



Ministry of Higher Education and Scientific Research

Scientific Supervision and Evaluation Authority

Department of Quality Assurance and Academic Accreditation

Accreditation Department

**Academic
Program and
Module
Description
Guide**

Republic of Iraq

University of Misan – College of Basic Education

Department of English

2025–2026

Academic Program Description

University: University of Misan

College: College of Basic Education

Academic Department: Department of English

Academic Program: English Language

Final Degree Awarded: Bachelor's Degree in Basic Education – English Language

Study System: Semester System

Date of Description Preparation: 5/4/2026

Date of File Completion: 21/4/2026

Signature: 

Head of Department: Prof. Dr. Fatima Rahim Abdulhussein

Date: 21/4/2026

Signature: 

Scientific Assistant: Asst. Prof. Dr. Ammar Mohammed Hattab

Date: 21/4/2026

Reviewed by the Quality Assurance and Performance Evaluation Division

Signature: 

Division Director: Ali Mutlag Rhemah

Date: 21/4/2026



Approval of the Dean

Prof. Dr. Ghassan Kazim Jabr

Introduction

An academic program is a coordinated and structured package of modules that encompasses a set of organized educational experiences and procedures. Its primary purpose is to develop and refine graduates' knowledge and skills, enabling them to meet the demands of the labor market. The program is reviewed and evaluated annually through internal and external quality assurance procedures, including mechanisms such as the External Examiner Program.

The Academic Program Description provides a concise overview of the program's key features and its modules, highlighting the knowledge, skills, and competencies that students are expected to acquire in accordance with the program's intended learning outcomes. This description is of particular significance because it serves as the cornerstone for obtaining program accreditation. It is prepared collaboratively by the teaching staff under the supervision of the scientific committees within the academic departments.

This second edition of the guide presents an updated Academic Program Description following the revision of the content and components of the previous edition in light of recent developments in Iraq's higher education system. It includes the traditional academic program description for annual and semester-based systems, as well as the Academic Program Description adopted pursuant to the Directorate of Studies Circular No. TM 2906/3, dated May 3, 2023, concerning programs that implement the Bologna Process as the basis of their academic framework.

In this regard, we would like to emphasize the importance of preparing comprehensive descriptions of academic programs and module syllabi, as they play a vital role in ensuring the effective implementation and continuous improvement of the educational process.

Concepts and Terminology

Academic Program Description: The Academic Program Description provides a concise overview of the program's vision, mission, and objectives, including a clear and comprehensive description of the intended learning outcomes based on defined teaching and learning strategies.

Module Description: The Module Description provides a concise summary of the module's key characteristics and the intended learning outcomes that students are expected to achieve. It demonstrates the extent to which students have benefited from the available learning opportunities and is derived from the Academic Program Description.

Program Vision: The Program Vision presents an aspirational picture of the future of the academic program, aiming to establish it as an advanced, inspiring, motivating, realistic, and implementable program.

Program Mission: The Program Mission outlines, in a concise manner, the objectives and activities required to achieve them, while defining the program's developmental pathways and future directions.

Program Objectives: Program Objectives are measurable and observable statements describing what the academic program intends to accomplish within a specified period.

Curriculum Structure: The Curriculum Structure comprises all modules/modules included in the academic program in accordance with the adopted educational system (semester, annual, or Bologna Process). It includes all institutional requirements (Ministry, University, College, and Department) together with their corresponding credit units.

Learning Outcomes: Learning Outcomes refer to the integrated set of knowledge, skills, and values that students are expected to acquire upon the successful completion of the academic program. Each module should specify its intended learning outcomes in a manner that supports and fulfills the objectives of the program.

Teaching and Learning Strategies: Teaching and Learning Strategies are the approaches employed by faculty members to enhance students' learning and development. They consist of planned methods and activities designed to achieve the intended learning outcomes and encompass all classroom and extracurricular activities that contribute to the successful implementation of the academic program.

1. Program Vision

To achieve excellence and leadership in preparing English language teachers through the delivery of a rigorous academic program that aligns with national and international standards, promotes quality in education and scientific research, contributes to community service, and develops communication, research, and innovation skills to meet labor market demands and support sustainable development.

2. Program Mission

The Department of English at the College of Basic Education is committed to providing comprehensive academic education in the English language, its literature, and English language teaching methodologies. It aims to prepare scientifically and professionally qualified educators equipped with the linguistic, pedagogical, and research competencies required for effective teaching, while promoting the values of lifelong learning, digital transformation, and community engagement in alignment with the University's vision and strategic objectives.

3. Program Objectives

- To prepare qualified graduates with strong academic and professional competencies in the English language, English literature, linguistics, and English language teaching methodologies, enabling them to meet the needs of educational institutions and the labor market.
- To develop students' linguistic, communicative, research, critical thinking, and creative thinking skills while fostering self-directed learning and lifelong learning.
- To enhance students' pedagogical and technological competencies through the integration of modern teaching strategies, digital technologies, and artificial intelligence applications in English language teaching and learning.
- To promote scientific research, community engagement, academic integrity, and professional ethics, thereby contributing to sustainable development and ensuring the quality of education.

4. Program Accreditation

The Department is committed to fulfilling the requirements for program accreditation in accordance with the standards established by the Ministry of Higher Education and Scientific Research and in alignment with national quality assurance and academic accreditation standards.

5. Other External Influences

- The needs of the labor market, particularly within the education and teaching sectors.
- Global developments in English language education and applied linguistics.
- Digital transformation and technological advancements in education.

6. Program Structure

Program Structure	Number of Modules	Credit Units	Percentage	Remarks
Institutional Requirements	14	31	19%	Core Requirement
College Requirements	18	46	22%	Core Requirement
Department Requirements	31	87	59%	Core Requirement
Summer Training	None	—	—	—
Other	None	—	—	—

7. Program Description

Year / Level	Semester	Module Code	Module Title	Theoretical	Practical
First	First Semester	EB02DHR118	Democracy and Human Rights	2	—
First	First Semester	EB02DP115	Developmental Psychology	3	—
First	First Semester	EB02G113	Grammar	2	2
First	First Semester	EB02L112	Literature	2	—

First	First Semester	EB02C114	Reading Comprehension	1	2
First	First Semester	EB02C111	Conversation	1	2
First	First Semester	EB02C119	Computer	1	2
First	First Semester	EB02AL1210	Arabic Language	2	—
First	Second Semester	EB02EHE129	Environmental and Health Education	2	—
First	Second Semester	EB02PFE116	Principles of Education and Teaching	3	—
First	Second Semester	EB02IE128	Islamic Education	2	—
First	Second Semester	EB02G123	Grammar	2	2
First	Second Semester	EB02LSS124	Short Story	2	—
First	Second Semester	EB02P122	Phonetics	1	2
First	Second Semester	EB02C121	Conversation	1	2
Second	Third Semester	EB02AL2110	Arabic Language	2	—
Second	Third Semester	CURSE3	Curriculum and Textbooks	1	2
Second	Third Semester	EB02C211	Comprehension	2	—
Second	Third Semester	EB02G212	Grammar	2	2
Second	Third Semester	EB02LN223	Novel	2	—
Second	Third Semester	EB02P214	Phonetics	1	2
Second	Third Semester	EB02C216	Conversation	2	2
Second	Fourth Semester	EB02C225	Composition	1	2
Second	Fourth Semester	CLTSE4	Psychology of Teaching Classroom Thinking	2	2
Second	Fourth Semester	EB02EP217	Educational Psychology	2	—
Second	Fourth Semester	EB02C221	Comprehension	1	2
Second	Fourth Semester	EB02G222	Grammar	2	2
Second	Fourth Semester	EB02C229	Computer	1	2
Second	Fourth	EB02C226	Drama	2	—

	Semester				
Second	Fourth Semester	EB02P224	Phonetics	1	2
Second	Fourth Semester	EB02CBR219	Crimes of the Ba'ath Regime	2	—
Third	Fifth Semester	EB02GTM327	General Teaching Methods and Applications	3	—
Third	Fifth Semester	EEB02ME318	Educational Research Methods	3	—
Third	Fifth Semester	EB02G316	Grammar	2	—
Third	Fifth Semester	EB02L311	Linguistics	2	—
Third	Fifth Semester	EB02LD322	Drama	2	—
Third	Fifth Semester	EEB02C221	Comprehension	1	2
Third	Fifth Semester	EB02E314	Essay	2	—
Third	Sixth Semester	EB02SD323	Sustainable Development	2	—
Third	Sixth Semester	MEATH503	Measurement and Evaluation	2	—
Third	Sixth Semester	EEB02GTM327	Specialized Teaching Methods	2	—
Third	Sixth Semester	EB02CT218	Curriculum and Textbooks	2	—
Third	Sixth Semester	EB02L321	Discipline-specific Research Methods	2	—
Third	Sixth Semester	EB02L321	Linguistics	2	—
Third	Sixth Semester	EB02G326	Grammar	2	—
Third	Sixth Semester	EB02T312	Translation	2	—
Third	Sixth Semester	EB02AL3210	Arabic Literature	2	—
Fourth	Seventh Semester	EB02PE416	Professional Ethics	2	—
Fourth	Seventh Semester	EEB02P419	Educational Administration and Supervision	2	—
Fourth	Seventh Semester	EB02PEO418	Practical Education (Observation)	—	4
Fourth	Seventh Semester	EEB02T415	Transformational Grammar	2	—
Fourth	Seventh	EB02T412	Language Testing	2	—

	Semester				
Fourth	Seventh Semester	EB02T4133	Listening	2	1
Fourth	Seventh Semester	EB02T415	Translation	2	—
Fourth	Seventh Semester	PHIFO7	Philosophy	2	—
Fourth	Eighth Semester	EB02GP417	Graduation Research Project	2	—
Fourth	Eighth Semester	EB02PEP421	Teaching Practice (Practicum)	—	—

8. Expected Program Learning Outcomes

Knowledge Outcomes	1. Enable students to acquire specialized knowledge in the English language, including English literature, grammar, translation, conversation, general English, phonetics, poetry, reading comprehension, the novel, drama, the short story, the essay, and the development of scientific research skills. 2. Enhance students' educational and psychological knowledge through the study of the foundations of education, basic education, mental health, educational guidance and counseling, educational administration and supervision, general teaching methods, and educational technology. 3. Broaden students' general culture and develop their intellectual and communication skills through the study of computer science, Arabic language, Islamic education, human rights, democracy, and health education, while improving their academic writing and literary analysis skills. 4. Develop students' scientific research and academic thinking abilities by equipping them with systematic research skills and enabling them to apply these skills in linguistic and educational studies, thereby preparing them for postgraduate studies and contributing to community service..
Skill Outcomes	1. Develop students' linguistic competence in English by

	mastering grammar, conversation, reading comprehension, pronunciation, and writing, while enhancing literary style and translation skills between Arabic and English. 2. Develop students' analytical and scientific research skills through the study of English and Arabic literature, the novel, drama, the short story, the essay, and philosophy, as well as by applying scientific research methodologies in the preparation of academic studies and research projects. 3. Develop students' educational and pedagogical competencies through the study of the principles of education, educational psychology, general and specialized teaching methods, and educational technology, thereby preparing them to practice the teaching profession effectively and competently. 4. Enhance students' professional, technical, and administrative skills through the effective use of computers and modern instructional technologies, while developing competencies in educational administration, measurement and evaluation, curriculum design, and practical training to improve educational performance.
Values and Ethical Outcomes	1. Enhance students' national, educational, and social awareness and instill a sense of responsibility toward their professional and educational roles. 2. Develop commitment to the ethics of the teaching profession and human values, such as honesty, integrity, and objectivity in dealing with knowledge and students. 3. Encourage mutual respect and openness to different cultures and ideas through discussions and classroom activities. 4. Motivate students to engage in active participation, lifelong learning, and self-development in light of contemporary developments and modern technology.

