Ministry of Higher Education and Scientific Research | **The university: University of Misan**

Scientific Supervision and Evaluation Device | **The faculty : Faculty of AAdministration and Economics**

Department of Quality Assurance and Academic Accreditation | **Department : Economics**

Description of Academic Programme

Signature | **Signature**

Name of Head of Department | **Name of Scientific Associate**

Date : | **Date:**

The file is reviewed by

Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

2024 -2025

Description of the Academic Programme

The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course objectives:

Provides a brief summary of the most important characteristics

of the course and the learning outcomes expected of the students to achieve,

proving whether they have made the most of the available learning opportunities. It

is derived from the program description.

Program Vision:

An ambitious picture for the future of the academic program to be

sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve

them and defines the program's development paths and directions.

Program Objectives:

They are statements that describe what the academic

program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure:

All courses / subjects included in the academic program

according to the approved learning system (quarterly, annual, Bologna Process)

whether it is a requirement (ministry, university, college and scientific department)

with the number of credit hours.

Learning Outcomes:

A compatible set of knowledge, skills and values acquired

by students after the successful completion of the academic program and must

determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty

members to develop students' teaching and learning, and they are plans that are

followed to reach the learning goals. They describe all classroom and extra—

curricular activities to achieve the learning outcomes of the program.

Name of modules for first and second course for 2024 - 2025

First Year

First course modules	Credit	Second course modules	Credit
1/ Principles of Microeconomics	3	1/ Principles of Macroeconomics	3
2/ English	3	2/ Economical Readings / English	3
3/ Democracy and Human Rights	3	3/ Arabic	3
4 / Maths		4/ Financial Accounting	3
5 / Computer	3	5/ Principles of Accounting	3
6/ Principles of Statistics	3	6/ Principles of Management	3
Total	18	Total	18

Second Year

First Course Modules	Credit	Second Course Modules	Credit
1/ Microeconomics 1	3	1/ Microeconomics 2	3
2/ Economical Statistics 1	2	2/ Economical Statistics 2	2
3/ Economy of Money	2	3/ Economy of Banks	3
4/ Maths for Economists 1	2	4/ Maths for Economists 2	2
5/ History of Economical Events	2	5/ History of Economical Thinking	2
6/ National Accounts 1	2	6/ National Accounts 2	2
7/ English	2	7/ Computer (SPSS)	2
		8 / Economy of Human Rights	2
		9/ Crimes of Baath Regime	2
Total	19	Total	16

Third Year

1/ Macroeconomics 1	**3**	**1/ Macroeconomics 2**	**3**
2/ Mathematical Economics 1	**3**	**2/ Mathematical Economics 2**	**3**
3/ Public Finance	**3**	**3/ Financial Policy**	**2**
4/ International Economics	**2**	**4/ International Economic Policy**	**2**
5/ Industrial Economics	**2**	**5/ Industrial Economic Policy**	**2**
6/ Agricultural Economics	**2**	**6/ Agricultural Economic Policy**	**2**
7/ Economy of Environment	**2**	**7/ Economy of Knowledge**	**2**
8/ Economic Development	**3**	**8/ Developmental Policies and Experiences**	**2**
9/ English	**2**		
Total	**20**	**Total**	**20**

Fourth Year

First course modules	**Credit**	**Second course modules**	**Credit**
1/ Monetary Theory	**3**	**1/ Monetary policies**	**3**
2/ Economy of Oil	**2**	**2/ Economy of Energy**	**2**
3/ Economic Feasibility Studies	**3**	**3/ Evaluation of Economic Projects**	**3**
4/ Econometrics (1)	**3**	**4/ Econometrics (2)**	**3**
5 / Economic Systems	**3**	**5/ Financial Institutions**	**2**
6/ International Financing	**2**	**6/ Computer Economic Applications**	**2**
7/ Economic planning	**2**	**7/ Economic Planning Approaches**	**2**
8/ Operations Research (1)	**2**	**8/ Operations Research (2)**	**2**
9/ Scientific Research Methods	**2**	**9 / Research Project**	**2**
10 / English	**2**		
Total	**24**	**Total**	**21**

Name of modules for first and second courses / Oil and Gas for 2024 – 2025

Third Year

First course modules	Credit	Second course modules	Credit
1/ Macroeconomics (1)	3	1/ Macroeconomics (2)	3
2/ Oil Policy (1)	3	2/ Oil Policy (2)	3
3/ Petroleum Markets	3	3/ English	2
4/ Environment & Energy (1)	3	4/ Environment & Energy (2)	3
5/ Gas Economics (1)	3	5/ Gas Economics (2)	3
6/ Oil Industry (1)	3	6/ Oil Industry (2)	3
7 / Oil Projects Management (1)	2	7/ Oil Projects Management	2
Total	20	Total	19

Fourth Year

First course modules	Credit	Second course modules	Credit
1/ Energy Economy of Iraq	3	1/ English	2
2/ Oil Projects Estimation (1)	3	2/ Oil Projects Estimation (2)	3
3/ Renewable Energy (1)	3	3 / Renewable Energy (2)	3
4/ International Economics (1)	2	4/ International Economics (2)	2
5/ Petroleum Accountings (1)	2	5/ Petroleum Accountings (2)	2
6/ Econometrics (1)	2	6/ Econometrics (2)	2
7/ Oil Economy (1)	2	7/ Oil Economy (2)	2
8/ Economic planning (1)	2	8/ Economic planning (2)	2
9/ Theoretical Research Project	2	9/ Practical Research Project	2
Total	19	Total	21

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Course Description Form

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether he/she has made the most of the opportunities learning available. The course description must be linked to the program description.

1. Educational Institution	*Ministry of Higher Education and Scientific Research/ Administration and Economics College*
2. Scientific Department / Centre	*Economic department*
3. Course Name / Code	*Microeconomic*
4. Available Attendance Forms	*the audience*
5. Course / Year	*First/2024-2025*
6. Number of Study Hours (Total)	*3*
7. Date of Preparing of this Description	
8. Course Objectives	
A- Objectives and educational benefit in analyzing microeconomic theory *B - Identify the most important theories that address consumer behavior, producer behavior, and balances in markets* *C - Recognizing the importance of economic theory in drawing up micro-policies* *D - Identify the theoretical, mathematical and engineering applications of the theory*	

9. Course outcomes, Teaching, Learning and Evaluation methods
A-Cognitive Objectives *Applications of flexibility in economic policies .1* *Identify appropriate ways to solve economic problems -2* *The effectiveness of microeconomic tools in directing economic resources -3* *4- Learn about economic policies and ways to develop them*
B - Course Specific Skill Objectives *Linking the theoretical aspect of the subject to economic reality .1* *Allow students to discuss .2* *3. Teaching the student how to think logically to solve economic problems*
Teaching and Learning Methods
Explaining the material theoretically, giving examples from reality to link .1 *reality with the theoretical aspect* *By graphical and mathematical analysis of the material .2* *The role of some economic theory tools in correcting the economic path .3* *4. Stimulate understanding and involvement in the material by presenting some examples from economic reality*
Evaluation Methods
A - Student participation in preparing and explaining the material *B - Asking some questions external to the topic* *C - Discussing an economic problem* *D- Assigning students to prepare reports and research* *Conducting daily examinations*

C-Emotional and Value goals

: Value objectives

1. Enhancing the value of economic efficiency

2. Encouraging rational financial decision-making

3. Concern with social justice through equitable distribution of national income

4. Stimulating saving and investment

5. Create sound financial habits

Emotional goals

1. Expanding the student's understanding of the importance of economic awareness

2. Increased interest in economic issues of a social nature, such as poverty and unemployment

3. Disseminating critical thinking

4. Promoting patriotism and citizenship

Teaching and Learning Methods

Explaining the material theoretically, giving examples from reality to link reality with the theoretical aspect

2.By graphical and mathematical analysis of the material

3.The role of some economic theory tools in correcting the economic path

4. Stimulate understanding and involvement in the material by presenting some examples from economic reality

Evaluation Methods

A - Student participation in preparing and explaining the material

B - Asking some questions external to the topic

C - Discussing an economic problem

D- Assigning students to prepare reports and research

Conducting daily examinations

D - General Skills and Qualification Transferable (other skills related to employability and personal development).

1. Data analysis skills to make sound decisions

2. Effective communication skills and presenting ideas clearly

3. The ability to understand and explain economic phenomena

4. Possibility of participating in economic research and projects

10 .Course Structure					
The week	Hours	Required learning outcomes	Unit name/topic	Teaching method	Evaluation method
1	3	Understand microeconomic methodology	microeconomic methodology	Explanation of the lesson	discussion
2	3	Know the difference between macro and micro economics	difference between macro and micro economics	Explanation of the lesson	discussion
3	3	Understand the assumptions of microeconomics	assumptions of microeconomics	Explanation of the lesson	discussion
4	3	Knowing the factors affecting demand and the type of mathematical relationship with them	Demand Theory	Graphic and mathematical analysis	Quiz
5	3	Identify the types of requests, their law, and their scheduling	the types of requests, their law, and their scheduling	Graphic and mathematical analysis	Home work
6	3	Understanding and methods for finding elasticity of demand according to its type	elasticity of demand	Graphic and mathematical analysis	Home work
7	3	Identify the economic applications of elasticity of	elasticity of demand	Graphic and mathematical	Quiz

		demand and its impact on elasticity of demand economic units		*analysis*	
8	*3*	*Understanding the relationship between consumer behavior and demand*	*consumer behavior*	*Graphic and mathem atical analysis*	*Home work*
9	*3*	*Understanding the intellectual and applied framework*	*Total Utility*	*Graphic and mathem atical analysis*	*Home work*
10	*3*	*Understanding the intellectual and applied framework*	*Marginal Utility*	*Graphic and mathem atical analysis*	*Home work*
11	*3*	*How can the consumer reach the highest possible satisfaction?*	*Consumer equilibrium*	*mathem atical analysis*	*discussio n*
12	*3*	*Indifference curve analysis*	*Consumer equilibrium*	*Explana tion of the lesson Graphic*	*Home work*
13	*3*	*Understand the inverse relationship between price and quantity demanded*	*Substitution and income effects*	*Explana tion of the lesson Graphic*	*discussio n*
14	*3*	*Understand the types of supply, the law of supply, supply schedule and*	*the types of supply, the law of supply, supply schedule and market*	*Explana tion of the lesson Graphic*	*Quiz*

		market equilibrium	*equilibrium*		
15	*3*	*Examination*			

11. Educational Supplies	
1- Required Textbooks	طارق العكيلي , الاقتصاد الجزئي , دار الكتب للطباعة والنشر , جامعة الموصل , *2001*
2- Main References (Sources)	جي هولتن , الاقتصاد الجزئي , المفاهيم والتطبيقات , *1997*
A) Recommended Books and References (Scientific Journals, Reports, etc.)	*The Wall Street Journal*
B) Electronic References, Internet Websites, ...	*https://www.bloomberg.com*

12. Curriculum Development Plan
Workshops, periodicals, software and websites

Translated from Arabic to English - www.onlinedoctranslator.com

Course Description Form

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether he/she has made the most of the opportunities learning available. The course description must be linked to the program description.

1. Educational Institution	*Faculty of Administration and Economics*
2. Scientific Department / Centre	*Economics*
3. Course Name / Code	*English*
4. Available Attendance Forms	*At the theatre hall*
5. Course / Year	*Second / Year 3 General + Oil*
6. Number of Study Hours (Total)	*2 hours / Total 30*
7. Date of Preparing of this Description	*11/1/2025*
8. Course Objectives	
Teaching students the fourth skills (reading / writing/ listening/ speaking)	

9. Course outcomes, Teaching, Learning and Evaluation methods

A-Cognitive Objectives

-Teaching students the fourth Skills (Reading / writing / speaking / listening)

B - Course Specific Skill Objectives

- Finding the suitable words in texts and paraphrasing some sentences

Teaching and Learning Methods

Reading the texts and solving exercises

Evaluation Methods

Exams 10 , Quises 10 and solve exercises 10 , H.W. 10

C-Emotional and Value goals

- Increasing the confidence of students by developing the fundamental skills

Teaching and Learning Methods

Tutorial

Evaluation Methods

Monthly exam 10 /Quiz 10/ H.W. 10 / Exercises 10

D - General Skills and Qualification Transferable (other skills related to employability and personal development).

- Translating texts related to economics

10 .Course Structure					
The week	Hours	Required learning outcomes	Unit name/topic	Teaching method	Evaluation method
1 and 2	4	Reading	Air Travel	Tutorial	Solving exercise
3 and 4	4	writing	Restaurants and Hotels	Tutorial	Solving exercice
5 and 6	4	Listening	Working in an Office	Tutorial	Solving exercise
7 and 8	4	Exam	Exam	Exam	Exam
9 and 10	4	Reading	Daily Routine	Tutorial	Solving exercise
11 and 12	4	Writing	Strong Edjectives	Tutorial	Solving exercise
13 and 14	4	Exam	Exam	Exam	Exam

11. Educational Supplies	
1- Required Textbooks	Headway
2- Main References (Sources)	
A) Recommended Books and References (Scientific Journals, Reports, etc.)	
B) Electronic References, Internet Websites, ...	

12. Curriculum Development Plan

Lecturer	Head teacher	Dean
D. Mudheher Albayati	A. P. Hayder Aljabri	P. D. Faeez Allamee

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Course Description Form

Course Description

The Principles of Statistics course aims to provide statistical basics that help students understand and analyze data in a scientific way. The course also provides the statistical concepts and tools necessary to summarize data, describe it, and use it in making decisions in practical and professional life

University of Maysan / College of Administration and Economics	*Educational institution .1*
Economy	*Sectionscientific/ Center .2*
Principles of Statistics	*Course Name/Code .3*
Live in-person lectures in halls	*Available attendance forms .4*
quarterly	*Chapter/Year .5*
3 hours per week (45 hours during the semester)	*Number of study hours(kidney) .6*
2024/2025	*Date this description was prepared .7*

8. Course objectives

1. Introducing students to the basic concepts of statistics and its importance in solving problems.

2. Enable students to collect, organize and display data using tables and graphs.

3. Learn to use measures of central tendency (such as mean and median) and measures of dispersion (such as standard deviation and variance).

4. Introducing the principles of inferential statistics, such as parameter estimation and hypothesis testing.

5. Study the analysis of the relationship between variables using correlation and regression.

9. OutputsThe decisionTeaching, learning and assessment methods

A-Cognitive objectives
thatThe cognitive objectives of the Principles of Statistics course relate to students' understanding of statistical basics and developing their analytical abilities, and include the following:
A1.Understanding the concept of statistics and its role in practical and scientific life., andRecognize the importance of statistics in collecting and analyzing data for decision making.

A2.Data classification and organization.throughKnowing the types of data (qualitative, quantitative)andLearn about statistical data collection methodsandLearn to organize data using frequency tables and graphs such as bars and pie charts.

A3.Understanding the concept of descriptive measures.Represented by forArithmetic meanandThe medium and the modeandRangeandVariance and standard deviationandExplain the meaning of each measure and its role in describing data.

A4. Understand the concept of probability and its importance in statistics.andUnderstand the basic laws of probability (addition and multiplication).

A5. Understanding the difference between a statistical population and a sampleandKnowledge of sampling methods (random, systematic, stratified). andAppreciate the importance of collecting data objectively and accurately.

A6.Using statistics in daily lifethroughApplying statistical concepts in practical fields such as health, education, and economics.andRead and interpret tables and statistical data used in reports.

A7. Use of statistical toolsthroughLearn how to use simple software or tools to analyze data (such as a calculator).andRealizing the importance of technology in improving the accuracy and speed of statistical analysis.

A8Develop logical and analytical thinking.throughEnhancing critical thinking

skills using statistical tools,
andInfer accurate information based on studied data.

B- Course specific skill objectives
thatThe skill objectives of the Principles of Statistics course focus on developing students' practical and applied abilities in dealing with data and using statistical tools effectively.,It includeson:

B1.Applying data collection skills from different sources (questionnaires, interviews, observations)andOrganize data into frequency tables and arrange them in a logical and understandable manner.andDesign and use graphs (such as bars, lines, and pie charts) to display data.

B2. Calculating statistical measures practicallythroughUse manual or software methods to calculate Arithmetic meanandThe medium and the modeandVariance and standard deviation, andCompare and interpret these metrics based on the nature of the data.

B3. Apply sampling methods (such as random, stratified) in practice in different situations.andPerform the steps of statistical hypothesis testing (e.g. formulating hypotheses, calculating statistics, and interpreting results).

B4.Analyze statistical results and draw accurate conclusions.andInterpret data presented in tables and graphs.,
andProvide reports showing the results and supporting them with statistical analysis.

B5.Applying statistics in real life situations.throughUsing statistics to solve practical problems in health, economics, education, and more.In additionEvaluate data-driven decisions using statistical reasoning.

B6.Presenting and displaying statistical data and results in a clear and understandable manner.andEnhance skills in writing statistical reports that demonstrate analysis and conclusions.

B7.Develop problem analysis skills using data.andEnhance the ability to scientifically criticize the data provided and conclude its reliability.

C-Emotional and value goals
andIt aims to develop positive values and attitudes among students towards the use of statistics, and to enhance attention to the ethics associated with scientific analysis and research., andThese objectives include::

C1.Raising awareness and Deepening students' understanding of the importance of statistics in daily life and society, such as its impact on decision-making in various fields such as health, economics, and education.andEncourage students to appreciate the value of data and statistical analysis in improving the quality of life.

C2. Assessing integrity and objectivity in statistical analysis.throughPromote ethical values related to data collection and analysis, such as integrity and objectivity.andEncourage students to avoid bias in data collection and analysis, and ensure transparency and accuracy of results.

C3.Encourage students to think critically when interpreting and using statistical results, rather than accepting results without examination or scrutiny, andPromote critical values towards misleading information or inaccurate data, and rely on objective analysis and scientific thinking.

C4. Encourage students to think about how data and statistics can be used for the benefit of society, whether in improving public policies or making decisions in organizations.In additionInstilling values related to the responsibility of using data to serve the public good, such as in the health or education fields.

C5.Encourage students to work as a team in collecting and analyzing data, while promoting the values of cooperation and respect for the opinions of others.andPromote mutual respect in research teams or statistics-related projects.

C6.Encourage students to embrace statistical challenges and enjoy solving complex problems.andInstilling values related to continuous learning and scientific research in the field of statistics.

C7. Raising awareness of the role of statistics in making critical decisions.andHelp students appreciate the role of statistics in making effective decisions in everyday life, by supporting them to think based on evidence and data.andInstill values associated with scientific analysis rather than making random or bias-driven decisions.

Teaching and learning methods

andIt aims to develop students' skills in understanding statistical concepts and

applying them practically, while enhancing their interaction with the material and motivating them to think critically., andThese methods include:

1.Encourage students to participate in open discussions on various statistical topics, such as how statistics are applied in everyday life.andApply statistical problems in groups, which helps promote collective understanding and collaboration among students., like thatEncourage students to think and generate ideas about how to address statistical problems.

2. Education using technologythroughProvide educational resources such as interactive videos and online scholarly articles to support student learning outside the classroom.

3.Assign students projects that require data collection and analysis using statistical methods, allowing them to apply what they have learned in real-world contexts.andDevelop projects that require analysis of data from different fields (such as health, education, or economics) to give students practical experience in using statistics.

4.Integrating traditional education with online education so that students can learn flexibly.,For example, basic concepts can be taught via video lectures, while practical activities and workshops take place in the classroom.

5. Presents complex statistical problems that simulate real-world problems, where students learn how to collect and analyze data to make evidence-based decisions.andGive students problems related to everyday situations (such as analyzing the results of a survey or behavioral study) to solve using statistical tools.

6.Divide students into small groups to work on statistical problems, which enhances communication and teamwork skills.andEncourage more advanced students in the subject to help their peers, which promotes a deeper understanding of concepts.

7. Use real-life examples to illustrate how statistics is applied in various fields (e.g. business, sports, economics, medicine),This helps students understand how statistics can be used to analyze real-world problems.andProvide real case studies through which data is analyzed and decisions are made based on it.

8.Conduct regular quizzes to measure students' understanding of statistical concepts and provide immediate feedback.andProvide students with ongoing feedback on their work and projects, and guide them to improve their statistical skills.

9.Use online forums and webinars to interact with students outside the classroom, where they can discuss topics and exchange ideas and feedback on statistical concepts.

10. Use assessment methods that require students to apply statistical knowledge in practical situations, such as data analysis and comparison of results.

