



جَامِعَةُ الْبَيَانِ



Academic Program Description

Al-Bayan University College of Education

2024-2025

Department of English Language
September 16, 2025

University	Al-Bayan University
Faculty/Institute	College of Education
Scientific Department	Department of English Language
Academic/Professional Program Name	Bachelor's of English Language
Final Certificate Name	Bachelor's in English Language
Academic System	Annual System
Description Preparation Date	16-09-2025
File Completion Date	16-09-2025


Head of Department/Branch

Signe  14

Name Ansam Adil Ismael

Date 16-09 -2025

Scientific Associate

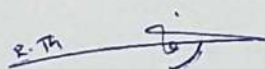
Signe 

Name Shameem A. Banani

Date 16-09 -2025

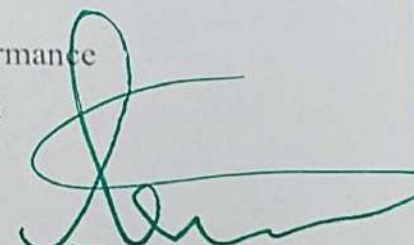
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Director of Quality Assurance and University Performance Department

Head of Quality Assurance Section

Signe 

Name Rafal Thaeer Abdulqader

Date 16/09/2025


الاستاذ الدكتور
حيدر جبر عتيق
عميد كلية التربية

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/Teaching Practice	40	4	2%	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.

Feedback and Reflection:

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

Cultural Integration:

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

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.

Integrated Skills Approach:

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

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.

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

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

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.

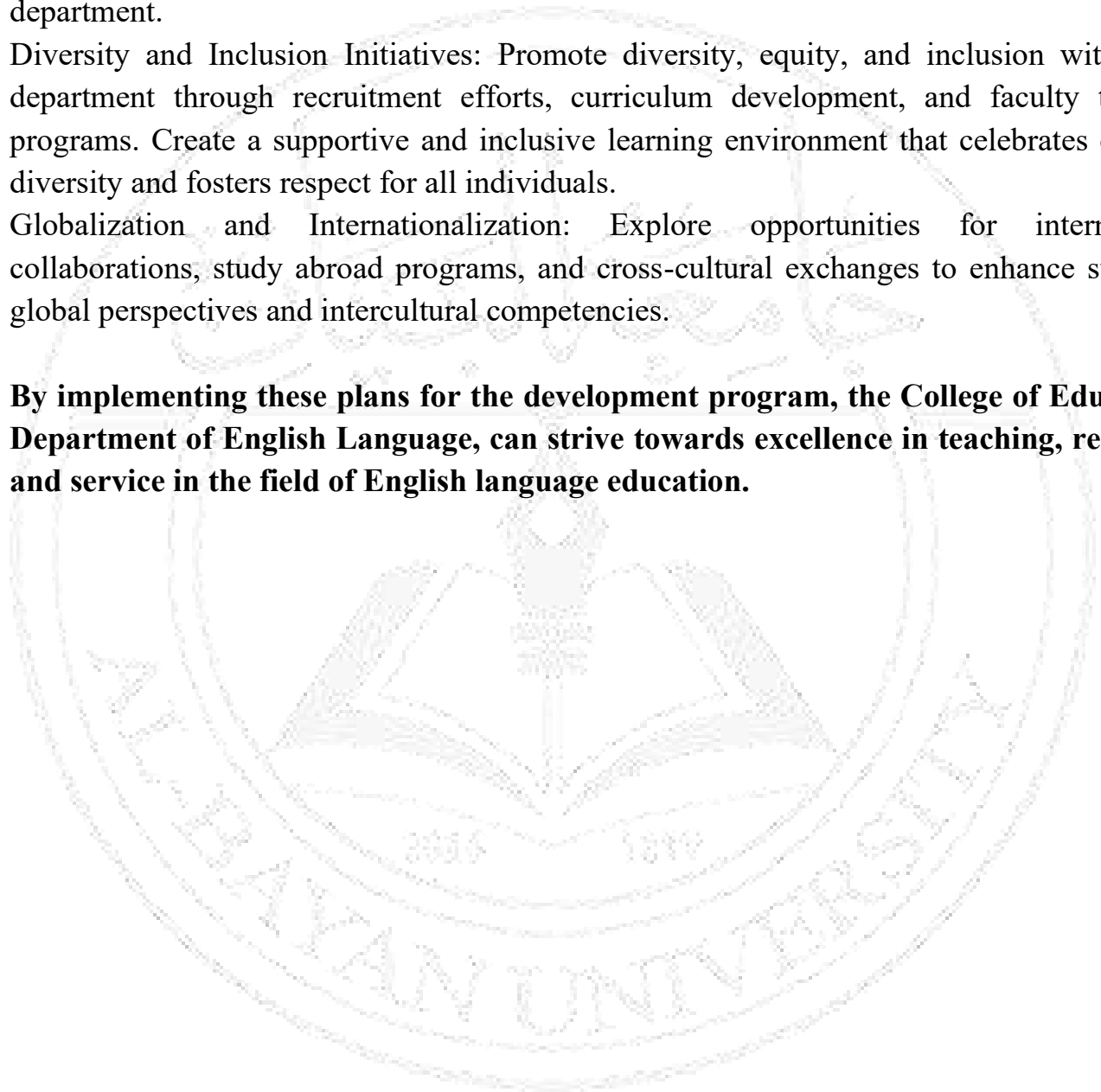
14. Program Development Plan

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

2nd

Course Description (1)

1. Course Title		English Grammar
2. Course Code		(0901101)
3. Semester/Year		Annual System 2025-2026
4. Description Preparation Date		16-9-2025
5. Available Attendance Form		Classroom Attendance
6. No. of Hours (Total)		3 Hours a week
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
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

Total: 100 marks

First Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Second Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Final Exam: 60 marks

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- Duolingo Program
Websites or Electronic References	Browsing the Internet and English Websites

Course Description (2)

1. Course Title	English Phonetics Phonology		
2. Course Code	0901202		
3. Semester/Year	Year		
4. Description Preparation Date	16/9/2025		
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. Lect. Sally Abdulameer Mahdi		
9. E-mail	sallymahdi039@gmail.com		
10. Course Objectives			
Knowledge	A1	Enabling the students to use English Sounds (consonants + Vowels)	
	A2	Being aware of Articulatory Phonetics	
	A3	Focusing on the 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 by making mistakes	
	C3	Motivating students to develop their transcription skills	
	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

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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 sound	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 8.2 The structure of the syllable	Unit 8	PPT	Au EXS. 1,2,3,4, 5

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		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	Listening and speaking	
2. Course Code	(0901104)	
3. Semester/Year	Annual System	
4. Description Preparation Date	16-9-2025	
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: Saroo Sameer Abdulelah	
9. E-mail	sarooaltaleb8@gmail.com	
10. Course Objectives		
Knowledge	A1	Teaching students' prerequisites for 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 the use of words and expressions
Skills	B1	Encouraging students to express themselves confidently.
	B2	Learning about new cultures
	B3	Expanding students' linguistic knowledge
	B4	Developing students' ability to deduce meaning through listening
Values	C1	Teaching the students the styles and methods of conversation through listening & speaking
	C2	Expanding mental lexicon
	C3	Training students on using language in everyday situations
	C4	Training them in deducing the meanings of words and expressions from linguistic and situational contexts
11. Teaching and Learning Strategies		

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1.	Discussion and stimulating the critical thinking of the student, and conducting 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 provide a critical analysis of a movie or series they have recently watched.

The Structure of the Course

Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Me
2	Listening: The Lost Skill	Stimulating students' awareness of the priority of the listening skill	Discussion and students participating in dialogues	Weekly digital ass
2	First day at the college, understanding the activities, schedules, and the rules of the college	What's your favorite thing to do on a ra day?	Description of problems suggesting solutions	Weekly digital ass
2	Teaching how to acquire knowledge about transport and travel	Welcome to Al-Bayan University	Discussion and stude participating in dialogues	Weekly digital ass
2	Going to have meals	How do I buy a ticket?	Description of problems suggesting solutions	Weekly digital ass
2	Using language in emergencies and complaints	Shall we go out for dinner?	Discussion and stude participating in dialogues	Weekly digital ass
2	Using language in medical and health issues	You should go to the police.	Description of problems suggesting solutions	Weekly digital ass
2	Travelling abroad and getting introduced to new friends	Have you got a headache?	Lecturing and stude participating in dialogues,	Weekly digital ass
2	Site-seeing and touring	A world of friends.	Description of problems suggesting solutions	Weekly digital ass
2	Language of travelling by air and tourism	What can I do here?	Lecturing and stude participating in dialogues,	Weekly digital ass
2	Understanding a news story	When are you flying?	Description of problems suggesting solutions	Weekly digital ass
2	Understanding people's names and roles	The weather is changing.	Lecturing and stude participating in dialogues,	Weekly digital ass
2	Conversations about tasks in workplaces	I have our schedule	Description of problems suggesting solutions	Weekly digital ass
2	Organizing an event at work	You did it well.	Lecturing and stude participating in dialogues,	Weekly digital ass

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2	Football and sports conversations	I've organized the trainer	Description of problems suggesting solutions	Weekly digital ass
2	How to ask politely?	Soccer: The Beautiful Game.	Lecturing and student participating in dialogues,	Weekly digital ass
2	Habits and goals encourage the students to improve their English	I'm phoning about the house.	Description of problems suggesting solutions	Weekly digital ass
2	Listening: The Lost Skill	What are your goals?	Lecturing and student participating in dialogues,	Weekly digital ass
2	First day at college: Understanding the activities, schedules, rules of college.	Stimulating students' awareness of priority of the listening skill	Description of problems suggesting solutions	Weekly digital ass
2	Teaching how to inquire about transport and travel.		Lecturing and student participating in dialogues,	Weekly digital ass
2	Going to have meals	Welcome to Al-Bayan University	Description of problems suggesting solutions	Weekly digital ass
2	Using language in emergencies and complaints	How do I buy a ticket?	Lecturing and student participating in dialogues,	Weekly digital ass
2	Using language in medical and health issues	Shall we go out for dinner?	Description of problems suggesting solutions	Weekly digital ass
2	Travelling abroad and getting introduced to new friends	You should go to the police.	Lecturing and student participating in dialogues,	Weekly digital ass
2	Site-seeing and touring	Have you got a headache?	Description of problems suggesting solutions	Weekly digital ass
2	Language of travelling by air and tourism	A world of friends.	Lecturing and student participating in dialogues,	Weekly digital ass
2	Understanding a news story	What can I do here?	Description of problems suggesting solutions	Weekly digital ass
2	Understanding people's names and roles	When are you flying?	Lecturing and student participating in dialogues,	Weekly digital ass
2	Conversations about tasks in workplaces	The weather is changing.	Description of problems suggesting solutions	Weekly digital ass
2	Organizing an event at work	I have our schedule	Lecturing and student participating in dialogues,	Weekly digital ass