9. Teaching and Learning Strategies

1. Interactive lectures and discussions.
2. Practical and applied exercises, such as essay writing, text translation, grammar exercises, and conversation practice.
3. Text and literary studies analysis: reading novels, plays, short stories, and philosophy, and discussing them critically.
4. Cooperative learning and group projects to develop discussion skills, brainstorming, teamwork, and participation in research and applied projects.
5. Workshops and field activities, such as practical training (Practicum) and applying teaching methods in schools.
6. Presentations and classroom presentations to enhance presentation skills, oral expression, and critical analysis.
7. Using modern educational tools, such as computers, digital presentations, and

interactive software, to support learning and apply skills.

10. Assessment Methods

1. Classroom participation and discussions to evaluate students' understanding of theoretical concepts and their ability to express themselves orally.
2. Written and oral examinations to measure students' knowledge.
3. Assignments and practical exercises, such as translation, essay writing, and analysis of literary and philosophical texts.
4. Classroom presentations and group projects to assess critical analysis skills and collaborative work.
5. Continuous assessment during practical training (Practicum) and tasks related to applying teaching methods.
6. Final assessment, including final examinations, research projects, and graduation projects

11. Teaching Staff

No .	Academic Rank	General Specialization	Specific Specialization
1	Prof. Dr.Fatimah Rahim Abdul Hussein	English Language	English Language Teaching Methods
2	Inst. Dr. Mohammed Ahmed Karam Mohammed	English Language	Linguistics
3	Prof. Dr. Saadoun Salih Matar Mohammed	Special Education	General Teaching Methods
4	Prof. Hayder Tu'mah Jasim	English Language	Applied Linguistics
5	Asst. Prof. Dr. Mohammed Tahir Jasim Falahi	English Language	Pragmatics
6	Asst. Prof. Dr. Hayfa Kadhim Mohammed Shannoun	Special Education	General Curricula and Teaching Methods
7	Asst. Prof. Khalid Wahab Jabr Mutair	English Language	Applied Linguistics
8	Asst. Prof. Hussein Jasim Mohammed Ne'mah	English Language	English Literature
9	Asst. Prof. Imad Jasim Mohammed Fahad	English Language	Translation
10	Asst. Prof. Ahmed Mohammed Fahad Jiyad	English Language	Linguistics
11	Asst. Prof. Salah Rahim Jabbar	English Language	Linguistics
12	Asst. Prof. Isa Safaa Isa Hassan	English Language	Linguistics
13	Asst. Prof. Isa Radi Hammadi	English Language	English Literature
14	Inst. Dr. Majid Bani Madhi	English Language	English Language Teaching (ELT)
15	Inst. Dr. Adnan Muhsin Ali	English Language	Philology
16	Inst. Dr. Mustafa Hassan Ihtayif	English Language	Linguistics

17	Inst. Iman Saadoun Dhumad	Special Education	Curricula and General Teaching Methods
18	Inst. Falah Hussein Hannoun	English Language	Translation
19	Inst. Muna Jabbar Shalash	English Language	English Language Teaching Methods
20	Inst. Ula Kamal Yasin Latif	English Language	Linguistics
21	Asst. Inst. Ali Abdul Hussein Achyad	English Language	Linguistics
22	Asst. Inst. Rusul Abdul Karim Attu	English Language	Linguistics
23	Asst. Inst. Narjis Oda Rishag	English Language	Linguistics
24	Asst. Inst. Atyaf Amin Abdul Hassan	English Language	English Language and Literature
25	Asst. Inst. Karrar Ahmed Sahib	English Language	English Language Teaching Methods
26	Asst. Inst. Abbas Munshid Saddam	Physical Education and Sports Sciences	Physiology of Nutrition
27	Asst. Inst. Ali Saadoun Kadhim	Law	Criminal Law

12. Professional Development

Mentoring New Faculty Members

1. Introduction to Regulations and Instructions: Familiarizing new faculty members with the regulations of the Ministry of Higher Education and Scientific Research, as well as university, college, and department instructions, quality assurance mechanisms, academic calendars, and academic and administrative requirements.
2. Academic and Teaching Preparation: Training new faculty members in preparing module plans, module descriptions, academic program specifications, employing modern teaching strategies, assessment methods, and using educational platforms and technologies.
3. Enhancing Scientific Research and Professional Development: Encouraging faculty members to conduct scientific research, publish in reputable journals, participate in conferences, seminars, and workshops, and engage in continuous academic development programs.
4. Integration into the Department Environment and Community Service: Promoting cooperation and teamwork among faculty members, encouraging participation in committees and scientific and cultural activities, contributing to community service, and adhering to professional ethics and academic conduct.

Professional Development of Faculty Members

1. Organizing regular training programs and workshops to develop teaching and research competencies and enhance skills in using digital technologies and artificial intelligence in education.
2. Encouraging faculty members to participate in scientific conferences and seminars, publish research in reputable academic journals, and establish local and international research collaborations.
3. Supporting continuous academic development through participation in specialized

modules, quality assurance and academic accreditation programs, and following recent developments in the field of English language and its teaching methods.

4. Promoting a culture of self-evaluation and academic exchange among faculty members, sharing expertise and best practices to improve the quality of teaching, scientific research, and community service.

Admission Criteria

1. Admission Mechanism: Students are admitted to the Department of English according to the regulations and instructions issued by the Ministry of Higher Education and Scientific Research, whether through centralized or direct admission, and in accordance with the department's available capacity.
2. Language Proficiency: Applicants are required to have an appropriate level of English language proficiency. It is preferable that their English language grade in secondary school should not be less than (60–70)%, ensuring their ability to meet the requirements of the academic program.
3. Competitive Average: Admission is based on the competitive average calculated according to the applicable ministerial regulations, ensuring equal opportunities among applicants.
4. Fulfillment of Admission Requirements: Applicants must complete all academic and administrative requirements and procedures specified by the Ministry of Higher Education and Scientific Research and the University of Misan, including submitting official documents within the specified deadlines.

.5

13. Main Sources of Information about the Program

1. **Official Website of the University of Misan:**
<https://uomisan.edu.iq/>
2. **Official Website of the College of Basic Education:**
<https://basicedu.uomisan.edu.iq/>
3. **Official Website of the Department of English:**
<https://basicedu.uomisan.edu.iq/english/>
4. **Official Department Email:**
english@uomisan.edu.iq

14. Program Development Plan

1. Curriculum Updating: Periodically reviewing and developing the study plan to keep pace with recent developments in the English language, linguistics, and teaching methods, while meeting labor market needs and quality standards.
2. Enhancing the Quality of Teaching and Learning: Employing modern teaching strategies, digital technologies, and artificial intelligence, and developing assessment methods to improve learning outcomes.
3. Developing Scientific Research and Academic Partnerships: Supporting scientific research, encouraging publication in reputable journals, and strengthening academic cooperation with local and international universities and educational institutions.
4. Developing the Educational Environment and Quality Assurance: Improving

educational infrastructure, providing modern learning resources, and implementing quality assurance and academic accreditation standards, with continuous monitoring, evaluation, and improvement of the program.

15. Curriculum Skills Map

Required Learning Outcomes of the Program																
Class	Code	Module Name (English)	Module Name (Arabic)	Core / Elective	Knowledge Objectives				Program- Specific Skill Objectives				Values and Ethical Objectives			
					A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4
First Year First Semester	EB02DHR118	Democracy and Human Rights	الديمقراطية وحقوق الإنسان	Core		✓							✓	✓		
	EB02DP115	Developmental Psychology	علم نفس النمو	Core		✓			✓				✓	✓	✓	✓
	EB02G113	Grammar	القواعد	Core	✓	✓	✓		✓		✓	✓				
	EB02L112	Literature	الأدب	Core		✓	✓		✓		✓	✓	✓			✓
	EB02C114	Comprehension	الاستيعاب	Core	✓	✓	✓		✓	✓	✓	✓				✓
	EB02C111	Conversation	المحادثة	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
	EB02AL1210	Arabic	اللغة العربية	Core		✓			✓							✓
	EB02C119	Computer	الحاسوب	Core		✓		✓								
First Year Second Semester	EB02EHE129	Environmental and Health Education	التربية البيئية والصحية	Core		✓										
	EB02PFE116	Principles and Fundamentals of Education	اصول التربية والتعليم	Core		✓		✓	✓				✓	✓	✓	✓
	EB02IE128	Islamic Education	التربية الإسلامية	Core	✓				✓				✓	✓		
	EB02G123	Grammar	القواعد	Core	✓	✓	✓			✓						
	EB02LSS124	Short Story	القصة	Core	✓	✓	✓		✓		✓	✓	✓			✓

			القصيرة													
	EB02P122	Phonetics	الصوت	Core	✓	✓			✓	✓	✓	✓				
	EB02C121	Conversation	المحادثة	Core	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓
Second Year Third Semester	EB02AL2110	Arabic	اللغة العربية	Core		✓			✓							
	EB02C211	Comprehension	الاستيعاب	Core	✓	✓	✓		✓	✓	✓	✓				
	EB02G212	Grammar	القواعد	Core	✓	✓	✓		✓		✓	✓				
	EB02LN223	Novel	الرواية	Core	✓	✓	✓		✓		✓	✓	✓			
	EB02P214	Phonetics	الصوت	Core	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	EB02C216	Conversation	المحادثة	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
	CURSE3	School Curricula and Textbooks	المناهج والكتب المدرسية	Core		✓	✓	✓	✓			✓		✓		
Second Year Fourth Semester	EB02EP217	Educational Psychology	علم النفس التربوي	Core		✓						✓	✓	✓	✓	✓
	EB02C229	Computer	الحاسوب	Core		✓		✓								
	EB02C225	Composition	الانشاء	Core	✓	✓	✓		✓		✓	✓				
	CLTSE4	Psychology of Teaching Classroom Thinking	سايكولوجيا تعليم التفكير الصفي	Core		✓		✓				✓	✓	✓	✓	✓
	EB02C221	Comprehension	الاستيعاب	Core	✓	✓			✓	✓	✓	✓				
	EB02G222	Grammar	القواعد	Core	✓	✓	✓		✓		✓	✓				
	EB02C226	Drama	المسرحية	Core	✓	✓	✓		✓	✓		✓	✓			
	EB02P224	Phonetics	الصوت	Core	✓	✓			✓	✓	✓	✓				