Evaluation methods

andIt aims to measure students' understanding of statistical concepts, their ability to apply them practically, and their analytical and critical skills. These methods include the following:

1.Traditional tests

- *Quizzes: Students are assessed periodically using quizzes to measure their understanding of basic concepts such as statistical measures, probability distributions, and data analysis techniques.*
- *Term tests: Use term tests that include multiple-choice questions, short questions, and application questions to measure students' knowledge of all aspects of the subject.*
- *Open-ended writing tests: Encourage students to answer questions that require critical and analytical thinking about how statistical methods are applied to data.*

2.Project-based assessment.

- *Research projects: Assign students projects that require them to collect and analyze data using the statistical methods they have learned, and then submit a detailed report on the results.*
- *Presentations: Students were asked to present the results of the statistical analysis in the form of a presentation, giving them the opportunity to develop their communication and presentation skills.*

3. Evaluation through group work

- *Group assignments: Assign students projects or group work assignments that require them to collaborate to solve complex statistical problems and analyze real data.*
- *Participation assessment: Assess the level of participation of each student in the group based on their contribution to the group project or discussions.*

4.formative assessment

- *Homework: Provide homework that contains statistical problems that require*

students to apply mathematical and theoretical concepts.
• Continuous feedback: Providing continuous feedback on students' progress throughout the semester, helping them gradually improve their performance.

5.Final evaluation.
• Final Exams: Conduct a comprehensive final exam covering all concepts of the subject, from data collection and analysis to interpreting results and using statistical tools.
• Final Projects: Assign students a final project that requires them to collect and analyze real data, use appropriate statistical methods, and present a comprehensive report on the results.

6.Continuous assessment through classroom activities.
• Class discussions: Conduct class discussions on statistical topics to promote students' critical thinking and assess their understanding of concepts.
• Short-term tasks: Assign students to solve statistical problems within a specified time during class to test the speed of application and the quality of the solution.

7.Practical evaluation.
•It includes practical applications that help students better understand statistical concepts by analyzing real data, using different statistical tools, and then interpreting the results.

D- General skills andQualificationTransferable (other skills related to employability and personal development).

D1. Analytical and critical thinking skills.
• Ability to analyze data: Learn how to collect and analyze data in a logical and systematic way, which helps students address complex problems and make informed decisions based on evidence.
• Critical thinking: Developing critical thinking skills when analyzing statistical results, which enhances the ability to evaluate the effectiveness of solutions and make decisions based on facts and figures.
• Problem-solving ability: Applying statistical methods to solve complex problems, enhancing the ability to think systematically in the face of challenges.

D2. Communication and presentation skills
• Effective Communication: Learn how to present and analyze data clearly and understandably, both in writing and orally, enhancing the ability to communicate effectively with colleagues and clients.
• Writing statistical reports: Preparing reports containing detailed analysis of data and results, which enhances the ability to communicate in writing

professionally.
• Presentations: Develop presentation and presentation skills in a logical and attractive way to present results and ideas in a convincing manner.

D3. Teamwork and cooperation skills.
• Teamwork: Learn how to collaborate with others to analyze data and solve problems, enhancing teamwork and conflict resolution skills.
• Managing group projects: Participating in group projects that require dividing tasks and organizing work, which enhances the ability to manage projects effectively.
• Ability to take responsibility: Develop skills to take individual and collective responsibility at work.

Course structure .10					
Evaluation method	*Teaching method*	*Unit name/topic*	*Required learning outcomes*	*Watches*	*The week*
Exam	*Lectures*	*Statistics: its origins and development, its importance, areas of application, means and methods of data collection*	*The concept of statistics and methods of data collection*	3	*Week1*
Exam	*Lectures*	*Samples, their types, characteristics, conditions and methods of taking samples*	*Sample and inspection*	3	*Week2*
Exam	*Lectures*	*Frequency distributions and data presentation methods*	*Frequency distributions*	3	*Week3*
Exam	*Lectures*	*Measures of central tendency,Calculating the arithmetic mean, its characteristics and disadvantages*	*Measures of central tendency and their properties*	3	*Week 4*
Exam	*Lectures*	*Calculate the weighted arithmetic mean(Weighted) Advantages and disadvantages*	Measures of central tendency and their properties	3	*Week 5*
Exam	*Lectures*	*harmonic meanandsquare*	Measures of central tendency	3	*Week 6*

		meanAdvantages andtheflawsandCalculation methods,	and their properties		
Exam	*Lectures*	*Geometric mean and methodsCalculationAnd characteristics and disadvantages*	Measures of central tendency and their properties	3	*Week7*
Exam	*Lectures*	*Methods of calculating theloomIts advantages and disadvantages*	Measures of central tendency and their properties	3	*Week 8*
Exam	*Lectures*	*Methods of calculating the median , its advantages, its disadvantages*	Measures of central tendency and their properties	3	*Week 9*
Exam	*Lectures*	*Retail scales, springs*	Measurements offragmentation And its characteristics	3	*Week10*
Exam	*Lectures*	*The clans*	MeasurementsFragmentation and its characteristics	3	*Week11*
Exam	*Lectures*	*Dispersion measuresaccount Rangeanddeviation AverageAdvantages and disadvantages*	Measurements ofdispersionAnd its characteristics	3	*Week12*
Exam	*Lectures*	*Lord deviationYEye, calculation methods, advantages and disadvantages*	Measurements ofdispersionAnd its characteristics	3	*Week13*
Exam	*Lectures*	*Standard deviation, calculation*	Measurements ofdispersionAnd its characteristics	3	*Week14*

		methods, advantages, disadvantages			
Exam	*Lectures*	*Calculate variance and coefficient of variation*	Measurements ofdispersionAnd its characteristics	3	*Week 15*
		Preparatory week before the final exam			*Week 16*

11.Infrastructure	
Statistics bookCompositionDr. Mahmoud Hassan Al-Mashhadani and Amir Hanna Hormuz1989 (I wrotedadsystematic)	*Required Textbooks -1*
All good sources + booksStatisticsPublished on the Internet	*Main References (Sources) -2*
	A)Recommended books and references (scientific journals, reports, etc.)
	B)Electronic references, websites

12.Curriculum Development Plan

To develop Scheduled principles Statistics Requires to improve Aspects Theory And applied, So that It is done presentation The material In a way Simplified And the process Help Students on to understand The basics And its application in Areas Their life academy And professional.While Next plan Comprehensive To develop Course:

1- Review course content by analyzing current topics and ensuring that basic concepts of statistics are covered..
2- Determine course development objectives.
3- Review similar curricula at local and international universities to get new ideas.
4- Update course content.
5- Include real-life examples.
6- Updating teaching methods.
7- Improving assessment methods by conducting various tests, including short

tests that include theoretical and practical questions.

8- Developing learning resources.

9- Follow-up and continuous development by measuring the extent of students' comprehension of statistical skills through practical tests..

نموذج وصف المقرر

وصف المقرر

يوفر وصف المقرر هذا إيجازاً مقتضباً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهناً عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ولابد من الربط بينها وبين وصف البرنامج.

1. المؤسسة التعليمية	جامعه ميسان – كلية الادارة والاقتصاد
2. القسم العلمي / المركز	الاقتصاد
3. اسم / رمز المقرر	اساليب البحث العلمي
4. أشكال الحضور المتاحة	قاعة المحاضرات
5. الفصل / السنة	الاول / 2025 – 2024
6. عدد الساعات الدراسية (الكلي)	2 الساعات الكلية 30
7. تاريخ إعداد هذا الوصف	2025/1/12
8. أهداف المقرر	
• **يهدف المقرر الى دراسة وفهم الاساليب العلمية في كتابة البحث العلمي وتوسيع مدارك الطالب العلمية عند ربط المعلومات المعرفية المختلفة ومن ثم تطبيقها في دراساته البحثية المتقدمة.**	

9. مخرجات المقرر وطرائق التعليم والتعلم والتقييم

أ- الاهداف المعرفية

أ1-تعريف الطالب بمفهوم واهمية البحث العلمي والدراسه العلمية

أ2-

أ3-

أ4-

أ5-

أ6-

ب - الاهداف المهاراتية الخاصة بالمقرر

ب1 -مهارة التحليل

ب2 - مهارة التنبوء بالحدث

ب3 –مهارة الكشف عن المستقبل .

طرائق التعليم والتعلم

1- **طريقة القاء المحاضرات**
2- **المجاميع الطلابية**
3- **العصف الذهني .**
4- **طريقة البحث والأكتشاف.**
5- **التقارير والدراسات**

طرائق التقييم

- **الاختبارات القصيرة.**
- **المهام والواجبات**
- **التقارير والبحوث**
- **المناقشات الصفية**
- **التقييم الجماعي**

ج- الاهداف الوجدانية والقيمية

ج1- تشجيع العمل الجماعي من خلال المشاريع المشتركة، مما يساعد الطلاب على تطوير مهارات التواصل والتعاون مع زملائهم.

ج2- تشجيع الطلاب على التفكير النقدي والتحليلي عند التعامل مع المعلومات والتقنيات المختلفة، مما يساعدهم على اتخاذ قرارات مستنيرة.

ج3- تشجيع الطلاب على تطوير مهاراتهم ومعارفهم بشكل دائم في الإدارة والتنظيم.

د - المهارات العامة والتأهيلية المنقولة (المهارات الأخرى المتعلقة بقابلية التوظيف والتطور الشخصي).

د1-تشجيع الطلبة على التواصل اللفظي والعمل الجماعي والتحليل والتعمق.

د2-تشجيع الطلبة عل الإبداع وخلق روح المثابرة ونكر الذات لديهم من خلال التشجيع المستمر على ضرورة التعاون المشترك والفاعل فيما بينهم لإنجاز متطلباتهم الدراسية.
د3-أكساب الطلبة معرفة بأهمية تطوير قابلياتهم من خلال تثقيف الذات بالاطلاع عل مختلف المعارف
د4- التأكيد عل تطوير المواهب الذاتية لدى الطلبة كالرياضة والفنون بكافة انواعه.

10. بنية المقرر

الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة / أو الموضوع	طريقة التعليم	طريقة التقييم
الاول	2	مقدمة عن البحث العلمي	تعريف البحث العلمي اساسيات البحث العلمي	مناقشة	اجابة الاسئلة
الثاني	2	اساسيات البحث العلمي	ادوات البحث العلمي, المهام الاساسية لكتابة البحث العلمي	مناقشة	اجابة الاسئلة
الثالث	2	تطور البحث العلمي	تطور البحث العلمي مراحل تطور البحث العلمي , معايير ومواصفاتا الباحث الجيد , خصائص البحث العلمي	مناقشة	اجابة الاسئلة
الرابع	2	انواع البحوث	انواع البحوث اهداف البحث العلمي , مشكلات البحث العلمي , فرضيات البحث العلمي	مناقشة	اجابة الاسئلة
الخامس	2	جمع البيانات	طرائق وادوات جمع البيانات مصادر البيانات, طرق توزيع الاستبيان, مزايا وقيود الاستبيان ,	مناقشة	اجابة الاسئلة
السادس	2	امتحان شهر اول	امتحان الشهر الاول	مناقشة	اجابة الاسئلة
السابع	2	طرق جمع البيانات	طرائق وادوات جمع البيانات المقابله, انواع المقابلات, الاخطاء التي يمكن ان تقع في المقابلات	مناقشة	اجابة الاسئلة
الثامن	2	التقرير العلمي	كتابة التقرير لعلمي مكونات تقرير البحث , التمهيد , المتن , المراجع والملاحق	مناقشة	اجابة الاسئلة
التاسع	2	كتابة التقرير العلمي	كتابة التقرير لعلمي 1-صياغه البحث 2-دقه صياغه 3-,الافكار واستخدام	مناقشة	اجابة الاسئلة

		الجمل والتراكيب المناسبه ,4- اختيار الكلمات والعبارات التي تخدم الهدف 5- النحو والصرف 6- الترقيم 7- استخدام الاشارات المختصرات			
العاشر	2	مصادر المعلومات	توثيق مصادر المعلومات الاقتباس ,طرائق التوثيق , 1-استخدام نظام هارفارد 2-استخدام نظام جمعيه علماء النفس الامريكيه 3-استخدام نظام التاشيره المرجعي في التوثيق	مناقشة	اجابة الاسئلة
الحادي عشر	2	دراسة انواع المصادر	1- توثيق مصادر الكتب 2- التوثيق للدراسات والمقالات المنشوره في المجلات العلميه والثقافيه	مناقشة	اجابة الاسئلة
الثاني عشر	2	دراسة امثله مصادر المعلومات	امثله تطبيقيه لتوثيق المصادر 1- التوثيق من رسائل الماجستير واطروحات الدكتوراه 2-التوثيق من وقائع المؤتمرات	مناقشة	اجابة الاسئلة

			والندوات العلميه		
الثالث عشر	2	دراسة مصادر المعلومات مع امثلة تطبيقية لانواع المصادر	امثلة تطبيقية توثيق المصادر 3- التوثيق من مصادر معلومات اخرى 4-التوثيق من مصادر المعلومات المسموعه والمرئيه 5- التوثيق من مصادر الكترونية	مناقشة	اجابة الاسئلة
الرابع عشر	2		امتحان الشهر الثاني	مناقشة	اجابة الاسئلة
الخامس عشر	2	مناقشة	مناقشه البحوث والتقارير	مناقشة	اجابة الاسئلة

11. البنية التحتية	
1- الكتب المقررة المطلوبة	**مناهج البحث العلمي (احمد حسين الرفاعي)** **اساليب البحث العلمي للدكتور محفـوظ جـودة**
2- المراجع الرئيسية (المصادر)	
أ) الكتب والمراجع التي يوصى بها (المجلات العلمية ،التقارير ،.....)	
ب) المراجع الالكترونية ،مواقع الانترنيت ،.....	المواقع ذات الصله

12. خطة تطوير المقرر الدراسي
دراسة ومتابعة المصادر الحديثة **استخدام وسائل عرض حديثة**

Translated from Arabic to English - www.onlinedoctranslator.com

Course Description Form

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether he/she has made the most of the opportunities learning available. The course description must be linked to the program description.

1. Educational Institution	*Faculty of Administration and Economics*
2. Scientific Department / Centre	*Economics*
3. Course Name / Code	*English*
4. Available Attendance Forms	*At the theatre hall*
5. Course / Year	*First / Year 4 / General + Oil*
6. Number of Study Hours (Total)	*2 hours / Total 30*
7. Date of Preparing of this Description	*11/1/2025*
8. Course Objectives	
Teaching students the fourth skills (reading / writing/ listening/ speaking)	

9. Course outcomes, Teaching, Learning and Evaluation methods

A-Cognitive Objectives

-Teaching students the fourth Skills (Reading / writing / speaking / listening)

B - Course Specific Skill Objectives

- Finding the suitable words in texts and paraphrasing some sentences

Teaching and Learning Methods

Reading the texts and solving exercises

Evaluation Methods

Exams 10 , Quiz 10 , C. H 10 , H.W. 10

C-Emotional and Value goals

- Increasing the confidence of students by developing the fundamental skills

Teaching and Learning Methods

Tutorial

Evaluation Methods

Monthly exam 10 /Quiz 10/ H.W. 10 / Exercises 10

D - General Skills and Qualification Transferable (other skills related to employability and personal development).

- Translating texts related to economics

10 .Course Structure					
The week	Hours	Required learning outcomes	Unit name/topic	Teaching method	Evaluation method
1 and 2	4	Reading	Towns	Tutorial	Solving exercise
3 and 4	4	writing	Education	Tutorial	Solving exercice
5 and 6	4	Listening	Higher Education	Tutorial	Solving exercise
7 and 8	4	Exam	Exam	Exam	Exam
9 and 10	4	Reading	Healthy Food	Tutorial	Solving exercise
11 and 12	4	Writing	Social Media	Tutorial	Solving exercise
13 and 14	4	Exam	Exam	Exam	Exam

11. Educational Supplies	
1- Required Textbooks	Headway
2- Main References (Sources)	
A) Recommended Books and References (Scientific Journals, Reports, etc.)	
B) Electronic References, Internet Websites, ...	

12. Curriculum Development Plan

Lecturer	Head teacher	Dean
D. Mudheher Albayati	A. P. Hayder Aljabri	A.P. Faeez Allamee

Translated from Arabic to English - www.onlinedoctranslator.com

Course Description Form

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether he/she has made the most of the opportunities learning available. The course description must be linked to the program description.

1. Educational Institution	*College of Administration and Economics / University of Misan*
2. Scientific Department / Centre	*Department of Economics*
3. Course Name / Code	*Oil industry 2*
4. Available Attendance Forms	*Lectures*
5. Course / Year	*Second Semester / Academic Year 2024-2025*
6. Number of Study Hours (Total)	*3 hours * 15 weeks = 45 hours*
7. Date of Preparing of this Description	*19/1/2024*
8. Course Objectives	
Providing the student with a cognitive skill about the concept of crude oil, crude oil prices, and the factors that affect its prices, such as sulfur content and density. The student is also provided with basic information about the stages of the oil industry, starting from the stage of research, exploration, and extraction, through the transportation of crude oil and its marketing in Iraq to benefit from it in institutions. The private and public oil sector, especially in our province of Misan, and the presence of many foreign investment oil companies.	

9. Course outcomes, Teaching, Learning and Evaluation methods

A-Cognitive objectives

A1-Definition of crude oil:

- *Understanding the term crude oil and its derivatives.*
- *Factors affecting the quality and price of oil.*

A2. Understanding the nature of the oil industry:

- *Understand the importance of oil as a major energy source and its role in the global economy.*
- *Understand the different processes involved in the oil industry, from exploration to production and refining.*

A3. Familiarity with environmental and regulatory issues:

- *Study the effects of the oil industry on the environment and the methods used to reduce environmental damage.*
- *Understanding the laws and regulations related to the oil industry.*

A4. Identify future challenges:

- *Discuss industry challenges such as dwindling resources, price volatility, and the shift towards renewable energy.*
- *Learn about modern innovations and technologies such as shale oil extraction and alternative energy.*

A5. Oil economics analysis:

- *Understand the impact of oil on local and global economies.*
- *Study the relationship between oil supply and demand and its prices.*

B - Course specific skill objectives

B1. Understanding the basic processes of the petroleum industry:

- *Identify the stages of oil and gas production (exploration, extraction, transportation, refining and marketing).*
- *Understand the techniques used in drilling wells and producing oil.*

B2. Application of technical and professional skills:

- *Learn how to use the tools and equipment used in the oil industry.*
- *Gain the ability to analyze geological and geophysical data.*

B3. Environmental and safety awareness:

- *Developing risk management skills in oil operations.*
- *Learn about international standards for safety and environmental protection in industry.*

B4. Problem solving and decision making skills:

- *Ability to deal with technical problems that may arise during production processes.*
- *Promote critical thinking to provide innovative solutions*

B5. Develop communication and teamwork skills:

- *Collaboration within multidisciplinary teams on oil projects.*
- *Document technical reports and present presentations in a professional manner.*

B6. Familiarity with modern technologies:

- *Understand the importance of digitization in improving operational efficiency.*

B7. Understanding the economics and regulatory environment of the petroleum industry:

- *Analysis of production cost and profitability.*
- *Learn about the laws and policies that affect the oil industry.*

Teaching and Learning Methods

1.The traditional (inductive) method.

• It depends on the teacher transferring information directly to the students through lectures or explanation.

• Features: Simple, suitable for theoretical information.

• Disadvantages: Reduces student interaction, relies on passive reception.

2. Collaborative learning

• Students are divided into small groups to work together to solve problems or complete tasks.

• Features: Promotes interaction, develops teamwork skills.

• Disadvantages: May be ineffective if not directed properly.

3. Learning by discovery

• It relies on involving students in the process of searching for knowledge on their own through experimentation or asking questions.

• Features: Promotes critical thinking and creativity.

• Disadvantages: May take longer.

4. Project-based learning

• Students are required to undertake real-life projects that enhance their understanding of course concepts.

• Features: Links learning to reality, enhances application skills.

• Disadvantages: It requires more planning and time.

5. E-learning

• It relies on the use of technology and the Internet in education, such as interactive videos and online lessons. Internet.

• Advantages: Flexible learning, access to diverse resources.

• Disadvantages: Requires technical skills, personal interaction may be reduced.

6. Problem-based learning (PBL)

• Students are asked to study a real-world problem and come up with innovative solutions.

• Features: Promotes critical thinking and problem solving.

• Disadvantages: May be difficult for early stage students.

