٢٠٢٤

Head of Department/Branch

Signe

Name

Date

Acting: Asst. Lect. Ibrahim
Adil
Qader

20/10/2024

Scientific Associate

Signe

Name

Date

Prof. Dr. Haydar
Jabr Koban
2024/10/20

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

Head of Quality Assurance Section

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Name

Date

Islam Fadhil Abdulsahib
25/9/2024

Approval of the Dean

Prof. Dr. Haydar Jabr
Koban 2024/10/20

1. The Vision of the Academic Program

The vision of an academic program in college Education for the English Language department typically involves fostering linguistic proficiency, critical thinking skills, cultural awareness, and effective communication abilities among students. It may also include goals related to promoting research, innovation, and interdisciplinary collaboration within the field of English language studies.

2. The Message of the Academic Program

Here's a message for the Academy Program in the College of Education, English Department Language:

"Welcome to the Academy Program at our College of Education's English Department! Our mission is to cultivate a dynamic learning environment where students engage deeply with the English language, develop critical thinking skills, and embrace cultural diversity. Through innovative teaching methods and rigorous academic standards, we aim to empower students to become proficient communicators, lifelong learners, and global citizens.

We embark on a journey of discovery, exploration, and academic excellence in the world of English language education."

3. The Objectives of the Academic Program

1. Develop proficiency in the English language: Enhance students' listening, speaking, reading, and writing skills to achieve fluency and accuracy in English communication.
2. Foster critical thinking and analytical skills: Encourage students to analyze literary texts, language structures, and cultural contexts to develop deeper insights and perspectives.
3. Cultivate cultural awareness and sensitivity: Promote understanding and appreciation of diverse cultures and perspectives through the study of literature, language, and communication.
4. Enhance teaching and pedagogical skills: Provide opportunities for students to explore effective teaching methodologies, strategies, and techniques for English language instruction.
5. Encourage research and scholarship: Support students in conducting research, producing scholarly work, and contributing to the advancement of knowledge in the field of English language education.
6. Promote interdisciplinary collaboration: Encourage collaboration with other departments, disciplines, and institutions to explore interdisciplinary connections and perspectives within the field of English language studies.
7. Prepare students for professional and academic endeavors: Equip students with the knowledge, skills, and competencies necessary to pursue careers in education, linguistics, literature, communication, and related fields, as well as further academic pursuits

4. The Program Accreditation

N/A

5. Other External Influences

N/A

6. Program Structure

Course Structure	Number of Courses	Credit Units	(%)	Notes
Institutional Requirements	4	8	9%	Annual System
College Requirements	41	165	100%	Annual System
Department Requirements	English Language Department 4 years	165	91%	Annual System
Summer Training	N/A	N/A	N/A	N/A
Other				

7. Program Description

Year / Level	Course Code	Course Name	Credit Hours	
			Theoretical	Practical
1 st	0901101	Grammar	3	
	0901102	An Introduction: to English Literature	3	
	0901103	Phonetics	3	
	0901104	Listening and speaking		2
	0901105	Writing 1	2	
	0901106	Reading	2	
	0901107	Educational Psychology	2	
	0901108	Fundamentals of Education	2	
	0901109	Human Rights	2	
	0901110	Computer Science	1	1
	0901111	Arabic Language	1	

2nd	0901201	Morphology and Syntax	5	
	0901202	English Phonology	3	
	0901203	Advanced Reading	2	
	0901204	An Introduction to Academic Writing	2	
	0901205	One-Act Play and Elizabethan Drama	2	
	0901206	Short Story	2	
	0901207	16th to 18th Century Poetry	2	
	0901208	Listening and speaking- 2		2
	0901209	An Introduction to ELT	3	
	09012010	Adults Education	2	
	09012011	Arabic Language	2	
	09012012	Computer Science	1	1
	09012013	Ba'ath Party	2	
3rd	0901301	Contemporary Grammar of English	3	
	0901302	Introduction to Linguistics	3	
	0901303	Writing Academic English	2	
	0901304	Listening and Speaking- 3		2
	0901305	Victorian Novel 1830-1900	3	
	0901306	Renaissance Drama 16-18th Century	3	
	0901307	Romantic and Victorian Poetry 1780-1900	2	
	0901308	Pedagogy and Curriculum Innovation	3	
	0901309	Guidance and Psychological Health	2	
4th	0901401	Contemporary Grammar of English	3	
	0901402	Linguistics II	3	
	0901403	Modern Novel	3	
	0901404	Modern Drama	3	
	0901405	Modern Poetry	2	
	0901406	Translation	2	

0901407	Advanced Listening and Speaking	2
0901408	Test Design and Assessment	2
0901409	Practicum and EFL Classroom Practices	3
09014010	Graduation Research	2

8. Expected learning outcomes of the program

→ Knowledge

- Outcome Learning 1** Proficiency in English language skills: Students should demonstrate advanced proficiency in listening, speaking, reading, and writing in English.
- Outcome Learning 2** Critical thinking and analysis: Students should be able to critically analyze literary texts, language structures, and cultural contexts, and articulate their insights effectively.
- Outcome Learning 3** Cultural awareness and sensitivity: Students should exhibit an understanding and appreciation of diverse cultural perspectives and their impact on language and communication.
- Outcome Learning 4** Professional and academic readiness: Students should be prepared for careers in education, linguistics, literature, communication, and related fields, as well as for further academic pursuits such as graduate studies or professional certifications

→ Skills

- Outcome Learning 1** Language Proficiency: Mastery of listening, speaking, reading, and writing skills in English at an advanced level.
- Outcome Learning 2** Critical Thinking: Ability to analyze and evaluate literary texts, language structures, and cultural contexts with depth and clarity.
- Outcome Learning 3** Effective Communication: Proficiency in expressing ideas and arguments coherently and persuasively, both orally and in writing.
- Outcome Learning 4** Cultural Competence: Understanding and appreciation of diverse cultural perspectives and their influence on language and communication

→ Values

- Outcome Learning 1** Excellence: Striving for high academic standards and continuous improvement in language proficiency, critical thinking, and pedagogical skills.
- Outcome Learning 2** Diversity and Inclusion: Embracing and celebrating diversity in cultures, perspectives, and voices within the English language community.
- Outcome Learning 3** Integrity: Conducting research and academic work with honesty, ethics, and respect for intellectual property and academic standards.

Outcome Learning 4 Innovation: Embracing innovative teaching methods, technologies, and approaches to enhance language learning and teaching effectiveness.

9. Teaching and Learning Strategies

Communicative Language Teaching (CLT): Encourage students to engage in meaningful conversations, discussions, and activities that simulate authentic language use.

Task-Based Learning: Design tasks that require students to use English to complete specific objectives, such as problem-solving activities, group projects, or role-plays.

Collaborative Learning: Encourage peer interaction and collaboration through group work, pair activities, and language exchange partnerships.

Feedback and Reflection:

Provide constructive feedback on students' language usage and encourage self-reflection.

Integrated Skills Approach:

Integrate the four language skills (listening, speaking, reading, and writing) into lessons and assignments

Cultural Integration:

Incorporate cultural elements into language learning to foster cultural competence and understanding.

Technology Integration:

Utilize digital tools and resources to enhance learning experiences. This can include online language learning platforms, interactive multimedia materials, and educational apps that provide additional practice and exposure to English.

10. Evaluation Methods

Classroom Observation:

Monitor students' language proficiency and participation during classroom activities, discussions, and presentations.

Homework and Assignments:

Review written assignments, essays, exercises, and language tasks to assess comprehension, grammar, vocabulary, and writing skills.

Peer and Self-Assessment:

Encourage students to assess their language abilities and provide feedback to their peers through activities like peer editing or self-assessment checklists.

Summative Assessment:

Examinations: Administer written or oral exams to assess students

Projects and Presentations:

Assign projects or presentations that require students to demonstrate their language skills in real-world contexts, such as research projects, debates, or multimedia presentations.

Performance-Based

Assessment: Role-plays and Simulations: Assess students' language proficiency by observing their performance in role-plays or simulations of real-life situations, such as job interviews, negotiations, or social interactions.

Language Tasks: Design tasks that require students to complete specific language-based activities, such as summarizing a text, giving instructions, or describing a process.

Feedback and Reflection:

- Provide timely and constructive feedback on students' performance to guide their language development and improvement.

Titles	Specialist		Numbers	
	General	Specific	Staff	Lec
Prof	1- Literature	Novel	1	
Ass. Prof	1- Literature Drama		1	
	2- General Psychology	Cognitive Psychology	1	
	3- Linguistic Phonology		1	
Doctor	1- English Literature	1- Novel	1	0
	2- General Law	2- Law	0	1
Lecturers				
Ass. Lecturers	1. Linguistic	1-Critical approach	2	
	2. Translation	2-Assessment of Translation	2	
	3- Literature	3-Novel	4	
	4 Networks Engineering	4- Internet Technologies	1	
	5 Arabic Language	5- Arabic Language	1	

6- Methods of Teaching

English

6- ELT



Professional Development

Guidance for New Faculty Members

1. Familiarize with Curriculum and Policies:

- Understand the curriculum, course objectives, and departmental policies to effectively plan and deliver your courses.
- Familiarize yourself with the college's academic regulations, evaluation criteria, and any specific guidelines for faculty members.

2. Build Relationships:

- Establish positive relationships with colleagues, administrators, and support staff within the department and across the college.
- Seek mentorship from experienced faculty members to navigate departmental procedures, teaching strategies, and academic expectations.

3. Engage with Professional Development:

- Take advantage of professional development opportunities offered by the college or external organizations to enhance your teaching skills, research capabilities, and understanding of current trends in English language education.
- Attend conferences, workshops, and seminars related to language teaching, pedagogy, and research to stay updated in your field.

4. Create Engaging Learning Environments:

- Design interactive and student-centered learning experiences that cater to diverse learning styles and foster critical thinking, creativity, and language proficiency.
- Incorporate technology and multimedia resources to enhance teaching effectiveness and student engagement.

5. Provide Supportive Guidance:

- Offer guidance and support to students by being accessible during office hours, providing constructive feedback on assignments, and addressing their academic concerns.
- Encourage student involvement in extracurricular activities, language clubs, or research opportunities to enrich their educational experience.

6. Balance Teaching and Research:

- Strive for a balance between teaching responsibilities and scholarly pursuits by allocating time for lesson preparation, grading, advising students, and conducting research or scholarly activities.
- Collaborate with colleagues on research projects, publications, or grant proposals to contribute to the academic community and advance your career.

Professional Development for Faculty Members

- 1- **Needs Assessment:** Identify the specific needs of faculty members through surveys, interviews, and feedback sessions.
- 2- **Goal Setting:** Set clear objectives for academic and professional development aligned with institutional goals and faculty needs.
- 3- **Curriculum Design:** Develop a structured curriculum covering teaching and learning strategies, assessment techniques, and professional development opportunities.
- 4- **Delivery Methods:** Offer a variety of delivery methods such as workshops, seminars, online courses, and peer mentoring to accommodate diverse learning styles and preferences.
- 5- **Resources Allocation:** Allocate resources for faculty training, including funding for workshops, access to educational materials, and support for attending conferences and seminars.
- 6- **Evaluation and Feedback:** Continuously evaluate the effectiveness of the program through feedback mechanisms and assessment of learning outcomes. Adjust the plan accordingly based on feedback and outcomes.
- 7- **Long-term Sustainability:** Ensure the sustainability of the program by integrating faculty development into the institutional culture and providing ongoing support and resources.

12. Admission Criteria

- Practical
- Applied
- Biological
- Literary
- Teachers' Institute
- Police Commission

13. Key Sources of Information about the Program

Key resources of information about the program of Al-Bayan University the College of Education, English Language Department, typically include:

- 1- **College Website:** The official website often provides detailed information about the department's curriculum, faculty members, research areas, and academic resources.
- 2- **Department Handbook or Catalog:** These documents outline program requirements, course descriptions, academic policies, and departmental procedures.
- 3- **Faculty Profiles:** Faculty profiles offer insights into the expertise, research interests, and academic backgrounds of individual faculty members within the department.
- 4- **Course Syllabi:** Reviewing course syllabi can give you a deeper understanding of the topics covered, learning objectives, and assessment methods within specific courses.
- 5- **Student Advising Offices:** Academic advisors within the department can provide guidance on program requirements, course selection, and academic support services.
- 6- **Library Resources:** Utilize the library's collection of books, journals, and databases to access scholarly literature, research articles, and educational materials related to English language education.
- 7- **Student Organizations and Events:** Participating in departmental student organizations or attending departmental events can offer opportunities for networking, mentorship, and learning about current trends in English language education.

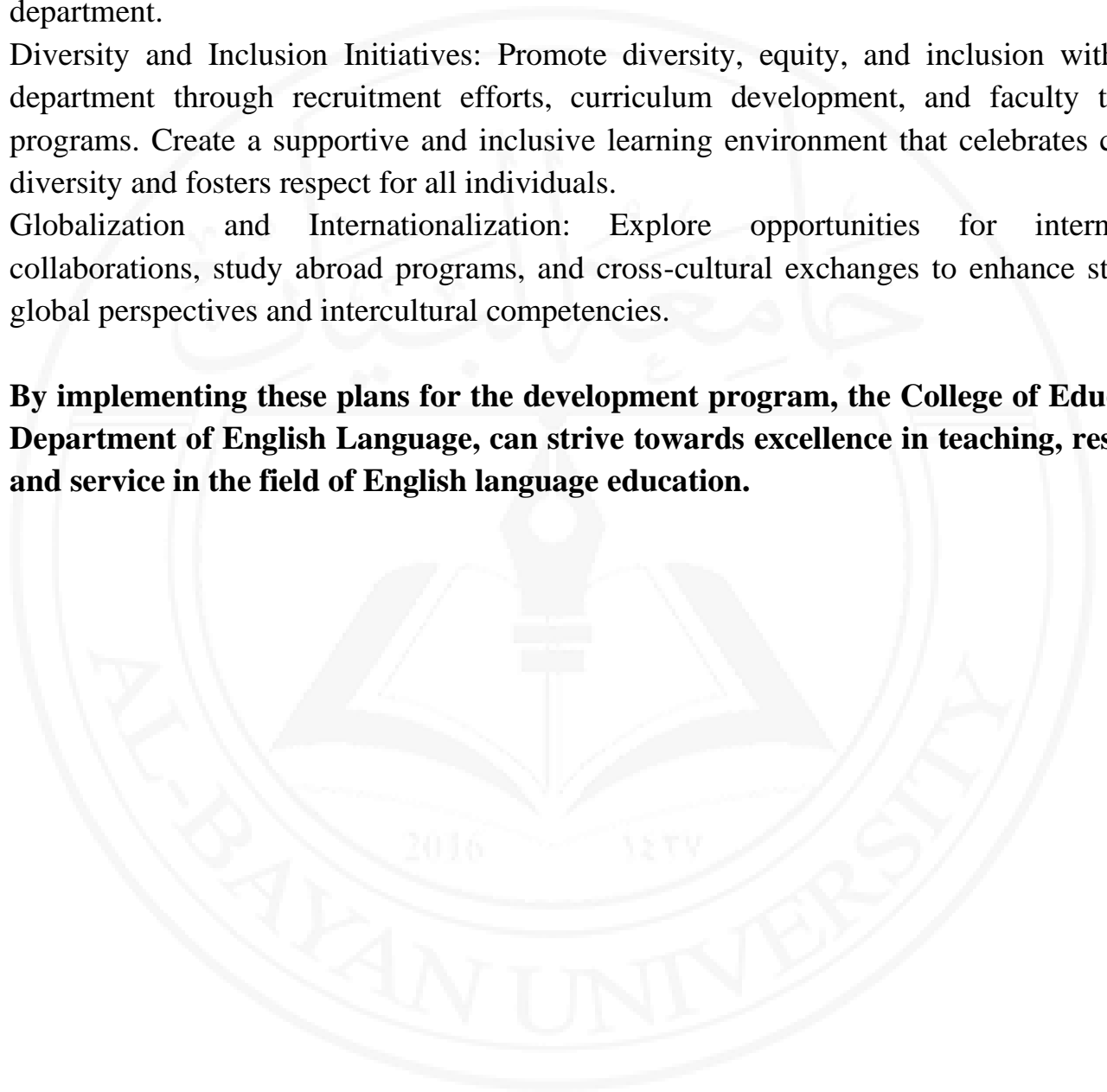
14. Program Development Plan

To outline plans for the development program of Al-Bayan University the College of Education, Department of English Language, consider the following:

- 1- **Curriculum Enhancement:** Continuously review and update the curriculum to align with industry standards, educational trends, labor market, and emerging technologies. Integrate innovative teaching methodologies and interdisciplinary approaches to enhance student learning outcomes.
- 2- **Faculty Development:** Provide opportunities for faculty members to engage in professional development activities such as attending conferences, workshops, and seminars related to English language education. Support research initiatives and encourage collaboration among faculty members to promote scholarly excellence.
- 3- **Student Support Services:** Strengthen student support services by offering academic advising, tutoring, and mentoring programs to facilitate student success. Implement initiatives to enhance student engagement, retention, and graduation rates within the department.

- 4- **Technology Integration:** Invest in technology infrastructure and resources to facilitate blended and online learning opportunities. Integrate educational technologies into the curriculum to enhance teaching effectiveness and student learning experiences.
- 5- **Assessment and Evaluation:** Implement a comprehensive assessment plan to evaluate student learning outcomes, program effectiveness, and faculty performance. Use assessment data to inform decision-making processes and drive continuous improvement efforts within the department.
- 6- **Diversity and Inclusion Initiatives:** Promote diversity, equity, and inclusion within the department through recruitment efforts, curriculum development, and faculty training programs. Create a supportive and inclusive learning environment that celebrates cultural diversity and fosters respect for all individuals.
- 7- **Globalization and Internationalization:** Explore opportunities for international collaborations, study abroad programs, and cross-cultural exchanges to enhance students' global perspectives and intercultural competencies.