	EB02CBR219	Crimes of Ba'ath Party	جرائم حزب البعث	Core		✓							✓		
Third Year Fifth Semester	EB02GTM327	General Teaching Methods and Applications	طرائق التدريس العامة وتطبيقاتها	Core	✓	✓	✓	✓			✓	✓		✓	✓
	EEB02ME318	Educational Research Methodology	منهج البحث التربوي	Core		✓		✓			✓	✓		✓	
	EB02CT218	School Curricula and Textbooks	المناهج والكتب المدرسية	Core		✓		✓	✓					✓	✓
	EB02L311	Linguistics	علم اللغة	Core	✓	✓	✓		✓	✓	✓	✓			
	EB02LD322	Drama	المسرحية	Core	✓	✓	✓		✓		✓	✓	✓		
	EEB02C221	Comprehension	الاستيعاب	Core	✓	✓	✓		✓	✓	✓	✓			
	EB02E314	Essay	المقالة	Core	✓	✓	✓		✓		✓	✓			
	EB02G316	Grammar	القواعد	Core	✓	✓	✓		✓		✓	✓			
Third Year Sixth Semester	MEATH503	Measurement and Evaluation	القياس والتقويم	Core	✓	✓	✓		✓		✓	✓			
	EEB02GTM327	Specialized Teaching Methods	طرائق التدريس التخصصية	Core	✓	✓	✓	✓		✓	✓	✓		✓	✓
	EB02L321	Discipline-Specific Research Methodology	منهج بحث تخصصي	Core		✓		✓	✓		✓			✓	✓
	EB02L321	Linguistics	علم اللغة	Core	✓	✓	✓		✓		✓	✓			
	EB02G326	Grammar	القواعد	Core	✓	✓	✓		✓		✓	✓			

	EB02T312	Translation	الترجمة	Core	✓	✓	✓		✓		✓	✓				
	EB02SD323	Sustainable Development	التنمية المستدامة	Core		✓		✓								
	EB02AL3210	Arabic Literature	الأدب العربي	Core		✓										
Forth Year Seventh Semester	EB02PE416	Work Ethics	أخلاقيات المهنة	Core		✓						✓	✓	✓		✓
	EEB02P419	Educational Supervision and Administration	الإدارة والإشراف التربوي	Core		✓										
	EB02PEO418	Practical Education (Observation)	التربية العملية (المشاهدة)	Core	✓	✓						✓	✓	✓	✓	✓
	EEB02T415	Transformational Grammar	النحو التحويلي	Core	✓	✓	✓		✓		✓	✓				
	EB02T412	Testing	الاختبارات	Core	✓	✓	✓	✓				✓			✓	
	EB02T4133	Listening	الإصغاء	Core	✓	✓			✓	✓	✓				✓	
	EB02T415	Translation	الترجمة	Core	✓	✓	✓		✓	✓	✓	✓				
	PHIFO7	Philosophy	الفلسفة	Core		✓						✓				
Forth Year Eighth Semester	EB02GP417	Graduation Research Paper	مشروع بحث التخرج	Core		✓						✓				✓
	EB02PEP421	Practical Education (Application)	التربية العملية (التطبيق)	Core	✓	✓	✓					✓	✓	✓	✓	✓

Description of the First-Year Modules
First Semester

1. Module					
Human Rights and Democracy					
2. Module Code					
EB02DHR118					
3. Year / Semester					
First Year / First Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Assist. Prof. Dr. Essam Najm Abd kkjjj@uomisan.edu.iq					
8. Module Objectives					
This module aims to introduce students to the concept of human rights, their characteristics and classifications, and to understand Islam's position on human rights. It also covers collective human rights and human rights during wars and internal or international conflicts. The module seeks to raise students' awareness of the importance of respecting human rights, combating administrative corruption, and developing their legal and ethical awareness regarding human rights issues in society.					
9. Teaching and Learning Strategies					
1. Lectures explaining the basic concepts of human rights. 2. Classroom discussions analyzing human rights issues. 3. Case studies and real examples related to human rights. 4. Classroom activities to enhance students' understanding of topics. 5. Cooperative learning through group discussions on human rights issues. 6. Use of modern references and sources to reinforce understanding.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Identify the concept of human rights and their importance in society	Introduction to Human Rights	Interactive lecture, group discussion	Short questions, student participation
2	2	Identify the characteristics and types of human rights	Human Rights (Concept, Characteristics, Types)	Presentation, case analysis	Short quiz, worksheet
3	2	Understand the stance of religions and divine laws on human rights	Human Rights in Religions and Divine Laws	Group reading, discussion	Class discussion, open-ended questions

4	2	Analyze the content of basic human rights	Content of Human Rights	Interactive lecture, case studies	Short report, short questions
5	2	Recognize the rights and freedoms guaranteed by the 2005 Iraqi Constitution	Rights and Freedoms in the 2005 Iraqi Constitution	Constitutional text analysis, discussion	Short quiz, homework
6	2	Learn about the origin and historical development of democracy	Origin of Democracy	Lecture with historical images	Short questions, group discussion
7	2	Understand the concept of democracy and its basic principles	Concept of Democracy	Presentation, interactive discussion	Short quiz, group activity
8	2	Identify the different forms of democracy	Forms of Democracy	Case study, group discussion	Analytical questions, student participation
9	2	Learn the basic components of democracy	Components of Democracy	Interactive lecture, presentation	Short quiz, open-ended questions
10	2	Understand the elements of democracy such as the people, authority, and law	Elements of Democracy	Group discussion, lecture	Worksheet, short questions
11	2	Analyze the relationship between democracy and Islamic values	Democracy and Islam	Group reading, discussion	Short report, class discussion
12	2	Learn the nature and functions of electoral systems	Nature of Electoral Systems	Presentation, case analysis	Short quiz, analytical questions
13	2	Distinguish the different types of electoral systems	Types of Electoral Systems	Case study, lecture	Short questions, group activity
14	2	Evaluate the democratic system and its effectiveness in society	Evaluation of the Democratic System	Group discussion, presentation	Short report, analytical questions
15	2	Apply the democratic system in Iraq and evaluate its experience	Application of Democracy in Iraq	Case study, discussion	Presentation, open-ended questions

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short

tests.

12. Learning and Teaching Resources

• Required Textbooks	- Human Rights Sources / Faculty of Law, Benha University, Egypt, issued 1/2/2010. - International Shafaa Organization – Global Corruption Report 2007. - Lebanese Association for Transparency / No Corruption – Corruption Book, 1st Edition, 2005 – Takurpress, Lebanon.
• Main References	[Not specified]
• Recommended References (Journals, Reports, etc.)	- Human Rights Law Sources / Al-Wasat Website / Issue 378 / Friday, 19 September 2003. - Ahmed Helmy / Article / Behavior of Individuals and Human Rights / Arab Human Rights Journal / Issue 10 / 2007 / Dubai / Website of Global Human Rights Organization. - Dr. Suleiman Abdul Monem – “The Phenomenon of Corruption: A Study on the Compliance of Arab Legislation with the UN Convention Against Corruption”, p. 17.
• Electronic References / Websites	- Fares Al-Shihabi – “Administrative Reform Can Only Be Achieved Through Radical Change of Thought, Objectives, and Laws / Public Sector from the Perspective of Economic Liberalism” – available online at www.mafhoum.com

1. Module					
Developmental Psychology					
2. Module Code					
EB02DP115					
3. Year / Semester					
First Year / First Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 3 Credits					
7. Module Coordinator					
Assist. Inst. Muna Jabbar Shalash Email: monamosawi00@gmail.com					
8. Module Objectives					
This module aims to introduce students to the concepts of general psychology and developmental psychology, and to explain the different stages of development and their characteristics, with a focus on cognitive, social, emotional, and moral aspects. It also seeks to develop students' ability to understand human behavior across different developmental stages, analyze psychological problems related to childhood and adolescence, and link psychological theories with educational and real-life applications.					
9. Teaching and Learning Strategies					
1. Interactive lectures to present key concepts in developmental psychology. 2. Classroom discussions to analyze psychological issues and exchange ideas. 3. Case studies to understand behavior across developmental stages. 4. Group activities to develop cooperation and analytical skills. 5. Use of presentations and multimedia to clarify concepts. 6. Linking theoretical knowledge with practical applications in daily life.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Identify developmental psychology and its importance in studying behavior	Introduction to General Psychology	Interactive lecture, group discussion	Short questions, participation
2	3	Understand psychology as the study of behavior	Psychology as the Study of Behavior	Presentation, practical examples	Quiz, worksheet

3	3	Understand psychology as the study of activity	Psychology as the Study of Activity	Lecture, discussion	Open questions, short report
4	3	Identify schools of psychology	Schools of Psychology	Group reading, discussion	Analytical questions, participation
5	3	Identify objectives of psychology	Objectives of Psychology	Interactive lecture, examples	Short questions, worksheet
6	3	Understand the relation between general and developmental psychology	Relationship between General & Developmental Psychology	Presentation, discussion	Quiz, participation
7	3	Understand growth, maturation, and development	Growth, Maturation, Development	Lecture, examples	Report, open questions
8	3	Identify principles and laws of development	Principles of Development	Case study, discussion	Group activity, analytical questions
9	3	Understand cognitive development (Piaget)	Cognitive Development	Presentation, discussion	Quiz, participation
10	3	Understand moral development (Kohlberg)	Moral Development	Lecture, examples	Short questions, report
11	3	Understand social development (Erikson)	Social Development	Case study, discussion	Group activity, open questions
12	3	Understand emotional development	Emotional Development	Lecture, discussion	Questions, report
13	3	Identify physical development and childhood issues	Physical Development & Childhood Problems	Presentation, examples	Questions, participation
14	3	Understand slow learning, digital addiction,	Learning Difficulties & Adolescent	Case study, discussion	Group activity, report

		adolescent issues	Issues		
15	3	Understand identity formation and behavioral risks	Identity Formation & Behavioral Risks	Lecture, discussion, video	Report, analytical questions

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	General Psychology (Developmental Psychology)
• Main References	Principles of Psychology, General Psychology, Developmental Psychology
• Recommended References (Journals, Reports, etc.)	Developmental Psychology by Dr. Hamed Abdul Salam Zahran. Writing research papers and reports on the topics covered in the module syllabus.
• Electronic References / Websites	Psychology by Dr. Hamed Abdul Salam Zahran

1. Module					
Computer					
2. Module Code					
EB02C119					
3. Year / Semester					
First Year / First Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2 Credits					
7. Module Coordinator					
Inst. Dr. Taj Al-Deen Nasser Abd Ali					
Email: tajaldeen@uomisan.edu.iq					
8. Module Objectives					
This module aims to introduce students to the basics of computers and their hardware and software components, and to understand their importance in daily and professional life. The module also seeks to develop students' skills in using computers and their different systems, including file and folder management, desktop usage and shortcuts, exploring Windows Explorer, and controlling system settings through the Control Panel. Additionally, the module works to enhance self-learning ability, solving simple technical problems, and improving the digital competence necessary for academic and professional environments.					
9. Teaching and Learning Strategies					
1. Interactive lecture: presenting basic concepts and computer components. 2. Presentation and illustrative images: explaining system components and devices. 3. Practical exercises: applying the acquired skills. 4. Group presentations and peer review: reinforcing interactive learning and problem analysis.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Define the computer, its main components, and its importance in daily and professional life	Introduction to the computer, hardware and software components, and its importance	Lecture + Presentation + Discussion	Short quiz + Participation