7. Blended learning (Blended Learning

- *Combines traditional and e-learning.*
- *Features: Balances direct interaction and flexibility.*
- *Disadvantages: Requires careful planning and implementation.*

Evaluation Methods

a) Written exams

- *Questions include essay, multiple choice, and true or false questions.*
- *Features: Measure students' understanding of theoretical material.*
- *Disadvantages: May not reflect the level of applied skills.*

b) Oral examinations

- *The student is discussed orally to measure his understanding and ability to express himself.*
- *Features: Measures true understanding and communication.*
- *Disadvantages: May be biased or dependent on the student's speaking skills.*

2. Practical evaluation

- *It is used in disciplines that require applied skills (such as medicine, engineering, and the arts).*
- *Examples: projects, laboratory applications, or field experiments.*
- *Features: Reflects the student's efficiency in practical life.*
- *Disadvantages: Requires additional equipment and resources.*

3. Continuous evaluation (Formative Assessment

- *Includes short tests, assignments, or presentations throughout the semester.*
- *Features: Helps track student progress.*
- *Disadvantages: It requires time and effort from the teacher to follow up with all the students.*

4. Projects and Research

- *Students are required to prepare a research or project related to a particular subject.*
- *Features: Enhances analytical, writing and creativity skills.*
- *Disadvantages: Students may have difficulty with time management.*

5. Evaluation through presentations

- *The student is asked to present a topic in front of his classmates and teachers.*
- *Features: Measures presentation, research, and organization skills.*
- *Disadvantages: May be difficult for shy students.*

6. Classroom Participation Assessment

- *Includes interaction within lectures, such as answering questions and giving ideas.*
- *Features: Promotes classroom interaction.*
- *Cons: May not be suitable for students with a quiet nature.*

7. Attendance and commitment-based assessment

- *The student is evaluated based on his attendance and participation in academic activities.*
- *Features: Encourages students to commit.*
- *Disadvantages: May be insufficient to measure academic proficiency.*

8. Electronic assessment

- *Includes electronic tests and project submission via educational platforms.*
- *Advantages: Flexibility and ease of evaluation.*
- *Disadvantages: Depends on technology availability, may encounter technical issues.*

9. Evaluation through open examinations (Open Book Exams

- *Students are allowed to refer to sources during the exam.*
- *Features: Measures analysis and inference skills rather than memorization.*
- *Disadvantages: May be difficult for inexperienced students.*

10. Peer-based assessment (Peer Assessment

- *Students evaluate each other's work.*
- *Features: Promotes collaborative learning.*
- *Disadvantages: May be inaccurate if not directed well*

C-Emotional and Value goals *A2- Raising environmental awareness* *A3-Promoting values and skills related to the oil sector in an educational and ethical manner that contributes to developing the personality of the student learner.* *A4- Enhancing economic values through the value of oil as an important economic pillar that affects the economic development of the country.*
Teaching and Learning Methods
D - General skills and QualificationTransferable (other skills related to employability and personal development). *D1- Verbal communication.* *D2-Teamwork.* *D3-Analysis and verification.* *D4-Written communication.* *D5-Planning and organizing.* *D6-Flexibility*

10 .Course Structure					
The week	*Watches*	*Required learning outcomes*	*Unit name/topic*	*Teaching method*	*Evaluation method*
1	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter1: Basic Petroleum Concepts** **1- Definition of oil** **2- Oil conversion standards and coefficients** **3- Its composition** **4- Oil formation theories**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*
2	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 1: Basic Petroleum Concepts** **5- Types of oil** **6- Economic functions of oil**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*
3	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 2:Theoretical to the oil industry** **1- The concept of oil industry** **2- Classification of economic activities of the oil industry**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*
4	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills	**3- Advantages of the oil industry** **4- The importance of the oil industry** **5- History of the oil industry** QUIZ 1	The quick examsud denWith out specifyin g the day for the student	*The total score for the questions is 5 points out of the total effort..*

		b.1skillstheory b. 2SkillsThe process.			
5	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 3:Oil Industry Financing** **1- Oil industry stages** **2- Research and investigation stage** **3-Excavation phase** **4- Extraction stage**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*
6	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Oil Industry Financing** **5- Refining stage** **6- Marketing stage** **7- Financial indicators of the oil industry** Assignment	1. Method of giving lectures. 2. Student groups. 3. Reports and studies. **The assignment includes linking scientific topics. (Lectures) on the practical side of the oil industry using artificial intelligence programs and toolsAI and optionally presented by the student**	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.* *The total score is 5 points out of the total effort.*

				using PPT	
7	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 4:Extractive oil industry** **1- Stages of extractive industry** **2-Extractive industry difficulties** **3-Extractive industry characteristics** **4-Extractive Industry Financing**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*
8	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	Midterm exam	It includes various questions covering the scientific material, including idea questions such as formulating a practical solution to a specific problem.	*The total score for the questions is 20 points out of the total effort.*
9	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 5** **1-Integration in the extractive industry** **2-Extractive industry contracts**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*

10	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 6 :Refining industry** **1- Refining concept** **2- Refining properties** **3- Difficulties of the refining process** **Discussion 1**	**These titles are presented according to artificial intelligence applications and modern scientific sources.**	*The total score is 2.5 points out of the total effort.*
11	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Refining industry** **4- Historical development of the refining industry** **5- Challenges facing the refining industry**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*
12	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 7:Oil industry development** **1-Foreign investment and its role in the development of the oil industry** **2-Laws for the development of the oil industry** **Discussion 2**	**These titles are presented according to artificial intelligence applications and modern scientific sources.**	*The total score is 2.5 points out of the total effort.*
13	3	A- Knowledge and understanding A.1FulfillmentCovering	**Chapter 8 :International and Arab**	1. Method of giving	*The total score for the questions is*

		the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**experiences in the development of the oil industryAnd** QUIZ 2	lectures. 2. Student groups. 3. Reports and studies.	*5 points out of the total effort.*
14	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Crude oil-Global crude oil market-Oil industry in Iraq**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds. 2. Feedback from students. 3. Expression with faces. 4. Learning matrix. 5. Reports and studies.*
15	3	Review	Intensive review of the study material for the entire course and preparing the student for the exam	----------	----------

11. Educational Supplies

1- Scientific books and references:

"Fundamentals of Petroleum" is a comprehensive book covering the basics of petroleum exploration a production.

"Petroleum Refining in Nontechnical Language" - William L. Leffler discusses refining in a simple and c manner.

"Oil and Gas Production Handbook" - Håvard Devold A reference that explains production processes i oil and gas sector.

2- Specialized organizations and newspapers:

OPEC: The official website provides updated reports and statistics on global oil production and prices opec.org (https://www.opec.org/)

International Energy Agency (IEA): Provides analytical reports on the energy and oil market. iea.org (https://www.iea.org/)

3- Magazines and websites:

Oil & Gas Journal: A specialized magazine that provides technical analysis and articles about the oil ind ogj.com (https://www.ogj.com/)

Rigzone: A website that provides news and reports on the oil and gas market and job opportunities i sector.

rigzone.com (https://www.rigzone.com/)

4- International oil companies reports:

Reports from companies such as Saudi Aramco, BP, Shell, and ExxonMobil contain market insights ar strategies.

Example: BP Annual Energy Report (https://www.bp.com/en/global/corporate/energy-economics/statistical-review-of-world-energy.html)

5- Training courses and educational resources:

Sites like Coursera and edX offer courses on oil extraction techniques and petroleum engineering.

Examples: "Petroleum Engineering" course on Coursera.

6- Studies and research in Arabic:

You can view published research in Arab university libraries, such as the King Fahd University of Petr and Minerals Library.

Articles in Arab magazines such as "Oil and Arab Cooperation" issued by the Organization of Arab Petr Exporting Countries (OAPEC).

12. Curriculum Development Plan

1. *Developing the curriculum vocabulary according to the annual plan to update the approved curricula in the college.*
2. *Periodic review of the curriculum and updating it to suit the oil labor market.*
3. *Follow up on scientific conferences.*
4. *Compatibility with what is offered by similar educational institutions inside and outside Iraq.*
5. *Educating the student in his field of specialization with English terminology and working on developing it as a basic part of work in the private and public oil sector.*

Course Description Form

Course Description

This course description provides a concise summary of the main features of ,the course and the learning outcomes expected of the student demonstrating whether the student has made the most of the available .learning opportunities . It must be linked to the program description

University of Maysan - College of Administration and Economics	.1 Educational institution
Department of Economics / General Branch	.2 / Scientific Department Center
Economic and industrial policies	.3 Course Name/Code
My presence	.4 Available attendance forms
2025/2024	.5 semester/year
hours *60*	.6 Number of study hours (total)
	.7 Date this description was prepared
	.8 Course objectives
-1 Understanding the concept of industrial economic policies Defining the importance of the industrial sector in the national economy and its role in .Achieving sustainable development and diversifying sources of income .2 Analysis of the role of the industrial sector in the economy: Understand the relationship between manufacturing and economic growth, and how industry contributes to reducing dependence on other sectors such as .agriculture or oil :Learn about industrial policy tools Study the tools and measures used by governments to stimulate the industrial .sector, such as taxes, support, investment incentives, and trade policies .4 Addressing manufacturing problems in developing countries	

,Identify the challenges facing the industrial sector, such as lack of funding .advanced technology, or weak infrastructure, and how to address them
e. Planning for sustainable industrial development

Enhancing students' understanding of how to develop industrial policies that achieve growth
.Sustainable, taking into account environmental and social dimensions

.9 Course outcomes , teaching, learning and assessment methods
: A- Cognitive objectives :By the end of this course, the student will be able to -1 Understanding the concept of industrial economic policies and their role in .achieving economic development -2 Analysis of industrial policy tools such as taxes, subsidies, and government .legislation -3 Evaluating the impact of industrial policies on production, employment, and .economic competitiveness -4 Learning about international experiences in developing industries and .achieving economic growth -5 Study the relationship between industrial policies and macro policies such as .monetary and fiscal policy
B - Course specific skill objectives -1 Analyzing the impact of industrial policies on production, employment and .economic growth -2 Using economic models to understand the mechanisms for supporting and .developing industries -3 Evaluating industrial development strategies by comparing international .experiences -4 Linking industrial policies with macroeconomic policies and their impact on the .local and global market
Teaching and learning methods
• Theoretical lectures . • Group discussions . • Interactive lectures with the use of presentations and digital media • .Analysis of case studies on industrial policies in different countries • .Using economic and statistical programs to study the impact of industrial policies • Project-based learning by assigning students to prepare studies on manufacturing .policies
Evaluation methods

- For midterm and final exams to measure theoretical understanding.
- Research reports on topics related to industrial policy.
- Analyzing real economic data to evaluate the impact of industrial policies.
- Presentations on industrial policy applications in different countries.
- Participate in class discussions and express opinions supported by economic evidence.

Teaching and learning methods

1. Raising awareness of the importance of industrial policies in achieving economic development and social stability.
2. Developing a sense of economic responsibility towards developing the industrial sector and supporting policies that support it.
3. Promoting the values of integrity and transparency in the evaluation and formulation of industrial policies.
4. Encourage critical and ethical thinking when analyzing the impact of economic decisions on society and the environment.
5. Developing the spirit of cooperation and teamwork in studying and evaluating various industrial strategies.
6. Promoting the values of innovation and development to improve industrial performance and increase production efficiency.

Evaluation methods

1- Midterm and final exams to measure theoretical understanding.

2- Research reports on topics related to industrial policies.

3- Analyzing realistic economic data to evaluate the impact of industrial policies.

4- Presentations on industrial policy applications in different countries.

5- Participation in class discussions.

D - General and transferable skills) other skills related to employability and personal development).

1- Develop critical and analytical thinking skills.

2- Improve communication and presentation skills.

3- Enhance the ability to work within a team.

4- Developing time management and organizational skills.

Course structure .10					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Test and discussions	Interactive lecture	The concept of economic policy and its types	The concept of economic policy and its types	2	the first
Test and discussions	Interactive lecture	The concept of industrial policies and their types	The concept of industrial policies and their types	2	the second
Test and discussions	Interactive lecture	Industrial policy tools	Industrial policy tools	2	the third
Test and discussions	Interactive lecture	The importance and strategy of industrial policy	The importance and strategy of industrial policy	2	Fourth
Test and discussions	Interactive lecture	Implementing industrial policy strategies	Implementing industrial policy strategies	2	Fifth
Test and discussions	Interactive lecture	Justifications and areas of state intervention	Justifications and areas of state intervention	2	Sixth
Test and discussions	Interactive lecture	Concept and types of industry	Concept and types of industry	2	Seventh
Test and discussions	Interactive lecture	Components and obstacles of industry	Components and obstacles of industry	2	The eighth
Test and discussions	Interactive lecture	Two-industry manufacturing strategy	Two-industry manufacturing strategy	2	Ninth
Test and discussions	Interactive lecture	industrial structure	industrial structure	2	tenth
Test and discussions	Interactive lecture	Barriers to entry into the industry	Barriers to entry into the industry	2	eleventh
Test and discussions	Interactive lecture	Forms of industrial structures	Forms of industrial structures	2	twelfth
Test and discussion	Interactive lecture	Industry in complete	Industry in complete	2	thirteenth

s		monopoly	monopoly		
Test and discussions	Interactive lecture	The impact of industrial policy on industrial concentration	The impact of industrial policy on industrial concentration	2	fourteenth
			monthly exam	2	fifteenth

infrastructure .11	
Required textbooks -1	**industrial economic policies**
Main References -2 (Sources)	**Medhat Al-Qurashi** **Roger Clark** **Abdul Ghafoor Hassan**
أ) Recommended books and scientific journals(,references .reports, etc)	**Research, periodicals and information technology via the Internet according to the course topics.**
ب) Electronic references, ... ,websites	Iraqi Academic Journal, Google Scholar

Curriculum Development Plan .12
1- Incorporating the latest trends in industrial policies, such as smart manufacturing and environmental sustainability.
2- Updating industrial statistics and studies to include the latest global data and trends.
3- Using modern technology, such as digital simulation and economic models, to analyze industrial policies.
4- Enhancing project-based learning by assigning students to prepare analytical reports on manufacturing policies.

Translated from Arabic to English - www.onlinedoctranslator.com

Course Description Form

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether he/she has made the most of the opportunities learning available. The course description must be linked to the program description.

1. Educational Institution	*Ministry of Higher Education and Scientific Research/ Administration and Economics College*
2. Scientific Department / Centre	*Economic department*
3. Course Name / Code	*Microeconomic*
4. Available Attendance Forms	*the audience*
5. Course / Year	*second/2024-2025*
6. Number of Study Hours (Total)	*3*
7. Date of Preparing of this Description	
8. Course Objectives	
A- Objectives and educational benefit in analyzing microeconomic theory *B - Identify the most important theories that address consumer behavior, producer behavior, and balances in markets* *C - Recognizing the importance of economic theory in drawing up micro-policies* *D - Identify the theoretical, mathematical and engineering applications of the theory*	

9. Course outcomes, Teaching, Learning and Evaluation methods
A-Cognitive Objectives *Applications of flexibility in economic policies .1* *Identify appropriate ways to solve economic problems -2* *The effectiveness of microeconomic tools in directing economic resources -3* *4- Learn about economic policies and ways to develop them*
B - Course Specific Skill Objectives *Linking the theoretical aspect of the subject to economic reality .1* *Allow students to discuss .2* *3. Teaching the student how to think logically to solve economic problems*
Teaching and Learning Methods
Explaining the material theoretically, giving examples from reality to link .1 *reality with the theoretical aspect* *By graphical and mathematical analysis of the material .2* *The role of some economic theory tools in correcting the economic path .3* *4. Stimulate understanding and involvement in the material by presenting some examples from economic reality*
Evaluation Methods
A - Student participation in preparing and explaining the material *B - Asking some questions external to the topic* *C - Discussing an economic problem* *D- Assigning students to prepare reports and research* *Conducting daily examinations*

C-Emotional and Value goals

: Value objectives

1. Enhancing the value of economic efficiency

2. Encouraging rational financial decision-making

3. Concern with social justice through equitable distribution of national income

4. Stimulating saving and investment

5. Create sound financial habits

Emotional goals

1. Expanding the student's understanding of the importance of economic awareness

2. Increased interest in economic issues of a social nature, such as poverty and unemployment

3. Disseminating critical thinking

4. Promoting patriotism and citizenship

Teaching and Learning Methods

Explaining the material theoretically, giving examples from reality to link reality with the theoretical aspect

2.By graphical and mathematical analysis of the material

3.The role of some economic theory tools in correcting the economic path

4. Stimulate understanding and involvement in the material by presenting some examples from economic reality

Evaluation Methods

A - Student participation in preparing and explaining the material

B - Asking some questions external to the topic

C - Discussing an economic problem

D- Assigning students to prepare reports and research

Conducting daily examinations

D - General Skills and Qualification Transferable (other skills related to employability and personal development).

1. Data analysis skills to make sound decisions

2. Effective communication skills and presenting ideas clearly

3. The ability to understand and explain economic phenomena

4. Possibility of participating in economic research and projects

10 .Course Structure					
The week	Hours	Required learning outcomes	Unit name/topic	Teaching method	Evaluation method
1	3	Understanding the theory of production and its elements	theory of production	Explanation of the lesson	discussion
2	3	Understand the law of diminishing returns	the law of diminishing returns	Explanation of the lesson	discussion
3	3	Understanding Indifferent production curves	theory of production	Explanation of the lesson	discussion
4	3	Knowing the behavior of cost curves	Cost theory	Graphic and mathematical analysis	Quiz
5	3	Learn about the introduction to studying markets	Markets	Graphic and mathematical analysis	Home work
6	3	Understanding the characteristics of the market and how to identify its types	Markets	Graphic and mathematical analysis	Home work
7	3	Identify the establishment's balance sheets	Markets	Graphic and mathematical analysis	Quiz
8	3			Graphic and	Home work

				mathematical analysis	
9	*3*	*Understanding price control by the monopolist*	*Markets*	*Graphic and mathematical analysis*	*Home work*
10	*3*	*Understanding the intellectual and applied framework*	*Markets*	*Graphic and mathematical analysis*	*Home work*
11	*3*	*Understanding the intellectual and applied framework*	*General equilibrium theory and economic welfare*	*mathematical analysis*	*discussion*
12	*3*	*General equilibrium of production*	*General equilibrium of production*	*Explanation of the lesson Graphic*	*Home work*
13	*3*	*General equilibrium analysis of exchange*	*General equilibrium analysis of exchange*	*Explanation of the lesson Graphic*	*discussion*
14	*3*	*How to balance by fund*	*balance by fund*	*Explanation of the lesson Graphic*	*Quiz*
15	*3*	*Examination*			

11. Educational Supplies	
1- Required Textbooks	طارق العكيلي , الاقتصاد الجزئي , دار الكتب للطباعة والنشر , جامعة الموصل ,

	2001
2- Main References (Sources)	جي هولتن , الاقتصاد الجزئي , المفاهيم والتطبيقات , *1997*
A) Recommended Books and References (Scientific Journals, Reports, etc.)	*The Wall Street Journal*
B) Electronic References, Internet Websites, …	*https://www.bloomberg.com*

12. Curriculum Development Plan
Workshops, periodicals, software and websites

Translated from Arabic to English - www.onlinedoctranslator.com

Course Description Form

Course Description

The Principles of Statistics course aims to provide statistical basics that help students understand and analyze data in a scientific way. The course also provides the statistical concepts and tools necessary to summarize data, describe it, and use it in making decisions in practical and professional life

University of Maysan / College of Administration and Economics	*Educational institution .1*
Economy	*Sectionscientific/ Center .2*
Principles of Statistics	*Course Name/Code .3*
Live in-person lectures in halls	*Available attendance forms .4*
quarterly	*Chapter/Year .5*
3 hours per week (45 hours during the semester)	*Number of study hours(kidney) .6*
2024/2025	*Date this description was prepared .7*

8. Course objectives

1. Introducing students to the basic concepts of statistics and its importance in solving problems.

2. Enable students to collect, organize and display data using tables and graphs.

3. Learn to use measures of central tendency (such as mean and median) and measures of dispersion (such as standard deviation and variance).

4. Introducing the principles of inferential statistics, such as parameter estimation and hypothesis testing.

5. Study the analysis of the relationship between variables using correlation and regression.

9. OutputsThe decisionTeaching, learning and assessment methods

A-Cognitive objectives
thatThe cognitive objectives of the Principles of Statistics course relate to students' understanding of statistical basics and developing their analytical abilities, and include the following:
A1.Understanding the concept of statistics and its role in practical and scientific life., andRecognize the importance of statistics in collecting and analyzing data for decision making.

A2.Data classification and organization.throughKnowing the types of data (qualitative, quantitative)andLearn about statistical data collection methodsandLearn to organize data using frequency tables and graphs such as bars and pie charts.