By implementing these plans for the development program, the College of Education, Department of English Language, can strive towards excellence in teaching, research, and service in the field of English language education.



Program Skills

				Learning Outcomes Required from the Program											
Year/ Level	Course Code	Course Title	Primary or Optional	Knowledge				Skills				Values			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
1st	0901101	Grammar	Primary	✓	✓		✓			✓	✓		✓	✓	✓
	0901102	An Introducti on: to English Literature	Primary	✓	✓					✓		✓	✓	✓	✓
	0901103	Phonetics	Primary	✓			✓				✓			✓	
	0901104	Listening and speaking	Primary	✓		✓				✓			✓		
	0901105	Writing 1	Primary		✓		✓			✓	✓	✓			✓
	0901106	Reading	Primary	✓	✓						✓			✓	
	0901107	Education al Psycholo gy	Primary	✓			✓			✓		✓			✓
	0901108	Fundame ntals of Education	Primary	✓		✓			✓		✓			✓	

	0901109	Human Rights	Primary		✓		✓		✓		✓
	0901110	Computer Science	Primary	✓		✓		✓		✓	✓
	0901111	Arabic Language	Primary		✓	✓	✓		✓	✓	✓
2nd	0901201	Morphology and Syntax	Primary	✓		✓		✓	✓		✓
	0901202	English Phonology	Primary	✓		✓		✓		✓	✓
	0901203	Advanced Reading	Primary		✓		✓		✓		✓
	0901204	An Introduction to Academic Writing	Primary	✓		✓		✓		✓	✓
	0901205	One Act Play and Elizabethan Drama	Primary	✓	✓		✓		✓		✓
	0901206	Short Story	Primary	✓		✓		✓		✓	✓
	0901207	16th to 18th century poetry	Primary		✓		✓		✓		✓

0901208	Listening and speaking	Primary	✓		✓		✓		✓	✓	✓
0901209	An Introduction to ELT	Primary		✓	✓	✓		✓		✓	✓
09012010	Adults Education	Primary	✓	✓			✓			✓	
0901 2012	Computer Science	Primary	✓			✓			✓		✓
09012013	The crimes of the Baath regime in Iraq	Primary	✓	✓	✓	✓		✓		✓	

Course Description (1)

1. Course Title	English Grammar	
2. Course Code	(0901101)	
3. Semester/Year	Annual System	
4. Description Preparation Date	16-9-2024	
5. Available Attendance Form	Classroom Attendance	
6. No. of Hours (Total)	3 Hours Weekly	
7. No. of Credits (Total)	90 Hours	
8. Course Administrator Name	Asst. Lec. Fawziya Naji Jassim	
9. E-mail	fawzmosa@yahoo.com	
10. Course Objectives		
Knowledge	A1	Teaching students' English grammar.
	A2	Acquiring student's skill of writing English sentences correctly.
	A3	Speaking English correctly and fluently.
	A4	Making the students acquainted with English grammar.
Skills	B1	Students will acquire the skill of writing English sentences, correctly.
	B2	Students will acquire the skill of speaking English correctly.
	B3	Qualifying students to be able to teach English grammar.
	B4	Proficiency in the terms of English grammar.
Values	C1	Having a general view of English grammar
	C2	Teaching students' English grammar.
	C3	Making students acquainted with resources.
	C4	Explaining items of English grammar in detail.
11. Teaching and Learning Strategies		

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1.	Taking students' thoughts and ideas into account.	4.	Lectures
2.	The lecturer must be a good role model for his students.	5.	Discussion and questions.
3.	Preparing homework	6.	Presentation

12. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	3	Understanding parts of speech	Parts of speech	Lecture and discussion	Oral questions and discussion
2	3	=	Units 1-5	Lecture and discussion	questions and discussion
3	3	=	Units 6-8	Lecture and discussion	Oral questions and discussion
4	3	Understanding tenses	Tenses 9-12	Lecture and discussion	Oral questions and discussion
5	3	Tenses	Units 13-15	Lecture and discussion	Oral questions and discussion
6	3	Present Simple, its Uses, and Spelling Rules	Units 16-19	Lecture and discussion	Oral questions and discussion
7	3	Past Simple, Past Continuous, and Their Uses	Units 20-22	Lecture and discussion	Oral questions and discussion
8	3	Present Perfect and its Uses	Units 38-40	Lecture and discussion	Oral questions and discussion
9	3	Present perfect Continuous, and its Use	Units 42-45	Lecture and discussion	Oral questions and discussion
10	3	Monthly Test	Monthly Test	Lecture and discussion	Oral questions and discussion

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11	3	Past Perfect and its Uses	Tenses 46-48	Lecture and discussion	Oral questions and discussion
12	3	Past Perfect Continuous and its Uses	Units 49- 51	Lecture and discussion	Oral questions and discussion
13	3	Affirmative, question, and negation	Units 52- 54	Lecture and discussion	Oral questions and discussion
14	3	Revision	Revision	Lecture and discussion	Oral questions and discussion
15	3	Tenses	Mid-Year Exam.	Lecture and discussion	Oral questions and discussion
16	3	Future	Tenses 55- 57	Lecture and discussion	Oral questions and discussion
17	3	Units in + infinitive verbs	Units 58-61	Lecture and discussion	Oral questions and discussion
18	3	Definite and Indefinite articles	Definite and indefinite articles	Lecture and discussion	Oral questions and discussion
19	3		Unites 62-65	Lecture and discussion	Oral questions and discussion
20	3	Studying Conditional Sentences	Conditional Sentences	Lecture and discussion	Oral questions and discussion
21	3	Revision and Quiz	Unites 66-68	Lecture and discussion	Oral questions and discussion
22	3	Passive Voice	Passive and active	Lecture and discussion	Oral questions and discussion
23	3	=	Unites 69-72	Lecture and discussion	Oral questions and discussion
24	3	Modal Verbs	Verbs	Lecture and discussion	Oral questions and discussion

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25	3	Studying Order of Words in Sentences	Order units 73-74	Lecture and discussion	Oral questions and discussion
26	3	Monthly Test	Monthly Test	Lecture and discussion	Oral questions and discussion
27	3	Studying Prepositions	Prepositions 92-94	Lecture and discussion	Oral questions and discussion
28	3	Studying coordinators	Coordinators	Lecture and discussion	Oral questions and discussion
29	3	Revision	Parts of speech	Lecture and discussion	Oral questions and discussion
30	3	Tenses	Revision	Lecture and discussion	Oral questions and discussion

13. Course Evaluation

- 1- Open-ended questions and essay
- 2- Doing homework
- 3- In-class questions and discussions
- 4- Exams

14. Learning & Teaching Resources

Required textbooks. (curricular if any)	English Grammar in Use
Main References (sources)	English Grammar in Use <i>Raymond Murphy</i>
Recommended Books & References (Scientific Journals, Reports ...)	1- English Grammar in Use 2- Comprehensive English Grammar 3- Duo lingo Program
Websites or Electronic References	Browsing Internet and English Websites

Course Description (2)

1. Course Title	An Introduction to Poetry and Prose	
2. Course Code	(0901102)	
3. Semester/Year	Annual System	
4. Description Preparation Date	16-9-2024	
5. Available Attendance Form	Classroom Attendance	
6. No. of Hours (Total)	3 Hours Weekly	
7. No. of Credits (Total)	90 Credits	
8. Course Administrator Name	Asst. Lecturer: Rafal Thaer Abdulqader	
9. E-mail	rafal.t@albayan.edu.iq	
10. Course Objectives		
Knowledge	A1	To familiarize the student with English literature and its types
	A2	This course aims to provide first-year students with basic information about literature in general and English literature in particular
	A3	It enables the students to develop their language skills
	A4	The course intends also to widen the student's cultural awareness and improve their critical insight
Skills	B1	Enhancing the team-work spirit among the students by engaging them group discussions
	B2	Enabling them to learn more about other cultures.
	B3	Motivating them to learn English through the study of English poetry.
	B4	Providing them with a high artistic and poetic taste through the study of poems.
Values	C1	Enriching the student's imagination and his ability to appreciate art and literature.
	C2	To let the students learn the types of poetry.
	C3	To enable the student to distinguish between different prose texts.
	C4	To understand literary terms and their meanings

11. Teaching and Learning Strategies

1.	Communicating with students intellectually and encouraging them to do scientific research and engage in teamwork activities.	4.	Theoretical lectures and discussions to analyze and compare specific literary texts in their own societal and historical contexts.
2.	Making students conduct and write periodic reports on specific subjects	5.	Class participation
3.	Extra-curricular activities	6.	Homework

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	3	Introducing the students English literature and genders	Introduction to English Literature	Theoretical Lecture	Involve students in class discussions and quizzes
2	3	Introducing the students to most important stages English literature	History Of English Literature	Theoretical Lecture	=
3	3	Introducing the students English poetry and its types	Introduction to English Poetry	Theoretical Lecture	=
4	3	Introduce the students to the elements of analyzing and understanding the English poem	How to understand a poem	Theoretical Lecture	=
5	3	Introduce the students to how to analyze the poem	How to analyze a poem	Theoretical Lecture	=
6	3	Understanding the two poems	Blake's "O rose thou art sick"	Theoretical Lecture	=
7	3	Understanding the two poems	Tennyson's "Break, break, break"	Theoretical Lecture	Involve students in class discussions in addition to a monthly exam
8	3	Understanding the poem	Wordsworth's "She Dwelt Among Untrodden Ways"	Theoretical Lecture	Involve students in class discussions and quizzes

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9	3	Understanding the poem	Coleridge's "The Ancient Mariner" + Monthly exam	Theoretical Lecture	=
10	3	Understanding the poem	Break Break Break poem	Theoretical Lecture	=
11	3	Understanding the sonnet	Ozymandias poem	Theoretical Lecture	=
12	3	Understanding the poem	Lucy poem	Theoretical Lecture	Involve students in class discussions in addition to a monthly exam
13	3	Understanding the poem	Type of Sonnet	Theoretical Lecture	Involve students in class discussions and quizzes
14	3	Understanding the poem	Keats' "On the Grasshopper + monthly exam	Theoretical Lecture	=
15	3	revision		Theoretical Lecture	=
16	3	Introducing students to the concept of narration and prose	Wordsworth's "I Wandered Lonely as a Cloud"	Theoretical Lecture	=
17	3	Introducing students to the different types of prose in English literature	Shakespeare's "Let Me Not to Marriage of ..."	Theoretical Lecture	=
18	3	Introducing the students to the nature of narrative writing and familiarizing them with the writings of T.S. Elliot	Revision of the most important topics covered + monthly exam	Theoretical Lecture	=
19	3	Introducing students to two international novels as	Prose in English	Theoretical Lecture	=

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		examples of narrative prose			
20	3	Introducing students to three descriptive novels as examples of this type of prose	Types Of Prose	Theoretical Lecture	=
21	3	Introduce students to two argumentative essays as examples of this type of prose	Narrative writing style + an essay titled "Modern Education" by T.S. Eliot	Theoretical Lecture	=
22	3	Introduce students to concept of Drama	"Wuthering Heights" by Emily Bronte and "Gulliver's Travels" by Jonathan Swift	Theoretical Lecture	Involve students in class discussions in addition to a monthly exam
23	3	Introduce students to the history of drama in general and the English drama in particular	"The South Wind" by Norman Douglas, "Nicholas Nickelby" by Charles Dickens, and "Darkness at Noon" by Arthur Cuestler	Theoretical Lecture	Involve students in class discussions and quizzes
24	3	Introduce students to elements of the play	Essays "Psychology and Education" by Frieda Fordham and "Why We Hate Insects" by Robert Lynd	Theoretical Lecture	=
25	3	Introducing students to the types of drama in English literature	Monthly exam + Introduction to Drama	Theoretical Lecture	=
26	3	Revision	History Of Drama	Theoretical Lecture	class discussions

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27	3	Involve students in extensive discussions about their reports	Elements Of Drama	Theoretical Lecture	class discussions monthly exam
28	3	Involve students in extensive discussions about their reports	Types Of Drama	Theoretical Lecture	class discussions
29	3	Introduce students to concept of Drama	Revision of the most important topics covered	Theoretical Lecture	
30	3	Introduce students to elements of the play	Discussions of students' reports final exam	Theoretical Lecture	Class discussion

13. Course Evaluation

- 1- Extra-curricular activities
- 2- Making students write literary articles on specific topics.
- 3- Using open tests
- 4- Weekly, monthly, and end-of-semester exams
- 5- Homework
- 6- Class participation
- 7- Exams

14. Learning & Teaching Resources

Required textbooks. (curricular if any)	L.G.Alexander: Poetry and Prose Appreciation for Overseas Students George Whitfield: An Introduction to Drama
Main References (sources)	J.B.Wilson English Literature: A Survey for Students
Recommended Books & References (Scientific Journals, Reports ...)	John Lennard: The Poetry Handbook Barnet, et al: An Introduction to Literature
Websites or Electronic References	Cliffnotes.com Gradesaver.com Poetryfoundation.com Jstor.org

Course Description (3)

1. Course Title	English Phonetics & Phonology	
2. Course Code	(0901103)	
3. Semester/Year	Annual System	
4. Description Preparation Date	16-9-2024	
5. Available Attendance Form	Classroom Attendance	
6. No. of Hours (Total)	3 hours weekly	
7. No. of Credits (Total)	90 hours	
8. Course Administrator Name	Assistant Lecturer: Ibrahim Adil Qadir	
9. E-mail	ibrahim.a@albayan.edu.iq	
10. Course Objectives		
Knowledge	A1	To provide the students with the essential English language pronunciation skills
	A2	To enable the students to efficiently use various phonetic and phonological terms and new vocabulary.
	A3	To build and reinforce students' knowledge using theoretical and practical sessions as well as various assignments.
	A4	To acquire and comprehend the various terms of phonetics & phonology
Skills	B1	To acquire the essential English language pronunciation skills
	B2	To acquire both theoretical and practical skills for efficient and effect communication
	B3	To acquire and practice both phonemic and phonetic transcription systems
	B4	To understand and practice the English language speaking skill
Values	C1	Encourage critical thinking.
	C2	To acquire the basic and essential English language pronunciation skills
	C3	To understand and practice the English language speaking skill
	C4	To acquire and comprehend the various terms of phonetics & phonology

11. Teaching and Learning Strategies

1.	Theoretical and practical lectures in the field of Phonetics & Phonology	4.	Online resources and technological means as well as specialized Phonetic programs
2.	Daily quizzes, monthly exams as well as mid and final-term exams to assess both students' theoretical knowledge and practical skills.	5.	Reports, research, and extracurricular activities Oral assessments
3.	Contemporary teaching and learning techniques.	6.	In-class application of English language pronunciation skills

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	3 hrs.	Introducing English Phonetics & Phonology	Introduction	Theoretical session	Theoretical and practical assessments
2	3 hrs.	To discover English Accents and dialects and how they differ from each other	Accents & Dialects	Theoretical & practical session	Theoretical and practical assessments
3	3 hrs.	The difference between the writing and phonemic systems	Writing vs Phonemic System	Theoretical & practical session	Theoretical and practical assessments
4	3 hrs.	To introduce the basic terms phonetics & phonology	Basic Terms	Theoretical session	Theoretical and practical assessments
5	3 hrs.	To understand the physiology of human vocal apparatus	Organs of Speech	Theoretical session	Theoretical and practical assessments
6	3 hrs.	Review & Testing			Theoretical and practical assessments
7	3 hrs.	To discover and practice both Phonemic & Phonetic transcription systems	Phonemic & Phonetic Transcription	Theoretical & practical session	Theoretical and practical assessments
8	3 hrs.	Describing, analyzing, and producing English Fricative & Affricate phonemes	Consonant Sounds: Fricatives & Affricates	Practice & Exercise	Theoretical and practical assessments
9	3 hrs.	Describing, analyzing, and producing English Plosive & Nasal phonemes	Consonant Sounds: Plosives & Nasals	Practice & Exercise	Theoretical and practical assessments

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10	3 hrs.	Describing, analyzing, and producing English gliding and lateral phonemes	Consonant Sounds: Gliding & Lateral	Practice & Exercise	Theoretical and practical assessments
11	3 hrs.	Review & Testing			Theoretical and practical assessments
12	3 hrs.	Describing, analyzing, and producing English pure vowels and diphthongs	English Vowels: Pure Diphthongs	Practice & Exercise	Theoretical and practical assessments
13	3 hrs.	Describing, analyzing, and producing English short, long, centering, & closing vowels	Pure Vowels: Short vs long	Practice & Exercise	Theoretical and practical assessments
14	3 hrs.	Review & Testing	Diphthongs: Centering Closing	Practice & Exercise	Theoretical and practical assessments
15	3 hrs.	Understanding the field of segmental phonology and related theories	Diphthongs: Centering Closing	Theoretical session	Theoretical and practical assessments
16	3 hrs.	Understanding the field of sup segmental phonology and related theories	Segmental Phonology	Theoretical session	Theoretical and practical assessments
17	3 hrs.	Understanding the English intonational system and related theories	Suprasegmental Phonology	Theoretical & practical session	Theoretical and practical assessments
18	3 hrs.	Review & Testing	Intonation		Theoretical and practical assessments
19	3	The difference between the writing and phonemic systems		Theoretical & practical session	Theoretical and practical assessments

