



جَامِعَةُ الْبَيَانِ



Academic Program Description

Al-Bayan University College of Education

2023 - 2024

Department of English Language
March 20, 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	20-03-2024
File Completion Date	06-04-2024

Head of Department/Branch

Signe

Name

Date


Asst. Lect. Ibrahim Adil Qadir

06-04-2024

Scientific Associate

Signe

Name

Date


Asst. Prof. Haydar J. Kaban

06-04-2024

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

Head of Quality Assurance Section

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Name

Date


Asst. Lect. Islam Fadhil Abdulsahib

06/04/2024


Asst. prof. Haydar J. Kaban
Approval of the Dean

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	

2 nd	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	
3 rd	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	
4 th	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.

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	N/A			
Ass. Prof	1- Literature 2- Methods of Teaching English 3- General Psychology	1- Novel 2- ELT 3- Cognitive Psychology	2	1
Doctor	1- English Literature	1- Novel	3	0
	2- General Law	2- Law	0	1
Lecturers	1- Methods of Teaching English	1- Testing	1	
Ass. Lecturers	1. Linguistic 2. Translation 3- Literature 4- Literature 4 Networks Engineering 5 Arabic Language	1-Critical approach 2-Assessment of Translation 3-Novel 4- Novel 5-Networks Engineering Internet Technologies 6- Arabic Language	3	3

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

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.

Course Description (1)

1. Course Title	English Grammar		
2. Course Code	(0901101)		
3. Semester/Year	Annual System		
4. Description Preparation Date	17-3-2024		
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. Ibrahim Adil Qadir		
9. E-mail	ibrahim.a@albayan.edu.iq		
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			
1.	Taking students' thoughts and ideas into account.	4.	Lectures

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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
11	3	Past Perfect and its Uses	Tenses 46-48	Lecture and	Oral questions

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				discussion	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

➤ **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)	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		2024-3-20
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: Islam Fadhil Abdulsahib
9. E-mail		islam.f@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 Engl 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 the 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 examples of narrative	Prose in English	Theoretical Lecture	=

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		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
27	3	Involve students in	Elements Of Drama	Theoretical Lecture	class discussions

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		extensive discussions about their reports			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
- **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)	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		20-3-2024
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: Dhia Fadhil Jadwaa
9. E-mail		lightlight545@gmail.com
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 effective 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
20	3	Phonemic & Phonetic Transcription	The difference between the writing and	Theoretical & practical session	Theoretical and practical assessments

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			phonemic systems		
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
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	Theoretical &	Theoretical and

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			Diphthongs	practical session	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
- **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)	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		20-3-2024
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		Associate Professor: Haydar Jabr Koban
9. E-mail		haydar.j@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 suggesting	Weekly digital assignments

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				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 participating in	Weekly digital assignments

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				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 suggesting	Weekly digital assignments

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				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 participating in	Weekly digital assignments

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				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.

➤ **The grading breakdown for the course is as follows:**

- 20% for the first semester,
- 20% for the second semester,
- 10% for oral final exam
- and 50% for the final exam.

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		20-3-2024
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: Aya Yousif Sabah
9. E-mail		aya.y@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 learns 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 : Mandell Laurie G. Kirszner 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		20-3-2024	
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: Aya Yousif Sabah	
9. E-mail		aya.y@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.
2.	To Conduct field visits	5.	Reading the passage in the class

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3.	Taking into consideration the reaction of the students and their own opinions	6.	Interaction with the students
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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

جَامِعَةُ الْبَيِّنَاتِ

Course Description (7)

1. Course Title		Educational psychology
2. Course Code		(0901107)
3. Semester/Year		Annual System
4. Description Preparation Date		20-3-2024
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	The concept of attention, its types, and factors affecting	theoretical explanation	Theoretical exam

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		attention	the senses		
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
27	2 Hours	The student learns about	Feedback	theoretical explanation	Theoretical exam

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		feedback and its types			
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
 - **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)	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	20-3-2024	
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
6		Note the Definition, and method of	Note the Definition, and method of preparation	Lecture and discussion.	Oral questions,

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		preparation			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
13		Peers, the media, the Internet, their functions,	Peers, the media the Internet, their functions, and their	Lecture and discussion.	Oral questions,

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		and their importance in reality	importance in reality		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
20		Formation of a moral conscience through	Formation of a moral conscience through	Lecture and discussion.	Oral questions,

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		socialization	socialization		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
27			Review	Lecture and discussion.	Oral questions,

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					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

1- Course Evaluation

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

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.

13. 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	20-3-2024	
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.iq	
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
30	2	Shedding light on topics	Shedding light on topics that	theoretical explanation	Daily, semester, and

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	that the student did not understand and revealed by the teaching staff through the semester exam	the student did not understand and revealed by the teaching staff through the semester exam		final theoretical exams
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13. Course Evaluation

- 1 -Daily, semester, and final theoretical exams
- 2 -Reports, research, and extra-curricular activities
- 4- Duties assigned to students by the teacher.
 - **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)	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		20-3-2024
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) + practical	check students' application of the tools that were explained on

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				application	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
18		Insert slides	Microsoft power point 2016	Explanation (presentation)	check students' application of the

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				+ practical application	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 explained on the computer system
25		Exam	Microsoft power points	Test	Exam results

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			2016		
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.

➤ **The grading breakdown for the course is as follows:**

20% for the first semester,
20% for the second semester,
10% for the oral final exam.
and 50% for the final exam.

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		20-3-2024
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
10	2	Knowing the singular news	The names raised.	=	and discussions

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		from the sentence			
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
- 5- Short exams
- 6- Electronic exams
- 7- Duties
- 8- Participation and class activities
- 9- Mid-year and end exams
- 10- 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