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2	Travelling abroad and getting introduced to new friends	You did it well.	Description of problems suggesting solutions	Weekly digital ass
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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, 4th edition. Polly Merdinger and Laurie Barton, 2015
Main References (sources)	
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	

Course Description (4)

1. Course Title		Reading	
2. Course Code		(0901106)	
3. Semester/Year		Annual System	
4. Description Preparation Date		16-9-2025	
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: Hiba Jasim Mohammed	
9. E-mail		hiba.j@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 h 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 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 (5)

15. Course Title	Writing 1	
16. Course Code	(0901105)	
17. Semester/Year	Annual System	
18. Description Preparation Date	16-9-2025	
19. Available Attendance Form	Classroom Attendance	
20. No. of Hours (Total)	2 hours weekly	
21. No. of Credits (Total)	60 credits	
22. Course Administrator Name	Asst.Lect. Morouj Safeer Khudair	
23. E-mail	morouj.S@albayan.edu.iq	
24. 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 the 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
25. Teaching and Learning Strategies		

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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.	

26. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1.	2	The student understands the basics of English language	Introduction	Theoretical explanation	Q&A
2.	2	To teach the student the basics of the English language	Speaking in 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 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	Q&A
7.	2	The students learn types of writing	Exercise	Theoretical explanation	Discussion
8.	2	The student learns how to improve writing	The structure of a paragraph	Theoretical explanation	Homework
9.	2	The student learns how to improve writing	Exercise	Theoretical explanation	Q&A
10.	2	The students learn types of writing	The topic and main idea	Theoretical explanation	Discussion
11.	2	The student learns English terms	Exercise and write	Theoretical explanation	Quiz
12.	2	The students learn types of writing	The development of a Paragraph	Theoretical explanation	Q&A
13.	2	The student learns English terms	Exercise and write	Theoretical explanation	Q&A
14.	2	The development of a Paragraph	Means of support	Theoretical explanation	Q&A
15.	2	=	Exercise and write	Theoretical explanation	Discussion
16.	2	How to write a paragraph	Descriptive and process paragraphs	Theoretical explanation	Homework
17.	2	The Structure of an Essay	Exercise	Theoretical explanation	Q&A
18.	2	Write a paragraph	Write a paragraph	Theoretical explanation	Discussion
19.	2	Write a paragraph	Describing a character	Theoretical explanation	Quiz
20.	2	The student learns English vocabulary	Exercise and write	Theoretical explanation	Q&A
21.	2	The student learns English vocabulary	Process paragraphs	Theoretical explanation	Q&A
22.	2	Structure of sentences	Exercise and write	Theoretical explanation	Q&A

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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	Discussion
27.	2	Explanation	Modal auxiliaries	Theoretical explanation	Quiz
28.	2	Write paragraph	Exercise and write	Theoretical explanation	Q&A
29.	2	Write paragraph	Exercise and write	Theoretical explanation	Q&A
30.	2	Explanation	Revision	Theoretical explanation	Q&A

27. Course Evaluation

- 1- Essay-type test
 - 2- Objective-type test
- Grades are as follows:
- 20 for the first month
 - 20 for the second month
 - Equals 40
 - 60 for the final exam

28. 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	

Course Description (6)

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. Prof. Hiba Jasim Mohammed
9. E-mail		hiba.j@albayan.ed.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		

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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 (7)

1. Course Title		Educational psychology
2. Course Code		(0901107)
3. Semester/Year		Annual System
4. Description Preparation Date		12-10-2025
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		Asst. prof. Hajer Aqeel Al-shemari
9. E-mail		hajeraqeel13@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		12-10-2025
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		Asst. prof. Hajer Aqeel Al-shemari
9. E-mail		hajeraqeel13@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		

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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		16-9-2025
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. Ziad Khalaf Nazal
9. E-mail		law19841984@gmail.com
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		16-9-2025	
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. Qusay Abdulwahab Abdulhadi	
9. E-mail		qusay.a@albayan.edu.iq	
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		16-9-2025	
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. lect. Majid Marih Salboukh	
9. E-mail		majid.m@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

Course Description (1)

1. Course Title	Morphology and Syntax		
2. Course Code	0901202		
3. Semester/Year	2025-2026 (Annual)		
4. Description Preparation Date	16/9/2025		
5. Available Attendance Form	In-person Lectures		
6. No. of Hours (Total)	90 Hours		
7. No. of Credits (Total)	150 Credits		
8. Course Administrator Name	Ibrahim Adil Qader		
9. E-mail	ibrahim.a@albyan.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

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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). *An Introductory English Grammar* (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 System		
4. Description Preparation Date	16/9/2025		
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

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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	Phonetics Lab	Worksheet
3	3	Vowels and consonants	Unit 2	Phonetics Lab	Worksheet
4	3	English short vowels	Unit 2	PPT	AU.Ex3 1-7
5	3	Long vowels & Diphthongs	Unit 3	Phonetics Lab	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	Phonetics Lab	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	Phonetics Lab	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	Phonetics Lab	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	Phonetics Lab	Au. EXS. 1,2,3, 4
26	3	15.4 Functions of tones 15.5 Tones on other words	Unit 15	Phonetics Lab	Au. EXS. 5
27	3	18. Functions of intonation 18.1 Attitudinal functions 18.2 Expressing attitudes	Unit 18	Phonetics Lab	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 System		
4. Description Preparation Date	16/9/2025		
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)

29. Course Title	Introduction to Academic Writing		
30. Course Code	0901204		
31. Semester/Year	Annual Study Description		
32. Description Preparation Date	16/9/2025		
33. Available Attendance Form	In Class		
34. No. of Hours (Total)	2 hrs/week		
35. No. of Credits (Total)	60 Hours		
36. Course Administrator Name	Asst Lect. Morouj Safeer Khudiar		
37. E-mail	morouj.S@albayan.edu.iq		
38. Course 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 everyday English idioms	
Skills	B1	Enabling students to form a correct English sentence	
	B2	Providing students with the practical and theoretical skills to write in English.	
	B3	Enabling students to use English properly.	
	B4	Sitting weekly, quarterly, and annually for exams.	
Values	C1	Providing knowledge to form a sentence	
	C2	Understanding key skills of using English	
	C3	Using modern teaching techniques of teaching English	
	C4	Developing key skills of forming English sentences.	
39. Teaching and Learning Strategies			
1.	Modern teaching techniques	4.	Watching video lessons, using charts, and PowerPoint slides

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2.	Applying Teaching Theories.	5.	Practicing 1-1 writing skills
3.	Practicing daily usage of vocabulary.	6.	

40. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	Teaching Target	Introduction	Theory	Assess
2	2	Understanding Basic Eng.	Speaking university classes	Theory	Q A
3	2	Teaching Basic English	Pre-writing: Getting Ready to Write	Theory	Q A
4	2	Teaching English Terms	Exercise	Theory	Discussion
5	2	Underst. Basic Writing Tips	Brainstorming	Theory	Q A
6	2	Unders. Writing Types	Editing	Theory	Hm Wok
7	2	Unders. Writing Types	Exercise	Theory	Quiz
8	2	Developing Writing Skills	The structure of a paragraph	Theory	Q A
9	2	Developing Writing Skills	Exercise	Theory	Discussion
10	2	Unders. Writing Types	The topic and main idea	Theory	Hm Wok
11	2	Teaching English Terms	Exercise and write	Theory	Quiz
12	2	Unders. Writing Types	The development of a paragraph	Theory	Discussion
13	2	Teaching English Terms	Exercise and write	Theory	Q A
14	2	Writing Paragraphs	Means of support	Theory	Q A
15	2	Writing Paragraphs	Exercise and write	Theory	Hm Wok
16	2	Writing Paragraphs	Descriptive and process paragraphs	Theory	Hm Wok
17	2	Introduction to Articles	Exercise	Theory	Q A
18	2	Writing Paragraphs	Write a paragraph	Theory	Q A
19	2	Writing Paragraphs	Describing a character	Theory	Discussion
20	2	Teaching English Terms	Exercise and write	Theory	Quiz
21	2	Teaching English Terms	Process paragraphs	Theory	Q A
22	2	Sentence Structure	Exercise and write	Theory	Q A
23	2	Article Structure	Transitions	Theory	Q A
24	2	Writing Paragraphs	Exercise	Theory	Discussion

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25	2	Writing Paragraphs	Write paragraph	Theory	Discussion
26	2	Writing Paragraphs	Opinion paragraphs	Theory	Quiz
27	2	Writing Paragraphs	Modal auxiliaries	Theory	Q A
28	2	Writing Paragraphs	Exercise and write	Theory	Q A
29	2	Writing Paragraphs	Exercise and write	Theory	Q A
30		Writing Paragraphs			Discussion

41. Course Evaluation

1. Essay-type test
2. Essay-type test

The grade distribution is as follows:

20 marks for the first semester

20 marks for the second semester

60 marks for the final exam

Total grade: 100 marks

42. Learning & Teaching Resources

Required textbooks (curricular if any)	Academic Writing from Paragraph to Essay By Oshema and Hogue
Main References (sources)	Academic Writing from Paragraph to Essay By Oshema and Hogue
Recommended Books & References (Scientific Journals, Reports ...)	Evans Road (2001), Applied Linguistics. Essential Teacher Journal (2004).
Websites or Electronic References	Focus on Writing: :Laurie G. Kirszner Mandell Paragraphs and Essays Writing Paragraphs: From Sentence to Paragraph: Oshema and Hogue