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20	3	Phonemic & Phonetic Transcription	The difference between the writing and phonemic systems	Theoretical & practical session	Theoretical and practical assessments
21	3	English Vowels: Pure vs Diphthongs	Phonemic & Phonetic Transcription	Theoretical & practical session	Theoretical and practical assessments
22	3	Integration and its types: Progressive integration and regressive integration	English Vowels: Pure Diphthongs	Theoretical & practical session	Theoretical and practical assessments
23	3	Describing, analyzing, and producing English pure vowels and diphthongs	Integration and its types: Progressive integration and regressive integration	Theoretical & practical session	Theoretical and practical assessments
24	3	physiology of the human vocal apparatus	Describing, analyzing, and producing English pure vowels and diphthongs	Theoretical & practical session	Theoretical and practical assessments
25	3	Presentation (Evaluation)	physiology of the human vocal apparatus	Theoretical & practical session	Theoretical and practical assessments
26	3	Explain the Terms related to this science such as audio clip, vocal intensity tone, and rhyme of speech	Presentation (Evaluation)	Theoretical & practical session	Theoretical and practical assessments
27	3	Introduction to the topic of verbal fluency	Explain the Terms related to this science such as audio clip, vocal intensity tone, and rhyme of speech	Theoretical & practical session	Theoretical and practical assessments

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28	3	The strong forms of pronunciation or the weak form	Introduction to the topic of verbal fluency	Theoretical & practical session	Theoretical and practical assessments
29	3	Review & Testing	English Vowels: Pure Diphthongs	Theoretical & practical session	Theoretical and practical assessments
30	3	Introduction to the topic of verbal fluency	Segmental Phonology	Theoretical & practical session	Theoretical and practical assessments

13. Course Evaluation

- 1- Daily quizzes, monthly exams as well as mid and final-term exams to assess both students' theoretical knowledge and practical skills.
- 2- Reports, research, and extracurricular activities Oral assessments.
- 3- Theoretical and practical exams whether daily or monthly
- 4- Extracurricular students' activities
- 5- Homework assignments

14. Learning & Teaching Resources

Required textbooks. (curricular if any)	Better English Pronunciation J.D. O'Conner
Main References (sources)	English PJ.D. O'Conner Jonathan Marks
Recommended Books & References (Scientific Journals, Reports ...)	J. D. O'Connor Better English Pronunciation
Websites or Electronic References	A. C. Gimson An Introduction to English Pronunciation David Crystal A Dictionary of Linguistics & Phonetics

Course Description (4)

1. Course Title	Listening and speaking	
2. Course Code	(0901104)	
3. Semester/Year	Annual System	
4. Description Preparation Date	16-9-2024	
5. Available Attendance Form	Classroom Attendance	
6. No. of Hours (Total)	2 hours per week	
7. No. of Credits (Total)	60 credits	
8. Course Administrator Name	Assistant Lecturer: Basim Mahmood Hamed	
9. E-mail	Basim.m@albayan.edu.iq	
10. Course Objectives		
Knowledge	A1	Teaching students' prerequisites of conversation
	A2	Teaching them to use language in formal and non-formal situations
	A3	Training them to use English fluently
	A4	Expanding students' mental lexicon through using words and expressions
Skills	B1	Encouraging students to express themselves confidently.
	B2	Learning about new cultures
	B3	Expanding students' linguistic knowledge
	B4	Developing student's ability to deduce meaning through listening
Values	C1	Teaching the students the styles and methods of conversation through listening and speaking
	C2	Expanding mental lexicon
	C3	Training students on using language in everyday situations
	C4	Training them on deducing meanings of words and expressions from the linguistic and situational contexts

11. Teaching and Learning Strategies

1.	Discussion and stimulating the critical thinking of the student, And to Conduct field visits	4.	Stimulating students' competence through seminars and conferences coordinated by the Department of English Language.
2.	Weekly digital assignments and tracking students' development.	5.	Asking students to make audio recordings; they send the recording as an assignment to the electronic class designated for the conversation material.
3.	Dialogues and solving textbook exercises.	6.	Students give critical thinking about a movie or series that they have recently watched.

12. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	Listening: The Lost Skill	Stimulating student's awareness of the priority of the listening skill	Discussion and students participating in dialogues	Weekly digital assignments
2	2	First day at the college, understanding the activities, schedules, and rules of the college	What's your favorite thing to do on a rainy day?	Description of problems and suggesting solutions	Weekly digital assignments
3	2	Teaching how to inquire about transport and travel	Welcome Al- Bayan University	Discussion and students participating in dialogues,	Weekly digital assignments
4	2	Going to have meals	How do I buy a ticket?	Description of problems and suggesting solutions	Weekly digital assignments
5	2	Using language in emergencies and complaints	Shall we go out for dinner?	Lecturing and students participating in dialogues,	Weekly digital assignments
6	2	Using language in medical and health issues	You should go to the police	Description of problems and	Weekly digital assignments

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				suggesting solutions	
7	2	Traveling abroad and getting introduced to new friends	Have you got a headache?	Lecturing and students participating in dialogues,	Weekly digital assignments
8	2	Sight-seeing and touring	A world of friends	Description of problems and suggesting solutions	Weekly digital assignments
9	2	Language of travelling by air and tourism	What can I do here?	Lecturing and students participating in dialogues,	Weekly digital assignments
10	2	Understanding a news story	When are you flying	Description of =problems and suggesting solutions	Weekly digital assignments
11	2	Understanding people's names and roles	The weather is changing	Lecturing and students participating in dialogues,	Weekly digital assignments
12	2	Conversations about tasks in workplaces	I have our schedule	Description of problems and suggesting solutions	Weekly digital assignments
13	2	Organizing an event at work	You did well	Lecturing and students	Weekly digital assignments

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				participating in dialogues,	
14	2	Football and sports conversations	I've organized the trainer	Description of problems and suggesting solutions	Weekly digital assignments
15	2	How to ask politely?	Soccer: The Beautiful Game	Lecturing and students participating in dialogues,	Weekly digital assignments
16	2	Habits and goals, encouraging the students to improve their English.	I'm phoning about the house.	Description of problems and suggesting solutions	Weekly digital assignments
17	2	Listening: The Lost Skill	What are your goals?	Lecturing and students participating in dialogues,	Weekly digital assignments
18	2	First day at the college, understanding the activities, schedules, and rules of the college	Stimulating student's awareness of the priority of the listening skill	Description of problems and suggesting solutions	Weekly digital assignments
19	2	Teaching how to inquire about transport and travel		Lecturing and students participating in dialogues,	Weekly digital assignments
20	2	Going to have meals	Welcome Al- Bayan University	Description of problems and	Weekly digital assignments

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				suggesting solutions	
21	2	Using language in emergencies and complaints	How do I buy a ticket?	Lecturing and students participating in dialogues,	Weekly digital assignments
22	2	Using language in medical and health issues	Shall we go out for dinner?	Description of problems and suggesting solutions	Weekly digital assignments
23	2	Traveling abroad and getting introduced to new friends	You should go to the police	Lecturing and students participating in dialogues,	Weekly digital assignments
24	2	Sight-seeing and touring	Have you got a headache?	Description of problems and suggesting solutions	Weekly digital assignments
25	2	Language of travelling by air and tourism	A world of friends	Lecturing and students participating in dialogues,	Weekly digital assignments
26	2	Understanding a news story	What can I do here?	Description of problems and suggesting solutions	Weekly digital assignments
27	2	Understanding people's names and roles	When are you flying	Lecturing and students	Weekly digital assignments

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				participating in dialogues,	
28	2	Conversations about tasks in workplaces	The weather is changing	Description of problems and suggesting solutions	Weekly digital assignments
29	2	Organizing an event at work	I have our schedule	Lecturing and students participating in dialogues,	Weekly digital assignments
30	2	Football and sports conversations	You did well	Description of problems and suggesting solutions	Weekly digital assignments

13. Course Evaluation

- 1- Weekly Digital assignments
2. Direct tests during the e-lectures.
3. Mid-Year and Final Exams.

14. Learning & Teaching Resources

Required textbooks. (curricular if any)	NorthStar 1: Listening and Speaking 4 th edition. Polly Merdinger and Laurie Barton 2015
Main References (sources)	Sally Logan and Craig Thaine, Real Listening and Speaking 1, 2008
Recommended Books & References (Scientific Journals, Reports ...)	Recommended Textbook: Laurie Frazier and Robin Mills,
Websites or Electronic References	www.youtube.com

Course Description (5)

1. Course Title	Writing 1	
2. Course Code	(0901105)	
3. Semester/Year	Annual System	
4. Description Preparation Date	16-9-2024	
5. Available Attendance Form	Classroom Attendance	
6. No. of Hours (Total)	2 hours weekly	
7. No. of Credits (Total)	60 credits	
8. Course Administrator Name	Assistant Lecturer: Islam Fadhil Abdulsahib	
9. E-mail	islam.f@albayan.edu.iq	
10. Course Objectives		
Knowledge	A1	Enabling students to acquire knowledge in English construction.
	A2	Enable students to be able to use the English language.
	A3	Enable students to obtain knowledge through the reports required of them in this regard.
	A4	Knowledge of everyday terms
Skills	B1	Students acquire basic skills in English composition.
	B2	Students acquire theoretical and practical knowledge of writing skills in English language.
	B3	Students acquire the ability to use the English language
	B4	Daily and quarterly practical and theoretical exams
Values	C1	Providing students with knowledge of English construction
	C2	Knowledge of English language skills
	C3	Using modern teaching methods according to the nature of the subject
	C4	Develop basic skills in writing composition in the English language

11. Teaching and Learning Strategies

1.	Theoretical and practical lectures in the English language	4.	Modern methods of teaching the use of the English language
2.	Educational films, illustrations, and direct presentation from the teacher	5.	Direct application of vocabulary and its uses
3.	Practical application of basic skills in the English language	6.	

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	The student understands the basics of the English language	Introduction	Theoretical explanation	Q&A
2	2	To teach the student the basics of the English language	Speaking university classes	Theoretical explanation	Discussion
3	2	The student learns English terms	Pre-writing: Getting Ready to Write	Theoretical explanation	Quiz
4	2	The student learns how to improve their writing	Exercise	Theoretical explanation	Q&A
5	2	the student learn to write	Brainstorming	Theoretical explanation	Q&A
6	2	The students learn types of writing	Editing	Theoretical explanation	Discussion
7	2	The students learn types of writing	Exercise	Theoretical explanation	Assignment
8	2	The student learns how to improve their writing	The structure of a paragraph	Theoretical explanation	Homework
9	2	The student learns how to improve their writing	Exercise	Theoretical explanation	Q&A
10	2	The students learn types of writing	The topic and main idea	Theoretical explanation	Discuss Homework

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11	2	The student learns English terms	Exercise and write	Theoretical explanation	
12	2	The students learn types of writing	The development of a Paragraph	Theoretical explanation	Quiz
13	2	The student learns English terms	Exercise and write	Theoretical explanation	Write Composition
14	2	The development of a Paragraph	Means of support	Theoretical explanation	Presentation
15	2	=	Exercise and write	Theoretical explanation	A&Q
16	2	How to write a paragraph	Descriptive and process paragraphs	Theoretical explanation	Quiz
17	2	The Structure of an Essay	Exercise	Theoretical explanation	Q&A
18	2	Write a paragraph	Write a paragraph	Theoretical explanation	Q&A
19	2	Write a paragraph	Describing a character	Theoretical explanation	Q&A
20	2	The student learns English vocabulary	Exercise and write	Theoretical explanation	Quiz
21	2	The student learns English vocabulary	Process paragraphs	Theoretical explanation	Q&A
22	2	Structure of sentences	Exercise and write	Theoretical explanation	Discussion
23	2	Structure of Writing	Transitions	Theoretical explanation	Discussion
24	2	Paragraph	Exercise	Theoretical explanation	Homework
25	2	Write paragraph	Write paragraph	Theoretical explanation	Q&A
26	2	Explanation	Opinion paragraphs	Theoretical explanation	Test
27	2	Explanation	Modal auxiliaries	Theoretical explanation	Q&A
28	2	Write paragraph	Exercise and write	Theoretical explanation	Q&A
29	2	Write paragraph	Exercise and write	Theoretical explanation	Assignment
30	2	Explanation	Revision	Theoretical explanation	Revision

13. Course Evaluation

1 -Essay type test

2 -Objective type test

Grades are as follows:

20 for the first month

20 for the second month

60 for the final exam

14. Learning & Teaching Resources

Required textbooks. (curricular if any)	Academic Writing from Paragraph to Essay By Dorothy E Zemach and Lisa, A Rumisek
Main References (sources)	Academic Writing from Paragraph to Essay By Dorothy E Zemach and Lisa, A Rumisek
Recommended Books & References (Scientific Journals, Reports ...)	N/A
Websites or Electronic References	Focus on : Laurie G. Kirszner Mandell Writing: Paragraphs and Essays Writing Paragraphs: From Sentence to Paragraph: Dorothy E. Zemach , Islam

Course Description (6)

1. Course Title		Reading	
2. Course Code		(0901106)	
3. Semester/Year		Annual System	
4. Description Preparation Date		16-9-2024	
5. Available Attendance Form		Classroom Attendance	
6. No. of Hours (Total)		2 hours weekly	
7. No. of Credits (Total)		60 credits	
8. Course Administrator Name		Assistant Lecturer: Bashar Mohammed Farhan	
9. E-mail		bashar.m@albayan.edu.iq	
10. Course Objectives			
Knowledge	A1	Teaching the students how to understand the passages.	
	A2	Knowing the new vocabulary	
	A3	Teaching how to pronounce words correctly.	
	A4	Teaching the students the compound vocabulary	
Skills	B1	Teaching the students the way to find the meaning of the vocabulary.	
	B2	Teaching the students how to read the passage.	
	B3	Teaching the students how to answer the questions	
	B4	Interaction with the students	
Values	C1	Studying different passages with more emphasis on the vocabulary and how to use them in meaningful sentences	
	C2	Reading any type of text more quickly	
	C3	The student can differentiate between complex and simple texts.	
	C4	The student is capable of teaching, explaining, and processing texts in a simpler and faster manner.	
11. Teaching and Learning Strategies			
1.	Giving lectures theoretically		4. Encouraging the students to speak English correctly.

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2.	To Conduct field visits	5.	Reading the passage in the class
3.	Taking into consideration the reaction of the students and their own opinions	6.	Interaction with the students

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2 hours	Explanation	Introduction	Lecture	Q&A
2	2 hours	Teaching new passage	Chapter 1 Answering Interview Questions	Lecture	Q&A
3	2 hours	Listening to the audio of the passage	Exercises	Lecture	Discussion
4	2 hours	Teaching new vocabulary	Reading skills using context and understanding phrasal verbs	Lecture	Discussion
5	2 hours	Explanation	Exercises	Lecture	Q&A
6	2 hours	Listening to the audio of the passage	Structure + Exercises	Lecture	Q&A
7	2 hours	Teaching new passage	Chapter 2 Young Women Changing the world	Lecture	Discussion
8	2 hours	Teaching new vocabulary	Structure+ Exercises	Lecture	Quiz
9	2 hours	Explanation	Suffixes	Lecture	Q&A
10	2 hours	Explanation	Making Inferences	Lecture	Q&A
11	2 hours	Teaching new Vocabulary	Exercises	Lecture	Discussion
12	2 hours	Teaching new passage	Chapter 3 Student Team Learning	Lecture	Discussion

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13	2 hours	Explanation	Exercises	Lecture	Q&A
14	2 hours	Explanation	Structure + Exercises	Lecture	Q&A
15	2 hours	Explanation	Learning Collocations	Lecture	Discussion
16	2 hours	Teaching new vocabulary	Structure + Exercises	Lecture	Quiz
17	2 hours	Teaching new passage	Chapter 4 Learning to Speak	Lecture	Q&A
18	2 hours	Teaching new vocabulary	Structure + Exercises	Lecture	Q&A
19	2 hours	Listening to the audio of the passage	Exercises	Lecture	Discussion
20	2 hours	Teaching new passage	Chapter 5 The man in the moon has Company	Lecture	Discussion
21	2 hours	Teaching new vocabulary	Learning synonyms	Lecture	Q&A
22	2 hours	Explanation	Exercises	Lecture	Q&A
23	2 hours	Teaching new passage	Chapter 6 Culture Shock	Lecture	Discussion
24	2 hours	Teaching new vocabulary	Finding the topic and the main idea	Lecture	Discussion
25	2 hours	Teaching how to answer the question	Exercises	Lecture	Q&A
26	2 hours	Teaching new passage	Chapter 7 Private Lives	Lecture	Q&A
27	2 hours	Teaching new vocabulary	Exercises	Lecture	Q&A
28	2 hours	Explanation	Learning noun suffixes	Lecture	Discussion
29	2 hours	Explanation	Exercises	Lecture	Discussion
30	2 hours	Explanation	General Revision	Lecture	Revision

13. Course Evaluation

- 1 -Essay type test
- 2 -Objective type test

Grades are as follows:

- 20 for the first month
- 20 for the second month
- 60 for the final exam

14. Learning & Teaching Resources

Required textbooks. (curricular if any)	Select Reading: Intermediate. Oxford L. G. Alexander, Developing Skills
Main References (sources)	Select Reading: Intermediate. Oxford L. G. Alexander, Developing Skills
Recommended Books & References (Scientific Journals, Reports ...)	Interaction (Access). McGraw-Hill
Websites or Electronic References	https://elt.oup.com/student/selectreadings2e/elementary?cc=global&selLanguage=en http://www.eflnet.com/vocab/advanced_vocabulary.php http://www.eslgold.com/vocabulary/advanced.html

Course Description (7)

1. Course Title	Educational psychology	
2. Course Code	(0901107)	
3. Semester/Year	Annual System	
4. Description Preparation Date	16-9-2024	
5. Available Attendance Form	Classroom Attendance	
6. No. of Hours (Total)	2 hours weekly	
7. No. of Credits (Total)	60 credits	
8. Course Administrator Name	Professor: Ridha Abdullah Kamel	
9. E-mail	Ridhamusawi1964@gmail.com	
10. Course Objectives		
Knowledge	A1	Enable students to learn about psychology and educational psychology.
	A2	Enabling students to obtain knowledge through the reports required of them in this regard
	A3	Enabling students to understand educational and psychological laws
	A4	Knowledge of educational laws in educational institutions.
Skills	B1	Students acquire the basics of educational psychology.
	B2	Students acquire theoretical and practical knowledge of psychological and educational issues.
	B3	Students acquire the ability to adhere to the educational foundations of educational institutions
	B4	Criticism and expressing an opinion
Values	C1	Knowledge of the laws and regulations in the human body to gain knowledge.
	C2	Providing students with knowledge of educational aspects in educational and social institutions
	C3	Holding seminars and seminars related to educational issues in the community.
	C4	Transferring the heritage from parents to children and how to preserve it.