2	3	Identify hardware, software, and different types of computers	Understanding computer hardware and software components	Practical demonstration + Illustrative images + Q&A	Introductory quiz + Short answers
3	3	Start and shut down the computer safely; understand the basic user interface	How to shut down and restart the computer and methods to do so	Hands-on training on devices	Practical demonstration + Checklist
4	3	Manage files and folders: copy, move, delete, rename	Working with windows and their components, modifying windows and contents	File management exercises	Practical file tasks + Error correction
5	3	Understand the Start button, taskbar, Start menu, and desktop icons	Start button, desktop content, and display properties	Desktop customization + Create shortcuts	Practical test + Shortcut test
6	3	Customize the desktop: wallpapers, icons, themes, screen resolution, text size	Configuring and customizing the desktop	Hands-on customization workshop	Before/after screenshots + Evaluation
7	3	Create and manage program and file shortcuts, modify their properties	Creating and managing shortcuts	Shortcut creation and editing exercises	Shortcut management task
8	3	Delete unnecessary shortcuts, clean desktop, recycle bin	Shortcut deletion + Emptying recycle bin	Desktop cleanup + Recycle bin exercise	Cleanup task + Safety test
9	3	Explore My Computer / This PC window and	Navigating My Computer window on	Hands-on Explorer tour	Practical navigation test

		navigate drives and folders	desktop		
10	3	Explore Windows Explorer options: view, arrangement, and search	Windows Explorer navigation	Guided Explorer training	Explorer feature test + Tasks
11	4	Comprehensive evaluation of skills learned in previous weeks (file management, shortcuts, customization)	First evaluation + Feedback and corrective work	Integrated practical test	Comprehensive practical test + Feedback session
12	3	Explore Control Panel settings: display, sound, mouse, keyboard	Control Panel, themes, languages, CD/Drive, etc.	Control Panel exploration + Settings adjustment	Settings modification task
13	3	Review file management, customization, shortcuts, Control Panel	General review and integrated exercises	Mixed exercises + Group work	Participation + Self-assessment
14	3	Apply skills in real scenarios (organizing folders, customization, system settings)	Practical applications and small final project	Individual or group practical project	Project evaluation + Presentation
15	4	Final comprehensive evaluation + final feedback and module closure	Final evaluation and feedback	Final practical test + Final discussion	Final exam + Overall grade

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short

tests.

12. Learning and Teaching Resources

• Required Textbooks	• Lambert, M., & Osborne, J. (2019). <i>Fundamentals of Computer Literacy</i> (6th ed.). Cengage Learning.
• Main References	—
• Recommended References (Journals, Reports, etc.)	• Lambert, M., & Osborne, J. (2019). <i>Fundamentals of Computer Literacy</i> (6th ed.). Cengage Learning.
• Electronic References / Websites	Internet websites

1. Module					
Grammar					
2. Module Code					
EB02G113					
3. Year / Semester					
First Year / First Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
60 Hours / 3 Credits					
7. Module Coordinator					
Inst. Dr. Adnan Muhsin Ali					
Email: adnan.am7094@gmail.com					
8. Module Objectives					
This module aims to enable students to understand the basic and advanced rules of English grammar and to use them correctly in reading, writing, and speaking. It also seeks to develop students' ability to apply grammatical rules accurately, correct common errors, and analyze different sentence structures. Additionally, it enhances writing and oral expression skills, fosters critical linguistic thinking, and increases self-confidence in using English in academic and professional contexts.					
9. Teaching and Learning Strategies					
1. Interactive lectures to present rules and concepts. 2. Practical exercises applying rules in sentences and texts. 3. Group presentations and reviews to analyze errors.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	4	Understand module objectives, syllabus, grading rubric; complete assignment.	Introduction to the Module + Syllabus Review + Introducing Assignment	Lecture + Icebreaker + Discussion	Participation + Introductory Assignment
2	4	Review module content; practice basic grammar and complete rubric-based tasks.	Review + Rubric + Introducing Assignment (continued)	Group review + Practice exercises	Assignment submission + Peer review
3	4	Identify and use	Articles (a/an/the/zero	Presentation +	Quiz on

		different kinds of articles correctly in sentences.	article)	Drills + Sentences practice	articles + Written sentences
4	4	Classify nouns; understand gender, number, countability, and basic usage.	Nouns: Kinds, Gender, Number, etc.	Examples + Classification exercises	Noun identification quiz + Fill-in blanks
5	4	Describe nouns using adjectives; understand position, order, comparison, and formation.	Adjectives: Kinds, Position, Order, Comparison, Construction	Adjective ordering games + Comparisons	Adjective worksheet + Comparative quiz
6	4	Assessment of Weeks 1–5; provide feedback and remedial practice on articles, nouns, adjectives.	Assignment Test 1 + Feedback and Remedial Work	Integrated test + Review session	Test (multiple choice + writing) + Feedback
7	4	Use adverbs correctly; understand kinds, form, position, and formation rules.	Adverbs: Kinds, Form and Use, Formation, Position	Adverb placement drills + Sentence building	Adverb quiz + Error correction
8	4	Master indefinite pronouns (all, each, every, both, either, some, any, no, none).	Indefinite Pronouns: all, each, every, both, either, some, any, no, none	Pronoun substitution exercises	Fill-in blanks + Multiple choice quiz
9	4	Form and use interrogative pronouns and questions (who, what, which, whose, whom, how).	Interrogatives: who/what/which/whose/whom/how?	Question formation practice + Interviews	Question writing task + Oral Q&A
10	4	Use possessive pronouns, reflexive pronouns, and related clauses accurately.	Possessives: Possessive, Personal, Reflexive Pronouns (my/mine, myself, etc.) + Clauses	Possessive drills + Reflexive sentences	Pronoun replacement + Clause quiz
11	4	Assessment of Weeks 6–10; focus on pronouns, interrogatives, and adverbs; remedial work.	Assignment Test 2 + Feedback and Remedial Work	Comprehensive test + Targeted review	Test + Detailed feedback session
12	4	Use prepositions correctly in time, place, movement,	Prepositions	Preposition maps + Gap-fill exercises	Preposition quiz + Sentence

		and other contexts.			completion
13	4	Review all grammar points covered; practice mixed exercises and error correction.	Review and Remedial Work (full grammar review)	Mixed review games + Error hunt	Mixed grammar quiz + Self-assessment
14	4	Consolidate skills; apply grammar in integrated reading/writing/speaking tasks.	Review and Remedial Work (application practice)	Project-based practice + Group work	Participation + Short writing/speaking task
15	4	Final review; demonstrate mastery of all topics; receive overall feedback.	Final Review + Assessment and Feedback	Mock test + Reflection + Final discussion	Final exam/test + Overall grade + Reflection

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	• Thomson, A. J., & Martinet, A. V. (1986). <i>A Practical English Grammar</i> (4th ed.). Oxford University Press.
• Main References	• Swan, M. (2016). <i>Practical English Usage</i> (4th ed.). Oxford University Press.
• Recommended References (Journals, Reports, etc.)	—
• Electronic References / Websites	- British Council – Learn English (https://learnenglish.britishcouncil.org) - Grammarly Handbook (https://www.grammarly.com/handbook)

1. Module					
Conversation					
2. Module Code					
EB02C111					
3. Year / Semester					
First Year / First Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Ahmed Mohammed Fahad					
Email: Jur7494@gmail.com					
8. Module Objectives					
This module aims to enable students to develop effective and comprehensive oral communication skills in English by understanding the basics of spoken expression and vocabulary related to daily life and classroom contexts. It also seeks to enhance students' ability to introduce themselves and share personal information confidently, engage in dialogue about personal experiences, and learn to describe qualities and make comparisons between people and objects accurately. The module further includes developing skills to express opinions and defend them clearly, improving listening skills to understand others' viewpoints, and encouraging active participation in group discussions and collaborative work. Additionally, the module aims to boost self-confidence, respect others' opinions, and foster lifelong learning and adaptability in various communication situations, supporting students' long-term personal and professional development.					
9. Teaching and Learning Strategies					
1. Interactive lectures to present core concepts. 2. Discussions and small group activities for idea exchange and conversation practice. 3. Communicative activities for real-life situations to enhance dialogue. 4. Presentations and role-plays to develop oral delivery and opinion defense skills.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Understand module objectives, get to know classmates, identify learning needs	Module Introduction: objectives, outcomes, team formation	Lecture + Icebreakers + Group discussion	Participation + Needs analysis form
2	3	Discriminate different sounds, analyze	Listening 1: Discriminating	Audio activities + Pair	Listening quiz + Self-

		pronunciation needs	sounds + Needs Analysis + Pronunciation skills	discrimination exercises	assessment
3	3	Allow thinking time, link vocabulary in context, introduce yourself	Speaking 1: Giving yourself time + Linking vocabulary + Greetings & Introductions	Role-plays + Pair work + Fluency practice	Oral performance + Peer feedback
4	3	Build prior knowledge, understand relationships, greetings and encounters	Listening 2: Building schemata + Who/relationships + Speaking 2: Encounters, greetings	Listening comprehension + Discussion	Listening test + Speaking rubric
5	3	Demonstrate knowledge and skills acquired so far	Assessment 1: Test or performance demonstration	Review + Individual/group presentation	Midterm test + Performance rubric + Feedback
6	3	Understand idiomatic expressions, give instructions	Listening 3: Comprehending idioms & instructions + Speaking 3: Giving information	Listening tasks + Information gap activities	Listening quiz + Speaking task
7	3	Identify language functions (explain, suggest...), express opinions	Listening 4: Identifying language functions + Speaking 4: Getting/giving opinions	Function-based activities + Debate/discussion	Function identification quiz + Oral opinion expression
8	3	Present an oral talk about a company, deliver presentations	Listening + Speaking: Presenting orally (Talk about a company)	Presentation preparation + Delivery practice	Oral presentation rubric (content, fluency, visuals)
9	3	Predict topic, identify agreement/disagreement	Listening 5: Agreeing/disagreeing + Predicting topic	Prediction exercises + Note-taking	Listening comprehension + Discussion participation
10	3	Understand details, infer meaning, ask/deny permission	Listening 6: Details + Inferring + Permission	Detailed listening + Role-plays	Listening for details quiz + Role-play assessment
11	3	Make requests, identify main points in talks	Speaking 5: Making requests + Identifying main points in talks	Request-making drills + Summary practice	Speaking performance + Peer evaluation
12	3	Demonstrate all covered skills so far	Assessment 2: Test or performance	Comprehensive review + Mock	Final test + Performance +

			demonstration	test	Feedback
13	3	Understand speaker's point of view, practice stress and Q&A	Listening 7: Speaker's point of view + Free practice (stress, Q&A about school)	Free conversation + Question practice	Fluency assessment + Self-reflection
14	3	Invite, suggest, accept/refuse, discuss familiar topics	Speaking 6: Inviting, suggesting, accepting/refusing	Role-plays + Free discussion	Oral interaction rubric + Participation
15	3	Comprehensive review, free practice, answer questions on familiar topics	Listening + Speaking: Free Practice and Review	Open conversation + Review games	Final participation grade + Self-assessment + Module feedback