Course Description (5)

1. Course Title	Drama		
2. Course Code	0901205		
3. Semester/Year	Annual System		
4. Description Preparation Date	16/9/2025		
5. Available Attendance Form	Classroom Attendance		
6. No. of Hours (Total)	A total of 60 hours per academic year, with a weekly attendance of 2 hours.		
7. No. of Credits (Total)	60 credit		
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 the 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	Scenes five and six	Doctor Faustus	Explanation and PPT	Questions, discussion, and Assignment
7	2	Scenes 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	Exam	Doctor Faustus	-----	-----
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
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

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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	Exam	Riders to the Sea and Doctor Faustus	-----	-----

13. Course Evaluation

Attendance and Participation (5 marks) + Quiz (5 marks) + First Month Exam (10 marks) = 20

Attendance and Participation (5 marks) + Quiz (5 marks) + Second Month Exam (10 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)

43. Course Title	Short story	
44. Course Code	0901206	
45. Semester/Year	Annual system	
46. Description Preparation Date	16-9-2025	
47. Available Attendance Form	Classroom attendance	
48. No. of Hours (Total)	2	
49. No. of Credits (Total)	60 credits	
50. Course Administrator Name	Asst. Prof. Hiba Jasim Mohammed	
51. E-mail	Hiba.j@albayan.ed.iq	
52. 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.
53. Teaching and Learning Strategies		

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1.	must be a good role model for his	4.	Lectures.
2.	Taking students perspectives into consideration	5.	Presentation.
3.	Discussion and questions.	6.	Preparing homework.

54. 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.		

55. Course Evaluation

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

56. 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		September 16, 2025
5. Available Attendance Form		On campus
6. No. of Hours (Total)		2 Weekly Hours
7. No. of Credits (Total)		60 Credits
8. Course Administrator Name		Asst. Lect. Ansam Adil Ismael
9. E-mail		ansam.a@albayan.edu.iq
10. Course Objectives		
Knowledge	A1	Identify the historical, cultural, and intellectual features of the Renaissance, Metaphysical, Cavalier, Puritan, and Restoration periods.
	A2	Distinguish between different poetic genres and forms (sonnet, epic, satire) and their stylistic features.
	A3	Recognize major themes in 16th–17th century poetry, such as love, nature, religion, time, and politics.
	A4	Acquire knowledge of the techniques and literary contributions of key poets such as Shakespeare, Donne, Milton, and Pope.
Skills	B1	Practice critical reading of poetic texts through linguistic, symbolic, and rhythmic analysis.
	B2	Apply literary and poetic terminology accurately in the analysis of texts.
	B3	Develop academic writing skills by composing sonnets and short analytical essays.
	B4	Enhance oral communication skills through reciting poems and delivering group presentations.
Values	C1	Appreciate English poetic heritage as a reflection of universal human and cultural values.

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C2	Foster the value of critical thinking beyond surface-level reading of texts.
C3	Promote collaborative learning through group work and class discussions.
C4	Cultivate aesthetic appreciation and respect for cultural and intellectual diversity in poetry.

11. Teaching and Learning Strategies

1.	Connect poems to their contexts: Renaissance humanism, the Reformation, scientific revolution, political tensions.	4.	Compare Elizabethan poets (e.g., Spenser, Shakespeare) with Metaphysical poets (e.g., Donne, Herbert).
2.	Activity: divide students into groups, each group explores how a historical event (e.g., the Protestant Reformation) influenced poetry.	5.	Encourage students to read poems aloud, paying attention to rhythm and tone.
3.	Focus on vocabulary, imagery, metaphors, and recurring symbols.	6.	Incorporate visual art or music from the same era to enrich understanding.

12. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	Students recognize historical, cultural, and intellectual features of the Renaissance and relate them to English poetry.	Introduction to the Renaissance	Lecture, guided discussion, timeline activity	Short quiz, participation in discussion
2	2	Students define and apply key poetic terms (meter, rhyme scheme, sonnet, conceit, imagery).	Poetic Terms	Lecture + glossary handout + group matching activity	In-class exercise, short-answer questions in quiz
3	2	Students analyze pastoral imagery and thematic representation of nature.	Henry Howard - 'Description of Spring'	Close reading, small group textual analysis	Written reflection or short presentation
4	2	Students identify courtly love conventions and interpret allegorical meaning.	Thomas Wyatt - 'Whoso List to Hunt'	Comparative discussion (Petrarch vs. Wyatt)	Short analysis paragraph
5	2	Students compose an original sonnet following traditional structures.	Practice: Writing a Sonnet	Writing workshop, peer review	Submission of a drafted sonnet (graded by rubric)
6	2	Students perform sonnets with attention to rhythm, stress, and intonation.	Practice: Reciting a Sonnet	Oral performance workshop, pronunciation drills	Oral recitation (graded on clarity, accuracy, expression)
7	2	Students demonstrate understanding of	Monthly Exam	---	Written test (short essays + analysis)

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		Renaissance poetry and poetic forms.			
8	2	Students examine moral and religious undertones in Elizabethan poetry.	Philip Sidney - 'Leave me, O Love'	Guided close reading, pair work	Short reflective writing
9	2	Students analyze extended metaphor and emotional resonance in Spenser's sonnets.	Edmund Spenser - Sonnet 34 'Like as a Ship'	Metaphor-mapping activity	In-class written commentary
10	2	Students evaluate pastoral conventions and rhetorical persuasion in Elizabethan lyric.	Christopher Marlowe - 'The Passionate Shepherd to His Love'	Class debate (idealized love vs. realism)	Debate performance + short written response
11	2	Students interpret Shakespeare's themes of love, time, and immortality; practice scanning iambic pentameter.	Shakespeare - Sonnets 18	Lecture, performance, small-group thematic comparisons	Group presentation + short analytical essay
12	2	Students interpret Shakespeare's themes of love, time, and immortality; practice scanning iambic pentameter.	Shakespeare - Sonnet 55	Lecture, performance, small-group thematic comparisons	Group presentation + short analytical essay
13	2	Students interpret Shakespeare's themes of love, time, and immortality; practice scanning iambic pentameter.	Shakespeare - Sonnet 116	Lecture, performance, small-group thematic comparisons	Group presentation + short analytical essay

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14	2	Students synthesize key Renaissance poetic features.	General Review	Q&A, review games (Kahoot/Jeopardy style)	Participation
15	2	Students demonstrate critical analysis skills and contextual understanding.	Midterm Exam	---	Written exam (analysis, definitions, essay)
16	2	Students describe metaphysical style and 'conceits.'	Introduction to Metaphysical Poetry	Lecture with textual examples	Short quiz
17	2	Students analyze metaphysical conceit and religious paradox.	John Donne - 'Death be not Proud'	Close reading, group discussion	Analytical paragraph
18	2	Students interpret spiritual conflict and resolution.	George Herbert - 'The Collar'	Dramatic reading, group annotation	Reflection note
19	2	Students identify themes of carpe diem and loyalty in Cavalier poetry.	Introduction to Cavalier Poetry	Mini lecture + student-led discussion	Short quiz
20	2	Students evaluate imagery of transience and mortality.	Robert Herrick - 'To Daffodils'	Guided imagery analysis	Poetic commentary
21	2	Students consolidate understanding of Metaphysical and Cavalier poetry.	Monthly Exam	---	Written exam
22	2	Students describe Puritan values and their impact on literature.	Puritan Poetry - Introduction	Lecture + historical context notes	Short quiz
23	2	Students analyze epic conventions and theological depth.	John Milton - Paradise Lost	Lecture + selected passage analysis	Essay question

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24	2	Students examine theme of patience and divine service.	John Milton – Sonnet 19 ('On His Blindness')	Small-group interpretation	Reflection essay
25	2	Students recognize political and cultural influence on poetry.	Introduction to the Restoration	Lecture with background handout	Participation in discussion
26	2	Students interpret political allegory and satire.	John Dryden – Absalom and Achitophel	Group debate on literary satire	Analytical presentation
27	2	Students understand neoclassical ideals of order, balance, and reason.	Alexander Pope – An Essay on Criticism	Lecture + selected passage analysis	Short essay
28	2	Students integrate knowledge of all poetic schools (Renaissance–Restoration).	General Review	Whole-class review, Q&A	Practice questions
29	2	Students demonstrate comprehensive understanding and critical analysis of 16th–17th century poetry.	Term Exam	---	Written exam
30	2	Students consolidate entire course content in preparation for final assessment.	Comprehensive Revision	Intensive revision sessions	Oral Q&A, mock test

13. Course Evaluation

Total: 100 marks

First Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Second Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Final Exam: 60 marks

14. Learning & Teaching Resources

Required textbooks
(curricular if any)

1. **The Sixteenth Century Poetry by Ala'uddin H. Al-Jubori et.al.**
2. **Seventeenth-Century English Poetry by Shakir M. Mustafa.**

Main References
(sources)

As mentioned above.

Recommended Books & References
(Scientific Journals, Reports ...)

Nothing.

Websites or Electronic References

<https://www.poetryfoundation.org>

Course Description (8)

1. Course Title		Listening and speaking	
2. Course Code		0901208	
3. Semester/Year		Annual	
4. Description Preparation Date		16/9/2025	
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: Saroo Sameer Abdulelah	
9. E-mail		sarooaltaleb8@gmail.com	
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 take a message ?	Unit 12	PPT	Role-Playing and Dialogues
25	2	Let's get started	Unit 13		

جامعۃ البیان

				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)

57. Course Title	Methods of Teaching English Language		
58. Course Code	(0901209)		
59. Semester/Year	Annual System		
60. Description Preparation Date	16-9-2025		
61. Available Attendance Form	Classroom Attendance		
62. No. of Hours (Total)	3 Weekly Hours		
63. No. of Credits (Total)	120 Credits		
64. Course Administrator Name	Asst. Lect. Laa'li Muammer Ibrahim		
65. E-mail	laali.m@albayan.edu.iq		
66. 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 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	
67. Teaching and Learning Strategies			
1.	Group work	4.	Open questions and discussions
2.	Communicative approach	5.	Personalization

جامعۃ البیت

3.