11. Teaching and Learning Strategies

1.	Problem-solving method	4.	The method of interrogation
2.	Cooperative learning method	5.	The method of advanced regulators
3.	To Conduct field visits	6.	Exploration method

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2Hours	To understand the basics of psychology and educational psychology	An introduction to psychology and educational psychology	theoretical explanation	Theoretical exam
2	2Hours	To familiarize the student with the branches of psychology	Branches of Psychology	theoretical explanation	Theoretical exam
3	2Hours	The student learns the old traditional schools of psychology	Old Traditional Schools of Psychology	theoretical explanation	Theoretical exam
4	2Hours	The student learns the modern schools of Psychology	Modern Schools of Psychology (New)	theoretical explanation	Theoretical exam
5	2 Hours	To familiarize the student with the concept of behavior	The concept of Behavior and its types	theoretical explanation	Theoretical exam
6	2 Hours	To teach the students research methods in Educational Psychology	Research Methods in Educational Psychology	theoretical explanation	Theoretical exam
7	2Hours				Theoretical exam
8	2Hours	To familiarize the student with the concept of attention	The concept of attention, its types, and factors affecting the senses	theoretical explanation	Theoretical exam

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9	2Hours	To learn about the theories that explain the process of attention	Attention Explanatory Theories	theoretical explanation	Theoretical exam
10	2 Hours	The student learns about the subject of sensation and the factors affecting the senses	The concept of sensation, its types, and factors affecting the senses	theoretical explanation	Theoretical exam
11	2 Hours	To learn about the subject of perception and the characteristics of perception	Perception, characteristics, and principles of perception	theoretical explanation	Theoretical exam
12	2Hours	To learn about the subject of perception and the characteristics of perception			Theoretical exam
13	2Hours	The student learns about motivation and its types	Motivation and types of motivation	theoretical explanation	Theoretical exam
14	2Hours	To learn about the theories that explain the topic of motivation	Explanatory theories of motivation	theoretical explanation	Theoretical exam
15	2 Hours	To learn about the theories that explain the topic of motivation			Theoretical exam
16	2 Hours	To learn about the theories that explain the topic of motivation	Supplement the theories that explain the subject of motivation	theoretical explanation	Theoretical exam
17	2 Hours	The student learns about the subject of emotion and the reasons that lead to emotion	Emotions and their types	theoretical explanation	Theoretical exam

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18	2 Hours	The student learns about the subject of memory and knows ways to improve human memory	human memory	theoretical explanation	Theoretical exam
19	2 Hours	The student learns about the subject of forgetting and the reasons that lead to forgetting	Forgetting and its causes	theoretical explanation	Theoretical exam
20	2 Hours	The student should know the reasons that lead to forgetfulness	Theories explaining the process of forgetting	theoretical explanation	Theoretical exam
21	2 Hours				Theoretical exam
22	2 Hours	The student learns about the terms and meanings of learning	Learning and learning conditions	theoretical explanation	Theoretical exam
23	2 Hours	The student understands the meaning of coupling and conditional in the Pavlovian theorem	Pavlov's Simple Conditioning Theorem	theoretical explanation	Theoretical exam
24	2 Hours	To teach the student about the theory of foresight	Insight Learning Theory Kehler's Theory	theoretical explanation	Theoretical exam
25	2 Hours	The student learns about the transfer of the effect of learning from one situation to another	Transmission of learning effect	theoretical explanation	Theoretical exam
26	2 Hours	The student learns about feedback and its types			Theoretical exam

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27	2 Hours	The student learns about feedback and its types	Feedback	theoretical explanation	Theoretical exam
28	2 Hours	To understand the meaning of the concepts	Learn concepts	theoretical explanation	Theoretical exam
29	2 Hours	To understand the meaning of individual differences	Individual differences	theoretical explanation	Theoretical exam
30	2 Hours	To understand the basics of psychology and educational psychology	An introduction to psychology and educational psychology	theoretical explanation	Theoretical exam

13. Course Evaluation

- 1 . Daily and quarterly theory exams
2. Students' extra-curricular activities
3. The duties assigned to the students by the instructor
4. Oral exams
5. Daily and quarterly theory exams
6. Reports, research, and extra-curricular activities

14. Learning & Teaching Resources

Required textbooks. (curricular if any)	Educational Psychology books
Main References (sources)	The foundations of educational psychology, by Professor Mohsen Fadel Al-Zirjawi
Recommended Books & References (Scientific Journals, Reports ...)	Journals specialized in the field of educational and psychological sciences
Websites or Electronic References	The foundations of educational psychology, by Professor Mohsen Fadel Al-Zirjawi

Course Description (8)

1. Course Title	Fundamentals of Education	
2. Course Code	(0901108)	
3. Semester/Year	Annual System	
4. Description Preparation Date	16-9-2024	
5. Available Attendance Form	Classroom Attendance	
6. No. of Hours (Total)	2 hours weekly	
7. No. of Credits (Total)	60 Credits	
8. Course Administrator Name	Professor Ridha Abdullah Kamel, PhD	
9. E-mail	ridhamusawi1964@gmail.com	
10. Course Objectives		
Knowledge	A1	Educating students about the stages of human life growth.
	A2	Introducing students to dividing these stages into sections.
	A3	A case study of a behavioral problem and using it to solve similar problems.
	A4	looking at the most important theories that talk about human development.
Skills	B1	Providing students with psychoanalytic skills for the growth of human personality.
	B2	The ability to apply problem-solving skills in educational reality.
	B3	Developing self-confidence and acquiring the skill of accepting others.
	B4	Developing the skill of dialogue and inclusion of the other.
Values	C1	Introducing students to the stages of human life teaching.
	C2	To provide students with the skill of psychoanalysis for these stages.
	C3	Students interact with others and express themselves confidently.
	C4	Dialogue about some types of psychological problems and the benefits of solving them.

11. Teaching and Learning Strategies

1.	Paying attention to students' opinions and ideas.	4.	Discussion
2.	The teacher is keen to set a good example for his students.	5.	Brainstorming
3.	Developing dialogue and the art of containing the other.	6.	To Conduct field visits

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1		Understanding and defining developmental psychology and its divisions	Understanding and defining developmental psychology and its divisions	Lecture and discussion.	Oral questions, discussions, and quizzes
2		Identify the divisions of human life growth, childhood, adolescence, and adulthood	Identify the divisions of human life growth, childhood, adolescence, and adulthood	Lecture and discussion.	Oral questions, discussions, and quizzes
3		Understanding and defining the different stages of human life, childhood, adolescence, and adulthood	Understanding and defining the different stages of human life, childhood, adolescence, and adulthood	Lecture and discussion.	Oral questions, discussions, and quizzes
4		Methods of scientific research: questionnaire, observation, interview	Methods of scientific research: questionnaire, observation, interview	Lecture and discussion.	Oral questions, discussions, and quizzes
5		Definition of questionnaire, and method of preparation	Definition of questionnaire, and method of preparation	Lecture and discussion.	Oral questions, discussions, and quizzes

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6		Note the Definition, and method of preparation	Note the Definition, and method of preparation	Lecture and discussion.	Oral questions, discussions, and quizzes
7		Interview definition, and method of preparation	Interview definition, and method of preparation	Lecture and discussion.	Oral questions, discussions, and quizzes
8		Formation of a moral conscience through socialization	Formation of a moral conscience through socialization	Lecture and discussion.	Oral questions, discussions, and quizzes
9		social growth social development	social growth social development	Lecture and discussion.	Oral questions, discussions, and quizzes
10		The evolution of the stages of social growth, the division of stages	The evolution of the stages of social growth, the division of stages	Lecture and discussion.	Oral questions, discussions, and quizzes
11		Institutions of socialization, family, school, peers, media, the Internet	Institutions of socialization, family, school, peers, media, the Internet	Lecture and discussion.	Oral questions, discussions, and quizzes
12		The family and the school, their functions, and the extent to which they relate to reality	The family and the school, their functions, and the extent to which they relate to reality=	Lecture and discussion.	Oral questions, discussions, and quizzes

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13		Peers, the media, the Internet, their functions, and their importance in reality	Peers, the media the Internet, their functions, and their importance in reality	Lecture and discussion.	Oral questions, discussions, and quizzes
14		The growth of the institutions of socialization growth	The growth of the institutions of socialization growth	Lecture and discussion.	Oral questions, discussions, and quizzes
15		The usefulness of the institutions of socialization	The usefulness of the institutions of socialization	Lecture and discussion.	Oral questions, discussions, and quizzes
16		family growth jobs	family growth jobs	Lecture and discussion.	Oral questions, discussions, and quizzes
17		Recent studies on the functions of family growth, recent studies	Recent studies on the functions of family growth, recent studies	Lecture and discussion.	Oral questions, discussions, and quizzes
18		Institutions of cultural heritage transmission, including educational institutions	Institutions of cultural heritage transmission, including educational institutions	Lecture and discussion.	Oral questions, discussions, and quizzes
19		A child's escaping from school: factors and causes	A child's escaping from school: factors and causes	Lecture and discussion.	Oral questions, discussions, and quizzes

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20		Formation of a moral conscience through socialization	Formation of a moral conscience through socialization	Lecture and discussion.	Oral questions, discussions, and quizzes
21		social growth social development	social growth social development	Lecture and discussion.	Oral questions, discussions, and quizzes
22		The evolution of the stages of social growth, the division of stages	The evolution of the stages of social growth, the division of stages	Lecture and discussion.	Oral questions, discussions, and quizzes
23		Institutions of socialization, family, school, peers, media, the Internet	Institutions of socialization, family, school, peers, media, the Internet	Lecture and discussion.	Oral questions, discussions, and quizzes
24		The family and the school, their functions, and the extent to which they relate to reality	The family and the school, their functions, and the extent to which they relate to reality	Lecture and discussion.	Oral questions, discussions, and quizzes
25		Peers, the media, the Internet, their functions, and their importance in reality	Peers, the media, the Internet, their functions, and their importance in reality	Lecture and discussion.	Oral questions, discussions, and quizzes
26		Understanding and defining the different stages of human life	Understanding and defining the different stages of human life	Lecture and discussion.	Oral questions, discussions, and quizzes

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27			Review	Lecture and discussion.	Oral questions, discussions, and quizzes
28			Presentation	Lecture and discussion.	Oral questions, discussions, and quizzes
29		social growth social development	social growth social development	Lecture and discussion.	Oral questions, discussions, and quizzes
30		Understanding and defining developmental psychology and its divisions	Final Exam	Lecture and discussion.	Oral questions, discussions, and quizzes

13. Course Evaluation

- 1- short exams
- 2- Electronic exams
- 3- Homework
- 4- Participation and class activities
- 5- Mid-year and final -of-year exams

14. Learning & Teaching Resources

Required textbooks. (curricular if any)	Developmental Psychology Textbook (2007)
Main References (sources)	Hanna, Youssef (2000): Developmental and Formative Psychology. Maktouf, Sabiha Yasser (2013): The Psychology of Growth and Development.
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	Hanna, Youssef (2000): Developmental and Formative Psychology.

Course Description (9)

1. Course Title	Human Rights and Democracy	
2. Course Code	0901109	
3. Semester/Year	Annual System	
4. Description Preparation Date	16-9-2024	
5. Available Attendance Form	Classroom Attendance	
6. No. of Hours (Total)	2 Hours Weekly	
7. No. of Credits (Total)	60 hours	
8. Course Administrator Name	Dr. Ali Akram Kadhim	
9. E-mail	ali.ak@albayan.edu.i1	
10. Course Objectives		
Knowledge	A1	Introducing students to the historical development of the concepts of human rights and democracy
	A2	Enabling students to obtain an almost complete knowledge of human rights and democracy
	A3	Introducing students to how the international community currently deals with issues of human rights and democracy, especially in underdeveloped societies, and how the political system in these countries deals with these issues.
	A4	Introducing students to democracy and its importance in achieving political stability by resorting to ballot boxes through elections and the peaceful transfer of power.
Skills	B1	Students acquire skills in dealing with the issues of human rights and democracy
	B2	Students acquire theoretical knowledge and the development of the concepts of human rights and democracy
	B3	Students acquire the skill of speaking on the issues of rights, democracy, and elections.
	B4	Students gain self-confidence in the ability to make the appropriate decision in finding solutions to problems
Values	C1	Educating students with the general culture of human rights, democracy, and related or related concepts
	C2	To provide students with the skill of dealing with the concepts of human rights and democracy.

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	C3	This course contributes to giving students a measure of information about the rights and freedoms that they possess when exposed to a situation that requires a return to the laws.
	C4	Students' knowledge of the subjects of the constitution and the law, especially those related to rights and freedoms, especially in Iraq, as recent talk has become about rights and freedoms.

11. Teaching and Learning Strategies

1.	Theoretical lectures that include recitation and explanation of some topics with diagrams.	4.	Duties assigned to students by the teacher
2.	Using the method of questions that provoke discussion, especially those related to the Iraqi reality in terms of rights and freedoms, because of their importance in prompting students to discuss and enrich the subject.	5.	Daily applications Lecture
3.	To Conduct field visits	6.	

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	To understand the meaning of human rights	An introduction to human rights	theoretical explanation	Daily, semester, and final theoretical exams
2	2	The student understands how international interest in the field of human rights has developed	Human rights in monotheistic religions	theoretical explanation	Daily, semester, and final theoretical exams
3	2	To understand the definition of human rights	Define human rights	theoretical explanation	Daily, semester, and final theoretical exams
4	2	=		theoretical explanation	Daily, semester, and final theoretical exams
5	2	To understand what the characteristics of human rights are	characteristics of human rights	theoretical explanation	Daily, semester, and final theoretical exams
6	2	The student understands how international interest in the field of human rights has developed		theoretical explanation	Daily, semester, and final theoretical exams
7	2	That the student understands how religions deal with human rights	Human rights in monotheistic religions	theoretical explanation	Daily, semester, and final theoretical exams
8	2	The student understands how international interest in		theoretical explanation	Daily, semester, and final theoretical exams

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		the field of human rights has developed			
9	2	The student understands how international interest in the field of human rights has developed	International and UN conventions in the field of human rights	theoretical explanation	Daily, semester, and final theoretical exams
10	2	Discussion with students about human rights in Iraq		theoretical explanation	Daily, semester, and final theoretical exams
11	2	The student's knowledge of the constitutional guarantee of human rights	Constitutional guarantee of human rights	theoretical explanation	Daily, semester, and final theoretical exams
12	2	=		theoretical explanation	Daily, semester, and final theoretical exams
13	2	The student's knowledge of the judicial guarantee of human rights	Judicial guarantee of human rights	theoretical explanation	Daily, semester, and final theoretical exams
14	2	The student's knowledge of the judicial guarantee of human rights		theoretical explanation	Daily, semester, and final theoretical exams
15	2		Political guarantee of human rights	theoretical explanation	Daily, semester, and final theoretical exams
16	2	The student's knowledge of the political guarantee of human rights		theoretical explanation	Daily, semester, and final theoretical exams
17	2	=	open discussion	theoretical explanation	Daily, semester, and final theoretical exams
18	2	The debate on human rights		theoretical explanation	Daily, semester, and final theoretical exams

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19	2	Discussion with students about rights in Iraq	daily test	theoretical explanation	Daily, semester, and final theoretical exams
20	2	daily test		theoretical explanation	Daily, semester, and final theoretical exams
21	2	The student's knowledge of human rights in the Iraqi constitution	Human rights in the Iraqi constitution	theoretical explanation	Daily, semester, and final theoretical exams
22	2	The student's knowledge of human rights in the Iraqi constitution		theoretical explanation	Daily, semester, and final theoretical exams
23	2	Discussion with students about rights in Iraq	Human rights in the Iraqi reality	theoretical explanation	Daily, semester, and final theoretical exams
24	2	The student's knowledge of how to deal with the issue of rights in Iraq		theoretical explanation	Daily, semester, and final theoretical exams
25	2	The student's knowledge of the judicial guarantee of human rights	open discussion	theoretical explanation	Daily, semester, and final theoretical exams
26	2	Discussion with students about rights in Iraq	Discussion with students about rights in Iraq	theoretical explanation	Daily, semester, and final theoretical exams
27	2	=	semester exam	theoretical explanation	Daily, semester, and final theoretical exams
28	2	semester exam		theoretical explanation	Daily, semester, and final theoretical exams
29	2	The student's knowledge of the judicial guarantee of human rights	Re-explanation of topics	theoretical explanation	Daily, semester, and final theoretical exams

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30	2	Shedding light on topics that the student did not understand and revealed by the teaching staff through the semester exam	Shedding light on topics that the student did not understand and revealed by the teaching staff through the semester exam	theoretical explanation	Daily, semester, and final theoretical exams
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13. Course Evaluation

- 1 -Daily, semester, and final theoretical exams
- 2 -Reports, research, and extra-curricular activities
- 3- Duties assigned to students by the teacher

14. Learning & Teaching Resources

Required textbooks. (curricular if any)	The human rights book by Professor Hamid Hanoun Khaled And the book on democracy and human rights by Dr. Muhammad Abed Al-Jabri
Main References (sources)	The human rights book by Professor Hamid Hanoun Khaled And the book on democracy and human rights by Dr. Muhammad Abed Al-Jabri
Recommended Books & References (Scientific Journals, Reports ...)	The human rights book by Professor Hamid Hanoun Khaled And the book on democracy and human rights by Dr. Muhammad Abed Al-Jabri
Websites or Electronic References	The human rights book by Professor Hamid Hanoun Khaled And the book on democracy and human rights by Dr. Muhammad Abed Al-Jabri

Course Description (10)

1. Course Title		Computer Science	
2. Course Code		(0901110)	
3. Semester/Year		Annual System	
4. Description Preparation Date		16-9-2024	
5. Available Attendance Form		Classroom Attendance	
6. No. of Hours (Total)		2 hours weekly	
7. No. of Credits (Total)		60 credits	
8. Course Administrator Name		Assist. Lect. Ola Mustafa Mohammed	
9. E-mail		ola.m.altuhafi@gmail.com	
10. Course Objectives			
Knowledge	A1	Learn about the generations of computers and what are the developments over time.	
	A2	What are the basic components of a computer and what is the role of each of them?	
	A3	Choose the appropriate application to meet the need.	
	A4	Flexible dealing with the computer system	
Skills	B1	Using computer applications in the field of specialization	
	B2	Using the computer as a means of research and to obtain knowledge.	
	B3	Keeping up with technology	
	B4	Using the computer to extract results accurately and quickly	
Values	C1	Using a computer to study and extract the results	
	C2	Using a computer to analyze the results	
	C3	Study the problem and find the appropriate solution	
	C4	How to extract the characteristics of values	
11. Teaching and Learning Strategies			
1.	Lectures like good diction The laboratory is equipped with sophisticated computers and contemporary tools.	4.	Using computer applications in the field of specialization

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2.	Keeping up with technology	5.	To Conduct field visits
3.	Using the computer as a means of research and to obtain knowledge.	6.	

12. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1		Introduction (computer system)	General computer components	Explanation (presentation)	Students' participation
2		Windows 10	Windows 10	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
3		Exam	General computer components + Windows 10	Test	Exam results
4		Computer memory + computer applications	General computer components	Explanation (presentation)	Students' participation
5		Windows 10	Windows 10	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
6		Internet + network security	Computer system	Explanation (presentation)	Students' participation
7		Computer files	Computer system	Explanation (presentation)	Students' participation
8		Exam	Computer system components + Windows 10	Test	Exam results
9		Introduction	Microsoft word 2016	Explanation (presentation)	check students' application of the tools

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				+ practical application	that were explained on the computer system
10		Home tab	Microsoft word 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
11		Exam	Microsoft word 2016 + windows 10 + computer system	Test	Exam results
12		Insert table	Microsoft word 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
13		Insert picture	Microsoft word 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
14		Exam	Microsoft word 2016	Test	Exam results
15		Insert shapes + page layout	Microsoft word 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
16		Exam	Microsoft word 2016	Test	Exam results
17		Introduction	Microsoft power point 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system

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18		Insert slides	Microsoft power point 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
19		Home tab	Microsoft power point 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
20		Exam	Microsoft power points 2016	Test	Exam results
21		transitions	Microsoft PowerPoint 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
22		Animations	Microsoft PowerPoint 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
23		Exam	Microsoft power points 2016	Test	Exam results
24		Slide show	Microsoft PowerPoint 2016	Explanation (presentation) + practical application	check students' application of the tools that were

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					explained on the computer system
25		Exam	Microsoft power points 2016	Test	Exam results
26		Introduction (computer system)	General computer components	Explanation (presentation)	Students' participation
27		Windows 10	Windows 10	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
28		Exam	General computer components + Windows 10	Test	Exam results
29		Computer memory +computer applications	General computer components	Explanation (presentation)	Students' participation
30		Windows 10	Windows 10	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system

13. Course Evaluation

- Exams
- daily tests
- Asking questions during the lecture
- class participation.

14. Learning & Teaching Resources

Required textbooks. (curricular if any)	IC3 Book
Main References (sources)	
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	YouTube App

Course Description (11)

1. Course Title		Arabic language	
2. Course Code		(0901111)	
3. Semester/Year		Annual System	
4. Description Preparation Date		16-9-2024	
5. Available Attendance Form		Classroom Attendance	
6. No. of Hours (Total)		2 Hours Weekly	
7. No. of Credits (Total)		60 hours	
8. Course Administrator Name		Assistant Lecturer: Khansaa Saad Fajri	
9. E-mail		khansaa.s@albayan.edu.iq	
10. Course Objectives			
Knowledge	A1	Knowledge of Arabic sciences from the sections of speech, literature, and dictation	
	A2	Introduce them to how the letter or word affects the entire text.	
	A3	Graduating them while they are familiar with their Arabic literature and the best book	
	A4	Understand the necessary daily terms	
Skills	B1	Correct reading and writing skills.	
	B2	Correct pronunciation and pronunciation of letters	
	B3	Vocabulary and sentence arrangement skill	
	B4	Providing students with basic skills	
Values	C1	Knowledge cooperation	
	C2	Share the information.	
	C3	Self-confidence when they are reading	
	C4	Writing skill	
11. Teaching and Learning Strategies			
1.	Lecture, Daily and quarterly oral and written exams.	4.	Cooperative learning, Reports and duties assigned to the student by the instructor

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2.	Discussion, Extra-curricular activities for students	5.	Ask questions.
3.	Brainstorming	6.	Reading Books

12. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	Knowing the signs of Arabic	Grammar / Grammar	Explanation of the lecture and discussion with the students	oral questions
2	2	Differentiate parts of speech	parts of speech	Explanation of the lecture and discussion with the students	and discussions
3	2	Knowing the noun from the verb	Noun / Verb / Character	=	oral questions
4	2	Know the verb from the noun	Name and its marks	=	and discussions
5	2	Present tense from the past	Actions	=	oral questions
6	2	Knowing the verb from its signs	1/ past tense (past tense signs)	=	and discussions
7	2		2/Present tense (present tense verb signs)	=	oral questions
8	2	Knowing how to write a sentence	3/verb (command verb signs)	=	and discussions
9	2	How to write a sentence consisting of a subject and predicate	character plus exam	=	oral questions

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10	2	Knowing the singular news from the sentence	The names raised.	=	and discussions
11	2	Note the copyists from others	the subject	=	oral questions
12	2	Knowing how to write a sentence consisting of that and its sisters	Beginner and news	=	and discussions
13	2		types of news		oral questions
14	2	How to write the number	Arabic sentence transcribers	=	and discussions
15	2	Knowledge	1/ abrogating verbs (was and its sisters)	=	oral questions
16	2	Knowledge of Arabic literature and its differences from others	2/ The abrogating letters (that and its sisters)	=	and discussions
17	2	The distinction between literary ages	Exam	=	oral questions
18	2	note	Number rules	=	and discussions
19	2	Note and identify the sources	Singular, Compound, and Compound numbers	=	oral questions
20	2	Knowledge	The rule of distinguishing the number	=	and discussions
21	2	Knowing the poet and his poetry	literature /	=	oral questions
22	2	Recognize the types of prose		=	and discussions
23	2	Read and explain	Introduction to literature and its divisions (poetry and prose)	=	oral questions
24	2	=	literary ages	=	and discussions

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25	2	to explain	Sources of ancient Arabic poetry	=	oral questions
26	2		topic continuation		and discussions
27	2	Correct spelling of the hamza	Al-Mutanabbi's life, lineage, and features of his poetry	Explanation of the lecture and discussion with the students	oral questions
28	2	=	Al-Sayyab plus exam	=	and discussions
29	2	Know how to use tags in their proper places	Arabic prose / short story	=	oral questions
30	2	Knowing the correct writing	Example of a short story	=	and discussions

13. Course Evaluation

- 1-Daily and quarterly oral and written exams
- 2-Extra-curricular activities for students
- 3-Reports and duties assigned to the student by the instructor
- 4- Short exams
- 5- Electronic exams
- 6- Duties
- 7- Participation and class activities
- 8- Mid-year and end exams
- 9- Reports

➤ **The grading breakdown for the course is as follows:**
 20% for the first semester,
 20% for the second semester,
 and 60% for the final exam.

14. Learning & Teaching Resources

Required textbooks. (curricular if any)	A binding that is chosen by the instructor and written from several sources
Main References (sources)	Explanation of Ibn Aqeel / Al-Minhaj in the rules and expressions
Recommended Books & References (Scientific Journals, Reports ...)	Explanation of the Seven Mu'allaqat / Diwans of the Poets we studied / The Unique Dictating Book
Websites or Electronic References	The same books can also be obtained from the sites

Second Year

Course Description (1)

1. Course Title	Morphology and Syntax	
2. Course Code	0901202	
3. Semester/Year	2024-2025 (Annual)	
4. Description Preparation Date	16/9/2024	
5. Available Attendance Form	In-person Lectures	
6. No. of Hours (Total)	3 Hours	
7. No. of Credits (Total)	90 Credits	
8. Course Administrator Name	Ibrahim Adil Qader	
9. E-mail	ibrahim.a@albayan.edu.iq	
10. Course Objectives		
Knowledge	A1	Develop a fundamental understanding of English grammar
	A2	Effectively analyze and apply grammatical rules
	A3	Enhance writing and communication skills
	A4	Prepare students to comprehend and analyze more complex texts
Skills	B1	Grammatical analysis skills
	B2	Accurate writing skills
	B3	Reading comprehension skills
	B4	Oral communication skills
Values	C1	Accuracy and attention to detail
	C2	Commitment to continuous learning
	C3	Critical and analytical thinking

C4 Cultural openness

11. Teaching and Learning Strategies

1.	Example-based teaching	4.	Spiral learning
2.	Self-correction strategies	5.	Dialogic teaching
3.	Project-based learning	6.	Activity-based learning

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	3	Morphemes	Unit 8	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
2	3	Morphemes	Unit 8	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
3	3	Morphemes	Unit 8	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
4	3	Morphemes	Unit 8	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
5	3	Morphemes	Unit 8	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
6	3	Morphemes	Unit 8	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
7	3	Morphemes	Unit 8	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
8	3	Morphemes	Unit 8	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
9	3	Morphemes	Unit 8	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework

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10	3	Words	Unit 9	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
11	3	Words	Unit 9	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
12	3	Words	Unit 9	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
13	3	Words	Unit 9	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
14	3	Words	Unit 9	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
15	3	Words	Unit 9	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
16	3	Processes of Word Formation	Unit 10	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
17	3	Processes of Word Formation	Unit 10	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
18	3	Processes of Word Formation	Unit 10	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
19	3	Inflectional Paradigms	Unit 11	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
20	3	Inflectional Paradigms	Unit 11	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
21	3	Inflectional Paradigms	Unit 11	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework

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22	3	Inflectional Paradigms	Unit 11	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
23	3	Inflectional Paradigms	Unit 11	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
24	3	Parts of Speech	Unit 12	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
25	3	Parts of Speech	Unit 12	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
26	3	Parts of Speech	Unit 12	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
27	3	Parts of Speech	Unit 12	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
28	3	Parts of Speech: Structure Classes	Unit 13	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
29	3	Parts of Speech: Structure Classes	Unit 13	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework
30	3	Parts of Speech: Structure Classes	Unit 13	Theoretical explanation + Using the projector and Activating the points mentioned in 11 .	Quizzes + Exercises + Homework

13. Course Evaluation

Total: 100 marks

First Month: 20 marks (5 marks for students' daily participation + 15 for the written exam)

Second Month: 20 marks (5 marks for students' daily participation + 15 for the written exam)

Final Exam: 60 marks

14. Learning & Teaching Resources

Required textbooks (curricular if any)	Stageberg, N. C., & Oaks, D. D. (2000). <i>An Introductory English Grammar</i> (5th ed.). Cengage Learning.
Main References (sources)	
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	engvid.com

Course Description (2)

1. Course Title	English Phonetics Phonology		
2. Course Code	0901202		
3. Semester/Year	Annual		
4. Description Preparation Date	16/9/2024		
5. Available Attendance Form	Classroom Attendance		
6. No. of Hours (Total)	3 hours weekly		
7. No. of Credits (Total)	90 hours		
8. Course Administrator Name	Asst. Prof. Dr. Shameem A. Banani		
9. E-mail	shamim.a@albayan.edu.iq		
10. Course Objectives			
Knowledge	A1	Enabling the students to use English Sounds (consonants + Vowels)	
	A2	Being aware of Articulatory Phonetics	
	A3	Focusing on Place and manner of articulation in describing phonemes	
	A4	Being Aware of Suprasegmental Features such as stress and intonation	
Skills	B1	Pronunciation Practice	
	B2	Transcription Practice	
	B3	Listening to audio exercises	
	B4		
Values	C1	Encouraging the students to participate in class	
	C2	Learning the correct pronunciation from making mistakes	
	C3	Motivating students to develop their transcription skill	
	C4		
11. Teaching and Learning Strategies			
1.	Interactive learning	4.	Creating a channel on Telegram for further practice
2.	Using PPT + Audio	5.	Practicing audio exercises
3.	English podcasts	6.	Transcription Exercises.

12. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	3	What is meant by Phonetics?	Introduction	PPT + Audio	Worksheet
2	3	The production of speech sounds	Unit 2	PPT	Worksheet
3	3	Vowels and consonants	Unit 2	PPT + Audio	Worksheet
4	3	English short vowels	Unit 2	PPT	AU.Ex3 1-7
5	3	Long vowels & Diphthongs	Unit 3	PPT + Audio	AU.Ex4 1-3
6	3	Voicing and consonants	Unit 4	PPT	Worksheet
7	3	Respiration and voicing	Unit 4	PPT	More audio exs.
8	3	Plosives	Unit 4	PPT + Audio	AU unit 4 1-5
9	3	Phonemes and Symbols 5.1	Unit 5	PPT	AU unit 5 Revision
10	3	Symbols & Transcription 5.2	Unit 5	PPT	Worksheet
11	3	Phonology 5.3	Unit 5	PPT	AU. Unit 5 ex. 4,5
12	3	Quiz	Quiz	-----	-----
13	3	Fricatives & Affricates 6.1 6.2 Fricatives of English	Unit 6	PPT + Audio	Au. Exercises 1,2,3
14	3	6.3 The affricates of Eng. 6.4 Fortis consonants	Unit 6	PPT	Au. EXS. 4,5,6
15	3	Nasals & other consonants 7.1 English Nasals	Unit 7	PPT + Audio	Au. EXS 1,2,3
16	3	7.2 The consonant l 7.2 The consonant r 7.3 The consonants j and w	Unit 7	PPT	Au. EXS. 4.5.6, 7
17	3	Quiz	Quiz	-----	-----
18	3	8. The syllable 8.1 The nature of the syllable	Unit 8	PPT	Au EXS. 1,2,3,4, 5

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		8.2 The structure of the syllable 8.3 Syllable division			
19	3	9 Strong and weak syllables. 9.1 Strong and weak 9.4 Syllabic consonants	Unit 9	PPT	Work sheet + Au ex 1,3,,4,5
20	3	10. Stress in simple words 10.1 The nature of stress 10.2 Levels of stress	Unit 10	PPT	Au EXS. 1, 2
21	3	10.3 Placement of stress	Unit 10	PPT	Au. EXS. 3
22	3	11. Complex word stress 11.1 Complex words 11.2 Suffixes + Prefixes	Unit 11	PPT	Au. EXS.1,2,3
23	3	11.4 Compound words 11.5 variable stress 11.6 Word-class pairs	Unit 11	PPT	Au EXS. 4,5
24	3	Aspects of connected speech Rhythm, Assimilation, Elision Linking	Unit 14	PPT	Au EXS. 1,2
25	3	15. Intonation 15.1 Forms and functions 15.2 Tones and tone languages 15.3 Complex tones and pitch	Unit 15	PPT + Audio	Au. EXS. 1,2,3, 4
26	3	15.4 Functions of tones 15.5 Tones on other words	Unit 15	PPT + Audio	Au. EXS. 5
27	3	18. Functions of intonation 18.1 Attitudinal functions 18.2 Expressing attitudes	Unit 18	PPT + Audio	Audio unit 18
28	3	Quiz	Quiz	-----	-----
29	3	More audio practice	More audio practice	Audio	-----
30	3	Revision	Revision	Worksheet	Worksheet

13. Course Evaluation

Attendance + oral test (5) + the first monthly written test (15) = 20
 Attendance + oral test (5) + the second monthly written test (15) = 20
 Final exam (60) Total 100

14. Learning & Teaching Resources

Required textbooks (curricular if any)	English Phonetics and Phonology A practical course English Pronunciation in Use
Main References (sources)	Elements of General Phonetics Pronunciation for advanced learners of English
Recommended Books & References (Scientific Journals, Reports ...)	Crystal, D. (1969) <i>Prosodic Systems and Intonation</i> Cambridge: Cambridge University Press. Kenworthy, J. (1987) <i>Teaching English Pronunciation</i> , London: Longman
Websites or Electronic References	www.cambridge.org/elt/peterroach www.pronunciationstudio.com