A3.Understanding the concept of descriptive measures.Represented by forArithmetic meanandThe medium and the modeandRangeandVariance and standard deviationandExplain the meaning of each measure and its role in describing data.

A4. Understand the concept of probability and its importance in statistics.andUnderstand the basic laws of probability (addition and multiplication).

A5. Understanding the difference between a statistical population and a sampleandKnowledge of sampling methods (random, systematic, stratified). andAppreciate the importance of collecting data objectively and accurately.

A6.Using statistics in daily lifethroughApplying statistical concepts in practical fields such as health, education, and economics.andRead and interpret tables and statistical data used in reports.

A7. Use of statistical toolsthroughLearn how to use simple software or tools to analyze data (such as a calculator).andRealizing the importance of technology in improving the accuracy and speed of statistical analysis.

A8Develop logical and analytical thinking.throughEnhancing critical thinking

skills using statistical tools,
andInfer accurate information based on studied data.

B- Course specific skill objectives
thatThe skill objectives of the Principles of Statistics course focus on developing students' practical and applied abilities in dealing with data and using statistical tools effectively.,It includeson:

B1.Applying data collection skills from different sources (questionnaires, interviews, observations)andOrganize data into frequency tables and arrange them in a logical and understandable manner.andDesign and use graphs (such as bars, lines, and pie charts) to display data.

B2. Calculating statistical measures practicallythroughUse manual or software methods to calculate Arithmetic meanandThe medium and the modeandVariance and standard deviation, andCompare and interpret these metrics based on the nature of the data.

B3. Apply sampling methods (such as random, stratified) in practice in different situations.andPerform the steps of statistical hypothesis testing (e.g. formulating hypotheses, calculating statistics, and interpreting results).

B4.Analyze statistical results and draw accurate conclusions.andInterpret data presented in tables and graphs.,
andProvide reports showing the results and supporting them with statistical analysis.

B5.Applying statistics in real life situations.throughUsing statistics to solve practical problems in health, economics, education, and more.In additionEvaluate data-driven decisions using statistical reasoning.

B6.Presenting and displaying statistical data and results in a clear and understandable manner.andEnhance skills in writing statistical reports that demonstrate analysis and conclusions.

B7.Develop problem analysis skills using data.andEnhance the ability to scientifically criticize the data provided and conclude its reliability.

C-Emotional and value goals
andIt aims to develop positive values and attitudes among students towards the use of statistics, and to enhance attention to the ethics associated with scientific analysis and research., andThese objectives include::

C1.Raising awareness and Deepening students' understanding of the importance of statistics in daily life and society, such as its impact on decision-making in various fields such as health, economics, and education.andEncourage students to appreciate the value of data and statistical analysis in improving the quality of life.

C2. Assessing integrity and objectivity in statistical analysis.throughPromote ethical values related to data collection and analysis, such as integrity and objectivity.andEncourage students to avoid bias in data collection and analysis, and ensure transparency and accuracy of results.

C3.Encourage students to think critically when interpreting and using statistical results, rather than accepting results without examination or scrutiny, andPromote critical values towards misleading information or inaccurate data, and rely on objective analysis and scientific thinking.

C4. Encourage students to think about how data and statistics can be used for the benefit of society, whether in improving public policies or making decisions in organizations.In additionInstilling values related to the responsibility of using data to serve the public good, such as in the health or education fields.

C5.Encourage students to work as a team in collecting and analyzing data, while promoting the values of cooperation and respect for the opinions of others.andPromote mutual respect in research teams or statistics-related projects.

C6.Encourage students to embrace statistical challenges and enjoy solving complex problems.andInstilling values related to continuous learning and scientific research in the field of statistics.

C7. Raising awareness of the role of statistics in making critical decisions.andHelp students appreciate the role of statistics in making effective decisions in everyday life, by supporting them to think based on evidence and data.andInstill values associated with scientific analysis rather than making random or bias-driven decisions.

Teaching and learning methods

andIt aims to develop students' skills in understanding statistical concepts and

applying them practically, while enhancing their interaction with the material and motivating them to think critically., andThese methods include:

1.Encourage students to participate in open discussions on various statistical topics, such as how statistics are applied in everyday life.andApply statistical problems in groups, which helps promote collective understanding and collaboration among students., like thatEncourage students to think and generate ideas about how to address statistical problems.

2. Education using technologythroughProvide educational resources such as interactive videos and online scholarly articles to support student learning outside the classroom.

3.Assign students projects that require data collection and analysis using statistical methods, allowing them to apply what they have learned in real-world contexts.andDevelop projects that require analysis of data from different fields (such as health, education, or economics) to give students practical experience in using statistics.

4.Integrating traditional education with online education so that students can learn flexibly.,For example, basic concepts can be taught via video lectures, while practical activities and workshops take place in the classroom.

5. Presents complex statistical problems that simulate real-world problems, where students learn how to collect and analyze data to make evidence-based decisions.andGive students problems related to everyday situations (such as analyzing the results of a survey or behavioral study) to solve using statistical tools.

6.Divide students into small groups to work on statistical problems, which enhances communication and teamwork skills.andEncourage more advanced students in the subject to help their peers, which promotes a deeper understanding of concepts.

7. Use real-life examples to illustrate how statistics is applied in various fields (e.g. business, sports, economics, medicine),This helps students understand how statistics can be used to analyze real-world problems.andProvide real case studies through which data is analyzed and decisions are made based on it.

8.Conduct regular quizzes to measure students' understanding of statistical concepts and provide immediate feedback.andProvide students with ongoing feedback on their work and projects, and guide them to improve their statistical skills.

9.Use online forums and webinars to interact with students outside the classroom, where they can discuss topics and exchange ideas and feedback on statistical concepts.

10. Use assessment methods that require students to apply statistical knowledge in practical situations, such as data analysis and comparison of results.

Evaluation methods

andIt aims to measure students' understanding of statistical concepts, their ability to apply them practically, and their analytical and critical skills. These methods include the following:

1.Traditional tests

- *Quizzes: Students are assessed periodically using quizzes to measure their understanding of basic concepts such as statistical measures, probability distributions, and data analysis techniques.*
- *Term tests: Use term tests that include multiple-choice questions, short questions, and application questions to measure students' knowledge of all aspects of the subject.*
- *Open-ended writing tests: Encourage students to answer questions that require critical and analytical thinking about how statistical methods are applied to data.*

2.Project-based assessment.

- *Research projects: Assign students projects that require them to collect and analyze data using the statistical methods they have learned, and then submit a detailed report on the results.*
- *Presentations: Students were asked to present the results of the statistical analysis in the form of a presentation, giving them the opportunity to develop their communication and presentation skills.*

3. Evaluation through group work

- *Group assignments: Assign students projects or group work assignments that require them to collaborate to solve complex statistical problems and analyze real data.*
- *Participation assessment: Assess the level of participation of each student in the group based on their contribution to the group project or discussions.*

4.formative assessment

- *Homework: Provide homework that contains statistical problems that require*

students to apply mathematical and theoretical concepts.
• Continuous feedback: Providing continuous feedback on students' progress throughout the semester, helping them gradually improve their performance.

5.Final evaluation.
• Final Exams: Conduct a comprehensive final exam covering all concepts of the subject, from data collection and analysis to interpreting results and using statistical tools.
• Final Projects: Assign students a final project that requires them to collect and analyze real data, use appropriate statistical methods, and present a comprehensive report on the results.

6.Continuous assessment through classroom activities.
• Class discussions: Conduct class discussions on statistical topics to promote students' critical thinking and assess their understanding of concepts.
• Short-term tasks: Assign students to solve statistical problems within a specified time during class to test the speed of application and the quality of the solution.

7.Practical evaluation.
•It includes practical applications that help students better understand statistical concepts by analyzing real data, using different statistical tools, and then interpreting the results.

D- General skills andQualificationTransferable (other skills related to employability and personal development).

D1. Analytical and critical thinking skills.
• Ability to analyze data: Learn how to collect and analyze data in a logical and systematic way, which helps students address complex problems and make informed decisions based on evidence.
• Critical thinking: Developing critical thinking skills when analyzing statistical results, which enhances the ability to evaluate the effectiveness of solutions and make decisions based on facts and figures.
• Problem-solving ability: Applying statistical methods to solve complex problems, enhancing the ability to think systematically in the face of challenges.

D2. Communication and presentation skills
• Effective Communication: Learn how to present and analyze data clearly and understandably, both in writing and orally, enhancing the ability to communicate effectively with colleagues and clients.
• Writing statistical reports: Preparing reports containing detailed analysis of data and results, which enhances the ability to communicate in writing

professionally.
• Presentations: Develop presentation and presentation skills in a logical and attractive way to present results and ideas in a convincing manner.

D3. Teamwork and cooperation skills.
• Teamwork: Learn how to collaborate with others to analyze data and solve problems, enhancing teamwork and conflict resolution skills.
• Managing group projects: Participating in group projects that require dividing tasks and organizing work, which enhances the ability to manage projects effectively.
• Ability to take responsibility: Develop skills to take individual and collective responsibility at work.

Course structure .10					
Evaluation method	*Teaching method*	*Unit name/topic*	*Required learning outcomes*	*Watches*	*The week*
Exam	*Lectures*	*Statistics: its origins and development, its importance, areas of application, means and methods of data collection*	*The concept of statistics and methods of data collection*	3	*Week1*
Exam	*Lectures*	*Samples, their types, characteristics, conditions and methods of taking samples*	*Sample and inspection*	3	*Week2*
Exam	*Lectures*	*Frequency distributions and data presentation methods*	*Frequency distributions*	3	*Week3*
Exam	*Lectures*	*Measures of central tendency,Calculating the arithmetic mean, its characteristics and disadvantages*	*Measures of central tendency and their properties*	3	*Week 4*
Exam	*Lectures*	*Calculate the weighted arithmetic mean(Weighted) Advantages and disadvantages*	Measures of central tendency and their properties	3	*Week 5*
Exam	*Lectures*	*harmonic meanandsquare*	Measures of central tendency	3	*Week 6*

		meanAdvantages andtheflawsandCalculation methods,	and their properties		
Exam	*Lectures*	*Geometric mean and methodsCalculationAnd characteristics and disadvantages*	Measures of central tendency and their properties	3	*Week7*
Exam	*Lectures*	*Methods of calculating theloomIts advantages and disadvantages*	Measures of central tendency and their properties	3	*Week 8*
Exam	*Lectures*	*Methods of calculating the median , its advantages, its disadvantages*	Measures of central tendency and their properties	3	*Week 9*
Exam	*Lectures*	*Retail scales, springs*	Measurements offragmentation And its characteristics	3	*Week10*
Exam	*Lectures*	*The clans*	MeasurementsFragmentation and its characteristics	3	*Week11*
Exam	*Lectures*	*Dispersion measuresaccount Rangeanddeviation AverageAdvantages and disadvantages*	Measurements ofdispersionAnd its characteristics	3	*Week12*
Exam	*Lectures*	*Lord deviationYEye, calculation methods, advantages and disadvantages*	Measurements ofdispersionAnd its characteristics	3	*Week13*
Exam	*Lectures*	*Standard deviation, calculation*	Measurements ofdispersionAnd its characteristics	3	*Week14*

		methods, advantages, disadvantages			
Exam	*Lectures*	*Calculate variance and coefficient of variation*	Measurements ofdispersionAnd its characteristics	3	*Week 15*
		Preparatory week before the final exam			*Week 16*

11.Infrastructure	
Statistics bookCompositionDr. Mahmoud Hassan Al-Mashhadani and Amir Hanna Hormuz1989 (I wrotedadsystematic)	*Required Textbooks -1*
All good sources + booksStatisticsPublished on the Internet	*Main References (Sources) -2*
	A)Recommended books and references (scientific journals, reports, etc.)
	B)Electronic references, websites

12.Curriculum Development Plan

To develop Scheduled principles Statistics Requires to improve Aspects Theory And applied, So that It is done presentation The material In a way Simplified And the process Help Students on to understand The basics And its application in Areas Their life academy And professional.While Next plan Comprehensive To develop Course:

1- Review course content by analyzing current topics and ensuring that basic concepts of statistics are covered..
2- Determine course development objectives.
3- Review similar curricula at local and international universities to get new ideas.
4- Update course content.
5- Include real-life examples.
6- Updating teaching methods.
7- Improving assessment methods by conducting various tests, including short

tests that include theoretical and practical questions.

8- Developing learning resources.

9- Follow-up and continuous development by measuring the extent of students' comprehension of statistical skills through practical tests..

نموذج وصف المقرر

وصف المقرر

يوفر وصف المقرر هذا إيجازاً مقتضباً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهناً عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ولابد من الربط بينها وبين وصف البرنامج.

1. المؤسسة التعليمية	جامعه ميسان – كلية الادارة والاقتصاد
2. القسم العلمي / المركز	الاقتصاد
3. اسم / رمز المقرر	اساليب البحث العلمي
4. أشكال الحضور المتاحة	قاعة المحاضرات
5. الفصل / السنة	الاول / 2025 – 2024
6. عدد الساعات الدراسية (الكلي)	2 الساعات الكلية 30
7. تاريخ إعداد هذا الوصف	2025/1/12
8. أهداف المقرر	
• **يهدف المقرر الى دراسة وفهم الاساليب العلمية في كتابة البحث العلمي وتوسيع مدارك الطالب العلمية عند ربط المعلومات المعرفية المختلفة ومن ثم تطبيقها في دراساته البحثية المتقدمة.**	

9. مخرجات المقرر وطرائق التعليم والتعلم والتقييم

أ- الاهداف المعرفية

أ1-تعريف الطالب بمفهوم واهمية البحث العلمي والدراسه العلمية

أ2-

أ3-

أ4-

أ5-

أ6-

ب - الاهداف المهاراتية الخاصة بالمقرر

ب1 -مهارة التحليل

ب2 - مهارة التنبوء بالحدث

ب3 –مهارة الكشف عن المستقبل .

طرائق التعليم والتعلم

1- **طريقة القاء المحاضرات**
2- **المجاميع الطلابية**
3- **العصف الذهني .**
4- **طريقة البحث والأكتشاف.**
5- **التقارير والدراسات**

طرائق التقييم

- **الاختبارات القصيرة.**
- **المهام والواجبات**
- **التقارير والبحوث**
- **المناقشات الصفية**
- **التقييم الجماعي**

ج- الاهداف الوجدانية والقيمية

ج1- تشجيع العمل الجماعي من خلال المشاريع المشتركة، مما يساعد الطلاب على تطوير مهارات التواصل والتعاون مع زملائهم.

ج2- تشجيع الطلاب على التفكير النقدي والتحليلي عند التعامل مع المعلومات والتقنيات المختلفة، مما يساعدهم على اتخاذ قرارات مستنيرة.

ج3- تشجيع الطلاب على تطوير مهاراتهم ومعارفهم بشكل دائم في الإدارة والتنظيم.

د - المهارات العامة والتأهيلية المنقولة (المهارات الأخرى المتعلقة بقابلية التوظيف والتطور الشخصي).

د1-تشجيع الطلبة على التواصل اللفظي والعمل الجماعي والتحليل والتعمق.

د2-تشجيع الطلبة عل الإبداع وخلق روح المثابرة ونكر الذات لديهم من خلال التشجيع المستمر على ضرورة التعاون المشترك والفاعل فيما بينهم لإنجاز متطلباتهم الدراسية.
د3-أكساب الطلبة معرفة بأهمية تطوير قابلياتهم من خلال تثقيف الذات بالاطلاع عل مختلف المعارف
د4- التأكيد عل تطوير المواهب الذاتية لدى الطلبة كالرياضة والفنون بكافة انواعه.

10. بنية المقرر

الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة / أو الموضوع	طريقة التعليم	طريقة التقييم
الاول	2	مقدمة عن البحث العلمي	تعريف البحث العلمي اساسيات البحث العلمي	مناقشة	اجابة الاسئلة
الثاني	2	اساسيات البحث العلمي	ادوات البحث العلمي, المهام الاساسية لكتابة البحث العلمي	مناقشة	اجابة الاسئلة
الثالث	2	تطور البحث العلمي	تطور البحث العلمي مراحل تطور البحث العلمي , معايير ومواصفاتا الباحث الجيد , خصائص البحث العلمي	مناقشة	اجابة الاسئلة
الرابع	2	انواع البحوث	انواع البحوث اهداف البحث العلمي , مشكلات البحث العلمي , فرضيات البحث العلمي	مناقشة	اجابة الاسئلة
الخامس	2	جمع البيانات	طرائق وادوات جمع البيانات مصادر البيانات, طرق توزيع الاستبيان, مزايا وقيود الاستبيان ,	مناقشة	اجابة الاسئلة
السادس	2	امتحان شهر اول	امتحان الشهر الاول	مناقشة	اجابة الاسئلة
السابع	2	طرق جمع البيانات	طرائق وادوات جمع البيانات المقابله, انواع المقابلات, الاخطاء التي يمكن ان تقع في المقابلات	مناقشة	اجابة الاسئلة
الثامن	2	التقرير العلمي	كتابة التقرير لعلمي مكونات تقرير البحث , التمهيد , المتن , المراجع والملاحق	مناقشة	اجابة الاسئلة
التاسع	2	كتابة التقرير العلمي	كتابة التقرير لعلمي 1-صياغه البحث 2-دقه صياغه 3-,الافكار واستخدام	مناقشة	اجابة الاسئلة

		الجمل والتراكيب المناسبه ,4- اختيار الكلمات والعبارات التي تخدم الهدف 5- النحو والصرف 6- الترقيم 7- استخدام الاشارات المختصرات			
العاشر	2	مصادر المعلومات	توثيق مصادر المعلومات الاقتباس ,طرائق التوثيق , 1-استخدام نظام هارفارد 2-استخدام نظام جمعيه علماء النفس الامريكيه 3-استخدام نظام التاشيره المرجعي في التوثيق	مناقشة	اجابة الاسئلة
الحادي عشر	2	دراسة انواع المصادر	1- توثيق مصادر الكتب 2- التوثيق للدراسات والمقالات المنشوره في المجلات العلميه والثقافيه	مناقشة	اجابة الاسئلة
الثاني عشر	2	دراسة امثله مصادر المعلومات	امثله تطبيقيه لتوثيق المصادر 1- التوثيق من رسائل الماجستير واطروحات الدكتوراه 2-التوثيق من وقائع المؤتمرات	مناقشة	اجابة الاسئلة

			والندوات العلميه		
الثالث عشر	2	دراسة مصادر المعلومات مع امثلة تطبيقية لانواع المصادر	امثلة تطبيقية توثيق المصادر 3- التوثيق من مصادر معلومات اخرى 4-التوثيق من مصادر المعلومات المسموعه والمرئيه 5- التوثيق من مصادر الكترونية	مناقشة	اجابة الاسئلة
الرابع عشر	2		امتحان الشهر الثاني	مناقشة	اجابة الاسئلة
الخامس عشر	2	مناقشة	مناقشه البحوث والتقارير	مناقشة	اجابة الاسئلة

11. البنية التحتية	
1- الكتب المقررة المطلوبة	**مناهج البحث العلمي (احمد حسين الرفاعي)** **اساليب البحث العلمي للدكتور محفـوظ جـودة**
2- المراجع الرئيسية (المصادر)	
أ) الكتب والمراجع التي يوصى بها (المجلات العلمية ،التقارير ،.....)	
ب) المراجع الالكترونية ،مواقع الانترنيت ،.....	المواقع ذات الصله

12. خطة تطوير المقرر الدراسي
دراسة ومتابعة المصادر الحديثة **استخدام وسائل عرض حديثة**

Course Description Form

Course Description

This course description provides a concise summary of the main features of ,the course and the learning outcomes expected of the student demonstrating whether the student has made the most of the available .learning opportunities . It must be linked to the program description

University of Maysan - College of Administration and Economics	Educational institution .1
Department of Economics / General Branch	/ Scientific Department .2 Center
International Finance	Course Name/Code .3
My presence	Available attendance forms .4
2025/2024	semester/year .5
hours *60*	Number of study hours .6 (total)
	Date this description was .7 prepared
Course objectives .8	
. Understand the basic concepts of international finance and its tools- . Analyze the impact of international finance on local and global economies- Study the role of international financial institutions in managing international- . finance . Develop skills in analyzing and evaluating international financial markets-	

Course outcomes , teaching, learning and assessment methods .9

A- Cognitive objectives

A-1- Understanding the basic concepts of international finance and its tools such as foreign currencies, financial derivatives, and international financial markets .

A-2- Analyzing the impact of international finance on local and global economies .

A-3- Study the role of international financial institutions such as the International Monetary Fund and the World Bank .