Establishing relevance

6.

Positive reinforcement and effective praise

68. 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 opportunities 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

جامعة البيان

				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

جامعة البيان

				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

69. Course Evaluation

Total: 100 marks

First Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Second Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Final Exam: 60 marks

70. 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 ...)

- 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	Adult Education	
16. Course Code	09012010	
17. Semester/Year	Annual System	
18. Description Preparation Date	12-10-2025	
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	Asst. prof. Hajer Aqeel Al-shemari	
23. E-mail	hajeraqeel13@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.
	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.

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	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)

15.	Course Title	Arabic language	
16.	Course Code	(09012011)	
17.	Semester/Year	Annual System	
18.	Description Preparation Date	16-9-2025	
19.	Available Attendance Form	Classroom Attendance	
20.	No. of Hours (Total)	2 Hours Weekly	
21.	No. of Credits (Total)	60 hours	
22.	Course Administrator Name	Asst. lect. Majid Marih Salboukh	
23.	E-mail	majid.m@albayan.edu.iq	
24. 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	
25. 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

جامعة البتراء

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

26. 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

27. 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.

28. 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)

29.	Course Title	Computer Science
30.	Course Code	09012012
31.	Semester/Year	Annual System
32.	Description Preparation Date	16-9-2025
33.	Available Attendance Form	Classroom Attendance
34.	No. of Hours (Total)	2 hours weekly
35.	No. of Credits (Total)	60 credits
36.	Course Administrator Name	Asst. lect. Qusay Abdulwahab Abdulhadi
37.	E-mail	qusay.a@albayan.edu.iq
38.	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
39.	Teaching and Learning Strategies	

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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.	

40. 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

41. Course Evaluation

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

42. 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
4. Description Preparation Date		2025/9/16
5. Available Attendance Form		In person
6. No. of Hours (Total)		Hours 2
7. No. of Credits (Total)		60
8. Course Administrator Name		Dr. Ziad Khalaf Nazal
9. E-mail		law19841984@gmail.com
10. Course Objectives		
Knowledge	A1	Building a distinguished student structure that is represented by taking the College of Education students 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

The Structure of the Course

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	=	=

Course Evaluation

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

4. Learning & Teaching Resources

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

Third Year

Course Description (1)

71. Course Title	Grammar	
72. Course Code	0901301	
73. Semester/Year	Annual system	
74. Description Preparation Date	16-09-2025	
75. Available Attendance Form	Classroom attendance	
76. No. of Hours (Total)	3 weekly hours	
77. No. of Credits (Total)	90 hours	
78. Course Administrator Name	Asst.Lect. Sally Abdulameer Mahdi	
79. E-mail	Sallymahdi039@gmail.com	
80. Course Objectives		
Knowledge	A1	The course aims to prepare a promising generation of female teachers specialized in the English language capable of conveying knowledge with a high degree of efficiency.
	A2	It seeks to qualify and prepare students academically, pedagogically, and professionally so that they can perform their duties as teachers and educators.
	A3	The program further aims to build the scientific and pedagogical personality of the student who will become a future instructor, enabling them to exert a positive influence and engage in effective educational interactions with learners and students through the use of language.
	A4	Moreover, it provides students with the essential skills that allow them to deal with learners more effectively, particularly in mastering correct grammatical structures, as well as working collaboratively within groups.
Skills	B1	Teaching students how to develop the ability for logical thinking.
	B2	Training students in analysis and the application of the prescribed curriculum vocabulary.
	B3	Developing the students' intellectual and personal capacity, which constitutes an essential component in the field of specialization.
	B4	Equipping students with communication skills and the effective use of modern educational technologies.
Value	C1	Developing students' abilities to share their ideas regarding the student's lifestyle in a positive manner.
	C2	

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	C3		
	C4		
81. Teaching and Learning Strategies			
1.	Adopting the method of explanation and clarification of the course vocabulary.	4.	Homework
2.	Lectures.	5.	Daily quizzes
3.	Discussions and the raising of questions within the classroom open the door for dialogue.	6.	

82. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1.	3	Understanding the theoretical aspects of subject.	Sentence elements	Exercises	Practical and theoretical application.
2.	3	Understanding the theoretical aspects of subject.	Sentence structure	Exercises	Practical and theoretical application.
3.	3	Understanding the theoretical aspects of subject.	Types of verbs	Exercises	Practical and theoretical application.
4.	3	Understanding the theoretical aspects of subject.	Types of objects	Exercises	Practical and theoretical application.
5.	3	Understanding the theoretical aspects of subject.	Elements of realization type	Exercises	Practical and theoretical application.
6.	3	Understanding the theoretical aspects of subject.	Questions	Exercises	Practical and theoretical application.
7.	3	Understanding the theoretical aspects of subject.	Pro-forms	Exercises	Practical and theoretical application.
8.	3		Exams		
9.	3	Understanding the theoretical aspects of subject.	Verb phrase	Exercises	Practical and theoretical application.
10.	3	Understanding the theoretical aspects of subject.	Types of verbs	Exercises	Practical and theoretical application.
11.	3	Understanding the theoretical aspects of subject.	Morphological structures	Exercises	Practical and theoretical application.
12.	3	Understanding the theoretical aspects of subject.	Marginal model	Quiz	Practical and theoretical application.
13.	3	Understanding the theoretical aspects of subject.	Simple present tense	Exercises	Practical and theoretical application.
14.	3	Understanding the theoretical aspects of subject.	Present perfect tense	Exercises	Practical and theoretical application.
15.	3		Exams		

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16.	3	Understanding the theoretical aspects of subject.	Present perfect progressive	Exercises	Practical and theoretical application.
17.	3	Understanding the theoretical aspects of subject.	Simple past	Exercises	Practical and theoretical application.
18.	3	Understanding the theoretical aspects of subject.	Past progressive	Exercises	Practical and theoretical application.
19.	3	Understanding the theoretical aspects of subject.	Past perfect	Exercises	Practical and theoretical application.
20.	3	Understanding the theoretical aspects of subject.	Mood	Quiz	Practical and theoretical application.
21.	3	Understanding the theoretical aspects of subject.	Types of subjunctives	Exercises	Practical and theoretical application.
22.	3	Understanding the theoretical aspects of subject.	Model auxiliaries	Exercises	Practical and theoretical application.
23.	3	Understanding the theoretical aspects of subject.	Uses of must & ought to	Exercises	Practical and theoretical application.
24.	3	Understanding the theoretical aspects of subject.	Exam	Exercises	Practical and theoretical application.
25.	3	Understanding the theoretical aspects of subject.	Types of nouns	Exercises	Practical and theoretical application.
26.	3	Understanding the theoretical aspects of subject.	Quantifiers	Exercises	Practical and theoretical application.
27.	3	Understanding the theoretical aspects of subject.	Possessive nouns	Quiz	Practical and theoretical application.
28.	3	Understanding the theoretical aspects of subject.	Plural nouns	Exercises	Practical and theoretical application.
29.	3	Understanding the theoretical aspects of subject.	Foreign nouns	PPT	Practical and theoretical application.
30.	3	Understanding the theoretical aspects of subject.	Exam	Exercises	Practical and theoretical application.

83. Course Evaluation

The grade, out of 100, shall be distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, and other similar requirements.

Total: 100 marks

First Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Second Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Final Exam: 60 marks

84. Learning & Teaching Resources

Required textbooks (Curricular if any)	Quirk, R. & Greenbaum, S. (1973). A University Grammar English. Longman: London.
Main References (sources)	Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985) A comprehensive grammar of the English language. Longman. Murphy, R. (2019). English grammar in use: A self-Study reference and practice book for intermediate learners of English (5th ed.). Cambridge University Press.
Recommended Books & References (Scientific Journals, Reports ...)	Advanced English Grammar by Martin Hewings, Cambridge University Press
Websites or Electronic References	Any website that deals with English Grammar

Course Description (2)

1. Course Title	Linguistics		
2. Course Code	0901302		
3. Semester/Year	Annual System		
4. Description Preparation Date	16/9/2025		
5. Available Attendance Form	Classroom attendance		
6. No. of Hours (Total)	3 hours a week		
7. No. of Credits (Total)	90 hours		
8. Course Administrator Name	Asst. Lect. Bashar Mohammed Farhan		
9. E-mail	bashar.m@albayan.edu.iq		
10. Course Objectives			
Knowledge	A1	Developing students' abilities in the study of linguistics	
	A2	Showing the students the main fields of linguistics	
	A3	Teaching students the techniques used in linguistic analysis	
	A4	Explaining for the students the system sounds, word formation and linguistic structure	
Skills	B1	Students will be able to talk about fundamentals of linguistics	
	B2	Self-evaluation for students	
	B3	Enabling students to use descriptive analysis in linguistic studies	
	B4	Making students distinguish between linguistic theories	
Values	C1	Helping students about self-development	
	C2	Improving students' comprehension	
	C3	Increasing students' motivation to participate and analyzing	
	C4	Improving students' critical thinking	
11. Teaching and Learning Strategies			
1.	Discussion strategy	4.	Brainstorming
2.	Using data –show presentation	5.	Note – taking
3.	Questions and answers	6.	Interactive lectures

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	3	The definition of linguistics	What is linguistics?	Lectures and discussions	Assignments, tests and interaction
2-3	3	Knowing how language is originated	The origins of language	Lectures and discussions	Assignments, tests and interaction
6-5-4	3	Dealing with properties that differentiate between animal and human language	Animals and human language	Lectures and discussions	Assignments, tests and interaction
9-8-7	3	what physical aspects of the human vocal tract are involved in the production of sounds.	The sounds of language	Lectures and discussions	Assignments, tests and interaction
12-11-10	3	Describing systems and patterns of speech sounds (phonology)	The sound patterns of language	Lectures and discussions	Assignments, tests and interaction
14- 13	3		Review for the first 4 chapters	Lectures and discussions	Assignments, tests and interaction
15			Monthly exam		
16-17-18	3	Exploring some of the basic processes which new words are created.	Word formation	Lectures and discussions	Assignments, tests and interaction
19-20-21	3	Knowing how to describe linguistic forms	Morphology	Lectures and discussions	Assignments, tests and interaction
22-23-24	3	describing the structure of phrases and sentences	Grammar	Lectures and discussions	Assignments, tests and interaction
25-26	3	Knowing the underlying rule system of generating sentences	Syntax	Lectures and discussions	Assignments, tests and interaction
27-28	3	Recognizing the differences between accents and dialect	Social variation in language	Lectures and discussions	Assignments, tests and interaction
29	3		Review for the chapters 6-7-8	Lectures and discussions	Assignments, tests and interaction
30	3		Monthly exam		

14. 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

15. Learning & Teaching Resources

Required textbooks

(curricular if any)

The study of language / George Yule
Linguistics / Jean Aitchison

Main References

(sources)

Recommended Books & References

(Scientific Journals, Reports ...)