Course Description (3)

1. Course Title	Advanced Reading		
2. Course Code	0901203		
3. Semester/Year	Annual		
4. Description Preparation Date	16/9/2024		
5. Available Attendance Form	Classroom attendance		
6. No. of Hours (Total)	2 hours a week		
7. No. of Credits (Total)	60 hours		
8. Course Administrator Name	Asst. Lect. Bashar Mohammed Farhan		
9. E-mail	bashar.m@albayan.edu.iq		
10. Course Objectives			
Knowledge	A1	The ability to read the text.	
	A2	Understanding the text	
	A3	Building vocabulary	
	A4	Discussion and writing	
Skills	B1	Identifying main ideas	
	B2	supporting main ideas	
	B3	Scanning for specific information	
	B4	Making inferences and using context	
Values	C1	Helping students develop a wide vocabulary	
	C2	Improving reading comprehension	
	C3	Increasing students' motivation to read	
	C4	Improving students critical thinking	
11. Teaching and Learning Strategies			
1.	Identifying the text	4.	Writing synonyms
2.	Reading the text	5.	Taking notes
3.	Asking questions and discussing	6.	Practice writing: Summarize the text

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	The youngsters behind YouTube	Chapter 1	Read, explain and discuss the text	Oral questions
2	2	Exercises	Chapter 1	Answer questions	Homework
3	2	When to use female nouns	Chapter 2	Read, explain and discuss the text	Oral questions
4	2	Exercises	Chapter 2	Answer questions	Homework
5	2	Your negative attitude can hurt Your career	Chapter 3	Read, explain and discuss the text	Oral questions
6	2	Exercises	Chapter 3	Answer or complete	Homework
7	2	The colourful world of synesthesia	Chapter 4	Read, explain and discuss the text	Oral questions
8	2	Exercises	Chapter 4	Choose or complete	Homework
9	2	What is creative thinking?	Chapter 5	Read, explain and discuss the text	Oral questions
10	2	Exercises	Chapter 5	Choose or complete	Homework
11	2	Listen up	Chapter 6	Read, explain and discuss the text	Oral questions
12	2	Exercises	Chapter 6	Answer or complete	Homework
13	2	Revisions
14	2	Quizzes
15	2	First exam			
16	2	Students won't give up their French fries	Chapter 7	Read, explain and discuss the text	Oral questions

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17	2	Exercises	Chapter 7	Answer or complete	Homework
18	2	Why I quit the company?	Chapter 8	Read, explain and discuss the text	Oral questions
19	2	Exercise	Chapter 8	Answer or complete	Homework
20	2	East meets west on loves risky cyberhighway	Chapter 9	Read, explain and discuss the text	Oral questions
21	2	Exercises	Chapter 9	Answer questions	Homework
22	2	Don't let stereotype warp your judgment	Chapter 10	Read, explain and discuss the text	Oral questions
23	2	Exercise	Chapter 10	Answer questions	Homework
24	2	The art of reading	Chapter 11	Read, explain and discuss the text	Oral questions
25	2	Exercises	Chapter 11	Answer or complete	Homework
26	2	When E.T calls	Chapter 12	Read, explain and discuss the text	Oral questions
27	2	Exercises	Chapter 12	Answer or complete	Homework
28	2	Revisions			
29	2	Quizzes			
30	2	Second exam			

13. Course Evaluation

Total: 100 marks

First Month: 20 marks (5 marks for students' daily participation + 15 for the written exam)

Second Month: 20 marks (5 marks for students' daily participation + 15 for the written exam)

Final Exam: 60 marks

14. Learning & Teaching Resources

Required textbooks (curricular if any)	Linda, L., & Jean B. (2015). Select Readings (2nd ed.). Oxford University.
Main References (sources)	
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	https://www.oxford.com/

Course Description (4)

1	Course Title	Academic Writing
2	Course's Code	0901204
3	Term/ Year	Annual Study Description
4	Date of Issue	16/9/2024
5	Available Attendance Form	Attendance
6	No of Weekly Hours	2 hrs/week
7	No of Credits	60 Hours
8	Course Provider	Asst Lect. Basim Mahmoud Hameed
9	Email Address	Basim.m@albayan.edu.iq

10	Main Course's Objectives	
Knowledge	A1	Enable students to understand English sentence structure
	A2	Enable students to use English properly
	A3	Measuring students' comprehension throughout regular assessments
	A4	Understanding every day's English idioms
SKILLS	B 1	Enabling students to form a correct English sentence
	B 2	Providing students the practical and theoretical skills to write in English.
	B 3	Enabling students to use English properly.
	B 4	Sitting weekly, quarterly, and annually exams.
VALUES	C 1	Providing knowledge to form a sentence
	C 2	Understanding key skills of using English
	C 3	Using a modern teaching techniques of teaching English
	C 4	Developing key skills of forming English sentences.

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11 Teaching and Learning Strategies			
1	Modern teaching techniques	4	Watching video lessons, using charts, and PowerPoint slides
2	Applying Teaching Theories.	5	Practicing 1-1 writing skills
3	Practicing daily usage of vocabularies.	6	

1. The Structure of the Course

Week	Hours	Roles	Topic/Subject Name	Learning Method	Evaluation Method
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Structure of the Course

W	Hrs	Teaching Target	Topic	Tech. Method	Assesses
1	2	Understanding Basic Eng.	Introduction	Theory	Q A
2	2	Teaching Basic English	Speaking university classes	Theory	Q A
3	2	Teaching English Terms	Pre-writing: Getting Ready to Write	Theory	Discussion
4	2	Underset. Basic Writing Tips	Exercise	Theory	Q A
5	2	Under. Writing Types	Brainstorming	Theory	Hm Wok
6	2	Under. Writing Types	Editing	Theory	Quiz
7	2	Developing Writing Skills	Exercise	Theory	Q A
8	2	Developing Writing Skills	The structure of a paragraph	Theory	Discussion
9	2	undress. Writing Types	Exercise	Theory	Hm Wok
10	2	Teaching English Terms	The topic and main idea	Theory	Quiz
11	2	undoers. Writing Types	Exercise and write	Theory	Discussion

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12	2	Teaching English Terms	The development of a paragraph	Theory	Q A
13	2	Writing Paragraphs	Exercise and write	Theory	Q A
14	2	Writing Paragraphs	Means of support	Theory	Hm Wok
15	2	Writing Paragraphs	Exercise and write	Theory	Hm Wok
16	2	Introduction to Articles	Descriptive and process paragraphs	Theory	Q A
17	2	Writing Paragraphs	Exercise	Theory	Q A
18	2	Writing Paragraphs	Write a paragraph	Theory	Discussion
19	2	Teaching English Terms	Describing a character	Theory	Quiz
20	2	Teaching English Terms	Exercise and write	Theory	Q A
21	2	Sentence Structure	Process paragraphs	Theory	Q A
22	2	Article Structure	Exercise and write	Theory	Q A
23	2	Writing Paragraphs	Transitions	Theory	Discussion
24	2	Writing Paragraphs	Exercise	Theory	Discussion
25	2	Writing Paragraphs	Write paragraph	Theory	Quiz
26	2	Writing Paragraphs	Opinion paragraphs	Theory	Q A
28	2	Writing Paragraphs	Modal auxiliaries	Theory	Q A
29	2	Writing Paragraphs	Exercise and write	Theory	Q A
30	2	Writing Paragraphs	Exercise and write	Theory	Discussion

2. Course Evaluation

Total: 100 marks

First Month: 20 marks (5 marks for students' daily participation + 15 for the written exam)

Second Month: 20 marks (5 marks for students' daily participation + 15 for the written exam)

Final Exam: 60 marks

Learning & Teaching Resources

Required Textbooks	Academic Writing from Paragraph to Essay By Dorothy E Zemach and Lisa, A Rumisek
Main Resources	Academic Writing from Paragraph to Essay By Dorothy E Zemach and Lisa, A Rumisek
Recommended books & resources	Evans Road (2001), Applied Linguistics. Essential Teacher Journal (2004).
Websites or electronic resources	Focus on Writing:: Laurie G. Kirszner Mandell Paragraphs and Essays Writing Paragraphs: From Sentence to Paragraph: Dorothy E. Zemach, Islam

Course Description (5)

1. Course Title	Drama		
2. Course Code	0901205		
3. Semester/Year	2024-2025		
4. Description Preparation Date	16/9/2024		
5. Available Attendance Form	Classroom Attendance		
6. No. of Hours (Total)	2 Hours Weekly		
7. No. of Credits (Total)	60 hours		
8. Course Administrator Name	Asst. Lec. Rafal Thaer AbdulQader		
9. E-mail	rafal.t@albayan.edu.iq		
10. Course Objectives			
Knowledge	A1	Identifying the origin, types, and development of theatre	
	A2	Understanding the basic elements of theatre	
	A3	Introducing drama to the student as a form of literature	
	A4	Introducing the structure, features, and characteristics of drama	
Skills	B1	Refining reading and writing skills	
	B2	Analyzing and evaluating theatrical text	
	B3	Encouraging creativity and critical thinking	
	B4	Suggesting new and creative ideas	
Values	C1	Developing communication and collaboration skills	
	C2	Using theatre as a tool to illustrate historical and scientific concepts	
	C3	understanding literary and poetic language	
	C4	Gain knowledge of different cultures through theatre	
11. Teaching and Learning Strategies			
1.	Interactive lectures	4.	PowerPoint presentation
2.	Questions and answers	5.	Performing scenes from the play
3.	Class discussion	6.	Watching plays Clips

12. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	Introduction to Drama	-----	Explanation and PPT	Questions and discussion
2	2	Elizabethan Drama	-----	Explanation and PPT	Questions and discussion
3	2	Christopher Marlowe Biography	-----	Explanation and PPT	Questions, discussion, and Assignment
4	2	Scene one and two	Doctor Faustus	Explanation and PPT	Questions and discussion
5	2	Scene three and four	Doctor Faustus	Explanation and PPT	Questions and discussion
6	2	Scene five and six	Doctor Faustus	Explanation and PPT	Questions, discussion, and Assignment
7	2	Scene seven and eight	Doctor Faustus	Explanation and PPT	Questions and discussion
8	2	Scene nine and ten	Doctor Faustus	Explanation and PPT	Questions and discussion
9	2	Quiz	Quiz	-----	-----
10	2	Scene eleven and twelve	Doctor Faustus	Explanation and PPT	Questions and discussion
11	2	Scene thirteen and fourteen	Doctor Faustus	Explanation and PPT	Questions and discussion
12	2	Scene fifteen and sixteen	Doctor Faustus	Explanation and PPT	Questions and discussion
13	2	Scene seventeen	Doctor Faustus	Explanation and PPT	Questions, discussion, and Assignment
14	2	Discussion of characters, themes, symbols	Doctor Faustus	Explanation and PPT	Questions and discussion
15	2	Revision	Doctor Faustus	Explanation and PPT	Questions and discussion
16	2	Introduction to one-act play	-----	Explanation and PPT	Questions and discussion
17	2	John Millington Synge Biography	-----	Explanation and PPT	Questions and discussion
18	2	Play explanation	Riders to the Sea	Explanation and PPT	Questions, discussion, and Assignment

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19	2	Play explanation	Riders to the Sea	Explanation and PPT	Questions and discussion
20	2	Play explanation	Riders to the Sea	Explanation and PPT	Questions and discussion
21	2	Play explanation	Riders to the Sea	Explanation and PPT	Questions and discussion
22	2	Play explanation	Riders to the Sea	Explanation and PPT	Questions, discussion, and Assignment
23	2	Play explanation	Riders to the Sea	Explanation and PPT	Questions and discussion
24	2	Quiz	Quiz	-----	-----
25	2	Play explanation	Riders to the Sea	Explanation and PPT	Questions and discussion
26	2	Play explanation	Riders to the Sea	Explanation and PPT	Questions and discussion
27	2	Play explanation	Riders to the Sea	Explanation and PPT	Questions and discussion
28	2	Play explanation	Riders to the Sea	Explanation and PPT	Questions, discussion, and Assignment
29	2	Discussion of characters, themes, symbols	Riders to the Sea	Explanation and PPT	Questions and discussion
30	2	Revision	Riders to the Sea	Explanation and PPT	Questions and discussion

13. Course Evaluation

Attendance and Participation (5 marks) + First Month Exam (15 marks) = 20
 Attendance and Participation (5 marks) + Second Month Exam (15 marks) = 20
 Final Exam = 60 marks
 Total = 100 marks

14. Learning & Teaching Resources

Required textbooks (curricular if any)	Doctor Faustus by Christopher Marlowe Riders to the Sea by John Millington Synge
Main References (sources)	The Cambridge Companion to Christopher Marlowe The Cambridge Companion to J. M. Synge
Recommended Books & References (Scientific Journals, Reports ...)	The Anatomy of Drama
Websites or Electronic References	https://www.sparknotes.com/ https://www.cliffsnotes.com/ https://www.researchgate.net

Course Description (6)

1. Course Title		Short story	
2. Course Code		0901206	
3. Semester/Year		Annual system	
4. Description Preparation Date		16-09-2024	
5. Available Attendance Form		Classroom attendance	
6. No. of Hours (Total)		2	
7. No. of Credits (Total)		60	
8. Course Administrator Name		Huda Ali Jasim	
9. E-mail		Huda.al@albayan.ed.iq	
10. Course Objectives			
Knowledge	A1	Introduction	
	A2	Historical background of short story ,definition and its types.	
	A3	Main differences between short story and novel.	
	A4	Reading the open window by Saki.	
Skills	B1	Quotation ,characters and analysis.	
	B2	Reading the happy prince by Oscar Wild.	
	B3	Quotation,plot,characters,them+quiz.	
	B4	Reading the black cat by Edgar Allen Poe.	
Values	C1	Analysis,plot,characters,them and quiz.	
	C2	The Doll`s house by Katherine Mansfield.	
	C3	Cat in the rain by Ernest Hemingway.	
	C4	The old man and the sea by Ernest Hemingway.	
11. Teaching and Learning Strategies			
ata The lec	1.	must be a good role model for his	4. Lectures.

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2.	Taking students perspectives into consideration	5.	Presentation.
3.	Discussion and questions.	6.	Preparing homework.

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	Short story	Introduction	pp	Discussion.
2	2	Short story	Historical background	pp	Explanation and discussion
3	2	Short story	Definition and elements of short story	pp	Oral question and discussion.
4	2	Short story	Plot and types of short story ...	pp	Explanation and discussion
5	2	Short story	Revision	Lecture and question	quiz
6	2	The open window	Short Movie and book reading	movie	Explanation
7	2	The open window	Summary and plot	pp	Oral questions and discussion
8	2	The open window	Characters in details and setting	pp	Oral questions and discussion
9	2	The open window	Quotations	pp	Explanation and discussion
10	2	The open window	Revision and quiz	Lecture	Oral questions for discussion and written for the quiz
11	2	The happy prince	Short movie and book reading	movie	Explanation and discussion
12	2	The happy prince	Summary and plot	pp	Oral questions and discussion

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13	2	The happy prince	Characters and quotations	pp	Oral questions and discussion
14	2	The happy prince	Revision for the story elements and quiz	lecture	Oral questions for discussion and written for the quiz
15	2	The black cat	Reading of the story + author's life	pp	Discussion
16	2	The black cat	Plot, characters, setting and book reading.		
17	2	The black cat	Quotation ,analysis and revision	pp	Questions and discussion
18	2	The doll's house	Reading, summary ,plot and characters	pp	Explanation and discussion
19	2	The doll's house	Symbolism of the story	pp	discussion
20	2	The doll's house	Revision and discussion	lecture	Discussion and questions
21	2	Cat in the rain	Reading, analysis and quotations	pp	Explanation and discussion
22	2	Cat in the rain	Imagery in the story,(rain,cat,garden)	pp	discussion
23	2	Cat in the rain	Literary devices	pp	discussion
24	2	The cat in the rain	Revision and quiz	lecture	Oral and written questions
25	2	The old man and the sea	Summary and characters	Movie	Explanation and discussion
26	2	The old man and the sea	The literary devices	pp	Explanation and discussion
27	2	The old man and the sea	quotations	pp	Oral questions and discussion
28	2	The old man and the sea	Symbols in the story	pp	Discussion and explanation
29		The old man and the sea	Revision and quiz	lecture	Oral and written questions
30		Comprehensive review	Revision of all the important points in the Stories in the syllabus.		

13. Course Evaluation

- 1- Daily interaction.
- 2- Home works.
- 3- Activities, such as performing of characters or presentations.
- 4- Quizzes and examinations.

14. Learning & Teaching Resources

Required textbooks (curricular if any)	Short story by Dr. Fakher Abdul- Razzak , Dr.Aziz Al-Muttalibi
Main References (sources)	William Peden
Recommended Books & References (Scientific Journals, Reports ...)	Ilif journal-comparative literature.
Websites or Electronic References	Google scholar YouTube to down load movies and videos .