A-4- Understanding Financial Risk Management in International Finance .

A-5- Analysis of international financial crises and the role of international finance in overcoming them .

A-6- Understanding the laws and regulations governing international finance

B - Course specific skill objectives

B1- Develop international financial analysis skills .

B2- Ability to evaluate international financial instruments and make investment decisions .

B3- Analyzing international financial data and using it in decision making .

B4- Developing presentation and communication skills in the international financial field

Teaching and learning methods

- Theoretical lectures .
- Group discussions .
- Case studies .
- Presentations by students .

Evaluation methods

- Theoretical tests .
- Research projects .
- Analytical reports .
- Participate in class discussions .
- Presentations .

C- Emotional and value goals

A1- Promoting commitment to business ethics in the international financial field .

A2- Developing a sense of social responsibility in dealing with international financial issues .

A3- Promoting teamwork and cooperation in solving international financial problems .

A4- Raising awareness of the importance of transparency in international finance .

Teaching and learning methods
• . Discussions on business ethics in international finance • . Case studies on international financial crises and their impact on society
Evaluation methods
• . Evaluating participation in ethical discussions • . Case study reports
D - General and transferable skills)other skills related to employability and (personal development. 1- . Develop critical and analytical thinking skills 2- . Improve communication and presentation skills 3- . Enhance the ability to work within a team 4- .Developing time management and organizational skills

Course structure .10					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Test and discussions	Interactive lecture	The concept of international finance, factors of its emergence and ,development and its types	The concept of international finance, factors of its emergence and ,development and its types	2	the first
Test and discussions	Interactive lecture	The importance of international finance and the elements of the international economic system	The importance of international finance and the elements of the international economic system	2	the second
Test and discussions	Interactive lecture	Modern trends in international finance	Modern trends in international finance	2	the third
Test and discussions	Interactive lecture	financial derivatives	financial derivatives	2	Fourth
Test and discussions	Interactive lecture	International funding sources	International funding sources	2	Fifth
Test and discussions	Interactive lecture	Justifications for resorting to international funding	Justifications for resorting to international funding	2	Sixth
Test and discussions	Interactive lecture	Global debt as a source of international financing	Global debt as a source of international financing	2	Seventh
Test and discussions	Interactive lecture	International and regional financial institutions for international financing International Monetary Fund	International and regional financial institutions for international financing International Monetary Fund	2	The eighth
Test and	Interactive	World Bank and	World Bank and	2	Ninth

discussions	lecture	regional financing institutions	regional financing institutions		
Test and discussions	Interactive lecture	International banks)concept (and forms	International banks)concept (and forms	2	tenth
Test and discussions	Interactive lecture	International bank loans	International bank loans	2	eleventh
Test and discussions	Interactive lecture	The concept of the balance of payments, its functions and divisions	The concept of the balance of payments, its functions and divisions	2	twelfth
Test and discussions	Interactive lecture	Foreign direct investment and its advantages and limitations	Foreign direct investment and its advantages and limitations	2	thirteenth
Test and discussions	Interactive lecture	Forms of foreign direct investment	Forms of foreign direct investment	2	fourteenth
			monthly exam	2	fifteenth

infrastructure .11	
International Finance: Theoretical Foundations and Analytical .Methods	Required textbooks -1
-Taif Prof. Dr. Mayeh Shabib Al Shammari, Asst. Prof. Dr. Hassan Karim Hamza Second Edition 2019	Main References -2 (Sources)
Research, periodicals and information technology via the Internet according to the .course topics	Recommended books and (أ references) scientific (.journals, reports , etc
Iraqi Academic Journal , Google Scholar	Electronic references (ب, ... ,websites

Curriculum Development Plan .12

- Update scientific content periodically to keep pace with developments in international finance .
- Adding recent case studies dealing with international financial crises .
- Enhancing the use of technology in international financial analysis through specialized programs

Course Description Form

Course Description

This course description provides a concise summary of the main features of ,the course and the learning outcomes expected of the student demonstrating whether the student has made the most of the available .learning opportunities . It must be linked to the program description

University of Maysan - College of Administration and Economics	Educational institution .1
Department of Economics / General Branch	/ Scientific Department .2 Center
fiscal policy	Course Name/Code .3
My presence	Available attendance forms .4
2025/2024	semester/year .5
hours *60*	Number of study hours .6 (total)
	Date this description was .7 prepared
Course objectives .8	

Course outcomes , teaching, learning and assessment methods .9

A- Cognitive objectives

- Understanding the theoretical foundations of fiscal policies
- The student should be able to explain the basic principles of financial policies such as . government spending policy, taxes, and the state budget
- Analyzing the relationship between fiscal policy and economic growth
- The student should be able to analyze the impact of different fiscal policies on the ,macroeconomy, such as the impact of public spending and taxes on inflation, unemployment . and economic growth
- The student will be able to evaluate different financial instruments)such as taxes, government . (spending, and public debt

B - Course specific skill objectives

1- . Implementing economic analysis of financial policies

2- Developing the skill of analyzing various financial policies using macroeconomic .tools such as quantitative economic analysis and economic models

3- .Applying the theoretical foundations of financial policies to practical cases

4- The ability to apply theoretical concepts in financial policies in analyzing real-life .situations and contemporary economic challenges

5- Using financial data to evaluate financial policies

Teaching and learning methods

- . Theoretical lectures
- . Group discussions
- . Case studies
- . Presentations by students

Evaluation methods

- . Theoretical tests
- . Research projects
- . Analytical reports
- . Participate in class discussions
- . Presentations

C- Emotional and value goals

-1 Developing awareness of economic responsibility : by enhancing students' sense of responsibility towards economic decisions that affect society, and encouraging them to think about the impact of . financial policies on different segments of society

- 2 Promoting ethical values in financial decision-making : Reinforcing the importance of ethical values such as justice and equality in financial decision-making, especially when addressing issues such . as wealth distribution and reducing economic disparities between social classes

-3 '**Stimulating critical thinking regarding government financial policies** : Developing students critical thinking skills regarding the financial policies followed in different countries, which helps them evaluate the effectiveness of these policies and measure the extent to which they meet social and

. economic needs
Teaching and learning methods
• (Traditional education)lectures • inquiry-based learning • Class discussions and debates
Evaluation methods
• . Evaluating participation in ethical discussions • . Case study reports • . Research projects
D - General and transferable skills)other skills related to employability and personal development). 1- Develop critical and analytical thinking skills . 2- Improve communication and presentation skills . 3- Enhance the ability to work within a team . 4- Developing time management and organizational skills.

Course structure .10					
week	watches	Required learning outcomes	Unit name/topic	Teaching method	Evaluation method
the first	2	The origin and development of fiscal policy	The origin and development of fiscal policy	Interactive lecture	Test and discussions
the second	2	Fiscal policy tools and standards	Fiscal policy tools and standards	Interactive lecture	Test and discussions
the third	2	and objectives of fiscal policy	and objectives of fiscal policy	Interactive lecture	Test and discussions
Fourth	2	Stages and tools of fiscal policy	Stages and tools of fiscal policy	Interactive lecture	Test and discussions
Fifth	2	Monetary effects of fiscal policy	Monetary effects of fiscal policy	Interactive lecture	Test and discussions
Sixth	2	Economic effects of fiscal policy	Economic effects of fiscal policy	Interactive lecture	Test and discussions
Seventh	2	Self-stabilizing factors	Self-stabilizing factors	Interactive lecture	Test and discussions
The eighth	2	,The tax system its types, and tax pressure	,The tax system its types, and tax pressure	Interactive lecture	Test and discussions
Ninth	2	Fiscal policy in light of interventionist policy	Fiscal policy in light of interventionist policy	Interactive lecture	Test and discussions
tenth	2	Factors affecting the effectiveness of fiscal policy	Factors affecting the effectiveness of fiscal policy	Interactive lecture	Test and discussions
eleventh	2	The concept and types of disability	The concept and types of disability	Interactive lecture	Test and discussions
twelfth	2	The concept and types of religion	The concept and types of religion	Interactive lecture	Test and discussions
thirteenth	2	The relationship between the	The relationship between the	Interactive lecture	Test and discussion

s		budget deficit and public debt	budget deficit and public debt		
Test and discussions	Interactive lecture	Mechanism of fiscal policy	Mechanism of fiscal policy	2	fourteenth
			monthly exam	2	fifteenth

infrastructure .11	
Fundamentals of Public Finance, Public Finance and Financial Legislation	Required textbooks -1
Written by Adel Ahmed Hashish and Taher Al-Janabi	Main References -2 (Sources)
Research, periodicals and information technology via the Internet according to the course topics.	أ) Recommended books and references) scientific (.journals, reports , etc
, Iraqi Academic Journal , Google Schooler Ministry of Finance and Central Bank Reports	ب) Electronic references, ... ,websites

Curriculum Development Plan .12
• Update scientific content periodically to keep pace with developments in international finance .
• Adding recent case studies dealing with international financial crises .
• Enhancing the use of technology in international financial analysis through specialized programs

Translated from Arabic to English - www.onlinedoctranslator.com

Course Description Form

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether he/she has made the most of the opportunities learning available. The course description must be linked to the program description.

1. Educational Institution	*Ministry of Higher Education and Scientific Research/ Administration and Economics College*
2. Scientific Department / Centre	*Economic department*
3. Course Name / Code	*Microeconomic*
4. Available Attendance Forms	*the audience*
5. Course / Year	*second/2024-2025*
6. Number of Study Hours (Total)	*3*
7. Date of Preparing of this Description	
8. Course Objectives	
A- Objectives and educational benefit in analyzing microeconomic theory *B - Identify the most important theories that address consumer behavior, producer behavior, and balances in markets* *C - Recognizing the importance of economic theory in drawing up micro-policies* *D - Identify the theoretical, mathematical and engineering applications of the theory*	

9. Course outcomes, Teaching, Learning and Evaluation methods
A-Cognitive Objectives *Applications of flexibility in economic policies .1* *Identify appropriate ways to solve economic problems -2* *The effectiveness of microeconomic tools in directing economic resources -3* *4- Learn about economic policies and ways to develop them*
B - Course Specific Skill Objectives *Linking the theoretical aspect of the subject to economic reality .1* *Allow students to discuss .2* *3. Teaching the student how to think logically to solve economic problems*
Teaching and Learning Methods
Explaining the material theoretically, giving examples from reality to link .1 *reality with the theoretical aspect* *By graphical and mathematical analysis of the material .2* *The role of some economic theory tools in correcting the economic path .3* *4. Stimulate understanding and involvement in the material by presenting some examples from economic reality*
Evaluation Methods
A - Student participation in preparing and explaining the material *B - Asking some questions external to the topic* *C - Discussing an economic problem* *D- Assigning students to prepare reports and research* *Conducting daily examinations*

C-Emotional and Value goals

: Value objectives

1. Enhancing the value of economic efficiency

2. Encouraging rational financial decision-making

3. Concern with social justice through equitable distribution of national income

4. Stimulating saving and investment

5. Create sound financial habits

Emotional goals

1. Expanding the student's understanding of the importance of economic awareness

2. Increased interest in economic issues of a social nature, such as poverty and unemployment

3. Disseminating critical thinking

4. Promoting patriotism and citizenship

Teaching and Learning Methods

Explaining the material theoretically, giving examples from reality to link reality with the theoretical aspect

2.By graphical and mathematical analysis of the material

3.The role of some economic theory tools in correcting the economic path

4. Stimulate understanding and involvement in the material by presenting some examples from economic reality

Evaluation Methods

A - Student participation in preparing and explaining the material

B - Asking some questions external to the topic

C - Discussing an economic problem

D- Assigning students to prepare reports and research

Conducting daily examinations

D - General Skills and Qualification Transferable (other skills related to employability and personal development).

1. Data analysis skills to make sound decisions

2. Effective communication skills and presenting ideas clearly

3. The ability to understand and explain economic phenomena

4. Possibility of participating in economic research and projects

10 .Course Structure					
The week	Hours	Required learning outcomes	Unit name/topic	Teaching method	Evaluation method
1	3	Understanding the theory of production and its elements	theory of production	Explanation of the lesson	discussion
2	3	Understand the law of diminishing returns	the law of diminishing returns	Explanation of the lesson	discussion
3	3	Understanding Indifferent production curves	theory of production	Explanation of the lesson	discussion
4	3	Knowing the behavior of cost curves	Cost theory	Graphic and mathematical analysis	Quiz
5	3	Learn about the introduction to studying markets	Markets	Graphic and mathematical analysis	Home work
6	3	Understanding the characteristics of the market and how to identify its types	Markets	Graphic and mathematical analysis	Home work
7	3	Identify the establishment's balance sheets	Markets	Graphic and mathematical analysis	Quiz
8	3			Graphic and	Home work

				mathematical analysis	
9	*3*	*Understanding price control by the monopolist*	*Markets*	*Graphic and mathematical analysis*	*Home work*
10	*3*	*Understanding the intellectual and applied framework*	*Markets*	*Graphic and mathematical analysis*	*Home work*
11	*3*	*Understanding the intellectual and applied framework*	*General equilibrium theory and economic welfare*	*mathematical analysis*	*discussion*
12	*3*	*General equilibrium of production*	*General equilibrium of production*	*Explanation of the lesson Graphic*	*Home work*
13	*3*	*General equilibrium analysis of exchange*	*General equilibrium analysis of exchange*	*Explanation of the lesson Graphic*	*discussion*
14	*3*	*How to balance by fund*	*balance by fund*	*Explanation of the lesson Graphic*	*Quiz*
15	*3*	*Examination*			

11. Educational Supplies	
1- Required Textbooks	طارق العكيلي , الاقتصاد الجزئي , دار الكتب للطباعة والنشر , جامعة الموصل ,

	2001
2- Main References (Sources)	جي هولتن , الاقتصاد الجزئي , المفاهيم والتطبيقات , *1997*
A) Recommended Books and References (Scientific Journals, Reports, etc.)	*The Wall Street Journal*
B) Electronic References, Internet Websites, …	*https://www.bloomberg.com*

12. Curriculum Development Plan
Workshops, periodicals, software and websites

Translated from Arabic to English - www.onlinedoctranslator.com

Course Description Form

Course Description

Econometrics is a branch of economics that combines economic theories with real data to identify and test economic relationships, and to use mathematical and statistical models to predict future economic events. The econometrics course aims to provide the tools necessary to analyze economic data through econometric models and test economic hypotheses.

University of Maysan / College of Administration and Economics	*Educational institution .1*
Economy	*Sectionscientific/ Center .2*
Econometrics 2	*Course Name/Code .3*
Live in-person lectures	*Available attendance forms .4*
quarterly	*Chapter/Year .5*
3 hours (45 hours during the semester)	*Number of study hours(kidney) .6*
2024/2025	*Date this description was prepared .7*

8. Course objectives

1. Understand basic econometric concepts such as linear and nonlinear models, data distributions, and regression analysis.

2. Apply standard models to analyze real economic data.

3. Mastering the statistical methods used in testing economic hypotheses, such as testing hypotheses about the coefficients of standard models.

4. Analyze economic relationships using multiple regression techniques, and test model hypotheses.

5. Understand time series regression, including time series analysis and application

of appropriate methods.

6. Use statistical software to analyze economic data and interpret the results..

7. Enable students to understand the theoretical and practical foundations of econometrics.

8. Learn how to use statistical and economic tools to analyze data and test economic hypotheses.

9. Qualifying students to use standard models to interpret economic relationships and make predictions.

10. Develop students' technical skills in using statistical software such as EViews and STATA to analyze economic data.

9. OutputsThe decisionTeaching, learning and assessment methods

A-Cognitive objectives

A1- Understand the theoretical basics of econometrics, by identifying the concept and objectives of econometrics, understanding the relationship between theoretical economics and econometrics and how to apply econometric methods to test economic theories, Familiarity with the types of economic models used in econometrics, such as linear and nonlinear models.

A2-Know how to use basic statistical tools such as simple and multiple linear regression, and understand the concepts of correlation, multicollinearity and autocorrelation in economic data.,And learn about methods of testing hypotheses in standard models, such as T-tests and F-tests.

A3-Understand how to estimate coefficients in standard models using the least squares method, and recognize optimal estimation of coefficients in cases that may involve problems such as multicollinearity. .

A4-The ability to review standard models and evaluate their accuracy using goodness-of-fit tests, such as the ordinary least squares test, verify the validity of the hypotheses on which the models are built, and learn how to improve models in the event of problems such as multicollinearity or autocorrelation .

A5-Learn how to apply standard models to real economic problems such as supply and demand analysis, investment analysis, and price forecasting.

A6-Understand how econometrics is used in finance, macroeconomics, and microeconomics.

B - Course specific skill objectives

B1-Proficiency in using statistical software such as EViews and STATA in analyzing economic data.

B2- Ability to enter data, clean data, and perform statistical analysis using software, by applying standard models such as simple and multiple linear regression, and time series analysis.

B3-Testing statistical hypotheses by performing hypothesis tests using t-tests and F-tests to evaluate coefficients.,Use validity tests such as multicollinearity and autocorrelation to ensure the validity of the model. .

B4-Dealing with non-ideal data such as multicollinearity and autocorrelation,and make corrections to the models such as using weighted regression or regression using least squares estimation. The rate.

B5 - Analyze economic data using appropriate methods,Depending on the type of data and sample size (e.g. simple linear regression, multiple regression, or nonlinear models).

B6-Ability to correctly analyze and interpret results derived from standard models.,andInterpret coefficient values in standard models such as linear regression and make economic inferences based on the analysis and interpret the relationship between economic variables.

Teaching and learning methods

The course of econometrics requires the use of a variety of methods to ensure that students not only acquire theoretical knowledge, but also possess practical skills that allow them to apply statistical tools and economic models to real data. Teaching and learning methods for the course include:

1. Theoretical lectures :

• Presentation of basic concepts: Through which the theoretical foundations of econometrics are taught, such as mathematical models, statistical methods, and hypothesis testing.

• Explaining standard models: It is explained how linear, nonlinear, and time series models are used in the analysis of economic data.

•Interactive explanation Lectures are used to explain how to develop standard models and analyze results, and students are encouraged to participate in discussions to

understand real-world applications.

2. Practical lessons and applied exercises:

• Application of statistical software: In practical sessions, students are trained to use statistical software such as EViews. and STATA to perform economic analysis and interpret data.

•Solving applied problems: Practical problems related to standard models such as simple and multiple linear regression, hypothesis testing, and time series analysis are solved using advanced software tools.

• Practical projects: Students may be assigned to analyze real data using standard methods learned, such as analyzing labor market or macroeconomic data.

3. Case studies:

• Analysis of real economic cases: Economic case studies are used to apply tools and theories to real data from different sectors (such as the financial sector or the public sector).

•Discussion of challenges and opportunities: These sessions encourage students to discuss practical applications of standard models and how to overcome challenges that may arise during analysis.

4. Project-based learning:

• Individual and group research projects: Students conduct economic analyses using econometric models on real data, and prepare reports or presentations on the results.

• Cooperative learning: Students are encouraged to work collectively in small groups to analyze a set of data and propose solutions to economic problems.

5. Class discussions and interactive activities:

•Group discussions: Discussions are used to stimulate students' critical thinking about the results reached in standard models.

Evaluation methods

Assessment in econometrics should be diverse and comprehensive, in line with the nature of the subject, which combines theoretical concepts and practical applications using advanced statistical tools., whereThe assessment includes a set of methods that allow measuring the level of students' understanding of basic concepts and their ability to apply them practically.,andThe evaluation methods used in econometrics

can be summarized as follows:

1. Theoretical tests (exams):

•Quiz: Used to assess students' understanding of basic concepts and statistical theories, may include multiple-choice questions,ArticlesShort, true/false questions.

• Term exams: assess students' level of understanding of theoretical material taught in lectures, such as basic standard models (linear regression, statistical tests, time series analysis).

•Final Examinations: Students are tested on their comprehensive understanding of all topics taught in the course, including how to use standard methods in economic analysis and interpret results.

2. Practical evaluation (statistical applications):

•Applied Reports: Students prepare analytical reports using statistical software such as STATA and EViews, and present the results obtained from the analysis of real economic data.

•Practical tests: Conduct tests that involve the use of statistical software to process economic data, such as applying linear regression, hypothesis testing, or time series analysis.

• Practical projects: Students are assigned practical projects that require them to collect data, apply appropriate standard tools, and draw economic conclusions. The final report and ability to interpret the results are evaluated.

3. Continuous evaluation:

• Weekly assignments: These include solving problems and application assignments related to standard models or statistical methods. These assignments help measure the ongoing understanding of concepts and the ability to apply them.