Websites or Electronic References

<https://www.oxford.com/>

Course Description (3)

85. Course Title	Academic writing		
86. Course Code	0901303		
87. Semester/Year	Annual system		
88. Description Preparation Date	16-09-2025		
89. Available Attendance Form	Classroom attendance		
90. No. of Hours (Total)	2 hours weekly		
91. No. of Credits (Total)	60 credits		
92. Course Administrator Name	Asst.Lect. Morouj Safer Khudair		
93. E-mail	morouj.S@albayan.edu.iq		
94. Course Objectives			
Knowledge	A1	Introducing students to the importance of academic writing.	
	A2	Developing students' ability to write correctly.	
	A3	Adding vocabulary and expressions that contribute to enhancing students' writing skill	
	A4	Using the English language effectively through essay writing.	
Skills	B1	Students acquire essential skills in sentence formation in the English language.	
	B2	Students acquire theoretical and scientific knowledge in English writing skills.	
	B3	Students acquire the ability to use the English language.	
	B4	Practical and theoretical examinations, both daily and semester-based.	
Values	C1	Providing students with knowledge of sentence construction in the English language.	
	C2	Understanding English language skills.	
	C3	Using modern teaching methods in accordance with the nature of the subject.	
	C4	Developing essential skills in English sentence formation.	
95. Teaching and Learning Strategies			
1.	Modern teaching methods for the use of the English language.	4.	
2.	Theoretical and scientific lectures in English.	5.	

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3.	Practical application of the essential skills in academic writing.	6.	
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96. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1.	2	Understanding the theoretical aspects of the subject.	Part 1: writing a paragraph	Exercises	Practical and theoretical applications
2.	2	Understanding the theoretical aspects of the subject.	Paragraph structure	Exercises	Practical and theoretical applications
3.	2	Understanding the theoretical aspects of the subject.	Unity and coherence	Exercises	Practical and theoretical applications
4.	2	Understanding the theoretical aspects of the subject.	Supporting details	Exercises	Practical and theoretical applications
5.	2	Understanding the theoretical aspects of the subject.	Review of paragraph structure	Exercises	Practical and theoretical applications
6.	2	Understanding the theoretical aspects of the subject.	Review of unity and coherence	Exercises	Practical and theoretical applications
7.	2	Understanding the theoretical aspects of the subject.	Review of supporting details	Exercises	Practical and theoretical applications
8.	2		Exam		
9.	2	Understanding the theoretical aspects of the subject.	Part 2: writing and essay	Exercises	Practical and theoretical applications
10.	2	Understanding the theoretical aspects of the subject.	From paragraph to essay	Exercises	Practical and theoretical applications
11.	2	Understanding the theoretical aspects of the subject.	Chronological order	Exercises	Practical and theoretical applications
12.	2	Understanding the theoretical aspects of the subject.	Cause and effect Essays	Quiz	Practical and theoretical applications
13.	2	Understanding the theoretical aspects of the subject.	Comparison contrast/essays	Exercises	Practical and theoretical applications
14.	2	Understanding the theoretical aspects of the subject.	Paragraph and summary	Exercises	Practical and theoretical applications
15.	2		Exam		

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16.	2	Understanding the theoretical aspects of the subject.	Argumentative essays	Exercises	Practical and theoretical applications
17.	2	Understanding the theoretical aspects of the subject.	Part 3: sentence structure	Exercises	Practical and theoretical applications
18.	2	Understanding the theoretical aspects of the subject.	Types of sentences	Exercises	Practical and theoretical applications
19.	2	Understanding the theoretical aspects of the subject.	Using parallel structure	Exercises	Practical and theoretical applications
20.	2	Understanding the theoretical aspects of the subject.	Noun clauses	Quiz	Practical and theoretical applications
21.	2	Understanding the theoretical aspects of the subject.	Adverb clauses	Exercises	Practical and theoretical applications
22.	2	Understanding the theoretical aspects of the subject.	Adjective clauses	Exercises	Practical and theoretical applications
23.	2	Understanding the theoretical aspects of the subject.	Participial phrases	Exercises	Practical and theoretical applications
24.	2	Understanding the theoretical aspects of the subject.	The process of academic writing	Exercises	Practical and theoretical applications
25.	2	Understanding the theoretical aspects of the subject.	Punctuation rules	Exercises	Practical and theoretical applications
26.	2	Understanding the theoretical aspects of the subject.	Chart of connecting words	Exercises	Practical and theoretical applications
27.	2	Understanding the theoretical aspects of the subject.	Research and documentation sources	Quiz	Practical and theoretical applications
28.	2	Understanding the theoretical aspects of the subject.	Exercising	Exercises	Practical and theoretical applications
29.	2	Understanding the theoretical aspects of the subject.	Writing a full complete essay	-	Practical and theoretical applications
30.	2	Understanding the theoretical aspects of the subject.	Exam	Exercises	Practical and theoretical applications

97. Course Evaluation

The grade, out of 100, shall be distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, and other similar requirements.

Total: 100 marks

First Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Second Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Final Exam: 60 marks

98. Learning & Teaching Resources

Required textbooks (curricular if any)	Oshima, A., & Hogue, A. (2006). Writing academic English (4th ed.). Pearson Longman
Main References (sources)	
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	

Course Description (4)

1. Course Title		Listening and speaking
2. Course Code		(0901304)
3. Semester/Year		Annual System
4. Description Preparation Date		16/09/2025
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		Asst. Lect: Saroo Sameer Abdulelah
9. E-mail		sarooaltaleb8@gmail.com
10. Course Objectives		
Knowledge	A1	Develop students' understanding of key listening strategies such as predicting, inferring and note-taking.
	A2	Build awareness of spoken discourse features (intonation, stress, rhythm, connected speech).
	A3	Expand thematic vocabulary and academic language.
	A4	Strengthen knowledge of cultural and contextual aspects of spoken English in academic and social settings.
Skills	B1	Improve listening comprehension for both gist and detail in academic and authentic contexts.
	B2	Enhance fluency and accuracy in spoken English through structured discussions and presentations.
	B3	Develop critical thinking and problem-solving skills through collaborative speaking tasks.
	B4	Apply effective speaking strategies such as turn-taking, clarification, and persuasion in group interactions.
Values	C1	Encourage active participation and confidence in expressing ideas orally.
	C2	Foster respect for diverse perspectives in listening and speaking activities.
	C3	Promote autonomous learning by using listening and speaking strategies beyond the classroom.

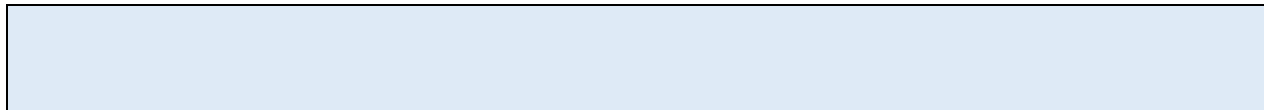
C4	Support the continuous development of communication skills necessary academic and professional success.		
11. Teaching and Learning Strategies			
1.	Communicative Activities – Pair and group discussions, debates, and role–plays to promote authentic interaction.	4.	Flipped Classroom – Pre–class listening or video assignments followed by in–class discussion.
2.	Task–Based Learning – Students complete problem–solving or information–gap tasks requiring both listening and speaking.	5.	Role Play & Simulations – Practice real–life scenarios (e.g., job interview, academic discussion, negotiations).
3.	Project–Based Learning – Unit projects such as presentations, interviews, or video recordings to integrate skills.	6.	Critical Listening Exercises – Analyzing TED Talks, news reports, or academic lectures to build higher–order comprehension.

12. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	Introduction	Identify the course scope and objectives, and the diagnostic speaking task.	Communicative activities, ice-breakers.	Oral questions
2	2	Listening Skills Overview	Practice gist/detail listening, note-taking.	Short lectures, listening logs.	Participation
3	2	Unit 1- Advertising (Listening)	Identify persuasive techniques in audio.	Critical listening, pair discussion.	Oral questions
4	2	Unit 1- Advertising (Speaking)	Practice persuasive speaking in role-plays.	Role-play, debate.	Mini-presentations
5	2	Unit 2- Culture (Listening)	Recognize cultural values in spoken texts.	Jigsaw listening, reflective task.	Listening quiz
6	2	Unit 2- Culture (Speaking)	Compare perspectives in structured discussions.	Debate, group work.	Oral assessment
7	2	Unit 3- Health (Listening)	Extract key details from lecture on risk.	Lecture simulation, note-taking.	Quiz
8	2	Unit 3- Health (Speaking)	Express and justify opinions about health risks.	Role-play, group presentations.	Participation
9	2	Unit 4- Ethics (Listening)	Identify stance and arguments in audio.	Critical listening tasks.	Oral Q&A
10	2	Unit 4- Ethics (Speaking)	Practice agreement/disagreement strategies.	Debate, role-play.	Peer feedback
11	2	Unit 5- Identity (Listening)	Interpret tone and register in spoken texts.	Listening logs, group activity.	Quiz
12	2	Unit 5- Identity (Speaking)	Present personal experiences in structured form.	Storytelling, presentation.	Oral test
13	2	Review Units 1-5	Consolidate key strategies.	Project-based review, peer teaching.	Mock exam

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14	2	Midterm Exam	Assess listening comprehension and speaking.	Formal exam.	Written + oral test
15	2	Unit 6- Education (Listening)	Identify main ideas in academic talks.	Flipped classroom, video lectures.	Quiz
16	2	Unit 6- Education (Speaking)	Practice group problem-solving orally.	Project-based tasks.	Group project
17	2	Unit 7- Technology (Listening)	Analyze the media's effect on communication.	Critical listening.	Oral questions
18	2	Unit 7- Technology (Speaking)	Deliver persuasive presentation.	Poster presentations, debates.	Presentation
19	2	Unit 8- Human Behavior (Listening)	Identify the speaker's purpose and tone.	Audio analysis, reflection.	Listening quiz
20	2	Unit 8- Human Behavior (Speaking)	Practice storytelling and role-play.	Pair dialogues, simulations.	Oral role-play
21	2	Unit 9- Environment (Listening)	Take notes from lectures on environmental issues.	Listening logs, group activity.	Quiz
22	2	Unit 9- Environment (Speaking)	Participate in panel discussions.	Panel, peer evaluation.	Panel performance
23	2	Unit 10 – Future (Listening)	Predict outcomes and trends in audio texts.	Brainstorming, discussion.	Oral Questions
24	2	Unit 10 – Future (Speaking)	Express opinions and argue for predictions.	Group debate, role-play.	Oral Test
25	2	Integrated Skills Project (Speaking)	Deliver collaborative presentations.	Flipped classroom, group work.	Project presentation
26	2	Review (Units 6–10)	Consolidate higher-level strategies.	Peer teaching, review tasks.	Mock exam
27	2	Final Exam Preparation	Practice listening + speaking tasks under exam conditions.	Simulated exam tasks.	Feedback
29	2	Final Exam	Formal assessment of skills.	Written + oral exam.	Exam
30	2	Wrap-up & Reflection	Reflect on progress, self-assessment.	Discussion, reflective writing.	Participation



13. Course Evaluation

14. Learning & Teaching Resources

Required textbooks (curricular if any)	Northstar3 listening and speaking.
Main References (sources)	
Recommended Books & References (Scientific Journals, Reports ...)	
Websites or Electronic References	

Course Description (5)

99. Course Title	Novel		
100. Course Code	(0901305)		
101. Semester/Year	Annual System		
102. Description Preparation Date	16-9-2025		
103. Available Attendance Form	Classroom Attendance		
104. No. of Hours (Total)	3 Weekly Hours		
105. No. of Credits (Total)	120 Credits		
106. Course Administrator Name	Asst. Lect. Ansam Adil Ismael		
107. E-mail	ansam.a@albayan.edu.iq		
108. Course Objectives			
Knowledge	A1	Understand the historical, cultural, and social conditions that shaped Victorian literature, including industrialization, gender roles, and class struggles.	
	A2	Recognize the influence of the Victorian novel on later literary movements and its role in the development of the English novel.	
	A3	Identify key themes, narrative techniques, and stylistic features of prominent Victorian novelists such as Dickens, Eliot, Hardy, and the Brontës.	
	A4		
Skills	B1	Apply critical and theoretical approaches to analyze Victorian novels, including feminist, Marxist, and postcolonial readings.	
	B2	Produce well-structured oral and written arguments that connect Victorian texts to broader literary and cultural debates.	
	B3	Develop advanced close-reading and textual analysis skills through detailed examination of character, plot, and narrative structure.	
	B4		
Values	C1	Cultivate an appreciation for the moral, ethical, and social questions raised in Victorian fiction, particularly concerning justice, empathy, and reform.	
	C2	Foster respect for diverse perspectives by exploring issues of class, gender, and morality within the Victorian context.	
	C3	Encourage a lifelong engagement with literature as a means of understanding human experience and promoting social responsibility.	
	C4		
109. Teaching and Learning Strategies			
1.	Group work	4.	Open questions and discussions
2.	Communicative approach	5.	Personalization

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3.

Establishing relevance

6.

Positive reinforcement and effective praise

110. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
31	3	The similarities and differences between the short story, the novella, and the novel.	Victorian Novel	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions and discussion
32	3	The emergence of the Victorian novel	Start and Development	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
33	3	The characteristics of the Victorian novel	Characteristics	Theoretical lectures Practical lectures PowerPoint presentations	Practical lecture
34	3	A brief biography of the writer, most important works, and an analytical study of writing style.	Emily Bronte	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
35	3	The emergence of the Victorian novel	The Women role in Victorian Novel	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions and discussion
36	3	Exam: Questions for evaluation and testing students' knowledge.		Theoretical lectures Practical lectures	Oral questions

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				PowerPoint presentations	
37	3	Summary of Weathering Hights and overview of the political, social, and historical circumstances related to the work.	Wuthering Hights	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
38	3	Explanation and analysis of the main and secondary characters in the target novel.	Analysis	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions and discussion
39	3	Explanation and analysis of the first part of the novel.	First Part	Theoretical lectures Practical lectures PowerPoint presentations	Practical lecture
40	3	Explanation and analysis of the second part of the novel.	Second parts	Theoretical lectures Practical lectures PowerPoint presentations	-----
41	3	Explanation and analysis of the Second part of the novel.	Second part	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
42	3	Exam: Questions for evaluation and testing students' knowledge.		Theoretical lectures Practical lectures PowerPoint presentations	Quiz

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43	3	Continue working on analysis and quotations	Novel Analysis	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
44	3	Further quotations and analysis		Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
45	3	Finalize the analysis of the novel	Conclusion	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions and discussion
46	3	Life , writing style and techniques	Charles Dickens	Theoretical lectures Practical lectures PowerPoint presentations	Practical lecture
47	3	Explanation and analysis of the most important symbols in his writings	Writing style and Symbolism	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
48	3	Exam: Questions for evaluation and testing students' knowledge.	Test	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
49	3	A brief biography of the writer, most important works, and contribution in novel		Theoretical lectures Practical lectures	Practical lecture

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				PowerPoint presentations	
50	3	The role of Dickens in the Victorian era		Theoretical lectures Practical lectures PowerPoint presentations	-----
51	3	Summary and analysis of Hard times	Hard Times	Theoretical lectures Practical lectures PowerPoint presentations	Practical lecture
52	3	Explanation and analysis of the main and secondary characters in the target novel.	Character	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
53	3	Explanation of the main themes and ideas addressed by the author in the novel.	Theme and ideas	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
54	3	Explanation and analysis of the most important symbols in the novel.	Symbolism	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
55	3	Critical analysis of the novel.	Analysis	Theoretical lectures Practical lectures PowerPoint presentations	Practical lecture

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56	3	Exam: Questions for evaluation and testing students' knowledge.	Test	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
57	3	Analysis and explanation of the most important quotations in Hard Times	Main Quotations	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
58	3	Continuation of the quotations.	Main Quotations	Theoretical lectures Practical lectures PowerPoint presentations	Practical lecture
59	3	Further continuation of the quotation	Quotations and Conclusion	Theoretical lectures Practical lectures PowerPoint presentations	Oral questions
60	3	Exam		Theoretical lectures Practical lectures PowerPoint presentations	Discussion

111. Course Evaluation

Total: 100 marks

First Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Second Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Final Exam: 60 marks

112. Learning & Teaching Resources

Required textbooks
(curricular if any)

Wuthering Hights for Emily Bronte
Hard Times Charles Dickens

Main References
(sources)

Recommended Books & References
(Scientific Journals, Reports ...)

Gareth Stedman Jones, Charles Dickens:
A Critical Study of His Works

Sandra M. Gilbert and Susan Gubar, The
Madwoman in the Attic: The Woman
Writer and the Nineteenth-Century
Literary Imagination.

Websites or Electronic References

[https://www.sparknotes.com/lit/wuthering/
plot-analysis/?utm_source=chatgpt.com](https://www.sparknotes.com/lit/wuthering/plot-analysis/?utm_source=chatgpt.com)

[https://www.sparknotes.com/lit/hardtimes/
plot-analysis/?utm_source=chatgpt.com](https://www.sparknotes.com/lit/hardtimes/plot-analysis/?utm_source=chatgpt.com)

Course Description (6)

113. Course Title	Drama		
114. Course Code	0901306		
115. Semester/Year	Annual System		
116. Description Preparation Date	16/9/2025		
117. Available Attendance Form	Classroom Attendance		
118. No. of Hours (Total)	A total of 90 hours per academic year, with a weekly attendance of 3 hours.		
119. No. of Credits (Total)	90 Credit		
120. Course Administrator Name	Asst. Lect. Rafal Thaer Abdulqader		
121. E-mail	rafal.t@albayan.edu.iq		
122. Course Objectives			
Knowledge	A1	Developing students' ability to understand the context in which the play was written.	
	A2	Enabling students to freely express their thoughts and emotions through different methods.	
	A3	Enriching their linguistic repertoire.	
	A4	Reading and analyzing dramatic texts in English to enhance language proficiency.	
Skills	B1	Developing the skill of writing critical essays.	
	B2	Enabling the student to analyze how the play reflects various social and cultural issues.	
	B3	Developing skills in analyzing dramatic literary texts.	
	B4	Enabling students to analyze the artistic and literary elements in dramatic texts.	
Values	C1	Teamwork.	
	C2	Enabling students to freely express their thoughts.	
	C3	Developing students' sense of responsibility and commitment to the tasks assigned to them.	
	C4	Encouraging students to use their imagination in writing scenes and performing.	
123. Teaching and Learning Strategies			
1.	Interactive lectures	4.	PowerPoint presentation

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2.	Questions and answers	5.	Performing scenes from the play
3.	Class discussion	6.	Watching the plays Clips

124. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	3	Introduction to Drama	-----	Explanation and PPT	Questions and discussion
2	3	Introduction to the Renaissance Age	-----	Explanation and PPT	Questions and discussion
3	3	William Shakespeare Biography	-----	Explanation and PPT	Questions, discussion, and Assignment
4	3	Introduction to Hamlet	Hamlet	Explanation and PPT	Questions and discussion
5	3	Act 1	Hamlet	Explanation and PPT	Questions and discussion
6	3	Act 2	Hamlet	Explanation and PPT	Questions, discussion, and Assignment
7	3	Act 3	Hamlet	Explanation and PPT	Questions and discussion
8	3	Quiz	Hamlet	Explanation and PPT	Questions and discussion
9	3	Act 4	Hamlet	-----	-----
10	3	Act 5	Hamlet	Explanation and PPT	Questions and discussion
11	3	Quiz	Hamlet	Explanation and PPT	Questions and discussion
12	3	Characters	Hamlet	Explanation and PPT	Questions and discussion
13	3	Themes	Hamlet	Explanation and PPT	Questions, discussion, and Assignment
14	3	Symbols	Hamlet	Explanation and PPT	Questions and discussion
15	3	Exam	Hamlet	-----	-----
16	3	Introduction to Twelfth Night	Twelfth Night	Explanation and PPT	Questions and discussion
17	3	Writing Style Analysis	Twelfth Night	Explanation and PPT	Questions and discussion
18	3	Act 1	Twelfth Night	Explanation and PPT	Questions, discussion, and Assignment

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19	3	Act 2	Twelfth Night	Explanation and PPT	Questions and discussion
20	3	Quiz	Twelfth Night	Explanation and PPT	Questions and discussion
21	3	Act 3	Twelfth Night	Explanation and PPT	Questions and discussion
22	3	Act 4	Twelfth Night	Explanation and PPT	Questions, discussion, and Assignment
23	3	Act 5	Twelfth Night	Explanation and PPT	Questions and discussion
24	3	Quiz	Twelfth Night	-----	-----
25	3	Plot Analysis	Twelfth Night	Explanation and PPT	Questions and discussion
26	3	Characters	Twelfth Night	Explanation and PPT	Questions and discussion
27	3	Themes	Twelfth Night	Explanation and PPT	Questions and discussion
28	3	Symbols	Twelfth Night	Explanation and PPT	Questions, discussion, and Assignment
29	3	Revision	Twelfth Night	Explanation and PPT	Questions and discussion
30	3	Exam	Hamlet & Twelfth Night	-----	-----

125. Course Evaluation

Attendance and Participation (5 marks) + Quiz (5 marks) + First Month Exam (10 marks) = 20

Attendance and Participation (5 marks) + Quiz (5 marks) + Second Month Exam (10 marks) = 20

Final Exam = 60 marks

Total = 100 marks

126. Learning & Teaching Resources

Required textbooks

(curricular if any)

– **Hamlet by William Shakespeare**

– **Twelfth Night by William Shakespeare**

Main References

(sources)

English Renaissance Drama: A Very Short Introduction
By C. W. R. D. Moseley

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 (7)

127. Course Title	Romantic and Victorian Poetry	
128. Course Code	0901307	
129. Semester/Year	Annual	
130. Description Preparation Date	16/9/2025	
131. Available Attendance Form	Classroom Attendance	
132. No. of Hours (Total)	A total of 60 hours per academic year, with a weekly attendance of 3 hours.	
133. No. of Credits (Total)	90 Credit	
134. Course Administrator Name	Prof. Dr. Haydar Jabr Koban	
135. E-mail	haydar.j@albayan.edu.iq	
136. Course Objectives		
Knowledge	A1	To provide students with an understanding of eighteenth-century poetry (specifically Romantic and Victorian poetry), which are key periods in modern English literary history.
	A2	To familiarize students with strengths and weaknesses in their academic level, and guide them toward improvement.
	A3	To enable students to use the four language skills (reading, writing, listening, speaking) through English literature.
	A4	To enhance students' literary knowledge and familiarize them with essential poetic terminology.
Skills	B1	To enable students to gain knowledge and understanding of Romantic and Victorian poetry.
	B2	To introduce students to different literary schools and movements.
	B3	To equip students with skills to analyze poetry critically.
	B4	To help students identify the central idea of a poem.
Values	C1	To develop critical thinking skills.
	C2	To raise awareness of cultural diversity in poetic expression.
	C3	To encourage students to write their own poems in various styles.
	C4	To foster listening and interactive engagement.
137. Teaching and Learning Strategies		

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1.	Enriching students' literary vocabulary.	4	Encouraging creative and innovative thinking through group discussions.
2.	Developing the ability to read and analyze poetry.	5	Student presentations.
3.	Using open-ended questions.	6	Comparing texts.

138. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	Introducing students to the concept of poetry and its types	Pre-Romanticism and the poem "Elegy Written in a Country Churchyard"	Interactive lectures and presentations	Assignments and tests
2	2		Introduction to Romantic Poetry	Interactive lectures and presentations	Assignments and tests
3	2		William Blake Biography	Interactive lectures and presentations	Assignments and tests
4	2		"The Tyger"	Interactive lectures and presentations	Assignments and tests
5	2		William Wordsworth Biography	Interactive lectures and presentations	Assignments and tests
6	2		Wordsworth's poems "The Solitary Reaper" "The World is Too Much with Us"	Interactive lectures and presentations	Assignments and tests
7	2		S. T. Coleridge Biography	Interactive lectures and presentations	Assignments and tests
8	2	To make students aware of concept of nature, freedom, simplicity, away from the complex and ugliness of industrial city life	Discussion of Coleridge's two poems, "Frost at Midnight" and "Kubla Khan"	Interactive lectures and presentations	Assignments and tests
9	2		Written Exam	Interactive lectures and presentations	Assignments and tests
10	2	Shelley's contribution to this poem school	Percy Bysshe Shelley Biography	Interactive lectures and presentations	Assignments and tests
11	2		"Ode to the West Wind"	Interactive lectures and presentations	Assignments and tests

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12	2		John Keats Biography	Interactive lectures and presentations	Assignments and tests
13	2		"Ode to a Nightingale"	Interactive lectures and presentations	Assignments and tests
14	2		Lord Byron, who is the last of the Romantic poets	Interactive lectures and presentations	Assignments and tests
15	2		Study of the two poems "She Walks in Beauty" and "When We Two Part"	Interactive lectures and presentations	Assignments and tests
16	2		Written Exam	Interactive lectures and presentations	Assignments and tests
17	2		Introduction to The Victorian Age	Interactive lectures and presentations	Assignments and tests
18	2		Discussion of the characteristics of Victorian poetry	Interactive lectures and presentations	Assignments and tests
19	2		Discussion of Alfred Lord Tennyson as the finest Victorian poet, and showing the features of his school through the analysis of the two poems "Ulysses"	Interactive lectures and presentations	Assignments and tests
20	2		"Crossing the Bar"	Interactive lectures and presentations	Assignments and tests
21	2		Study of the poet and critic Matthew Arnold and the analysis of the poem "Dover Beach"	Interactive lectures and presentations	Assignments and tests
22	2		Robert Browning Biography	Interactive lectures and presentations	Assignments and tests
23	2		Written Exam	Interactive lectures and presentations	Assignments and tests
24	2		Discussion of the poetess Elizabeth Barrett Browning	Interactive lectures and presentations	Assignments and tests
25	2		Study of the poem "The Cry of the Children"	Interactive lectures and presentations	Assignments and tests

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26	2		Study of the poem "The Cry of the Childr	Interactive lectures and presentations	Assignments and tests
27	2		D. G. Rossetti Biography	Interactive lectures and presentations	Assignments and tests
28	2		"A Birthday"	Interactive lectures and presentations	Assignments and tests
29	2		Discussion of the poet William Morris : analysis of the poem "The Day is Coming"	Interactive lectures and presentations	Assignments and tests
30	2		Written Exam	Interactive lectures and presentations	Assignments and tests

139. Course Evaluation

Attendance and Participation (5 marks) + Quiz (5 marks) + First Month Written Exam (10 marks) = 20
 Attendance and Participation (5 marks) + Quiz (5marks) + Second Month Written Exam (10 marks) = 20
 Final Exam = 60 marks
 Total = 100 marks

140. Learning & Teaching Resources

Required textbooks (curricular if any)	<ul style="list-style-type: none"> • The Poets World by James Reeves (ed.) • Victorian Poetry by Dhea Al-Jubori and Amy Sequira
Main References (sources)	Kennedy, X. J., and Dana Gioia. Literature: An Introduction to Fiction, Poetry, Drama, and Writing. Latest Edition. Pearson Education
Recommended Books & References (Scientific Journals, Reports ...)	Perrine, Laurence. <i>Sound and Sense: An Introduction to Poetry.</i> Abrams, M. H., and Geoffrey Harpham. <i>A Glossary of Literary Terms</i>
Websites or Electronic References	https://www.poetryfoundation.org https://www.academia.edu

Course Description (8)

141. Course Title	Pedagogy and Curriculum Innovation		
142. Course Code	(0901308)		
143. Semester/Year	Annual System		
144. Description Preparation Date	16-9-2025		
145. Available Attendance Form	Classroom Attendance		
146. No. of Hours (Total)	3 Weekly Hours		
147. No. of Credits (Total)	120 Credits		
148. Course Administrator Name	Asst. Lect. Laa'li Muammer Ibrahim		
149. E-mail	laali.m@albayan.edu.iq		
150. Course Objectives			
Knowledge	A1	Provide students with comprehensive knowledge of the cultural and historical foundations of teaching profession.	
	A2	Equip students with a solid understanding of the principles and core foundations of pedagogy.	
	A3	Foster continuous self-development to strengthen the teacher's professional identity personality.	
	A4	Expand students' vocabulary through course-related topics to support effective communication	
Skills	B1	Enhance language proficiency across the four key skills: speaking, reading, writing, and listening	
	B2	Guide students in applying innovative and modern teaching methodologies in English language instruction.	
	B3	Develop students' competence in integrating emerging technologies into educational practices.	
	B4	Cultivate creative and critical thinking skills for innovative problem-solving in teaching context	
Values	C1	Introduce students to the teaching profession, highlighting the teacher's role, responsibilities, contribution to advancing teaching methods and improving learning outcomes.	
	C2	Instill awareness of the lifelong responsibilities of educators in upholding and advancing principles of education.	
	C3	Prepare students for practical application in their final stage of study and for the professional demands of teaching post-graduation.	
	C4	Assess and support the development of students' professional dispositions to shape them into competent, confident, and successful future educators.	
151. Teaching and Learning Strategies			
1.	Task-based learning	4.	Debate and critical discussions
2.	Project-based learning	5.	Role play and simulations
3.	Flipped classroom approach	6.	Jigsaw reading and information gap activities