Course Description (7)

1. Course Title	16th to 18th century Poetry	
2. Course Code	0901207	
3. Semester/Year	Annual	
4. Description Preparation Date	16-9-2024	
5. Available Attendance Form	Classroom Attendance	
6. No. of Hours (Total)	Hours Weekly 2	
7. No. of Credits (Total)	60 hours	
8. Course Administrator Name	Asst. Prof. Dr. Haydar Jabr Koban	
9. E-mail	haydar.j@albayan.edu.iq	
10. Course Objectives		
Knowledge	A1	Enabling students to recognize the different poetic schools of the 16th and 17th centuries.
	A2	Introducing students to poetic techniques, the general and specific meanings of poems, and the factors behind the rise of poetry.
	A3	Studying the main trends of poetry during the period, its stages of development, and its most prominent figures.
	A4	Teaching students how to approach literary texts in terms of reading, understanding, analyzing, and critiquing by using language in a smooth manner, and translating.
Value Skills	B1	Promoting the productive use of the internet by gathering information for reports on the lives of poets and the background of their poems.
	B2	Distinguishing the identity of the poet through their style in the poem and investigating their objectives.
	B3	Enhancing constructive literary criticism by using verbal language skills and poetic vocabulary.
	B4	Developing students' skills in reading between the lines to derive hidden meanings and symbolic implications.
Value	C1	Encouraging students to showcase their creative energies by speaking in front of groups of their peers through plays or speeches delivered on special occasions.

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	C2	Motivating students to participate and helping them understand that failure is the foundation of success, so there is no harm in making mistakes in class instead of seeking constant perfection.
	C3	Developing a spirit of teamwork among students.
	C4	Instilling a sense of optimism and hope for success in students.

10. Teaching and Learning Strategies

1.	<input type="checkbox"/> Individual work	<input type="checkbox"/> Seminars
2.	<input type="checkbox"/> Lectures	<input type="checkbox"/> Group work
3.	<input type="checkbox"/> Pair work	<input type="checkbox"/> Documentary film screenings

11. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	A Cultural and Historical Background of the Sixteenth Century	The Renaissance	Classroom Attendance	Daily and oral test
2	2	A Cultural and Historical Background of the Sixteenth Century	The Renaissance	Classroom Attendance	Daily and oral test
3	2	A Cultural and Historical Background of the Sixteenth Century	The Renaissance	Classroom Attendance	Daily and oral test
4	2	A Cultural and Historical Background of the Sixteenth Century	The Renaissance	Classroom Attendance	Daily and oral test
5	2	Characteristics of Sixteenth Century Poetry	The Renaissance	Classroom Attendance	Daily and oral test
6	2	Characteristics of Sixteenth Century Poetry	The Renaissance	Classroom Attendance	Daily and oral test
7	2	The Hind	Sir Thomas Wyatt	Classroom Attendance	Daily and oral test
8	2	The Hind	Sir Thomas Wyatt	Classroom Attendance	Daily and oral test
9	2	Leave me O Love	Sir Philip Sidney	Classroom Attendance	Daily and oral test
10	2	Leave me O Love	Sir Philip Sidney	Classroom Attendance	Daily and oral test

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11	2	Like as a Ship	Edmund Spenser	Classroom Attendance	Daily and oral test
12	2	Like as a Ship	Edmund Spenser	Classroom Attendance	Daily and oral test
13	2	The Passionate Shepherd to His Love	Christopher Marlowe	Classroom Attendance	Daily and oral test
14	2	The Passionate Shepherd to His Love	Christopher Marlowe	Classroom Attendance	Daily and oral test
15	2	Sonnet 55	William Shakespeare	Classroom Attendance	Daily and oral test
16	2	Sonnet 55	William Shakespeare	Classroom Attendance	Daily and oral test
17	2	Sonnet 18	William Shakespeare	Classroom Attendance	Daily and oral test
18	2	Sonnet 18	William Shakespeare	Classroom Attendance	Daily and oral test
19	2	A Cultural and Historical Background of the Seventeenth Century	The Reformation and Rebirth of Classical Heritage	Classroom Attendance	Daily and oral test
20	2	A Cultural and Historical Background of the Seventeenth Century	The Reformation and Rebirth of Classical Heritage	Classroom Attendance	Daily and oral test
21	2	The Main Characteristics of Cavalier Poetry	Cavalier Poetry	Classroom Attendance	Daily and oral test
22	2	The Main Characteristics of Cavalier Poetry	Cavalier Poetry	Classroom Attendance	Daily and oral test
23	2	To Daffodils	Robert Herrick	Classroom Attendance	Daily and oral test
24	2	To Daffodils	Robert Herrick	Classroom Attendance	Daily and oral test
25	2	The Main Characteristics of Metaphysical Poetry	Metaphysical Poetry	Classroom Attendance	Daily and oral test

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26	2	The Main Characteristics Metaphysical Poetry	Metaphysical Poetry	Classroom Attendance	Daily and oral test
27	2	Death be not Proud	John Donne	Classroom Attendance	Daily and oral test
28	2	Death be not Proud	John Donne	Classroom Attendance	Daily and oral test
29	2	The Collar	George Herbert	Classroom Attendance	Daily and oral test
30	2	The Collar	George Herbert	Classroom Attendance	Daily and oral test

12. Course Evaluation

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

13. Learning & Teaching Resources

<p>Required textbooks (curricular if any)</p>	<p>English Poetry I: The Sixteenth Century. Compiled by Ala'uddin H. Al- Jubouri, A.W. Al-Wakil, khalid Mahir, and Issam Al-khatib English Poetry II: The Seventeenth Century. Compiled by A.W. Al-Wakil , Ala'uddin H., and Issam Al-khatib</p>
<p>Main References (sources)</p>	<p>English Poetry I: The Sixteenth Century. Compiled by Ala'uddin H. Al- Jubouri, A.W. Al-Wakil, khalid Mahir, and Issam Al-khatib English Poetry II: The Seventeenth Century. Compiled by A.W. Al-Wakil , Ala'uddin H., and Issam Al- khatib</p>
<p>Recommended Books & References (Scientific Journals, Reports ...)</p>	<p>Books <input type="checkbox"/> Maurice Evans, <i>English Poetry in the Sixteenth Century</i>, 2nd ed. (1967). <input type="checkbox"/> W. R. Keast, ed., <i>Seventeenth-century English Poetry: Modern Essays in Criticism</i> (1966). Journals <input type="checkbox"/> “The Reflexive Turn in Early Seventeenth-Century Poetry.” By David S. Reid. <i>English Literary Renaissance</i>, 2002, Vol.32(3).</p>

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	<ul style="list-style-type: none">□ “A Study in Sixteenth Century Poetry.” By Thomas Sackville. <i>Notes and Queries</i>, 1949, Vol.194 (25).□ “ Sixteenth - Century Poetry and the Common Reader II.” By Donald Davie. <i>Essays in Criticism</i>, 1954, Vol. IV(4).
Websites or Electronic References	- <i>Researchgate.net</i> - <i>famouspoetsandpoems.com</i>

Course Description (8)

1. Course Title		Listening and speaking	
2. Course Code		0901208	
3. Semester/Year		Annual	
4. Description Preparation Date		16/9/2024	
5. Available Attendance Form		Classroom Attendance	
6. No. of Hours (Total)		2 hours weekly	
7. No. of Credits (Total)		60 hours	
8. Course Administrator Name		Asst. Lecturer Ansam Adil	
9. E-mail		ansam.a@albayan.edu.iq	
10. Course Objectives			
Knowledge	A1	Understanding spoken English in various contexts (conversations, formal speeches, and multimedia).	
	A2	Distinguishing between main ideas and supporting details in spoken texts.	
	A3	Recognizing different accents, speech rates, and intonation patterns.	
	A4	Learning strategies to comprehend and acquire new vocabulary from listening tasks.	
Skills	B1	Practicing clear pronunciation, appropriate intonation, and stress in spoken English.	
	B2	Improving fluency through conversational practice, role-playing, and discussions.	
	B3	Initiating, maintaining, and closing conversations appropriately in various contexts (formal and informal).	
	B4	Participating in group discussions, debates, and role-playing activities.	
Values	C1	Building self-esteem and courage to speak in front of others, both in academic and real-life situations.	
	C2	Encouraging clear, thoughtful, and respectful communication with others in both formal and informal settings.	
	C3	Fostering a supportive environment for peer-to-peer learning, where students share ideas, listen actively, and provide feedback.	
	C4		
11. Teaching and Learning Strategies			
1.	interactive Role-Playing and Simulations	4.	Group Discussions and Debates

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2.	Using PPT + Audio	5.	Listening Journals
3.	Peer Feedback and Presentation	6.	Interactive Listening Activities

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	Listening and Speaking skills	Introduction	PPT	Group Discussions and Debates
2	2	How are things	Unit 1	PPT	Group Discussions and Debates
3	2	React to what you hear	Unit 1	PPT + Audio	Role-Playing and Dialogues
4	2	Can I take your coat	UNIT 2	PPT	Group Discussions and Debates
5	2	Understand restaurant reviews	Unit 2	PPT + Audio	Role-Playing and Dialogues
6	2	I am looking for flat	Unit 3	PPT	Group Discussions and Debates
7	2	Accommodation requirements	Unit 3	PPT	Role-Playing and Dialogues
8	2	I would like a refund please	Unit 4	PPT + Audio	AU unit 4 1-5
9	2	Negotiation	Unit 4	PPT	Role-Playing and Dialogues
10	2	Is there anything on	Unit 5	PPT	Group Discussions and Debates
11	2	Discussion films and movies	Unit 5	PPT	Role-Playing and Dialogues
12	2	Quiz	Quiz	-----	Oral Presentations
13	2	I have got a pain in my arm	Unit 6	PPT + Audio	Group Discussions and Debates
14	2	Discuss symptoms	Unit 6	PPT	Role-Playing and Dialogues
15	2	I could do with break	Unit 7	PPT + Audio	Group Discussions and Debates
16	2	Discussion about traveling	Unit 7	PPT	Role-Playing and Dialogues
17	2		Quiz	-----	Oral Presentations
18	2	I am in a mazing place	Unit 8	PPT	Group Discussions and Debates
19	2	Trips	Unit 8	PPT	Role-Playing and Dialogues
20	2	Requesting services	unit 9	PPT	Group Discussions and Debates
21	2	Shall we say five o'clock?	Unit 9	PPT	Role-Playing and Dialogues
22	2	I would like to open an account	Unit 10	PPT	Group Discussions and Debates
23	2	My Bags been stolen	Unit 11	PPT	Group Discussions and Debates
24	2	Can I send a message?	Unit 12	PPT	Role-Playing and Dialogues
25	2	Let's get started	Unit 13		

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				PPT + Audio	Group Discussions and Debats
26	2	Good morning everyone	Unit 14	PPT + Audio	Role-Playing and Dialogues
27	2	Good afternoon everyone	Unit 15	PPT + Audio	Group Discussions and Debats
28	2	Quiz	Quiz	-----	- Oral Presentations
29	2	More audio practice	More audio practice	Audio	Role-Playing and Dialogues
30	2	Revision	Revision		Oral Presentations

13. Course Evaluation

Attendance (5) + the first monthly oral test (10) = 15
 Attendance (5) + the second monthly oral test (5) = 10
 Attendance (5) + the Third monthly oral test (10) = 15
 Attendance (5) + the Forth monthly oral test (5) = 10
 Final exam (50) Total 100

14. Learning & Teaching Resources

Required textbooks (curricular if any)	Listening and Speaking
Main References (sources)	Thornbury, Scott. (2005). <i>How to Teach Speaking</i> . Pearson Longman.
Recommended Books & References (Scientific Journals, Reports ...)	Vandergrift, Larry, & Goh, Christine. (2012). Teaching and Learning Second Language Listening: Metacognition in Action . Routledge.
Websites or Electronic References	www.bbc.co.uk/learningenglish

Course Description (9)

1. Course Title		Methods of Teaching English Language	
2. Course Code		(0901209)	
3. Semester/Year		Annual System	
4. Description Preparation Date		3-10-2024	
5. Available Attendance Form		Classroom Attendance	
6. No. of Hours (Total)		3 Weekly Hours	
7. No. of Credits (Total)		120 Credits	
8. Course Administrator Name		Asst. Lect. Laa'li Muammer Ibrahim	
9. E-mail		laali.m@albayan.edu.iq	
10. Course Objectives			
Knowledge	A1	Extensive information about the culture and history of the teaching profession.	
	A2	Knowing the principles and foundations of the teaching profession.	
	A3	Knowing the ways to self-developed the in the teacher's personality	
	A4	Learn new vocabulary related to various topics in the course book.	
Skills	B1	Developing language skills (speaking, reading, writing, listening).	
	B2	Guiding students towards using modern teaching methods in teaching English	
	B3	Providing students with skills to learn modern technologies in education.	
	B4	Building creative thinking skills	
Values	C1	Introducing students to the teaching profession, the role of the teacher in the classroom and the tasks he performs to develop teaching methods and techniques in order to improve the quality of learning for students	
	C2	Notifying students of their responsibilities in establishing the principle of education at all stages of life.	
	C3	Preparing students for the application phase in the fourth stage and the teaching profession after graduation.	
	C4	Evaluation of students' personalities to become successful and capable teachers in the future	
11. Teaching and Learning Strategies			
1.	Group work	4.	Open questions and discussions
2.	Communicative approach	5.	Personalization
3.	Establishing relevance	6.	Positive reinforcement and effective praise

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	3	Learning new terms in Education and methods of learning English	Introduction to ELT Methods	Explain, discuss and exchange opinions	Oral questions and discussion
2	3	Comparison between traditional teaching methods and effective teaching methods and how the teacher can develop his teaching method (self-development).	The Self-Developed Language Teacher	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
3	3	Identify the factors which are central teacher self-development	The Self-Developed Language Teacher	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Practical lecture
4	3	How can a teacher evaluate his/her teaching method and abilities for the benefit of students and the quality of their learning.	Exploration of Teaching	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
5	3	To know how can teachers explore teaching through talk, observation, and a teacher journal.	Exploration of Teaching	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions and discussion
6	3	To know the meaning and differences between EFL and ESL	EFL and ESL Teaching Setting	Assign group students to prepare and present a summary. Discussion the opinions.	Oral questions

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				Communicative approach.	
7	3	Examples of EFL and ESL teaching settings.	EFL and ESL Teaching Setting	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
8	3	Discover the main goal of communicative classroom and how do EFL\ESL teachers provide opportunity for student to communicate in English	Teaching Language as Communication among People	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions and discussion
9	3	Know what roles are native and non-native English-speaking EFL\ESL teachers expected to play	Teaching Language as Communication among People	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Practical lecture
10	3	Monthly Test	Monthly Test	-----	-----
11	3	Define classroom management and how can EFL\ESL teachers use knowledge of classroom management to create opportunities for students to interact in English meaningful ways.	Classroom Management	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
12	3	What problems do some EFL\ESL teachers have in managing classroom interaction.	Classroom Management	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Quiz

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13	3	Who creates the materials available to EFL/ESL teachers and what are authentic materials.	EFL\ESL Materials, Media, and Technology	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
14	3	How do EFL/ESL teachers use authentic materials and media? What kinds of technology do EFL/ESL teachers use	EFL\ESL Materials, Media, and Technology	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
15	3	Finding problems do some EFL/ESL teachers have with materials, media, and technology.	EFL\ESL Materials, Media, and Technology	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions and discussion
16	3	Knowing what is a reasonable working definition of culture and what are the benefits of adjusting to another culture	Culture and the Language Teaching	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Practical lecture
17	3	Identify what cultural concepts can EFL/ESL teachers teach students	Culture and the Language Teaching	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
18	3	Knowing problems that some EFL/ESL teachers have related to culture and language teaching and learning.	Culture and the Language Teaching	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
19	3	To know what does the act of listening include and what kinds of listening activities do EFL/ESL teachers use	Teaching Students to Comprehend Spoken English	Assign group students to prepare and present a summary.	Practical lecture

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				Discussion the opinions. Communicative approach.	
20	3	Monthly Test	Monthly Test	-----	-----
21	3	Learn EFLESL teachers how to use the media to teach listening and problems that some EFL/ESL teachers have in teaching students to comprehend spoken English.	Teaching Students to Comprehend Spoken English	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Practical lecture
22	3	Knowing what does it mean to converse in a second language and how do EFL/ESL teachers teach conversation beginners?	Teaching the Conversation Class	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
23	3	Knowing what kinds of activities do EFL/ESL conversation teachers use with post-beginners	Teaching the Conversation Class	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
24	3	Know how do EFL/ESL teachers teach pronunciation and what problems do some EFL/ESL teachers have in teaching students to converse in English.	Teaching the Conversation Class	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
25	3	Learning about what does reading include and how do EFL/ESL teachers teach beginners to read.	Teaching Students to Read for Meaning	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Practical lecture
26	3	Exploring what kinds of reading activities do EF/ESL teachers use with post-beginners.	Teaching Students to Read for Meaning	Assign group students to prepare and present a summary.	Oral questions

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				Discussion the opinions. Communicative approach.	
27	3	Recognize problems do some EFL/ESL teachers have as reading teachers.	Teaching Students to Read for Meaning	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
28	3	Know what does writing include and how do EFL/ESL teachers teach beginners to write.	Teaching Students How to Proceed Writing	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Practical lecture
29	3	Identify the kind of writing activities EFL/ESL teachers use with post-beginners and the problems do some EFL/ESL teachers have as writing teachers	Teaching Students How to Proceed Writing	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
30	3	Promoting the teaching profession and reminding people of its humanitarian principles.	Conclusion	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Discussion

13. Course Evaluation

Total: 100 marks

First Month: 20 marks (5 marks for students' daily participation + 15 for the written exam)

Second Month: 20 marks (5 marks for students' daily participation + 15 for the written exam)

Final Exam: 60 marks

14. Learning & Teaching Resources

Required textbooks (curricular if any)	Gebhard J. G. (Teaching English as a Foreign or Second Language), Second Edition.
Main References (sources)	
Recommended Books & References (Scientific Journals, Reports ...)	<ul style="list-style-type: none"> - Evans Road (2001), Applied Linguistics. - Essential Teacher Journal (2004).
Websites or Electronic References	www.youtube.com www.google.com

Course Description (10)

15. Course Title	Andragogy and Adult Education	
16. Course Code	09012010	
17. Semester/Year	Annual System	
18. Description Preparation Date	2024/16/9	
19. Available Attendance Form	In-person	
20. No. of Hours (Total)	2 hours per week	
21. No. of Credits (Total)	60 units	
22. Course Administrator Name	Redha Al-Moussawi	
23. E-mail	ridhamusawi1964@gmail.com	
24. Course Objectives		
Knowledge	A1	Understanding the concept of andragogy: The student should be able to identify and define the concept of andragogy and differentiate it from pedagogy (children's education).
	A2	Analysis of adult education theories: The student should be familiar with the main theories in the field of adult education, such as Malcolm Knowles' theory of andragogy, and David Kolb's experiential learning theory.
	A3	Assessing the characteristics of the adult learner: The student should be able to identify the psychological and educational characteristics that distinguish adult learners and how these characteristics affect the learning process.
	A4	Applying adult education strategies: The student should be able to design and apply appropriate educational strategies for adult learners in line with their needs and expectations.
Skills	B1	Designing educational programs for adults: The student should be able to develop educational programs that suit the needs of adult learners, taking into account individual differences and different educational needs.