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

Required Textbooks	Green, J., & Hilton, M. (1985). <i>Penguin Speaking Skills: Student's Book</i> . Penguin Books Ltd.
Main References	- Philpot, S., & Curnick, L. (2011). <i>Headway Academic Skills: Listening, Speaking, and Study Skills (Level 2)</i>. Oxford University Press. - Philpot, S., & Curnick, L. (2011). <i>Headway Academic Skills: Listening, Speaking, and Study Skills (Level 3)</i>. Oxford University Press.
Recommended References (Journals, Reports, etc.)	Scientific journals, reports, and additional reading materials relevant to oral communication skills.
Electronic References / Websites	- British Council – Learn English: https://learnenglish.britishcouncil.org- Cambridge Dictionary Grammar: https://dictionary.cambridge.org/grammar/ - BBC Learning English: https://www.bbc.co.uk/learningenglish - Oxford Learner's Dictionaries Online: https://www.oxfordlearnersdictionaries.com

1. Module					
Literature					
2. Module Code					
EB02L112					
3. Year / Semester					
First Year / First Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Hussein Jasim Mohammed					
Email: hussainalhussainy14@gmail.com					
8. Module Objectives					
This module aims to enable students to develop literary analysis skills in English texts through the study of drama, short stories, and poetry. It also trains students to identify literary genres, text elements, literary techniques, and to apply various critical theories for text analysis. Moreover, the module enhances critical, written, and oral expression, stimulates critical thinking, and fosters artistic appreciation of literary works.					
9. Teaching and Learning Strategies					
1. Interactive lectures to explain basic literary concepts. 2. Guided reading and group discussions for text analysis. 3. Practical activities and short essay writing for applied analysis. 4. Group presentations and reviews to enhance critical thinking.					
10. Module Structure					
Week	Hou rs	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Understand the scope of literary analysis; differentiate between genres (drama, prose, poetry); apply basic analytical tools.	Introduction to Literature Analysis + Dramatic Elements	Lecture + Genre overview + Group discussion	Participation + Introductory reading quiz
2	2	Analyze plot structure (exposition, rising action, climax, falling action, resolution); examine characterization techniques in drama.	Susan Glaspell's <i>Trifles</i> – Plot Structure & Characterization	Reading + Plot diagram activity + Character mapping	Plot summary quiz + Character analysis short response
3	2	Identify dramatic techniques (dialogue, stage directions, irony,	<i>Trifles</i> – Dramatic Techniques	Close reading + Scene discussion	Dramatic techniques worksheet

		symbolism); explore feminist themes and irony in <i>Trifles</i> .			
4	2	Recognize Gothic elements (mystery, horror, supernatural hints, atmosphere); analyze unreliable narration in Poe's work.	Edgar Allan Poe's <i>The Tell-Tale Heart</i> – Gothic Elements	Reading + Gothic features chart	Gothic elements identification quiz
5	2	Examine unreliable narration and its effects on suspense/horror; explore psychological themes (madness, guilt, obsession).	<i>The Tell-Tale Heart</i> – Unreliable Narration	First-person analysis + Discussion	Short essay on unreliable narrator
6	2	Investigate psychological depth (guilt, insanity, inner conflict); connect themes to Gothic tradition.	<i>The Tell-Tale Heart</i> – Psychological Themes	Theme mapping + Debate on narrator's sanity	Thematic analysis short response
7	2	Assessment of Weeks 1–6; review drama and short story analysis; apply critical reading skills.	Midterm Assessment + Feedback	Integrated test (drama + short story) + Review	Comprehensive test + Feedback discussion
8	2	Understand Shakespearean sonnet form (structure, rhyme scheme ABAB CDCD EFEF GG, iambic pentameter); analyze poetic devices.	William Shakespeare's <i>Sonnet 18</i> – Poetic Forms & Elements	Sonnet reading + Form/structure exercise	Poetic forms quiz + Device identification
9	2	Examine imagery (visual, seasonal metaphors); explore symbolism (summer's day, eternal beauty) and themes of time, love, and art.	<i>Sonnet 18</i> – Imagery	Imagery brainstorming + Metaphor analysis	Imagery analysis paragraph
10	2	Identify poetic forms (Rubaiyat stanza, chain rhyme, iambic tetrameter); analyze sound devices (alliteration, assonance).	Robert Frost's <i>Stopping by Woods on a Snowy Evening</i> – Poetic Forms	Poem reading + Meter/scansion practice	Form and sound devices quiz
11	2	Explore imagery (visual, auditory, tactile of winter scene); discuss symbolism (woods, snow, horse, sleep) and	<i>Stopping by Woods on a Snowy Evening</i> – Imagery Elements	Sensory imagery mapping + Theme discussion	Imagery and symbolism short response

		themes (nature vs. duty).			
12	2	Overview major critical approaches (formalist, feminist, psychoanalytic, thematic, historical); apply to drama and poetry.	Critical Approaches to Literature – Overview	Lecture + Examples from texts	Critical lens matching quiz
13	2	Apply critical lenses to selected texts (e.g., feminist in <i>Trifles</i> , psychological in <i>Tell-Tale Heart</i> , formalist in poems).	Critical Approaches – Application	Group workshops + Text analysis	Applied criticism short essay
14	2	Consolidate skills; integrate analysis across genres; prepare for final synthesis.	Review & Remedial Work (Module Integration)	Mixed-genre review + Practice essays	Mixed-genre quiz + Self-assessment
15	2	Demonstrate mastery of literary analysis; synthesize key texts and approaches; reflect on learning.	Final Review + Wrap-Up & Assessment	Mock exam + Reflection discussion	Final exam/essay + Reflection + Overall grade

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

Required Textbooks	Ferguson, Margaret; Salter, Mary Jo; & Stallworthy, Jon (Editors). <i>The Norton Anthology of Poetry</i> (10th Edition). Cuddon, J. A., & Habib, M. A. R. <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> (4th Edition).
Main References	–
Recommended References (Journals, Reports, etc.)	–
Electronic References / Websites	- Poetry Foundation – https://www.poetryfoundation.org - The British Library – https://www.bl.uk - SparkNotes – https://www.sparknotes.com

1. Module					
Comprehension					
2. Module Code					
EB02C114					
3. Year / Semester					
First Year / First Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Salah Rahim Jabbar					
Email: salah.rahim@uomisan.edu.iq					
8. Module Objectives					
This module aims to enable students to develop comprehensive academic reading skills in English. It focuses on understanding various texts, identifying main ideas and supporting details, and employing reading strategies such as scanning, skimming, and predicting content. The module also seeks to enhance students' ability to analyze texts, draw inferences, summarize ideas, and expand vocabulary, in addition to fostering critical thinking and effective interaction with written content. Furthermore, the module aims to improve students' confidence in using English for academic reading and comprehension, encouraging continuous learning and adaptability to different academic texts to support personal and academic development.					
9. Teaching and Learning Strategies					
1. Interactive Lecture: To introduce reading strategies and basic concepts. 2. Guided Reading and Group Discussion: To identify main ideas and supporting details. 3. Practical Exercises and Interactive Activities: To apply reading strategies and analyze texts. 4. Presentations and Group Reviews: To enhance summarizing and paraphrasing skills.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Understand module objectives; activate prior knowledge;	Module Introduction + Reading Purposes & Strategies	Lecture + Diagnostic reading test +	Participation + Reading diagnostic quiz

		identify reading purposes and strategies.	(Skimming/Scanning intro)	Discussion	
2	3	Identify main ideas and supporting details in short texts; use context clues for unknown words.	Finding Main Ideas & Details + Vocabulary in Context	Guided reading + Group annotation	Comprehension questions + Vocabulary quiz
3	3	Skim texts for gist; scan for specific information; preview texts effectively.	Skimming & Scanning Practice + Previewing Techniques	Timed reading exercises + Pair work	Skimming/Scanning timed tasks
4	3	Make simple inferences from implied information; distinguish facts from opinions.	Making Inferences + Fact vs. Opinion	Inference exercises + Text analysis	Inference questions + Short response
5	3	Demonstrate integrated reading skills from weeks 1–4; reflect on reading speed and comprehension.	Assessment Test 1 + Feedback and Remedial Work	Mixed skills test + Review session	Reading comprehension test + Feedback
6	3	Understand text organization (cause/effect, comparison, chronological); use signal words.	Text Structures & Organizational Patterns	Graphic organizers + Text mapping	Identifying structures quiz
7	3	Build vocabulary through word families, prefixes/suffixes; guess meanings from context.	Vocabulary Development (Word Formation & Context Clues)	Vocabulary exercises + Reading passages	Vocabulary in context quiz
8	3	Recognize author's purpose, tone, and point of view in different text types.	Author's Purpose, Tone & Point of View	Analysis of opinion/editorial texts	Multiple-choice + Short explanation
9	3	Summarize texts accurately; paraphrase key ideas without copying.	Summarizing & Paraphrasing Skills	Summary writing practice + Peer review	Summary writing task
10	3	Make predictions before reading; confirm or adjust them during/after reading.	Predicting & Confirming Meaning	Pre-reading prediction + Post-reading check	Prediction journal + Comprehension check
11	3	Synthesize	Synthesis &	Jigsaw reading	Synthesis paragraph

		information from multiple short texts; compare/contrast ideas.	Comparison of Texts	+ Group discussion	+ Group presentation
12	3	Show improvement in comprehension, inference, vocabulary, and critical reading.	Assessment Test 2 + Feedback and Remedial Work	Comprehensive reading test	Full reading test + Detailed feedback
13	3	Read longer academic/informative texts; identify supporting evidence and arguments.	Critical Reading of Academic Texts	Extensive reading + Note-taking	Critical response questions
14	3	Read for pleasure and fluency; discuss personal reactions to texts.	Extensive Reading + Free Reading Practice & Discussion	Book/article choice + Reading circles	Reading log + Participation in discussion
15	3	Review all strategies; apply skills to new texts; prepare for final assessment.	Final Review + Integrated Skills Practice & Final Assessment	Mixed review activities + Mock test	Final reading comprehension exam + Reflection

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Richards, Jack C. <i>New Interchange</i> (3rd ed.)
• Main References	–
• Recommended References (Journals, Reports, etc.)	Lee, Linda & Gundersen, Erik. <i>Select Readings</i> (2nd ed.)
• Electronic References / Websites	• ReadWorks – https://www.readworks.org (free passages with comprehension questions) • Newsela – https://newsela.com (adapted news articles for reading practice) • CommonLit – https://www.commonlit.org (literary and informational texts with reading questions) • English Club – https://www.englishclub.com/reading (reading passages and comprehension exercises)