• Group assessment: Sometimes, students are assigned group projects, where they work together to analyze specific economic data and make recommendations based on the results. Both group and individual performance are evaluated within the group.

4. Class participation and discussions:

• Interactive discussions: Some assessment methods encourage students to participate in class discussions about applications of econometrics. The student's ability to participate in discussions and analyze economic cases is assessed.

• Presentations: In some cases, students are assigned to prepare presentations on

specific economic topics, in which they demonstrate how to apply standard tools and analyze data. The clarity of the presentation and the analytical quality of the results are evaluated.

5Final assessment (research work and in-depth reports):

•Final research work: At the end of the course, students may be required to prepare an economic research or data analysis report that reflects their ability to apply standard tools to a particular economic problem.

•The final evaluation of research projects includes an assessment of the methodology used, data analysis, research conclusions, and the student’s ability to interpret the results scientifically.

C-Emotional and value goals

WhichIt aims to develop students' personal values and attitudes within the framework of learning econometrics. In addition to enhancing ethical awareness and the ability to make informed decisions based on statistical analysis of economic data. The affective and value objectives of the econometrics course can be summarized as follows:

C1. Enhance the ability to think critically when dealing with economic data and analyzing it using standard methods.

andEncourage students to carefully review data and use standard tools to make informed, evidence-based decisions.andEnhance the ability to evaluate the validity and reliability of statistical models and the results derived from them.

C2. Promote ethical responsibility in the use of data, including protecting privacy and ensuring fairness when processing economic data.andEncourage students to think about the social and economic consequences of decisions based on econometric analysis, especially in contexts related to social justice or economic development.

In additionEncourage students to be honest when using statistical methods and to avoid manipulating data or results.

C3. Awareness of the importance of econometrics in daily lifethroughTo enhance understanding of the importance of econometrics as a tool for understanding and analyzing everyday economic problems, both at the individual and societal level.andTo deepen awareness of the impact of economic decisions based on statistical analysis on people's daily lives, such as fiscal or monetary policy decisions.

C4. Encourage thinking about macro- and micro-economic issues and appreciate the role of econometrics in understanding economic challenges in different contexts (e.g. developing and developed markets)andEncourage students to recognize global economic challenges, such as climate change or poverty issues, and how econometric

analysis can help find effective solutions.

C5.Encourage students andEnhance skillsThey are inTeamwork and collaboration .

Teaching and learning methods

A variety of methods are used to teach econometrics with the aim of providing students with the theoretical knowledge and practical skills that enable them to apply economic and statistical tools efficiently.andTeaching and learning methods vary to include lectures, practical exercises, applied studies, and group discussions.

1. Theoretical lectures:

•Lectures are used to introduce basic econometric concepts such as mathematical models, statistical methods, and software used.

•Advanced analytical tools such as multiple linear regression and time series analysis are presented in a systematic manner.

2. Practical exercises:

•Practical sessions are allocated to use statistical software such as EViews..

•Students apply standard models to real data and analyze the results individually or collectively.

•Exercises are conducted on how to analyze economic data and draw conclusions based on the results.

Evaluation methods

Econometrics requires a comprehensive assessment that reflects the student's understanding of theoretical concepts and the ability to apply econometric tools in practice. To achieve this andA variety of assessment methods can be used, combining theoretical tests and practical assessments. , so that it covers multiple aspects of student learning., andHere are some evaluation methods that can be used:

1. Theoretical assessment (exams):

• Midterm Exams: Midterm or semester exams are organized to measure students' understanding of theoretical concepts such as standard models (e.g. linear regression, hypothesis testing) and statistical techniques.

•Quizzes: Short tests are held from time to time to assess the student's understanding of the theoretical basics.andIncludes multiple choice questions, short essay questions,

and true/false questions.

•Final exam: aims to assess the student’s comprehensive understanding of basic and advanced concepts.andIncludes theoretical questions related to economic applications of standard models.

2. Practical evaluation (statistical applications):

• Analytical reports: Students prepare analytical reports using EViews, STATA, or R, dealing with real data, and applying standard models such as regression and hypothesis testing.

•Practical assessment: Students are given practical tasks to analyze data sets using standard methods.andThis includes applying simple linear regression or multiple analysis. And testing hypotheses on real data or simulated data.

3. Continuous evaluation:

• Research projects: Students are assigned research projects that require them to use standard tools to analyze specific economic problems.andEvaluation includes presenting the research results in a logical and sequential manner.

•Homework: Assignments are given that include applied problems such as constructing standard models and solving them using specialized software, with the results interpreted in a scientific manner.

4. Collaborative assessment (group work):

• Group projects: Students are assigned to work in groups to analyze an economic issue using standard tools.andTeamwork and effective role distribution within the group are valued.

• Group Presentations: Students give a group presentation of the results of their analyses. Students are assessed on their ability to communicate and interpret economic data and results clearly.

5.Class discussions and interactive discussions:

• Case discussions: Class discussions are used to review applications of econometrics in real-world economic situations., andStudents' participation and ability to analyze economic issues using standard methods are assessed.

•Interaction with discussions: The assessment is based on the student’s active participation in discussing topics related to how to apply standard models in economic analysis.

6Final assessment (research work and reports):

• Students are required to submit a comprehensive research report on a given economic topic using standard tools. The final report is evaluated based on accuracy of analysis and ability to interpret the results..

D - General and transferable skills (other skills related to employability and personal development).

Econometrics is not only about imparting specialized academic skills in economic data analysis, but also includes general and transferable skills that can be of great importance to the employability and personal development of students.AndThese skillsthatHelps students develop their employability and professional skills outside the academic subject.

D1. Learn how to analyze economic data and draw conclusions from it using statistical tools.andDeveloping the student's ability to think critically, evaluate the reliability of data, and interpret results carefully, which is critical in areas such as economic analysis and scientific research.

D2. Gaining skills in dealing with programs such as EViews to analyze economic data. This is considered an important technical skill that helps students get employed in the economic analysis and consulting sectors.andDeveloping the skill of extracting and analyzing data from large databases or real data, which is a skill required in many fields such as banks, consulting firms, and government agencies.

D3. Learn how to conduct scientific research in a systematic and organized manner, including formulating hypotheses, collecting data, and analyzing it using standard methods.andImprove academic writing skills, including writing research reports, preparing presentations, and presenting research findings in an organized and clear manner.

D4. Enhance skills of working within research or application teams to analyze economic data.whereThese skills help develop the ability to interact positively with colleagues and achieve joint professional results.as well asLearn to manage economic research or applied projects, organize time and distribute tasks among team members effectively.

D5. Ability to interpret and explain complex results to non-specialists. This skill is important in consulting or public sector work where economic analysis must be explained in a simplified manner.

D6. Learn how to use statistical data to make sound economic decisions in business management.Or the economy, academic research, and public policy., andGain skills to solve complex problems using standard models to analyze markets, financial policy, and economic changes.

D7. Enhancing students’ ability to learn independently and motivating them to follow

up on recent developments in the field of econometrics and use new technical tools.andDeveloping the student's ability to adapt to rapid changes in information technology and the digital economy.

D8. Learn how to plan and analyze economic issues in an organized manner.whereThis requires the ability to collect and organize information in ways appropriate to understanding and analyzing economic phenomena.andThe ability to take a systematic approach to solving economic problems by organizing ideas and using appropriate standard tools.

D9. Develop time management skills to complete tasks in a limited time, such as preparing reports or statistical analysis in short periods of time.andEnhance students' skills in completing research projects or solving problems within tight deadlines.

Course structure .10					
Evaluation method	*Teaching method*	*Unit name/topic*	*Required learning outcomes*	*Watches*	*The week*
The exam	*Lectures*	*Econometric model with multiple variables (multiple linear regression model)*		3	Week1
The exam	*Lectures*	*Description of the Multiple Econometric Model - Assumptions of the Multiple Linear Model*		3	Week2
The exam	*Lectures*	*Methods for estimating parameters of a multiple linear regression model (deviations, determinants)*		3	Week3
The exam	*Lectures*	*Multiple linear model hypothesis testing Significance testing of parameterst*		3	Week 4
The exam	*Lectures*	*coefficient of determinationR 2 -statistical testF*		3	Week 5
The exam	*Lectures*	*Analysis of variance table-confidence limit measurement*		3	Week 6
The exam	*Lectures*	*Autocorrelation*		3	Week7

		Problem (Causes of Autocorrelation)- Autocorrelation analysis			
The exam	*Lectures*	*Methods for estimating the autocorrelation coefficient*		3	Week 8
The exam	*Lectures*	*Test for the presence of autocorrelation*		3	Week 9
The exam	*Lectures*	*Self-association processing methods*		3	Week10
The exam	*Lectures*	*Multicollinearity problem The nature of polylinearity - its causes - its types*		3	Week11
The exam	*Lectures*	*Methods of testing the existence of multicollinearity*		3	Week12
The exam	*Lectures*	*The problem of heterogeneity of variance (the nature of the problem of heterogeneity of variance - its causes)*		3	Week13
The exam	*Lectures*	*Methods for detecting non-homogeneity of the error term*		3	Week14
The exam	*Lectures*	*Diagnostic problem (nature of the diagnostic problem - its*		3	Week 15

		conditions)			
		End of course exam		-	Week 16

11.Infrastructure	
Econometrics Book / Dr. Hussein Ali Bakhit and Dr. Sahar Fathallah (Methodological Book)	*Required Textbooks -1*
All good sources + econometrics books published online	*Main References (Sources) -2*
	A)Recommended books and references (scientific journals, reports, etc.)
	B)Electronic references, websites, etc.

12.Curriculum Development Plan

development Scheduled Study For the material Economy Standard Requires plan Comprehensive focus on to update Content, Enhance Methods Teaching, And connect The material In reality Practical and While Next plan Suggested:

1- Evaluate the current material by assessing the comprehensiveness of the content and its consistency with recent developments in econometrics..
2- Comparison of the course with similar courses at local and international universities.
3- Setting developmental objectives by developing students' understanding of econometric theories and their application and enhancing the ability to use econometric software (such asStata, EViews, R, or Python)
4- Linking theoretical concepts to practical applications. Developing quantitative and qualitative data analysis skills.
5- Updating the course content and enriching the content by including practical examples and real economic issues and using real data in practical applications.
6- Improving teaching methods
7- Update tools and supporting materials.

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Course Description Form

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether he/she has made the most of the opportunities learning available. The course description must be linked to the program description.

1. Educational Institution	*Faculty of Administration and Economics*
2. Scientific Department / Centre	*Economics*
3. Course Name / Code	*Mathematics*
4. Available Attendance Forms	*At the theatre hall*
5. Course / Year	*First / Year 1*
6. Number of Study Hours (Total)	*2hours / Total 30*
7. Date of Preparing of this Description	*10/1/2025*
8. Course Objectives	
Teaching students the fourth skills (reading / writing/ listening/ speaking)	

9. Course outcomes, Teaching, Learning and Evaluation methods

A-Cognitive Objectives

-Teaching students the basic Skills in Maths required in Economics.

B - Course Specific Skill Objectives

- Solving exercises more hard comparing with high school maths

Teaching and Learning Methods

Tutorial

Evaluation Methods

Exams 10 , Quiz 10 and solve exercises 10 , H.W. 10, report 10

C-Emotional and Value goals

- Increasing the confidence of students by developing the fundamental skills in Maths

Teaching and Learning Methods

Tutorial

Evaluation Methods

Monthly exam 10 /Quiz 10/ H.W. 10 / C.W. 10 / Reports 10

D - General Skills and Qualification Transferable (other skills related to employability and personal development).

- Solving more exercises aiming Maths for Economists

10 .Course Structure

The week	*Hours*	*Required learning outcomes*	*Unit name/topic*	*Teaching method*	*Evaluation method*
1 and 2	*4*	*Determining of points*	*Gradiant of a line*	*Tutorial*	*Solving exercise*
3 and 4	*4*	*Drawing a line*	*Finding of gradiant of a line*	*Tutorial*	*Solving exercice*
5 and 6	*4*	*Drawing the algebraic functions*	*Algebraic unctions*	*Tutorial*	*Solving exercise*
7 and 8	*4*	*Exam*	*Exam*	*Exam*	*Exam*
9 and 10	*4*	*Composition of functions*	*Composite function*	*Tutorial*	*Solving exercise*
11 and 12	*4*	*Finding the inverse function*	*Inverse function*	*Tutorial*	*Solving exercise*
13 and 14	*4*	*Exam*	*Exam*	*Exam*	*Exam*

11. Educational Supplies

1- Required Textbooks	*Mathematics for Economics and Business* *IAN JACQUES*
2- Main References (Sources)	
A) Recommended Books and References (Scientific Journals, Reports, etc.)	

B) Electronic References, Internet Websites, ...	

12. Curriculum Development Plan

Lecturer	**Head teacher**	**Dean**
D. Mudheher Albayati	A. P. Hayder Aljabri	A.P. Faeez Allamee

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Course Description Form

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether he/she has made the most of the opportunities learning available. The course description must be linked to the program description.

1. Educational Institution	*College of Administration and Economics / University of Misan*
2. Scientific Department / Centre	*Department of Economics*
3. Course Name / Code	*Oil industry 1*
4. Available Attendance Forms	*Lectures*
5. Course / Year	*Second Semester / Academic Year 2024-2025*
6. Number of Study Hours (Total)	*3 hours * 15 weeks = 45 hours*
7. Date of Preparing of this Description	*10/9/2024*
8. Course Objectives	
Providing the student with a cognitive skill about the concept of crude oil, crude oil prices, and the factors that affect its prices, such as sulfur content and density. The student is also provided with basic information about the stages of the oil industry, starting from the stage of research, exploration, and extraction, through the transportation of crude oil and its marketing in Iraq to benefit from it in institutions. The private and public oil sector, especially in our province of Misan, and the presence of many foreign investment oil companies.	

9. Course outcomes, Teaching, Learning and Evaluation methods

A-Cognitive objectives

A1-Definition of crude oil:

- *Understanding the term crude oil and its derivatives.*
- *Factors affecting the quality and price of oil.*

A2. Understanding the nature of the oil industry:

- *Understand the importance of oil as a major energy source and its role in the global economy.*
- *Understand the different processes involved in the oil industry, from exploration to production and refining.*

A3. Familiarity with environmental and regulatory issues:

- *Study the effects of the oil industry on the environment and the methods used to reduce environmental damage.*
- *Understanding the laws and regulations related to the oil industry.*

A4. Identify future challenges:

- *Discuss industry challenges such as dwindling resources, price volatility, and the shift towards renewable energy.*
- *Learn about modern innovations and technologies such as shale oil extraction and alternative energy.*

A5. Oil economics analysis:

- *Understand the impact of oil on local and global economies.*
- *Study the relationship between oil supply and demand and its prices.*

B - Course specific skill objectives

B1. Understanding the basic processes of the petroleum industry:

- *Identify the stages of oil and gas production (exploration, extraction, transportation, refining and marketing).*
- *Understand the techniques used in drilling wells and producing oil.*

B2. Application of technical and professional skills:

- *Learn how to use the tools and equipment used in the oil industry.*
- *Gain the ability to analyze geological and geophysical data.*

B3. Environmental and safety awareness:

- *Developing risk management skills in oil operations.*
- *Learn about international standards for safety and environmental protection in industry.*

B4. Problem solving and decision making skills:

- *Ability to deal with technical problems that may arise during production processes.*
- *Promote critical thinking to provide innovative solutions*

B5. Develop communication and teamwork skills:

- *Collaboration within multidisciplinary teams on oil projects.*
- *Document technical reports and present presentations in a professional manner.*

B6. Familiarity with modern technologies:

- *Understand the importance of digitization in improving operational efficiency.*

B7. Understanding the economics and regulatory environment of the petroleum industry:

- *Analysis of production cost and profitability.*
- *Learn about the laws and policies that affect the oil industry.*

Teaching and Learning Methods

1.The traditional (inductive) method.

• It depends on the teacher transferring information directly to the students through lectures or explanation.

• Features: Simple, suitable for theoretical information.

• Disadvantages: Reduces student interaction, relies on passive reception.

2. Collaborative learning

• Students are divided into small groups to work together to solve problems or complete tasks.

• Features: Promotes interaction, develops teamwork skills.

• Disadvantages: May be ineffective if not directed properly.

3. Learning by discovery

• It relies on involving students in the process of searching for knowledge on their own through experimentation or asking questions.

• Features: Promotes critical thinking and creativity.

• Disadvantages: May take longer.

4. Project-based learning

• Students are required to undertake real-life projects that enhance their understanding of course concepts.

• Features: Links learning to reality, enhances application skills.

• Disadvantages: It requires more planning and time.

5. E-learning

• It relies on the use of technology and the Internet in education, such as interactive videos and online lessons. Internet.

• Advantages: Flexible learning, access to diverse resources.

• Disadvantages: Requires technical skills, personal interaction may be reduced.

6. Problem-based learning (PBL)

• Students are asked to study a real-world problem and come up with innovative solutions.

• Features: Promotes critical thinking and problem solving.

• Disadvantages: May be difficult for early stage students.

7. Blended learning (Blended Learning

• Combines traditional and e-learning.

• Features: Balances direct interaction and flexibility.

• Disadvantages: Requires careful planning and implementation.

Evaluation Methods

a) Written exams

- *Questions include essay, multiple choice, and true or false questions.*
- *Features: Measure students' understanding of theoretical material.*
- *Disadvantages: May not reflect the level of applied skills.*

b) Oral examinations

- *The student is discussed orally to measure his understanding and ability to express himself.*
- *Features: Measures true understanding and communication.*
- *Disadvantages: May be biased or dependent on the student's speaking skills.*

2. Practical evaluation

- *It is used in disciplines that require applied skills (such as medicine, engineering, and the arts).*
- *Examples: projects, laboratory applications, or field experiments.*
- *Features: Reflects the student's efficiency in practical life.*
- *Disadvantages: Requires additional equipment and resources.*

3. Continuous evaluation (Formative Assessment

- *Includes short tests, assignments, or presentations throughout the semester.*
- *Features: Helps track student progress.*
- *Disadvantages: It requires time and effort from the teacher to follow up with all the students.*

4. Projects and Research

- *Students are required to prepare a research or project related to a particular subject.*
- *Features: Enhances analytical, writing and creativity skills.*
- *Disadvantages: Students may have difficulty with time management.*

5. Evaluation through presentations

- *The student is asked to present a topic in front of his classmates and teachers.*
- *Features: Measures presentation, research, and organization skills.*
- *Disadvantages: May be difficult for shy students.*

6. Classroom Participation Assessment

- *Includes interaction within lectures, such as answering questions and giving ideas.*

• *Features: Promotes classroom interaction.* • *Cons: May not be suitable for students with a quiet nature.* *7. Attendance and commitment-based assessment* • *The student is evaluated based on his attendance and participation in academic activities.* • *Features: Encourages students to commit.* • *Disadvantages: May be insufficient to measure academic proficiency.* *8. Electronic assessment* • *Includes electronic tests and project submission via educational platforms.* • *Advantages: Flexibility and ease of evaluation.* • *Disadvantages: Depends on technology availability, may encounter technical issues.* *9. Evaluation through open examinations (Open Book Exams* • *Students are allowed to refer to sources during the exam.* • *Features: Measures analysis and inference skills rather than memorization.* • *Disadvantages: May be difficult for inexperienced students.* *10. Peer-based assessment (Peer Assessment* • *Students evaluate each other's work.* • *Features: Promotes collaborative learning.* • *Disadvantages: May be inaccurate if not directed well*
C-Emotional and Value goals *A2- Raising environmental awareness* *A3-Promoting values and skills related to the oil sector in an educational and ethical manner that contributes to developing the personality of the student learner.* *A4- Enhancing economic values through the value of oil as an important economic pillar that affects the economic development of the country.*
Teaching and Learning Methods
D - General skills and Qualification Transferable (other skills related to employability and personal development). *D1- Verbal communication.* *D2-Teamwork.* *D3-Analysis and verification.* *D4-Written communication.* *D5-Planning and organizing.* *D6-Flexibility*

10 .Course Structure					
The week	*Hours*	*Required learning outcomes*	*Unit name/topic*	*Teaching method*	*Evaluation method*
1	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter1: Basic Petroleum Concepts** **1- Definition of oil** **2- Oil conversion standards and coefficients** **3- Its composition** **4- Oil formation theories**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*
2	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 1: Basic Petroleum Concepts** **5- Types of oil** **6- Economic functions of oil**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*
3	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 2:Theoretical to the oil industry** **1- The concept of oil industry** **2- Classification of economic activities of the oil industry**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*
4	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills	**3- Advantages of the oil industry** **4- The importance of the oil industry** **5- History of the oil industry** QUIZ 1	The quick examsud denWith out specifyin g the day for the student	*The total score for the questions is 5 points out of the total effort..*

		b.1skillstheory b. 2SkillsThe process.			
5	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 3:Oil Industry Financing** **1- Oil industry stages** **2- Research and investigation stage** **3-Excavation phase** **4- Extraction stage**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*
6	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Oil Industry Financing** **5- Refining stage** **6- Marketing stage** **7- Financial indicators of the oil industry** Assignment	1. Method of giving lectures. 2. Student groups. 3. Reports and studies. **The assignment includes linking scientific topics. (Lectures) on the practical side of the oil industry using artificial intelligence programs and toolsAI and optionally presented by the student**	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.* *The total score is 5 points out of the total effort.*

				using PPT	
7	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 4:Extractive oil industry** **1- Stages of extractive industry** **2-Extractive industry difficulties** **3-Extractive industry characteristics** **4-Extractive Industry Financing**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*
8	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	Midterm exam	It includes various questions covering the scientific material, including idea questions such as formulating a practical solution to a specific problem.	*The total score for the questions is 20 points out of the total effort.*
9	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 5** **1-Integration in the extractive industry** **2-Extractive industry contracts**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*

10	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 6 :Refining industry** **1- Refining concept** **2- Refining properties** **3- Difficulties of the refining process** **Discussion 1**	**These titles are presented according to artificial intelligence applications and modern scientific sources.**	*The total score is 2.5 points out of the total effort.*
11	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Refining industry** **4- Historical development of the refining industry** **5- Challenges facing the refining industry**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds.* *2. Feedback from students.* *3. Expression with faces.* *4. Learning matrix.* *5. Reports and studies.*
12	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Chapter 7:Oil industry development** **1-Foreign investment and its role in the development of the oil industry** **2-Laws for the development of the oil industry** **Discussion 2**	**These titles are presented according to artificial intelligence applications and modern scientific sources.**	*The total score is 2.5 points out of the total effort.*
13	3	A- Knowledge and understanding A.1FulfillmentCovering	**Chapter 8 :International and Arab**	1. Method of giving	*The total score for the questions is*

		the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**experiences in the development of the oil industryAnd** QUIZ 2	lectures. 2. Student groups. 3. Reports and studies.	*5 points out of the total effort.*
14	3	A- Knowledge and understanding A.1FulfillmentCovering the material Academic. A.2knowledgePublic Finance Concepts And its characteristics. for- Subject-specific skills b.1skillstheory b. 2SkillsThe process.	**Crude oil-Global crude oil market-Oil industry in Iraq**	1. Method of giving lectures. 2. Student groups. 3. Reports and studies.	*1. Exams of all kinds. 2. Feedback from students. 3. Expression with faces. 4. Learning matri x. 5. Reports and studies.*
15	3	Review	Intensive review of the study material for the entire course and preparing the student for the exam	----------	----------

11. Educational Supplies

1- <u>Scientific books and references:</u>

"Fundamentals of Petroleum" is a comprehensive book covering the basics of petroleum exploration a production.