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	B2	Using interactive educational strategies: The student should acquire the ability to apply interactive educational methods such as group discussions, problem solving, and group work to enhance interaction among adult learners.
	B3	Facilitating self-directed and independent learning: The student is able to guide adult learners towards self-directed learning, by providing them with tools and resources that help them learn independently.
	B4	Managing discussions effectively: The student is able to manage discussions effectively between adult learners, with a focus on respecting different opinions and encouraging positive participation.
Values	C1	Providing constructive feedback: The student learns how to provide feedback that helps adult learners improve their performance and develop their learning skills in an encouraging and constructive way.
	C2	Adapting educational materials: The student acquires the skill of modifying and adapting educational materials to suit adult learners' experiences and previous experiences, to make learning more relevant to their practical reality.
	C3	Using Technology in Education: The student should be able to use modern technological tools to facilitate the learning process for adults, such as online learning, interactive forums, and multimedia.
	C4	Managing Diverse Classrooms: The student should be able to manage groups of learners with diverse backgrounds, including cultural, social, and economic differences, in a way that enhances the learning process and achieves its goals.

25. Teaching and Learning Strategies

1.	Group discussions and debates	3.	Direct from the instructor
2.	Educational films, illustrations, and presentations	5.	
4.		6.	

1. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	Basic Concepts in Andragogy and Adult Education	Introduction	PPT	Group discussions and debates
2	2	Definition of Andragogy and Adult Education: The Difference Between Andragogy and Pedagogy.	Unit 1	PPT	Group discussions and debates
3	2	Principles of Adult Education: Psychological and Philosophical Foundations.	Unit 1	PPT	Role-playing and dialogues
4	2	Characteristics of Adult Learners: Their Life and Educational Traits.	UNIT 2	PPT	Group discussions and debates
5	2	The Evolution of the Concept of Adult Education: The History of Andragogy and its Global Trends.	Unit 2	PPT	Role-playing and dialogues
6	2	Social and Cognitive Learning Theories and Their Impact on Adult Education.	Unit 3	PPT	Group discussions and debates
7	2	David Kolb's Experiential Learning Theory: Its Applications in Adult Education.	Unit 3	PPT	Role-playing and dialogues
8	2	Jack Mezirow's Transformative Learning Theory: How Adult Learners' Thinking Changes.	Unit 4	PPT	AU Unit 4 1-5
9	2	Howard Gardner's Theory of Multiple Intelligences and Its Impact on Lesson Design.	Unit 4	PPT	Role-playing and dialogues
10	2	Comparison of Learning Theories in Adult Education: Practical Application	Unit 5	PPT	Group discussions and debates
11	2	Social and Cognitive Learning Theories and Their Impact on Adult Education.	Unit 5	PPT	Role-playing and dialogues
12	2	Interactive Teaching Strategies: Discussion-Based Learning	Quiz	-----	Oral presentations
13	2	Cooperative Learning and Project-Based Learning.	Unit 6	PPT	Group discussions and debates

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14	2	Using Technology in Adult Education: Tools and Techniques.	Unit 6	PPT	Role-playing and dialogues
15	2	Blended Learning and E-Learning Applications in Adult Education	Unit 7	PPT + Audio	Group discussions and debates
16	2	Planning Curricula for Adults: Basic Concepts.	Unit 7	PPT	Role-playing and dialogues
17	2	Analyzing Learners' Needs and Designing Educational Activities.	Quiz	-----	Oral presentations
18	2	Choosing Educational Resources and Appropriate Technology for Adult Education.	Unit 8	PPT	Group discussions and debates
19	2	Evaluating and designing curricula to suit the needs of adult learners.	Unit 8	PPT	Role-playing and dialogues
20	2	Effective communication skills with adult learners.	unit 9	PPT	Group discussions and debates
21	2	Facilitation and motivation skills in adult education classrooms.	Unit 9	PPT	Role-playing and dialogues
22	2	Time management and organization of learning activities in adult education.	Unit 10	PPT	Group discussions and debates
23	2	Techniques for delivering educational content to adults effectively.	Unit 11	PPT	Role-playing and dialogues
24	2	Assessment methods appropriate for adults: self-assessment and collaborative assessment.	Unit 12	PPT	Group discussions and debates
25	2	Performance assessment through practical projects and life situations.	Unit 13	PPT + Audio	Role-playing and dialogues
26	2	Electronic assessment tools and their use in adult education.	Unit 14	PPT + Audio	Group discussions and debates
27	2	Developing continuous assessment and effective feedback.	Unit 15	PPT + Audio	Role-playing and dialogues
28	2	Mental health in adult education: stress management and motivation.	Quiz	-----	- Oral presentations
29	2	Dealing with cultural and economic diversity in adult education classrooms.	More audio practice	Audio	Role-playing and dialogues
30	2	Final exam	Revision		Group discussions and debates

2. Course Evaluation

Attendance (5) + the first monthly oral test (10) = 15
 Attendance (5) + the second monthly oral test (5) = 10
 Attendance (5) + the Third monthly oral test (10) = 15
 Attendance (5) + the Forth monthly oral test (5) = 10
 Final exam (50) Total 100

3. Learning & Teaching Resources

Required textbooks (curricular if any)	Andragogy, Literacy Curricula and Adult Education
Main References (sources)	Knowles, M. S. (1980). The Modern Practice of Adult Education: From Pedagogy to Andragogy. Cambridge Books.
Recommended Books & References (Scientific Journals, Reports ...)	Freire, P. (1970). Pedagogy of the Oppressed. Continuum.
Websites or Electronic References	

Course Description (11)

1. Course Title		Arabic language	
2. Course Code		(09012011)	
3. Semester/Year		Annual System	
4. Description Preparation Date		16-9-2024	
5. Available Attendance Form		Classroom Attendance	
6. No. of Hours (Total)		2 Hours Weekly	
7. No. of Credits (Total)		60 hours	
8. Course Administrator Name		Assistant Lecturer: Khansaa Saad Fajri	
9. E-mail		khansaa.s@albayan.edu.iq	
10. Course Objectives			
Knowledge	A1	Knowledge of Arabic sciences from the sections of speech, literature, and dictation	
	A2	Introduce them to how the letter or word affects the entire text.	
	A3	Graduating them while they are familiar with their Arabic literature and the best book	
	A4	Understand the necessary daily terms	
Skills	B1	Correct reading and writing skills.	
	B2	Correct pronunciation and pronunciation of letters	
	B3	Vocabulary and sentence arrangement skill	
	B4	Providing students with basic skills	
Values	C1	Knowledge cooperation	
	C2	Share the information.	
	C3	Self-confidence when they are reading	
	C4	Writing skill	
11. Teaching and Learning Strategies			
1.	Lecture, Daily and quarterly oral and written exams.	4.	Cooperative learning, Reports and duties assigned to the student by the instructor

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2.	Discussion, Extra-curricular activities for students	5.	Ask questions.
3.	Brainstorming	6.	Reading Books

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	Knowing the signs of Arabic	Grammar / Grammar	Explanation of the lecture and discussion with the students	oral questions
2	2	Differentiate parts of speech	parts of speech	Explanation of the lecture and discussion with the students	and discussions
3	2	Knowing the noun from the verb	Noun / Verb / Character	=	oral questions
4	2	Know the verb from the noun	Name and its marks	=	and discussions
5	2	Present tense from the past	Actions	=	oral questions
6	2	Knowing the verb from its signs	1/ past tense (past tense signs)	=	and discussions
7	2		2/Present tense (present tense verb signs)	=	oral questions
8	2	Knowing how to write a sentence	3/verb (command verb signs)	=	and discussions
9	2	How to write a sentence consisting of a subject and predicate	character plus exam	=	oral questions

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10	2	Knowing the singular news from the sentence	The names raised.	=	and discussions
11	2	Note the copyists from others	the subject	=	oral questions
12	2	Knowing how to write a sentence consisting of that and its sisters	Beginner and news	=	and discussions
13	2		types of news		oral questions
14	2	How to write the number	Arabic sentence transcribers	=	and discussions
15	2	Knowledge	1/ abrogating verbs (was and its sisters)	=	oral questions
16	2	Knowledge of Arabic literature and its differences from others	2/ The abrogating letters (that and its sisters)	=	and discussions
17	2	The distinction between literary ages	Exam	=	oral questions
18	2	note	Number rules	=	and discussions
19	2	Note and identify the sources	Singular, Compound, and Compound numbers	=	oral questions
20	2	Knowledge	The rule of distinguishing the number	=	and discussions
21	2	Knowing the poet and his poetry	literature /	=	oral questions
22	2	Recognize the types of prose		=	and discussions
23	2	Read and explain	Introduction to literature and its divisions (poetry and prose)	=	oral questions
24	2	=	literary ages	=	and discussions

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25	2	to explain	Sources of ancient Arabic poetry	=	oral questions
26	2		topic continuation		and discussions
27	2	Correct spelling of the hamza	Al-Mutanabbi's life, lineage, and features of his poetry	Explanation of the lecture and discussion with the students	oral questions
28	2	=	Al-Sayyab plus exam	=	and discussions
29	2	Know how to use tags in their proper places	Arabic prose / short story	=	oral questions
30	2	Knowing the correct writing	Example of a short story	=	and discussions

13. Course Evaluation

- 1-Daily and quarterly oral and written exams
- 2-Extra-curricular activities for students
- 3-Reports and duties assigned to the student by the instructor
- 10- Short exams
- 11- Electronic exams
- 12- Duties
- 13- Participation and class activities
- 14- Mid-year and end exams
- 15- Reports

➤ **The grading breakdown for the course is as follows:**
 20% for the first semester,
 20% for the second semester,
 and 60% for the final exam.

14. Learning & Teaching Resources

Required textbooks. (curricular if any)	A binding that is chosen by the instructor and written from several sources
Main References (sources)	Explanation of Ibn Aqeel / Al-Minhaj in the rules and expressions
Recommended Books & References (Scientific Journals, Reports ...)	Explanation of the Seven Mu'allaqat / Diwans of the Poets we studied / The Unique Dictating Book
Websites or Electronic References	The same books can also be obtained from the sites

Course Description (12)

1. Course Title	Computer Science	
2. Course Code	09012012	
3. Semester/Year	Annual System	
4. Description Preparation Date	16-9-2024	
5. Available Attendance Form	Classroom Attendance	
6. No. of Hours (Total)	2 hours weekly	
7. No. of Credits (Total)	60 credits	
8. Course Administrator Name	Assist. Lect. Maryam Mustafa Isma'ail	
9. E-mail	malm.m.altuhafi@gmail.com	
10. Course Objectives		
Knowledge	A1	Learn about the generations of computers and what are the developments over time.
	A2	What are the basic components of a computer and what is the role of each of them?
	A3	Choose the appropriate application to meet the need.
	A4	Flexible dealing with the computer system
Skills	B1	Using computer applications in the field of specialization
	B2	Using the computer as a means of research and to obtain knowledge.
	B3	Keeping up with technology
	B4	Using the computer to extract results accurately and quickly
Values	C1	Using a computer to study and extract the results
	C2	Using a computer to analyze the results
	C3	Study the problem and find the appropriate solution
	C4	How to extract the characteristics of values
11. Teaching and Learning Strategies		

جامعة البتة

1.	Lectures like good diction The laboratory is equipped with sophisticated computers and contemporary tools.	4.	Using computer applications in the field of specialization
2.	Keeping up with technology	5.	To Conduct field visits
3.	Using the computer as a means of research and to obtain knowledge.	6.	

12. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1		Introduction (computer system)	General computer components	Explanation (presentation)	Students' participation
2		Windows 10	Windows 10	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
3		Exam	General computer components + Windows 10	Test	Exam results
4		Computer memory + computer applications	General computer components	Explanation (presentation)	Students' participation
5		Windows 10	Windows 10	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
6		Internet + network security	Computer system	Explanation (presentation)	Students' participation
7		Computer files	Computer system	Explanation (presentation)	Students' participation
8		Exam	Computer system components + Windows 10	Test	Exam results
9		Introduction	Microsoft word 2016	Explanation (presentation)	check students' application of the tools

جامعة البتة

				+ practical application	that were explained on the computer system
10		Home tab	Microsoft word 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
11		Exam	Microsoft word 2016 + windows 10 + computer system	Test	Exam results
12		Insert table	Microsoft word 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
13		Insert picture	Microsoft word 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
14		Exam	Microsoft word 2016	Test	Exam results
15		Insert shapes + page layout	Microsoft word 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
16		Exam	Microsoft word 2016	Test	Exam results
17		Introduction	Microsoft power point 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system

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18		Insert slides	Microsoft power point 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
19		Home tab	Microsoft power point 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
20		Exam	Microsoft power points 2016	Test	Exam results
21		transitions	Microsoft PowerPoint 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
22		Animations	Microsoft PowerPoint 2016	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
23		Exam	Microsoft power points 2016	Test	Exam results
24		Slide show	Microsoft PowerPoint 2016	Explanation (presentation) + practical application	check students' application of the tools that were

جامعة البتة

					explained on the computer system
25		Exam	Microsoft power points 2016	Test	Exam results
26		Introduction (computer system)	General computer components	Explanation (presentation)	Students' participation
27		Windows 10	Windows 10	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system
28		Exam	General computer components + Windows 10	Test	Exam results
29		Computer memory +computer applications	General computer components	Explanation (presentation)	Students' participation
30		Windows 10	Windows 10	Explanation (presentation) + practical application	check students' application of the tools that were explained on the computer system

13. Course Evaluation	
<ul style="list-style-type: none"> • Exams • daily tests • Asking questions during the lecture • class participation. 	
14. Learning & Teaching Resources	
Required textbooks. (curricular if any)	IC3 Book
Main References (sources)	
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	YouTube App

Course Description (13)

1. Course Title		The crimes of the Baath regime in Iraq
2. Course Code		09012013
3. Semester/Year		Annual \ 2024 - 2025
4. Description Preparation Date		2024/9/16
5. Available Attendance Form		In person
6. No. of Hours (Total)		Hours 2
7. No. of Credits (Total)		60
8. Course Administrator Name		M.D. ALI AKRAM KADHIM
9. E-mail		ail.ak@albayan.ede.iq
10. Course Objectives		
Knowledge	A1	Building a distinguished student structure that is represented by taking the College of Education student from the circle of reception to the circle of interaction
	A2	Preparing the student to enter the fields of law and legal circles
	A3	Developing the student's personal and legal skills
Skills	B1	be able to contribute to the development of legal rules in light of the developments taking place
	B2	To learn how to confront society and spread the legal culture in it
	B3	learn to cooperate with students by involving them in various matters of interest to them and knowing their opinions on the student services provided to
	B4	
Values	C1	Preparing the student to enter the fields of law in the courts and legal departments
	C2	Developing the student's personal and legal skills in standing before the judiciary
	C3	Developing the student's personal and legal skills

11. Teaching and Learning Strategies

1.	Providing the student with the values of the legal profession in accordance with the Advocacy Law No. (173) of 165	2.	Qualifying the student to consolidate the legal principles practiced by the College of Law and make it a basis in his profession
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The Structure of the Course .12

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	3	know and understand	The concept of international crimes and their categories	Delivering in person with an audio recording	Daily exam
2	3	=	The crimes of the Baath regime are prohibited according to the documentation of the Iraqi Criminal Court law	=	=
3	3	=	Psychological and social crimes and their effects	=	=
4	3	=	The Baathist regime's position on religion	=	=
5	3	=	Pictures of human rights violations and crimes of power	=	=
6	3	=	Prison and detention places of the banned Baath regime	=	=
7	3	=	Environmental crimes of the banned Baath Party	=	=
8	3	=	Military and radiation pollution	=	=
9	3	=	Draining rivers and razing orchards	=	=
10	3	=	Mass grave crimes	=	=
11	3	=	Baath Party crimes related to the Shaabani uprising	=	=
12	3	=	Chronological classification of genocide graves	=	=
13	3	=	The effects of psychological crimes on the Iraqi citizen	=	=
14	3	=	Militarization of society	=	=
15	3	=	The concept of international crimes and their categories	=	=

13. Course Evaluation

توزيع الدرجة من 100 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير الخ

14. Learning & Teaching Resources

Required textbooks (curricular if any)	Crimes of the Baath Regime in Iraq issued by the Ministry of Higher Education and Scientific Research
Main References (sources)	Constitutional Law by Dr. Hamid Hanoun
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	Iraqi legislation website