1. Module					
Arabic					
2. Module Code					
EB02AL1210					
3. Year / Semester					
First Year / First Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Inst. Hussam Kati'a Atiya					
Email: hussam.katea@uomisan.edu.iq					
8. Module Objectives					
The Arabic Language module aims to enable students to understand and interpret Qur'anic verses and Prophetic Hadiths, grasp their meanings, and internalize the ethical values they contain. Additionally, it develops students' skills in Arabic literature through familiarity with pre-Islamic poetry and analysis of selected poems. The module also enhances mastery of morphological and grammatical rules, including the morphological scale, verb conjugation, singular/plural forms, and word derivation. Moreover, it aims to develop basic language skills such as writing Arabic letters, punctuation, and rules for writing the hamza, while equipping students with the ability to use Arabic dictionaries and accurately extract words. Overall, the module seeks to refine students' linguistic, intellectual, and ethical skills, enabling correct expression, deep comprehension of Qur'anic and literary texts, and comprehensive development of their academic and language abilities.					
9. Teaching and Learning Strategies					
1. Organized lectures and explanations. 2. Practical examples from the Qur'an, poetry, and other texts. 3. Exercises in parsing (i'rab), classification, and analysis. 4. Group reading and discussion of texts.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Understand the selected Qur'anic verses (Al-Baqarah 260-262)	Al-Baqarah: Verses 260-262	Lecture + Group reading	Short questions + Student participation
2	2	Interpret the Prophetic Hadith and understand	Hadith: "I have been sent to perfect good	Lecture + Discussion	Short questions + Written

		its meaning	morals”		summary
3	2	Recognize Arabic poetry from the pre-Islamic era	Selected Pre-Islamic Poems	Reading + Analysis	Multiple-choice questions
4	2	Analyze a poem by Antarah ibn Shaddad	Reading and analysis of selected verses	Discussion + Explanation	Participation + Summary
5	2	Learn the morphological scale (Al-Meezan Al-Sarfi)	Morphology: Morphological scale	Lecture + Examples	Applied exercises
6	2	Learn masculine and feminine plural forms in Arabic	Plural Forms in Arabic	Practical exercises	Short quiz
7	2	Assign verbs to different pronouns	Verb assignment to pronouns	Exercises + Examples	Applied exercises
8	2	Conjugate verbs according to sound and weak forms	Verb conjugation: Sound and weak forms	Explanation + Drills	Short questions + Practical exercise
9	2	Conjugate verbs: roots, augmentations, and derivatives	Verb conjugation: Roots, augmentations, derivatives	Lecture + Examples	Short quiz
10	2	Recognize the Arabic alphabet	Arabic Alphabet (Sun and Moon letters)	Presentation + Writing	Practical test
11	2	Write punctuation marks correctly	Rules of punctuation	Explanation + Drills	Written assessment
12	2	Learn the rules of writing the hamza	Hamza rules (initial, medial, final)	Presentation + Exercises	Practical assessment
13	2	Develop skills in extracting words from dictionaries	Arabic dictionaries and word extraction methods	Explanation + Exercises	Practical exercise
14	2	Review morphological and grammatical rules	General review	Exercises + Discussion	Comprehensive short quiz
15	2	Comprehensive evaluation of Qur'an, Hadith, literature, and morphology	Final Exam	Exam + Discussion	Written and oral assessment

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Not specified (to be selected according to the module plan).
• Main References	<i>Encyclopedia of Grammar, Morphology, and Parsing – A</i>

	comprehensive encyclopedia on grammar and morphology by Emil Badi‘ Ya‘qub, considered a fundamental source for understanding and applying Arabic grammatical and morphological rules.
• Recommended References (Journals, Reports, etc.)	The Qur’an, <i>Lisān al-‘Arab</i> by Ibn Manzur, Modern Arabic Poetry anthologies.
• Electronic References / Websites	Website: https://www.dohadictionary.net/ — The Doha Historical Dictionary of Arabic, which allows searching historical lexicon materials and texts.

Description of the First-Year Modules
Second Semester

1. Module					
Environmental and Health Education					
2. Module Code					
EB02EHE129					
3. Year / Semester					
First Year / First Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Inst. Ali Essam Najm					
8. Module Objectives					
This module aims to provide students with fundamental knowledge in the field of public health and health education. It also seeks to develop their health awareness and enable them to adopt healthy behaviors. Furthermore, the module prepares students to contribute to promoting health awareness within the community.					
9. Teaching and Learning Strategies					
1. Interactive lectures to present key concepts with student participation. 2. Group discussions to promote critical thinking and exchange of ideas. 3. Cooperative learning through group-based activities. 4. Problem-based learning by analyzing real health issues and proposing solutions. 5. Practical training to develop applied skills, especially in first aid.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Introduce students to public health and its components; understand how to analyze it	Concept of Public Health (components, analysis, fields)	Interactive lecture + Group discussion	Short questions + Participation
2	2	Understand the concept and importance of health education	Health Education: Concept	Lecture + Presentation	Short questions + Group discussion
3	2	Identify the objectives of health education and its role in prevention	Health Education: Objectives	Lecture + Practical exercises	Short assignment + Discussion
4	2	Recognize the fields and applications of health education	Health Education: Fields	Video presentation + Discussion	Short questions + Oral evaluation
5	3	Identify methods and	Methods and	Lecture +	Short task +

		approaches of health education	Approaches of Health Education	Applied activities	Practical participation
6	2	Understand the concept and importance of school health	School Health	Lecture + Discussion	Short questions + Quiz
7	2	Identify essential nutrients (proteins and carbohydrates)	Nutrition Elements: Proteins & Carbohydrates	Lecture + Practical examples	Applied activity + Quiz
8	2	Understand the importance of fats, minerals, and vitamins	Nutrition Elements: Fats, Minerals & Vitamins	Lecture + Group discussion	Short questions + Assignment
9	2	Recognize common malnutrition diseases and their causes	Malnutrition Diseases (obesity, undernutrition, anemia)	Lecture + Case study	Quiz + Case analysis
10	2	Understand the importance of vaccination in disease prevention	Vaccination	Lecture + Instructional video	Short questions + Discussion
11	2	Identify common childhood diseases and prevention methods	Common Childhood Diseases	Lecture + Group discussion	Short questions + Quiz
12	2	Recognize harmful habits and their effects on health	Harmful Habits (smoking, alcohol)	Lecture + Discussion	Applied assignment + Short questions
13	2	Understand drug addiction and the importance of medical consultation	Drug Addiction & Misuse of Medication	Lecture + Case study	Group discussion + Quiz
14	2	Understand first aid principles and handling injuries	First Aid	Lecture + Practical training	Practical assessment + Short questions
15	2	Identify the concept and importance of a home first aid kit	Home First Aid Kit	Lecture + Demonstration	Practical activity + Short questions

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

- **Required Textbooks** Al-Anani, Hanan Abdul Hamid. *Mental Health*. Dar Al-Fikr, Amman.

• Main References	Kafafi, Alaa Al-Din. <i>Mental Health and Psychological Counseling</i> . International Publishing House, Riyadh, 2003.
• Recommended References (Journals, Reports, etc.)	Specialized lectures, guest sessions, and online resources related to curricula and school textbooks.
• Electronic References / Websites	Internet websites

1. Module					
Principles of Education and Teaching					
2. Module Code					
EB02PFE116					
3. Year / Semester					
First Year / Second Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2 Credits					
7. Module Coordinator					
Asst. Inst. Muna Jabbar Shalash Email: monamosawi00@gmail.com					
8. Module Objectives					
This module aims to enable students to understand the fundamental concepts of education and teaching and their importance in the development of individuals and society. It also introduces students to the integrated relationship among education, teaching, learning, and instruction, while providing them with knowledge of the foundations of the teaching profession and its professional and ethical requirements. Furthermore, the module seeks to enhance students' awareness of the teacher's role in light of contemporary educational trends and to familiarize them with models of basic education in Iraq and selected countries around the world, thereby preparing them to perform their educational role effectively and responsibly.					
9. Teaching and Learning Strategies					
1. Interactive lectures 2. Group discussions 3. Cooperative learning 4. Presentations 5. Educational case analysis 6. Short research assignments					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Understand the concepts of education and teaching and their importance in individual and societal development	Education and Teaching (Concept & Importance)	Lecture + Group Discussion + Examples	Participation + Short Diagnostic Test
2	3	Analyze the	Relationship	Concept Mapping	Worksheet +

		relationship between education and teaching and how they integrate	between Education and Teaching	+ Pair Analysis	Short Answer
3	3	Identify similarities, differences, and the relationship between teaching, learning, and education	Similarities, Differences, and Relationship between Education, Learning, and Teaching	Comparison Tables + Group Discussion	Comparison Test + Discussion Participation
4	3	Explore education in the Arab-Islamic heritage and key thinkers	Education in Arab-Islamic Heritage	Historical Texts + Timeline	Heritage Test + Timeline Task
5	3	Define the principles of education and apply them in modern contexts	Principles of Education	Principles Analysis + Case Studies	Worksheet + Practical Exercise
6	3	Describe teacher roles in light of modern educational trends (student-centered learning)	Teacher Roles in Modern Educational Trends	Role-playing Scenarios + Discussion	Role Identification Test + Group Presentation
7	3	Understand the characteristics of the teaching profession and professional standards	Teaching Profession (Concept & Standards)	Standards Analysis + Professional Examples	Characteristics Test + Short Essay
8	3	Identify basic requirements for teacher success	Basic Requirements for Teacher Success	Listing Requirements + Self-reflection	Worksheet + Reflective Note
9	3	Recognize traits of a successful teacher and evaluate their impact on students	Traits of a Successful Teacher	Brainstorming + Case Studies	Traits Test + Evaluation Task
10	3	Explain the concept of the classroom guidance teacher and their educational and advisory roles	Classroom Guidance Teacher (Concept & Roles)	Role-play + Discussion	Analytical Paragraph + Test
11	3	Describe basic education in Iraq, its stages, and objectives	Basic Education in Iraq (Concept & Stages)	Stage Presentation + Local Examples	Stages Test + Short Answer
12	3	Study models of basic education in different countries	Models of Basic Education in Selected Countries	Comparative Studies + Group Research	Comparison Worksheet + Presentation
13	3	Analyze Japan's basic education model,	Models of Basic Education (Japan)	Specialized Lecture + Video	Japan Model Test +

		structure, and effectiveness		Clips	Analytical Task
14	3	Explore the UK basic education model, curriculum, and assessment methods	Models of Basic Education (UK)	Case Study + Policy Discussion	UK Model Test + Comparative Essay
15	3	Conduct a comprehensive review of the module and apply concepts in integrated exercises	General Review and Integrated Applications	Mixed Exercises + Educational Games	Final Exam + Reflection + Overall Grade

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

Required Textbooks	- Principles of Education and Education System – Ali Abdul Wahid Wafi - Principles and Foundations of Education – Mohammad Salman Al-Khaza'leh
Main References	- Introduction to Education – Ali As'ad Watfa
Recommended References (Journals, Reports, etc.)	
Electronic References / Websites	- UNESCO – Provides global reports and studies on education development and policies. - UNICEF – Offers research and reports on basic education, child development, and inclusive education. - Google Scholar – Academic database for searching scientific studies and research in the field of education. - Ministry of Education – Iraq – Contains information about the Iraqi education system, curricula, and educational policies.