"Petroleum Refining in Nontechnical Language" - William L. Leffler discusses refining in a simple and c manner.

"Oil and Gas Production Handbook" - Håvard Devold A reference that explains production processes i

oil and gas sector.

2- Specialized organizations and newspapers:

OPEC: The official website provides updated reports and statistics on global oil production and prices
opec.org (https://www.opec.org/)
International Energy Agency (IEA): Provides analytical reports on the energy and oil market.
iea.org (https://www.iea.org/)

3- Magazines and websites:

Oil & Gas Journal: A specialized magazine that provides technical analysis and articles about the oil ind
ogj.com (https://www.ogj.com/)
Rigzone: A website that provides news and reports on the oil and gas market and job opportunities i
sector.
rigzone.com (https://www.rigzone.com/)

4- International oil companies reports:

Reports from companies such as Saudi Aramco, BP, Shell, and ExxonMobil contain market insights an
strategies.
Example: BP Annual Energy Report (https://www.bp.com/en/global/corporate/energy-economics/statistical-review-of-world-energy.html)

5- Training courses and educational resources:

Sites like Coursera and edX offer courses on oil extraction techniques and petroleum engineering.
Examples: "Petroleum Engineering" course on Coursera.

6- Studies and research in Arabic:

You can view published research in Arab university libraries, such as the King Fahd University of Petr
and Minerals Library.
Articles in Arab magazines such as "Oil and Arab Cooperation" issued by the Organization of Arab Pet
Exporting Countries (OAPEC).

12. Curriculum Development Plan

1. *Developing the curriculum vocabulary according to the annual plan to update the approved curricula in the college.*
2. *Periodic review of the curriculum and updating it to suit the oil labor market.*
3. *Follow up on scientific conferences.*
4. *Compatibility with what is offered by similar educational institutions inside and outside Iraq.*
5. *Educating the student in his field of specialization with English terminology and working on developing it as a basic part of work in the private and public oil sector.*

Course Description Form

Course Description

This course description provides a concise summary of the main features of ,the course and the learning outcomes expected of the student demonstrating whether the student has made the most of the available .learning opportunities . It must be linked to the program description

University of Maysan - College of Administration and Economics	Educational institution .1
Department of Economics / Oil and Gas Branch	/ Scientific Department .2 Center
Oil economics	Course Name/Code .3
My presence	Available attendance forms .4
2025/2024	semester/year .5
hours 60	Number of study hours .6 (total)
	Date this description was .7 prepared
	Course objectives .8

-

1. Understanding the Oil and Gas Industry: Students learn how the oil and gas industry works in terms of production, exploration, extraction, and distribution, and its role in the economy.

2. Analysis of global oil markets: Studying how international oil markets work, including supply and demand, oil pricing, and the impact of geopolitical and economic events on these markets.

3. Analyze the factors affecting oil prices: Understand the various factors that affect oil pricing, such as global supply and demand, oil reserves, technology, and political tensions.

4. Understanding the role of oil in the national economy: Students study how the oil sector impacts the local economy, including its contribution to GDP, government revenues, and employment.

5. Oil Crisis Analysis: Studying historical crises faced by the oil sector, such as the oil crisis of the 1970s, price fluctuations, and how these crises impacted the global economy.

9. Course outcomes , teaching, learning and assessment methods
A- Cognitive objectives 1- Understand the basic concepts in oil economics, including supply and demand, pricing, and volatility in oil markets. 2- Analyzing the economic and political factors affecting oil production and export, with a focus on the case of Iraq. 3- Study the impact of changes in oil prices on the macroeconomy, including the general budget, balance of payments, and economic growth. 4- Evaluating the role of international organizations such as OPEC in regulating oil markets.
B - Course specific skill objectives 1- The ability to analyze oil data and understand market dynamics. 2- Critical thinking in evaluating oil policies and their impact on the national economy. 3- Using economic models to understand the relationship between oil prices and economic growth. 4- Developing financial and economic strategies to address oil price fluctuations.
Teaching and learning methods
• For interactive lectures to explain basic concepts. • Case studies on global and Iraqi oil markets. • Group discussions on developments in oil markets.
Evaluation methods
• Theoretical tests .

- Research projects .
- Analytical reports .
- Participate in class discussions .
- Presentations .

C- Emotional and value goals

1- Raising economic awareness of the importance of the oil sector and its role in economic and social development.

2. Developing a sense of responsibility towards managing oil resources and their sustainability for future generations.

3. Promoting the values of integrity and transparency in dealing with oil data and economic analysis.

4. Instilling a sense of national belonging by recognizing the importance of oil as a strategic resource for the state.

5. Encourage critical and ethical thinking on oil and energy issues, such as fairness in resource distribution and the impacts of environmental change.

6. Enhancing teamwork and cooperation in studying and analyzing oil economic issues.

Teaching and learning methods

Interactive lectures to explain basic concepts.

Case studies on global and Iraqi oil markets.

Data analysis using statistical software.

(Field visits to oil establishments)if possible.

Group discussions on developments in oil markets.

Evaluation methods

- Evaluating participation in ethical discussions .
- Case study reports .

D - General and transferable skills)other skills related to employability and personal development).

1- Develop critical and analytical thinking skills .

2- Improve communication and presentation skills .

3- Enhance the ability to work within a team .

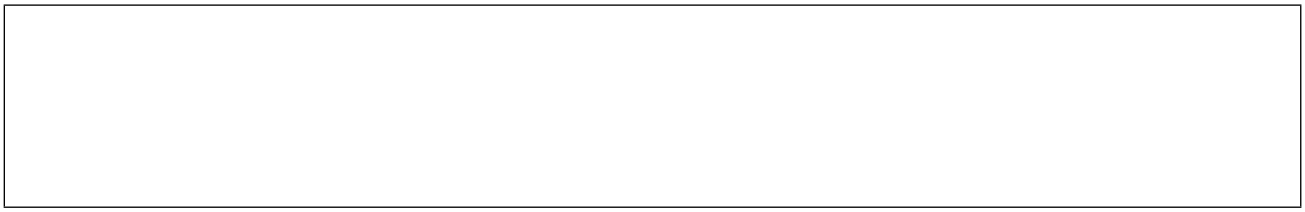
4- Developing time management and organizational skills.

Course structure .10					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Test and discussions	Interactive lecture	**The nature of the oil industry**	**The nature of the oil industry**	*2*	the first
Test and discussions	Interactive lecture	**Definition of oil economy and its limits**	**Definition of oil economy and its limits**	*2*	the second
Test and discussions	Interactive lecture	**Economics of the stages of the oil industry**	**Economics of the stages of the oil industry**	*2*	the third
Test and discussions	Interactive lecture	**Crude oil display**	**Crude oil display**	*2*	Fourth
Test and discussions	Interactive lecture	**Hurt Box and the Depleting Resource Cycle**	**Hurt Box and the Depleting Resource Cycle**	*2*	Fifth
Test and discussions	Interactive lecture	**consumption stage economy**	**consumption stage economy**	*2*	Sixth
Test and discussions	Interactive lecture	**Monopolistic concentration in the oil industry**	**Monopolistic concentration in the oil industry**	*2*	Seventh
Test and discussions	Interactive lecture	**Oil investment patterns**	**Oil investment patterns**	*2*	The eighth
Test and discussions	Interactive lecture	**Economic analysis of the international crude oil market**	**Economic analysis of the international crude oil market**	*2*	Ninth
Test and discussions	Interactive lecture	**Types of oil prices**	**Types of oil prices**	*2*	tenth
Test and discussions	Interactive lecture	**Tracks affecting oil prices**	**Tracks affecting oil prices**	*2*	eleventh
Test and discussions	Interactive lecture	**global oil reserves**	**global oil reserves**	*2*	twelfth

Test and discussions	Interactive lecture	**Alternative energy sources**	**Alternative energy sources**	*2*	thirteenth
Test and discussions	Interactive lecture	**Arab international organizations in the field of oil**	**Arab international organizations in the field of oil**	*2*	fourteenth
		Economic analysis of OPEC's behavior	**Economic analysis of OPEC's behavior**	*2*	fifteenth

infrastructure .*11*	
Required textbooks -*1*	**. Oil economics** -2
Main References -*3* (Sources)	**Prof. Dr. Ahmed Hussein Ali Al-Hiti, First .Edition 2000**
أ) Recommended books and references) scientific (.journals, reports , etc	**Research, periodicals and information technology via the Internet according to the .course topics**
ب) Electronic references, ... ,websites	Iraqi Academic Journal , Google Scholar

Curriculum Development Plan .*12*
Updating the scientific content of the course -*1* .Including the latest economic theories related to oil markets -*2* .Updating data and statistics on the global and Iraqi oil economy -*3* .Including recent case studies on the impact of global crises on oil prices -*4* Encouraging students to conduct field research on the impact of oil on the Iraqi -*5* .economy Supporting applied projects that link the oil economy to the state's general -*6* .policies -Providing opportunities for students to publish their research on oil issues in peer -*7* .reviewed scientific journals



Course Description Form

Course Description

This course description provides a concise summary of the main features of ,the course and the learning outcomes expected of the student demonstrating whether the student has made the most of the available .learning opportunities . It must be linked to the program description

University of Maysan - College of Administration and Economics	Educational institution .1
Department of Economics / General Branch	/ Scientific Department .2 Center
financial institutions	Course Name/Code .3
My presence	Available attendance forms .4
2025/2024	semester/year .5
hours 60	Number of study hours .6 (total)
	Date this description was .7 prepared
Course objectives .8	
Introducing students to the types of financial institutions and their economic -1 .roles Analyzing the role of financial institutions in economic growth and financial -2 .stability Study the organizational structure of financial institutions and their working -3 .mechanisms .Reviewing recent developments in banking and financial systems -4	

Course outcomes , teaching, learning and assessment methods .9

A- Cognitive objectives 1- Introducing students to the types of financial institutions and their economic roles. 2- Analyzing the role of financial institutions in economic growth and financial stability. 3- Study the organizational structure of financial institutions and their working mechanisms. 4- Reviewing recent developments in banking and financial systems.
B - Course specific skill objectives
Teaching and learning methods
. Theoretical lectures . Group discussions . Case studies . Presentations by students
Evaluation methods
.exams to measure theoretical understanding .Reports and research on various financial institutions .Continuous assessment through attendance and class participation
C- Emotional and value goals 1- Enhancing ethical and professional responsibility: - Instilling the principles of honesty and transparency in financial and banking transactions. - Raising awareness of the importance of adhering to ethical standards in financial institutions. 2- Raising awareness of the role of financial institutions in economic development: - Enhance students' awareness of the role of financial institutions in supporting economic growth and financial stability. - Instilling the values of financial justice and achieving sustainable development through responsible financial practices.
Teaching and learning methods
1- Interactive lectures : A- Presenting the basic concepts of financial institutions through direct explanation and presentations. b- Use discussion questions to enhance students' participation and understanding of

.the material

:Case-based learning -*2*

A- Analyzing case studies from local and international financial reality to understand .how financial institutions operate

.b- Applying financial theories to real-life examples to develop critical analysis skills

:Projects and applied research -*3*

A- Assigning students to prepare research on contemporary financial issues, such as .financial innovation and financial technology

b- Encourage them to use and analyze financial data to reach evidence-based .conclusions

Evaluation methods

- . Evaluating participation in ethical discussions
- . Case study reports

D - General and transferable skills) other skills related to employability and .(personal development

. analytical thinking skills*and* Developing critical -*1*

. communication and presentation skills*Improve* -*2*

. the ability to work within a team*Enhancing* -*3*

.Developing time management and organizational skills -*4*

Course structure .10					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Test and discussions	Interactive lecture	The concept of financial institutions	The concept of financial institutions	2	the first
Test and discussions	Interactive lecture	Distinctive activities of financial institutions	Distinctive activities of financial institutions	2	the second
Test and discussions	Interactive lecture	Financial Institutions Environment Management	Financial Institutions Environment Management	2	the third
Test and discussions	Interactive lecture	Banks, their types and importance	Banks, their types and importance	2	Fourth
Test and discussions	Interactive lecture	Commercial banks, their ,characteristics importance and types	Commercial banks, their ,characteristics importance and types	2	Fifth
Test and discussions	Interactive lecture	Investment and :Islamic Banking ,Concept Financing and Characteristics	Investment and :Islamic Banking ,Concept Financing and Characteristics	2	Sixth
Test and discussions	Interactive lecture	International banks and their organizational forms	International banks and their organizational forms	2	Seventh
Test and discussions	Interactive lecture	Financial structure of financial institutions	Financial structure of financial institutions	2	The eighth
Test and discussions	Interactive lecture	Capital adequacy of the financial institution	Capital adequacy of the financial institution	2	Ninth
Test and discussions	Interactive lecture	Financial and banking risks	Financial and banking risks	2	tenth
Test and	Interactive	Insurance	Insurance	2	eleventh

discussions	lecture	institutions: their concept and characteristics	institutions: their concept and characteristics		
Test and discussions	Interactive lecture	International financial institutions concept	International financial institutions concept	2	twelfth
Test and discussions	Interactive lecture	Tasks, functions and types of international institutions	Tasks, functions and types of international institutions	2	thirteenth
Test and discussions	Interactive lecture	Hedge Fund Concept and Characteristics	Hedge Fund Concept and Characteristics	2	fourteenth
			monthly exam	2	fifteenth

infrastructure .11	
Required textbooks -1	**financial institutions**
Main References -2 (Sources)	**.Taif A. Daala Farhan Talib, Asst -Prof. Dr. Haider Younis Al Moussawi, Dr. Muhammad Fayez First Edition 2016**
Recommended books and (أ references)scientific journals .reports, etc)	**Research, periodicals, information technology scientific articles and reports of the Central , Bank of Iraq, via the Internet according to .the course topics**
Electronic references (ب, ... ,websites	,*IMF* ,Iraqi Academic Journal , Google Scholar

Curriculum Development Plan .12
:Updating scientific content -1 - Incorporating the latest developments in financial markets and financial .(*FinTech*) technology - Updated examples and case studies to include recent financial crises and their .impact on financial institutions - Including new topics such as sustainable finance, financial inclusion, and .financial risk management

2. Strengthening practical aspects:

- Use financial analysis software such as *EViews* and *Excel* to analyze financial institution data.
- Assigning students applied research projects on the performance of banks and financial markets.
- Organizing workshops on financial risk assessment and investment portfolio management
- Promote interactive learning through case studies and financial simulations.

Translated from Arabic to English - www.onlinedoctranslator.com

Course Description Form

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether he/she has made the most of the opportunities learning available. The course description must be linked to the program description.

1. Educational Institution	*Faculty of Administration and Economics*
2. Scientific Department / Centre	*Economics*
3. Course Name / Code	*English*
4. Available Attendance Forms	*At the theatre hall*
5. Course / Year	*First / Year 2*
6. Number of Study Hours (Total)	*2 hours / Total 30*
7. Date of Preparing of this Description	*11/1/2025*
8. Course Objectives	
Teaching students the fourth skills (reading / writing/ listening/ speaking)	

9. Course outcomes, Teaching, Learning and Evaluation methods

A-Cognitive Objectives

-Teaching students the fourth Skills (Reading / writing / speaking / listening)

B - Course Specific Skill Objectives

- Finding the suitable words in texts and paraphrasing some sentences

Teaching and Learning Methods

Reading the texts and solving exercises

Evaluation Methods

Exams 10 , Quiz 10 , Exercises 10 , H.W. 10

C-Emotional and Value goals

- Increasing the confidence of students by developing the fundamental skills

Teaching and Learning Methods

Tutorial

Evaluation Methods

Monthly exam 10 /Quiz 10/ H.W. 10 / Exercises 10

D - General Skills and Qualification Transferable (other skills related to employability and personal development).

- Translating texts related to economics

10 .Course Structure					
The week	Hours	Required learning outcomes	Unit name/topic	Teaching method	Evaluation method
1 and 2	4	Reading	Towns	Tutorial	Solving exercise
3 and 4	4	writing	Computer	Tutorial	Solving exercice
5 and 6	4	Listening	Email	Tutorial	Solving exercise
7 and 8	4	Exam	Exam	Exam	Exam
9 and 10	4	Reading	Cooking	Tutorial	Solving exercise
11 and 12	4	Writing	Fashion	Tutorial	Solving exercise
13 and 14	4	Exam	Exam	Exam	Exam

11. Educational Supplies	
1- Required Textbooks	Headway
2- Main References (Sources)	
A) Recommended Books and References (Scientific Journals, Reports, etc.)	
B) Electronic References, Internet Websites, ...	

12. Curriculum Development Plan

Lecturer	Head teacher	Dean
D. Mudheher Albayati	A. P. Hayder Aljabri	P. D. Faeez Allamee

Translated from Arabic to English - www.onlinedoctranslator.com

Course Description Form

Course Description

Econometrics is a branch of economics that combines economic theories with real data to identify and test economic relationships, and to use mathematical and statistical models to predict future economic events. The econometrics course aims to provide the tools necessary to analyze economic data through econometric models and test economic hypotheses.

University of Maysan / College of Administration and Economics	*Educational institution .1*
Economy	*Sectionscientific/ Center .2*
Econometrics 2	*Course Name/Code .3*
Live in-person lectures	*Available attendance forms .4*
quarterly	*Chapter/Year .5*
3 hours (45 hours during the semester)	*Number of study hours(kidney) .6*
2024/2025	*Date this description was prepared .7*

8. Course objectives

1. Understand basic econometric concepts such as linear and nonlinear models, data distributions, and regression analysis.