152. The Structure of the Course

Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	3	Identify the scope and objectives of language teaching methods.	Introduction	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions and discussion
2	3	Develop the ability to evaluate methods based on context, learner needs, and educational goals.	Which Method is Best	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
3	3	Describe the main features and procedure of the Grammar-Translation Method	The Grammar-Translation Method	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Practical lecture
4	3	Analyze its effectiveness in teaching grammar and vocabulary.	The Grammar-Translation Method	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
5	3	Explain the core principles of the Direct Method.	The Direct Method	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions and discussion
6	3	Demonstrate how meaning can be conveyed through target language use without translation.	The Direct Method	Assign group students to prepare and present a summary.	Oral questions

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				Discussion the opinions. Communicative approach.	
7	3	Understand the structural and behavioris foundations of the Audio-Lingual Metho	The Audio-Lingual Method	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
8	3	Apply drills and pattern practice to reinforce language structures.	The Audio-Lingual Method	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions and discussio
9	3	Explain the teacher's role as a facilitator the Silent Way.	The Silent Way	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Practical lecture
10	3	Explore the use of problem-solving and learner autonomy in language learning.	The Silent Way	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
11	3	Monthly Exam	-----	-----	-----
12	3	Identify the psychological principles behind Desuggestopedia.	Desuggestopedia	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
13	3	Recognize how relaxation, music, and positive suggestion enhance learning.	Desuggestopedia	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Quiz

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14	3	Analyze the role of counseling and community building in language learning.	Community Language Learning	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
15	3	Demonstrate techniques for fostering learner-centered and supportive environments.	Community Language Learning	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions and discussion
16	3	Understand the link between language comprehension and physical movement.	Total Physical Response	Assign group students to prepare and present a summary. Discuss the opinions. Communicative approach.	Practical lecture
17	3	Apply TPR techniques to support beginning learners and vocabulary retention.	Total Physical Response	Assign group students to prepare and present a summary. Discuss the opinions. Communicative approach.	Oral questions
18	3	Recognize the emphasis on fluency, interaction, and real-life communication.	Communicative Language Teaching	Assign group students to prepare and present a summary. Discuss the opinions. Communicative approach.	Oral questions
19	3	Design classroom activities that promote authentic communicative competence.	Communicative Language Teaching	Assign group students to prepare and present a summary. Discuss the opinions. Communicative approach.	Practical lecture
20	3	Explain how language learning can be integrated with subject-matter content.	Content-based Instruction	Assign group students to prepare and present a summary.	Oral questions

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				Discuss the opinions. Communicative approach.	
21	3	Develop lesson plans that combine language objectives with academic content.	Content-based Instruction	Assign group students to prepare and present a summary. Discuss the opinions. Communicative approach.	Practical lecture
22	3	Monthly Exam	-----	-----	-----
23	3	Identify the principles of task design and sequencing.	Task-based Language Teaching	Assign group students to prepare and present a summary. Discuss the opinions. Communicative approach.	Oral questions
24	3	Implement task-based lessons that encourage problem-solving and learner engagement.	Task-based Language Teaching	Assign group students to prepare and present a summary. Discuss the opinions. Communicative approach.	Oral questions
25	3	Understand the relationship between language teaching, culture, and power.	The Political Dimensions of Language Teaching and the Participatory Approach	Assign group students to prepare and present a summary. Discuss the opinions. Communicative approach.	Practical lecture
26	3	Apply participatory techniques to give learners voice and agency in education.	The Political Dimensions of Language Teaching and the Participatory Approach	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
27	3	Evaluate the role of learning strategies in fostering autonomy.	Learning Strategy Training, Cooperative Learning, and Multiple Intelligences	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions

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28	3	Apply cooperative learning techniques and adapt activities for multiple intelligences.	Learning Strategy Training, Cooperative Learning, and Multiple Intelligences	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Practical lecture
29	3	Identify technological tools that support language learning.	Emerging Uses of Technology Language Teaching and Learning	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Oral questions
30	3	Synthesize principles across methods to develop a flexible and informed teaching philosophy.	Conclusion	Assign group students to prepare and present a summary. Discussion the opinions. Communicative approach.	Discussion

153. Course Evaluation

Total: 100 marks

First Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Second Month: 20 marks (10 marks for students' daily participation + 10 for the written exam)

Final Exam: 60 marks

154. Learning & Teaching Resources

Required textbooks
(curricular if any)

Larsen-Freeman, D., & Anderson, M. (2011). Techniques and Principles in Language Teaching (3rd ed.). Oxford University Press.

Main References
(sources)

Recommended Books & References
(Scientific Journals, Reports ...)

Richard J. C. & Rodgers T. S. (2001). Approaches and Methods in Language Teaching (2nd ed.). Cambridge University Press.

Websites or Electronic References

www.youtube.com
www.google.com

Course Description (9)

1. Course Title		Guidance and Psychological Health
2. Course Code		0901309
3. Semester/Year		Annual System
4. Description Preparation Date		2025/10/12
5. Available Attendance Form		In-person
6. No. of Hours (Total)		60 Hours, equivalent to two hours per week
7. No. of Credits (Total)		90 Units
8. Course Administrator Name		Asst. prof. Hajer Aqeel Al-shemari
9. E-mail		hajeraqeel13@gmail.com
10. Course Objectives		
Knowledge	A1	Students will become familiar with the concept of mental health and its importance in people's d lives
	A2	Distinguish between mental health and mental illness and understand the differences between th
	A3	Develop the student's self-awareness through understanding the emotional, social, and behavio aspects of personality
	A4	Identify the factors that affect mental health, such as family, environment, and life stressors
Skills	B1	Self-awareness skill: For the student to recognize his feelings, thoughts, strengths, and weaknes
	B2	Positive thinking skills: looking at situations with optimism and finding solutions instead of focus on problems
	B3	Understanding human behavior and analyzing daily situations from a psychological perspective
	B4	Seeking support and psychological help when needed in a healthy and conscious manner
Values	C1	Enhancing positive attitudes toward seeking psychological help and not being shy about discuss psychological problems
	C2	Promoting mental health in others through support, understanding, and respect
	C3	Developing a spirit of cooperation and teamwork through discussions and joint activities
	C4	Building values of psychological balance and self-discipline in the face of daily pressure
11. Teaching and Learning Strategies		

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1.	Interactive lectures by presenting the material in a dialogical style that relies on active discussion by students	4.	Case studies by presenting real or hypothetical situations of psychological problems and analyzing them from a scientific perspective
2.	Self-learning	5.	Cooperative learning
3.	Brainstorming	6.	Use of various educational methods

12. The Structure of the Course					
Week	Hours	RLOs	Topic/Subject Name	Learning Method	Evaluation Method
1	2	Introducing the student to mental health and its development	A Brief History of Mental Health	Presentation - Dialogue	Assignments and Tests
2	2		The Concept of Mental Health	Presentation - Dialogue	Assignments and Tests
3	2		Mental Health Standards	Presentation - Dialogue	Assignments and Tests
4	2		The Relativity of Mental Health	Presentation - Dialogue	Assignments and Tests
5	2		Mental Health from a Philosophical Perspective	Presentation - Dialogue	Assignments and Tests
6	2		Modern Philosophers	Presentation - Dialogue	Assignments and Tests
7	2		Goals of Mental Health		Assignments and Tests
8	2	That students realize the importance of mental health and enable them to understand the difference between mental illness and mental illness			
9	2		Written exam		
10	2		Mental health theories	Presentation - Dialogue	Assignments and Tests
11	2		Classical and neo-freudianism	Presentation - Dialogue	Assignments and Tests
12	2		Mental health in behavioral	Presentation - Dialogue	Assignments and Tests
13	2		Mental health in existential theory	Presentation - Dialogue	Assignments and Tests
14	2			Presentation - Dialogue	Assignments and Tests
15	2			Presentation - Dialogue	Assignments and Tests

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16	2		Written exam		
17	2			Presentation - Dialogue	Assignments and Tests
18	2			Presentation - Dialogue	Assignments and Tests
19	2		Dsm -5 personality disorders	Presentation - Dialogue	Assignments and Tests
20	2		psychotherapy	Presentation - Dialogue	Assignments and Tests
21	2			Presentation - Dialogue	Assignments and Tests
22	2		Play therapy	Presentation - Dialogue	Assignments and Tests
23	2		Written exam		Assignments and Tests
24	2			Presentation - Dialogue	Assignments and Tests
25	2			Presentation - Dialogue	Assignments and Tests
26	2			Presentation - Dialogue	Assignments and Tests
27	2			Presentation - Dialogue	Assignments and Tests
28	2			Presentation - Dialogue	Assignments and Tests
29	2		brainstorming		Assignments and Tests
30	2			Presentation - Dialogue	Assignments and Tests
	2				
	2				

13. Course Evaluation

Attendance and Participation (5 points + Test (5 points + First Month Exam (10 points) = 20 points
Final Exam = 60 points
Attendance and Participation (5 points) + Test (5 points + Second Month Exam (10 points) = 20 points
Full Mark = 100 points

14. Learning & Teaching Resources

Required textbooks (curricular if any)	
Main References (sources)	Al-Zubaidi, Kamel Alwan (2000), Studies in Mental Health, Dar Al-Warraaq for Publishing and Printing, Amman
Recommended Books & References (Scientific Journals, Reports ...)	Iraqi Academic Scientific Journals American Psychological Association (APA)
Websites or Electronic References	https://www.ResearchGate.net