1. Module					
Islamic Education					
2. Module Code					
EB02IE128					
3. Year / Semester					
First Year / Second Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Dr. Hussam Ahmed Ali					
Email: hasmalm91@gmail.com					
8. Module Objectives					
The module aims to introduce students to the fundamentals of Islamic creed, strengthen belief in Allah Almighty and His names and attributes, understand the rational and textual evidence for the existence of Allah, and clarify the impact of monotheism on the individual and society, as well as addressing contemporary intellectual challenges.					
9. Teaching and Learning Strategies					
Lecture, discussion, practical examples, review.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Understand the module objectives and the importance of Islamic creed in a Muslim's life	Introduction to Religion and Its Fundamentals	Lecture + introductory discussion	Participation + short diagnostic test
2	2	Understand the Names and Attributes of Allah as established in the Qur'an and Sunnah	Names and Attributes of Allah	Examples from Qur'an and Sunnah + discussion	Introductory test + record selected names
3	2	Know the six pillars of faith, their meanings, and impact on behavior	Pillars of Faith	Structured explanation + practical examples	Multiple-choice questions + short paragraph
4	2	Distinguish between the types of deities worshiped in pre-Islamic times and reasons for worship	Pre-Islamic Deities	Historical discussion + comparison with Tawheed	Worksheet + group discussion
5	2	Prove the existence of Allah using rational and textual evidence	Existence and Attributes of Allah	Presentation of rational and textual proofs + dialogue	Short test + mind map

6	2	Review Weeks 1–5; revise Names, Attributes, and Pillars of Faith	First Assessment + Feedback	Comprehensive test + review session	Written & oral test + feedback
7	2	Understand the argument from origination (causality) as evidence for the Creator	Argument from Origination	Explanation + examples from the universe	Analytical questions + discussion
8	2	Understand the arguments from divine care, order, and choice in the universe	Arguments from Divine Care and Choice	Discussion of examples from life and nature	Worksheet + short report
9	2	Recognize sensory deception, its causes, and how to address related doubts	Sensory Deception	Practical examples + discussion of doubts	Comprehension test + discussion of doubts
10	2	Distinguish between atheism, its types, causes, and ways to refute it	Atheism	Presentation of causes and Islamic responses	Analytical worksheet + group discussion
11	2	Review Weeks 7–10; revise rational proofs and common doubts	Second Assessment + Feedback	Comprehensive test + intensive review	Written test + feedback
12	2	Understand the essential and action- based attributes of Allah and how to affirm them	Essential and Action-Based Attributes of Allah	Structured explanation + evidences from Qur'an and Sunnah	Introductory test + record attributes
13	2	Study the metaphysical attributes (Pre-eternity, Everlastingness, Contrariness to Creation, Independence from Creation)	Metaphysical Attributes of Allah	Comparative analysis + discussion	Analytical questions + short paragraph
14	2	Understand the impact of Tawheed on individual and societal life and the importance of sincerity	Impact of Tawheed on Life	Applied discussion + real-life examples	Small project or report + participation
15	2	Comprehensive review of the module + final assessment + reflection on learning and application	Comprehensive Review + Final Assessment	General review + final exam + discussion	Final exam + reflective report + final grade

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning

outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	- Qutb, Muhammad. (1983). <i>The Method of Islamic Education</i> . Dar Al-Shorouk.
• Main References	- Al-Fatlawi, Muhammad. (2010). <i>Foundations of Islamic Education</i> . Dar Al-Maseera.
• Recommended References (Journals, Reports, etc.)	- The Holy Qur'an
• Electronic References / Websites	- Internet resources

1. Module					
Grammar					
2. Module Code					
EB02G123					
3. Year / Semester					
First Year / Second Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
60 Hours / 3 Credits					
7. Module Coordinator					
Asst. Prof. Salah Rahim Jabbar					
Email: salah.rahim@uomisan.edu.iq					
8. Module Objectives					
The module aims to enable students to understand the classification of verbs in English, including main (ordinary/lexical) verbs, primary auxiliaries, and modal/obligatory verbs. The module also seeks to train students to use these verbs accurately in speaking and writing, analyze common errors, and connect grammar rules to practical and academic contexts.					
9. Teaching and Learning Strategies					
1. Interactive lectures to present rules and examples. 2. Practical exercises and sentence applications for comprehension. 3. Group discussions and interactive activities. 4. Group reviews and error correction sessions. 5. Self-assessment and continuous feedback.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	4	Understand module objectives, syllabus, assessment methods, and grading rubric.	Module Introduction + Assessment Method and Rubric	Lecture + Rubric explanation + Icebreaker + Group activity	Participation + Introductory quiz + Discussion
2	4	Classify verbs into main categories; identify ordinary (lexical) verbs and their basic forms.	Introduction to Verbs: Classes of Verbs + Ordinary Verbs	Verb classification charts + Examples + Practice sentences	Verb type identification quiz + Written exercises
3	4	Understand and use auxiliary verbs;	Auxiliary Verbs	Auxiliary vs. main verb exercises +	Auxiliary verb gap-fill + Quiz

		distinguish them from ordinary verbs.		Pair work + Drills	+ Production check
4	4	Master the forms and uses of primary auxiliaries: be, have, do.	be, have, do	Tense formation drills + Sentence building + Group practice	Be/have/do usage worksheet + Speaking practice
5	4	Review Weeks 1–4; consolidate verb classification and primary auxiliaries.	Review for Weeks 1–4	Mixed review exercises + Error correction + Games	Review quiz + Self-assessment + Peer review
6	4	Use modals may and can to express permission and possibility; understand nuances.	may and can (permission and possibility)	Modal sentence transformation + Role-play + Discussion	Modal usage quiz + Role-play evaluation
7	4	Assessment of Weeks 1–6; focus on ordinary verbs, primaries, and early modals.	Assignment Test 1 + Feedback and Remedial Work	Integrated test + Detailed feedback session + Remedial drills	Test (MCQs + sentences + speaking) + Feedback
8	4	Express ability using can and be able to; compare their uses in different tenses.	can and be able to (ability)	Ability context practice + Pair work + Writing tasks	Ability sentence completion + Quiz + Short paragraph
9	4	Use modals of obligation: ought to, should, must, have to, need (to).	ought, should, must, have to, need (obligation)	Obligation scenarios + Discussion + Role-plays	Obligation modal quiz + Scenario responses
10	4	Express deduction, assumption, and logical conclusion with must, will, and should.	must, will and should (deduction and assumption)	Deduction/inference exercises + Group analysis	Deduction gap-fill + Short response + Discussion
11	4	Assessment of Weeks 8–10; review modals of ability, obligation, and deduction.	Assignment Test 2 + Feedback and Remedial Work	Modal-focused test + Targeted remedial practice	Comprehensive modal test + Detailed feedback session
12	4	Understand and use the semi-modals dare and used to; compare with full modals.	The auxiliaries dare and used to	Dare/used to sentence practice + Contrast exercises	Dare/used to quiz + Error correction + Writing
13	4	Review all verb and auxiliary topics; practice mixed structures and common errors.	Review, Assessment and Feedback	Mixed verb/modal exercises + Games + Error hunt	Mixed grammar quiz + Peer review + Self-assessment
14	4	Consolidate all learned verb forms	Review, Assessment and	Role-plays + Short writing tasks +	Integrated speaking/writing

		and modals; apply in integrated speaking/writing tasks.	Feedback (application)	Group projects	task + Portfolio check
15	4	Demonstrate mastery of verbs and auxiliaries; reflect on progress; receive final feedback.	Final Review, Assessment and Feedback	Final test + Reflection discussion + Mock scenarios	Final exam (written + oral) + Overall grade + Reflection

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

Required Textbooks	Eastwood, J. (2002). <i>Oxford Practice Grammar</i> (2nd ed.). Oxford University Press.
Main References	—
Recommended References (Journals, Reports, etc.)	Swan, M. (2016). <i>Practical English Usage</i> (4th ed.). Oxford University Press.
Electronic References / Websites	- British Council – Learn English (https://learnenglish.britishcouncil.org) - Grammarly Handbook (https://www.grammarly.com/handbook)

1. Module					
Short Story					
2. Module Code					
EB02LSS124					
3. Year / Semester					
First Year / Second Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Hussein Jasim Mohammed					
Email: hussainalhussainy14@gmail.com					
8. Module Objectives					
This module aims to introduce students to the elements of narration in short stories and literary writing techniques. It also seeks to enable them to analyze narrative texts and understand various symbols and narrative styles. In addition, the module includes the study of selected short stories and the analysis of their literary and cultural themes.					
9. Teaching and Learning Strategies					
Lectures, text reading, discussion, and textual analysis.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Understand basic narrative elements; identify plot structure and the role of setting in stories.	Introduction to Narrative Elements – Plot and Setting	Lecture + short story examples + discussion	Participation + plot/setting quiz
2	2	Analyze point of view, types of conflict, and resolution techniques in narratives.	Narrative Elements – Point of View, Conflict, and Resolution	POV exercises + conflict mapping	Short analysis response + quiz
3	2	Examine characterization methods and how tone shapes theme in short fiction.	Narrative Elements – Characterization and Tone/Theme	Character profiling + tone discussion	Character analysis worksheet
4	2	Identify and	Narrative	Symbol tracking in	Symbol

		interpret symbolism; explore how symbols contribute to deeper meaning.	Elements – Symbolism	excerpts	identification quiz
5	2	Recognize irony (verbal, situational, dramatic) and foreshadowing; analyze their effects.	Literary Devices – Irony and Foreshadowing (Introduction)	Device examples + text excerpts	Irony/foreshadowing worksheet
6	2	Understand flashback and stream of consciousness; examine their impact on narrative flow.	Literary Devices – Flashback and Stream of Consciousness	Stream-of-consciousness reading + analysis	Device application short response
7	2	Analyze unreliable narrators; discuss how unreliability affects reader perception.	Literary Devices – Unreliable Narrator	Narrator reliability debate	Unreliable narrator quiz
8	2	Explore epistolary form, flash-forward, frame narrative, and dialogue techniques.	Narrative Techniques and Style – Epistolary Form, Flash-forward, Frame & Dialogue	Technique comparison + excerpt practice	Style analysis paragraph
9	2	Introduce <i>Interpreter of Maladies</i> ; discuss cultural themes and communication.	Jhumpa Lahiri's <i>Interpreter of Maladies</i> – Introduction and Discussion	Reading + cultural context discussion	Theme discussion questions
10	2	Conduct in-depth analysis of <i>Interpreter of Maladies</i> (themes: communication, identity, fantasy vs. reality).	Jhumpa Lahiri's <i>Interpreter of Maladies</i> – In-depth Analysis	Close reading + group analysis	In-depth analysis short essay
11	2	Introduce <i>The Yellow Wallpaper</i> ; explore feminist and psychological elements.	Charlotte Perkins Gilman's <i>The Yellow Wallpaper</i> – Introduction and Discussion	Reading + historical/feminist context	Initial response journal
12	2	Perform in-depth analysis of <i>The Yellow Wallpaper</i>	Charlotte Perkins Gilman's <i>The Yellow Wallpaper</i>	Symbolism (wallpaper) + theme mapping	Thematic essay or response