2. Apply standard models to analyze real economic data.

3. Mastering the statistical methods used in testing economic hypotheses, such as testing hypotheses about the coefficients of standard models.

4. Analyze economic relationships using multiple regression techniques, and test model hypotheses.

5. Understand time series regression, including time series analysis and application

of appropriate methods.

6. Use statistical software to analyze economic data and interpret the results..

7. Enable students to understand the theoretical and practical foundations of econometrics.

8. Learn how to use statistical and economic tools to analyze data and test economic hypotheses.

9. Qualifying students to use standard models to interpret economic relationships and make predictions.

10. Develop students' technical skills in using statistical software such as EViews and STATA to analyze economic data.

9. OutputsThe decisionTeaching, learning and assessment methods

A-Cognitive objectives

A1- Understand the theoretical basics of econometrics, by identifying the concept and objectives of econometrics, understanding the relationship between theoretical economics and econometrics and how to apply econometric methods to test economic theories, Familiarity with the types of economic models used in econometrics, such as linear and nonlinear models.

A2-Know how to use basic statistical tools such as simple and multiple linear regression, and understand the concepts of correlation, multicollinearity and autocorrelation in economic data.,And learn about methods of testing hypotheses in standard models, such as T-tests and F-tests.

A3-Understand how to estimate coefficients in standard models using the least squares method, and recognize optimal estimation of coefficients in cases that may involve problems such as multicollinearity. .

A4-The ability to review standard models and evaluate their accuracy using goodness-of-fit tests, such as the ordinary least squares test, verify the validity of the hypotheses on which the models are built, and learn how to improve models in the event of problems such as multicollinearity or autocorrelation .

A5-Learn how to apply standard models to real economic problems such as supply and demand analysis, investment analysis, and price forecasting.

A6-Understand how econometrics is used in finance, macroeconomics, and microeconomics.

B - Course specific skill objectives

B1-Proficiency in using statistical software such as EViews and STATA in analyzing economic data.

B2- Ability to enter data, clean data, and perform statistical analysis using software, by applying standard models such as simple and multiple linear regression, and time series analysis.

B3-Testing statistical hypotheses by performing hypothesis tests using t-tests and F-tests to evaluate coefficients.,Use validity tests such as multicollinearity and autocorrelation to ensure the validity of the model. .

B4-Dealing with non-ideal data such as multicollinearity and autocorrelation,and make corrections to the models such as using weighted regression or regression using least squares estimation. The rate.

B5 - Analyze economic data using appropriate methods,Depending on the type of data and sample size (e.g. simple linear regression, multiple regression, or nonlinear models).

B6-Ability to correctly analyze and interpret results derived from standard models.,andInterpret coefficient values in standard models such as linear regression and make economic inferences based on the analysis and interpret the relationship between economic variables.

Teaching and learning methods

The course of econometrics requires the use of a variety of methods to ensure that students not only acquire theoretical knowledge, but also possess practical skills that allow them to apply statistical tools and economic models to real data. Teaching and learning methods for the course include:

1. Theoretical lectures :

• Presentation of basic concepts: Through which the theoretical foundations of econometrics are taught, such as mathematical models, statistical methods, and hypothesis testing.

• Explaining standard models: It is explained how linear, nonlinear, and time series models are used in the analysis of economic data.

•Interactive explanation Lectures are used to explain how to develop standard models and analyze results, and students are encouraged to participate in discussions to

understand real-world applications.

2. Practical lessons and applied exercises:

• Application of statistical software: In practical sessions, students are trained to use statistical software such as EViews. and STATA to perform economic analysis and interpret data.

•Solving applied problems: Practical problems related to standard models such as simple and multiple linear regression, hypothesis testing, and time series analysis are solved using advanced software tools.

• Practical projects: Students may be assigned to analyze real data using standard methods learned, such as analyzing labor market or macroeconomic data.

3. Case studies:

• Analysis of real economic cases: Economic case studies are used to apply tools and theories to real data from different sectors (such as the financial sector or the public sector).

•Discussion of challenges and opportunities: These sessions encourage students to discuss practical applications of standard models and how to overcome challenges that may arise during analysis.

4. Project-based learning:

• Individual and group research projects: Students conduct economic analyses using econometric models on real data, and prepare reports or presentations on the results.

• Cooperative learning: Students are encouraged to work collectively in small groups to analyze a set of data and propose solutions to economic problems.

5. Class discussions and interactive activities:

•Group discussions: Discussions are used to stimulate students' critical thinking about the results reached in standard models.

Evaluation methods

Assessment in econometrics should be diverse and comprehensive, in line with the nature of the subject, which combines theoretical concepts and practical applications using advanced statistical tools., whereThe assessment includes a set of methods that allow measuring the level of students' understanding of basic concepts and their ability to apply them practically.,andThe evaluation methods used in econometrics

can be summarized as follows:

1. Theoretical tests (exams):

•Quiz: Used to assess students' understanding of basic concepts and statistical theories, may include multiple-choice questions,ArticlesShort, true/false questions.

• Term exams: assess students' level of understanding of theoretical material taught in lectures, such as basic standard models (linear regression, statistical tests, time series analysis).

•Final Examinations: Students are tested on their comprehensive understanding of all topics taught in the course, including how to use standard methods in economic analysis and interpret results.

2. Practical evaluation (statistical applications):

•Applied Reports: Students prepare analytical reports using statistical software such as STATA and EViews, and present the results obtained from the analysis of real economic data.

•Practical tests: Conduct tests that involve the use of statistical software to process economic data, such as applying linear regression, hypothesis testing, or time series analysis.

• Practical projects: Students are assigned practical projects that require them to collect data, apply appropriate standard tools, and draw economic conclusions. The final report and ability to interpret the results are evaluated.

3. Continuous evaluation:

• Weekly assignments: These include solving problems and application assignments related to standard models or statistical methods. These assignments help measure the ongoing understanding of concepts and the ability to apply them.

• Group assessment: Sometimes, students are assigned group projects, where they work together to analyze specific economic data and make recommendations based on the results. Both group and individual performance are evaluated within the group.

4. Class participation and discussions:

• Interactive discussions: Some assessment methods encourage students to participate in class discussions about applications of econometrics. The student's ability to participate in discussions and analyze economic cases is assessed.

• Presentations: In some cases, students are assigned to prepare presentations on

specific economic topics, in which they demonstrate how to apply standard tools and analyze data. The clarity of the presentation and the analytical quality of the results are evaluated.

5Final assessment (research work and in-depth reports):

•Final research work: At the end of the course, students may be required to prepare an economic research or data analysis report that reflects their ability to apply standard tools to a particular economic problem.

•The final evaluation of research projects includes an assessment of the methodology used, data analysis, research conclusions, and the student’s ability to interpret the results scientifically.

C-Emotional and value goals

WhichIt aims to develop students' personal values and attitudes within the framework of learning econometrics. In addition to enhancing ethical awareness and the ability to make informed decisions based on statistical analysis of economic data. The affective and value objectives of the econometrics course can be summarized as follows:

C1. Enhance the ability to think critically when dealing with economic data and analyzing it using standard methods.

andEncourage students to carefully review data and use standard tools to make informed, evidence-based decisions.andEnhance the ability to evaluate the validity and reliability of statistical models and the results derived from them.

C2. Promote ethical responsibility in the use of data, including protecting privacy and ensuring fairness when processing economic data.andEncourage students to think about the social and economic consequences of decisions based on econometric analysis, especially in contexts related to social justice or economic development.

In additionEncourage students to be honest when using statistical methods and to avoid manipulating data or results.

C3. Awareness of the importance of econometrics in daily lifethroughTo enhance understanding of the importance of econometrics as a tool for understanding and analyzing everyday economic problems, both at the individual and societal level.andTo deepen awareness of the impact of economic decisions based on statistical analysis on people's daily lives, such as fiscal or monetary policy decisions.

C4. Encourage thinking about macro- and micro-economic issues and appreciate the role of econometrics in understanding economic challenges in different contexts (e.g. developing and developed markets)andEncourage students to recognize global economic challenges, such as climate change or poverty issues, and how econometric

analysis can help find effective solutions.

C5.Encourage students andEnhance skillsThey are inTeamwork and collaboration .

Teaching and learning methods

A variety of methods are used to teach econometrics with the aim of providing students with the theoretical knowledge and practical skills that enable them to apply economic and statistical tools efficiently.andTeaching and learning methods vary to include lectures, practical exercises, applied studies, and group discussions.

1. Theoretical lectures:

•Lectures are used to introduce basic econometric concepts such as mathematical models, statistical methods, and software used.

•Advanced analytical tools such as multiple linear regression and time series analysis are presented in a systematic manner.

2. Practical exercises:

•Practical sessions are allocated to use statistical software such as EViews..

•Students apply standard models to real data and analyze the results individually or collectively.

•Exercises are conducted on how to analyze economic data and draw conclusions based on the results.

Evaluation methods

Econometrics requires a comprehensive assessment that reflects the student's understanding of theoretical concepts and the ability to apply econometric tools in practice. To achieve this andA variety of assessment methods can be used, combining theoretical tests and practical assessments. , so that it covers multiple aspects of student learning., andHere are some evaluation methods that can be used:

1. Theoretical assessment (exams):

• Midterm Exams: Midterm or semester exams are organized to measure students' understanding of theoretical concepts such as standard models (e.g. linear regression, hypothesis testing) and statistical techniques.

•Quizzes: Short tests are held from time to time to assess the student's understanding of the theoretical basics.andIncludes multiple choice questions, short essay questions,

and true/false questions.

•Final exam: aims to assess the student’s comprehensive understanding of basic and advanced concepts.andIncludes theoretical questions related to economic applications of standard models.

2. Practical evaluation (statistical applications):

• Analytical reports: Students prepare analytical reports using EViews, STATA, or R, dealing with real data, and applying standard models such as regression and hypothesis testing.

•Practical assessment: Students are given practical tasks to analyze data sets using standard methods.andThis includes applying simple linear regression or multiple analysis. And testing hypotheses on real data or simulated data.

3. Continuous evaluation:

• Research projects: Students are assigned research projects that require them to use standard tools to analyze specific economic problems.andEvaluation includes presenting the research results in a logical and sequential manner.

•Homework: Assignments are given that include applied problems such as constructing standard models and solving them using specialized software, with the results interpreted in a scientific manner.

4. Collaborative assessment (group work):

• Group projects: Students are assigned to work in groups to analyze an economic issue using standard tools.andTeamwork and effective role distribution within the group are valued.

• Group Presentations: Students give a group presentation of the results of their analyses. Students are assessed on their ability to communicate and interpret economic data and results clearly.

5.Class discussions and interactive discussions:

• Case discussions: Class discussions are used to review applications of econometrics in real-world economic situations., andStudents' participation and ability to analyze economic issues using standard methods are assessed.

•Interaction with discussions: The assessment is based on the student’s active participation in discussing topics related to how to apply standard models in economic analysis.

6Final assessment (research work and reports):

• Students are required to submit a comprehensive research report on a given economic topic using standard tools. The final report is evaluated based on accuracy of analysis and ability to interpret the results..

D - General and transferable skills (other skills related to employability and personal development).

Econometrics is not only about imparting specialized academic skills in economic data analysis, but also includes general and transferable skills that can be of great importance to the employability and personal development of students.AndThese skillsthatHelps students develop their employability and professional skills outside the academic subject.

D1. Learn how to analyze economic data and draw conclusions from it using statistical tools.andDeveloping the student's ability to think critically, evaluate the reliability of data, and interpret results carefully, which is critical in areas such as economic analysis and scientific research.

D2. Gaining skills in dealing with programs such as EViews to analyze economic data. This is considered an important technical skill that helps students get employed in the economic analysis and consulting sectors.andDeveloping the skill of extracting and analyzing data from large databases or real data, which is a skill required in many fields such as banks, consulting firms, and government agencies.

D3. Learn how to conduct scientific research in a systematic and organized manner, including formulating hypotheses, collecting data, and analyzing it using standard methods.andImprove academic writing skills, including writing research reports, preparing presentations, and presenting research findings in an organized and clear manner.

D4. Enhance skills of working within research or application teams to analyze economic data.whereThese skills help develop the ability to interact positively with colleagues and achieve joint professional results.as well asLearn to manage economic research or applied projects, organize time and distribute tasks among team members effectively.

D5. Ability to interpret and explain complex results to non-specialists. This skill is important in consulting or public sector work where economic analysis must be explained in a simplified manner.

D6. Learn how to use statistical data to make sound economic decisions in business management.Or the economy, academic research, and public policy., andGain skills to solve complex problems using standard models to analyze markets, financial policy, and economic changes.

D7. Enhancing students’ ability to learn independently and motivating them to follow

up on recent developments in the field of econometrics and use new technical tools.andDeveloping the student's ability to adapt to rapid changes in information technology and the digital economy.

D8. Learn how to plan and analyze economic issues in an organized manner.whereThis requires the ability to collect and organize information in ways appropriate to understanding and analyzing economic phenomena.andThe ability to take a systematic approach to solving economic problems by organizing ideas and using appropriate standard tools.

D9. Develop time management skills to complete tasks in a limited time, such as preparing reports or statistical analysis in short periods of time.andEnhance students' skills in completing research projects or solving problems within tight deadlines.

Course structure .10					
Evaluation method	*Teaching method*	*Unit name/topic*	*Required learning outcomes*	*Watches*	*The week*
The exam	*Lectures*	*Econometric model with multiple variables (multiple linear regression model)*		3	Week1
The exam	*Lectures*	*Description of the Multiple Econometric Model - Assumptions of the Multiple Linear Model*		3	Week2
The exam	*Lectures*	*Methods for estimating parameters of a multiple linear regression model (deviations, determinants)*		3	Week3
The exam	*Lectures*	*Multiple linear model hypothesis testing Significance testing of parameterst*		3	Week 4
The exam	*Lectures*	*coefficient of determinationR 2 -statistical testF*		3	Week 5
The exam	*Lectures*	*Analysis of variance table-confidence limit measurement*		3	Week 6
The exam	*Lectures*	*Autocorrelation*		3	Week7

		Problem (Causes of Autocorrelation)- Autocorrelation analysis			
The exam	*Lectures*	*Methods for estimating the autocorrelation coefficient*		3	Week 8
The exam	*Lectures*	*Test for the presence of autocorrelation*		3	Week 9
The exam	*Lectures*	*Self-association processing methods*		3	Week10
The exam	*Lectures*	*Multicollinearity problem The nature of polylinearity - its causes - its types*		3	Week11
The exam	*Lectures*	*Methods of testing the existence of multicollinearity*		3	Week12
The exam	*Lectures*	*The problem of heterogeneity of variance (the nature of the problem of heterogeneity of variance - its causes)*		3	Week13
The exam	*Lectures*	*Methods for detecting non-homogeneity of the error term*		3	Week14
The exam	*Lectures*	*Diagnostic problem (nature of the diagnostic problem - its*		3	Week 15

		conditions)			
		End of course exam		-	Week 16

11.Infrastructure	
Econometrics Book / Dr. Hussein Ali Bakhit and Dr. Sahar Fathallah (Methodological Book)	*Required Textbooks -1*
All good sources + econometrics books published online	*Main References (Sources) -2*
	A)Recommended books and references (scientific journals, reports, etc.)
	B)Electronic references, websites, etc.

12.Curriculum Development Plan

development Scheduled Study For the material Economy Standard Requires plan Comprehensive focus on to update Content, Enhance Methods Teaching, And connect The material In reality Practical and While Next plan Suggested:

1- Evaluate the current material by assessing the comprehensiveness of the content and its consistency with recent developments in econometrics..
2- Comparison of the course with similar courses at local and international universities.
3- Setting developmental objectives by developing students' understanding of econometric theories and their application and enhancing the ability to use econometric software (such asStata, EViews, R, or Python)
4- Linking theoretical concepts to practical applications. Developing quantitative and qualitative data analysis skills.
5- Updating the course content and enriching the content by including practical examples and real economic issues and using real data in practical applications.
6- Improving teaching methods
7- Update tools and supporting materials.

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information معلومات المادة الدراسية					
Module Title	**Computer Skills**			Module Delivery	
Module Type	C			☒ Theory ☒ Lab ☒ Seminar ☐ Tutorial ☐ Practical ☐ Lecture	
Module Code	E104				
ECTS Credits	3				
SWL (hr/sem)	75				
Module Level		1	Semester of Delivery		1
Administering Department			College	Type College Code	
Module Leader	Zahraa Mousa Saad		e-mail	Zahraa.m.s@uomisan.edu.iq	
Module Leader's Acad. Title		Assistant lecturer	Module Leader's Qualification		
Module Tutor	Name (if available)		e-mail	E-mail	
Peer Reviewer Name		Name	e-mail	E-mails	
Scientific Committee Approval Date			Version Number	1.0	

Relation with other Modules العلاقة مع المواد الدراسية الأخرى			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية	
Module Aims أهداف المادة الدراسية	1. Understand and state the importance of computer literacy. 2. To develop the concepts of software design and the techniques of computer programming 3.Identify and explain what computers are and how they work, including the computer hardware components and their specifications and types. 4.understand the significance of computer-based information system in Educational Administration.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	1. To train for the use of personal computer in the world of business. 2. proficiency in electronic business management. 3. gain the desired skills required in electronic business management. 4. Understand the personal attributes valued by employers 5. Understand the principles of effective communication 6. Be able to use IT to communicate effectively 7. Be able to address personal development needs.
Indicative Contents المحتويات الإرشادية	1. In this course you will be exposed to the introductory aspect of computers and its application in administration and business. 2. the use of Microsoft Word in administrative management

Learning and Teaching Strategies استراتيجيات التعلم والتعليم	
Strategies	1. Information about subject syllabus and rules of assessment. 2. Lessons by provides study materials in form of texts, pictures, presentations, animations and interactive teaching. 3. The last part is dedicated to the final exam through assessment and tests.

Student Workload (SWL) الحمل الدراسي للطالب محسوب لـ ١٥ اسبوعا			
Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	75	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعيا	5
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	12	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعيا	6
Total SWL (h/sem)	100		

الحمل الدراسي الكلي للطالب خلال الفصل	

Module Evaluation تقييم المادة الدراسية					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	10% (10)	5, 10	LO #1, 2, 10 and 11
	Assignments	2	10% (10)	2, 12	LO # 3, 4, 6 and 7
	Projects / Lab.	1	10% (10)	Continuous	All
	Report	1	10% (10)	13	LO # 5, 8 and 10
Summative assessment	Midterm Exam	2hr	10% (10)	7	LO # 1-7
	Final Exam	2hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) المنهاج الاسبوعي النظري	
	Material Covered
Week 1	Introduction to computer software and operating system.
Week 2	History and Generations of Computers.
Week 3	Basic computer components and input and output units.
Week 4	Explanation of the Windows 10 operating system with its tools and bars.
Week 5	Operating systems, goals of operating system, desktop components, start and restart the computer.
Week 6	CPU, main memory unit, memory types.
Week 7	The computer platform, the main features of the personal computer, the factors that must be considered when purchasing the computer
Week 8	Computer viruses the most important steps to protect against hacking
Week 9	Overview Microsoft Word in Business
Week 10	Microsoft Word Features.

Week 11	Basic Document Creation.
Week 12	Home tab (Clipboard, Font, Paragraph, Style, Editing).
Week 13	Insert tab (Table , Picture , Shape Icons).
Week 14	Design tab(Watermark , page Color, Page Borders).
Week 15	Layout tab page setup and Paragraph .
Week 16	Preparatory week before the final Exam

Delivery Plan (Weekly Lab. Syllabus) المنهاج الاسبوعي للمختبر	
	Material Covered
Week 1	operation System (windows 10), Desktop.
Week 2	desktop components, start and restart the computer.
Week 3	Taskbar.
Week 4	create new folder, Icons, file, folder.
Week 5	Rename the folder, delete the folder, Recycle bin icon.
Week 6	Steps for Microsoft word .
Week 7	Toolbar Microsoft word .

Learning and Teaching Resources مصادر التعلم والتدريس		
	Text	Available in the Library?
Required Texts	No	Yes
Recommended Texts	No	No
Websites		

Grading Scheme مخطط الدرجات				
Group	Grade	التقدير	Marks (%)	Definition
Success Group (50 - 100)	A - Excellent	امتياز	90 - 100	Outstanding Performance
	B - Very Good	جيد جدا	80 - 89	Above average with some errors
	C – Good	جيد	70 - 79	Sound work with notable errors
	D - Satisfactory	متوسط	60 - 69	Fair but with major shortcomings
	E - Sufficient	مقبول	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	راسب (قيد المعالجة)	(45-49)	More work required but credit awarded
	F – Fail	راسب	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.