		(themes: mental illness, gender roles, rest cure critique, self-expression).	– In-depth Analysis		
13	2	Introduce <i>Bullet in the Brain</i> ; discuss cynicism, language, and memory.	Tobias Wolff's <i>Bullet in the Brain</i> – Introduction and Discussion	Reading + character focus	Discussion participation + quiz
14	2	Conduct in-depth analysis of <i>Bullet in the Brain</i> .	Tobias Wolff's <i>Bullet in the Brain</i> – In-depth Analysis	Flashback/memory analysis + theme debate	Final story analysis response
15	2	Review all narrative and literary elements; synthesize skills; reflect on module learning.	Review, Synthesis, and Wrap-Up	Mixed review + final discussion + reflection	Final reflection + overall assessment

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Charlotte Perkins Gilman (1995). <i>The Yellow Wall-Paper, Herland, and Selected Writings</i> . Jhumpa Lahiri (1999). <i>Interpreter of Maladies</i> .
• Main References	Cuddon, J. A., & Habib, M. A. R. (2009). <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> . Dark, L. (2019). <i>The Story Prize: 15 Years of Great Short Fiction</i> .
• Recommended References (Journals, Reports, etc.)	—
• Electronic References / Websites	- Google Scholar academic database for research studies.- Project Gutenberg for classical literary texts. - Modern Language Association (MLA) website for critical resources and literary studies. - JSTOR database for academic articles in literature and the humanities.

1. Module					
Conversation					
2. Module Code					
EB02C121					
3. Year / Semester					
First Year / Second Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Ahmed Mohammed Fahad					
Email: Jur7494@gmail.com					
8. Module Objectives					
This module aims to enable students to develop effective and comprehensive oral communication skills in English through understanding the basics of spoken expression and vocabulary related to daily life and classroom contexts. It also seeks to enhance students' ability to introduce themselves and present personal information confidently, engage in conversations about personal experiences, and describe characteristics as well as compare people and things accurately. Furthermore, the module develops students' ability to express and defend their opinions clearly, improve listening skills to understand others' viewpoints, and encourages active participation in group discussions and collaborative work. The module also aims to build self-confidence, promote respect for others' opinions, and develop lifelong learning skills and adaptability to various communicative situations, supporting students' personal and professional growth.					
9. Teaching and Learning Strategies					
1. Interactive lectures to present key concepts. 2. Discussions and small group work to exchange ideas and practice conversation. 3. Communicative activities simulating real-life situations to enhance dialogue. 4. Presentations and role-play to develop speaking and argumentation skills.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Understand module objectives, evaluation rubric, and expectations; practice basic free speaking.	Module Introduction and Evaluation Rubric + On a Bus (free practice)	Lecture + rubric explanation + pair free talk	Participation + introductory speaking sample
2	3	Use phrases for taking a taxi; role-play taxi	Taking a Taxi (and free practice)	Role-play in pairs + vocabulary	Role-play performance +

		scenarios; improve fluency in transportation contexts.		input + fluency drills	peer feedback
3	3	Book airline tickets using polite requests and questions; discuss travel plans.	Booking Airline Tickets (and free practice)	Dialogue modeling + role-play + group discussion	Ticket booking role-play + fluency check
4	3	Rent a car; ask about options, prices, and insurance; practice related conversations.	Hiring a Car (and free practice)	Car rental dialogue practice + pair role-plays	Car hire scenario assessment + self-recording
5	3	Review and assess Weeks 1–4; improve speaking based on feedback.	Assignment Test 1 + Assessment Rubric Review	Integrated speaking test + feedback session	Speaking test (role-plays) + rubric score
6	3	Handle car-related situations (repairs, services); build confidence in real-life contexts.	At the Garage (and free practice)	Vocabulary input + role-play scenarios	Garage role-play + vocabulary quiz
7	3	Order food/drinks at tea time; practice polite requests and small talk.	At Tea-time (and free practice)	Café dialogue practice + pair work	Tea-time conversation recording
8	3	Socialize and order in a coffee bar; practice casual conversations and invitations.	With a Friend in a Coffee Bar (and free practice)	Casual dialogue modeling + group role-plays	Coffee bar role-play + fluency feedback
9	3	Assess Weeks 6–8; improve speaking performance through feedback.	Assignment Test 2 + Assessment Rubric Review	Mixed role-play test + targeted feedback	Speaking test + detailed rubric feedback
10	3	Order food, discuss menus, and handle complaints; practice restaurant etiquette.	In a Restaurant (and free practice)	Restaurant dialogues + role-play rotations	Restaurant role-play evaluation
11	3	Engage in free, spontaneous conversations; improve natural fluency.	Free Practice Work	Open-topic pair/group discussions	Fluency participation + peer observation
12	3	Continue free speaking; focus on error correction and confidence building.	Free Practice Work (continued)	Topic cards + free talk circles	Self-assessment journal + teacher notes
13	3	Integrate all learned skills; practice mixed scenarios and spontaneous speaking.	Integrated Free Practice + Review	Mixed scenarios + review games	Mixed role-play + self-reflection
14	3	Consolidate speaking skills; prepare for final	Remedial Practice + Final Preparation	Personalized feedback + mock	Practice performance +

		assessment.		tests	goal-setting
15	3	Demonstrate overall speaking proficiency; reflect on learning progress.	Final Assessment and Feedback	Final speaking test + reflection discussion	Final exam (role-plays + free talk) + overall grade + reflection

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Green, J., & Hilton, M. (1985). <i>Penguin Speaking Skills: Student's Book</i> . Penguin Books Ltd.
• Main References	Philpot, S., & Curnick, L. (2011). <i>Headway Academic Skills: Listening, Speaking, and Study Skills</i> (Level 2). Oxford University Press. Philpot, S., & Curnick, L. (2011). <i>Headway Academic Skills: Listening, Speaking, and Study Skills</i> (Level 3). Oxford University Press.
• Recommended References (Journals, Reports, etc.)	—
• Electronic References / Websites	British Council – Learn English: https://learnenglish.britishcouncil.org Cambridge Dictionary (Grammar): https://dictionary.cambridge.org/grammar/ BBC Learning English: https://www.bbc.co.uk/learningenglish Oxford Learner's Dictionaries: https://www.oxfordlearnersdictionaries.com

1. Module					
Phonetics					
2. Module Code					
EB02P122					
3. Year / Semester					
First Year / Second Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Dr. Mohammed Taher Jasim					
Email: dr.mohammed.taher@uomisan.edu.iq					
8. Module Objectives					
This module aims to develop students' skills in correct English pronunciation, understand the mechanisms of sound production, and analyze the characteristics of consonants and vowels, including diphthongs and sound sequences. It also seeks to enable students to use IPA (International Phonetic Alphabet) symbols to differentiate between sounds, improve pronunciation clarity, and apply this knowledge in conversation and reading.					
9. Teaching and Learning Strategies					
1. Interactive lectures to explain pronunciation mechanisms and sounds. 2. Practical models and mirror exercises to apply speech sounds. 3. Hands-on drills for sound sequences and connected speech. 4. Group discussion and error analysis to enhance learning.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Understand module objectives, assessment methods, and basic problems in English pronunciation.	Method of Assessment and Module Introduction	Lecture + Syllabus review + Diagnostic quiz	Participation + Introductory quiz
2	3	Explain how speech production works in English; identify the role of vocal cords in voicing.	1. How speech pronunciation works in English? + 2.1 The vocal cords	Diagram explanation + Voicing demos	Voicing identification quiz
3	3	Describe articulators: lips, palate, tongue; classify English	2. The consonants of English + 2.1 The lips + 2.1	Articulator models + Mirror practice	Articulator labeling + Place quiz

		consonants by place of articulation.	The palate + 2.1 The Tongue		
4	3	Distinguish friction consonants; practice their production and transcription.	2.1 Friction consonants	Listening + Production drills	Friction consonant identification
5	3	Identify and produce stop consonants; understand plosive mechanism.	2.1 Stop consonants	Stop release exercises + IPA symbols	Stop consonant quiz + Production check
6	3	Assessment of Weeks 1–5; review consonants basics; provide remedial practice.	Assignment Test 1 + Feedback and Remedial Work	Integrated test + Review session	Test (listening/production) + Feedback
7	3	Classify and produce nasal consonants; compare oral vs. nasal airflow.	2.1 Nasal consonants	Nasal resonance practice + Mirror	Nasal vs. oral quiz
8	3	Recognize lateral consonants; practice /l/ sounds (clear/dark).	2.1 Lateral consonants	Lateral airflow demos + Tongue position	Lateral sound identification
9	3	Understand and produce gliding/approximant consonants (e.g., /j/, /w/, /r/).	2.1 Gliding consonants	Glide transitions + Pair practice	Glide production + Quiz
10	3	Assessment of consonant sequence and production; focus on connected speech basics.	Assignment Test 2 + Feedback and Remedial Work	Consonant sequence test + Remedial	Comprehensive consonant test + Feedback
11	3	Classify English vowels; identify simple (monophthong) vowels and their features.	3. The vowels of English + 3.1 Simple vowels	Vowel chart + Tongue height/position demos	Vowel classification quiz
12	3	Recognize and produce diphthongs; understand tongue glide in diphthongs.	3.1 Diphthongs	Diphthong trajectory practice	Diphthong identification + Production
13	3	Analyze vowel sequences; practice vowel combinations in words and phrases.	3.1 Vowel sequences	Sequence drills + Listening	Vowel sequence quiz
14	3	Review all topics (consonants, vowels, diphthongs);	Review and Remedial Work	Mixed exercises + Error correction	Mixed review quiz + Self-assessment

		consolidate production and transcription skills.			
15	3	Demonstrate overall mastery; apply phonetic knowledge in assessment; reflect on progress.	Review, Assessment and Feedback	Final test + Reflection discussion	Final exam (listening/production) + Grade

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	• O'Connor, J. D. (1980). <i>Better English Pronunciation</i> (2nd ed.). Cambridge University Press.
• Main References	• Carr, P. (2013). <i>English Phonetics and Phonology: An Introduction</i> . Wiley-Blackwell.
• Recommended References (Journals, Reports, etc.)	• Cruttenden, A. (2014). <i>Gimson's Pronunciation of English</i> (8th ed.). Routledge.
• Electronic References / Websites	• Cambridge Dictionary Online: https://dictionary.cambridge.org • Oxford Learner's Dictionaries: https://www.oxfordlearnersdictionaries.com • International Phonetic Association (IPA): https://www.internationalphoneticassociation.org • BBC Learning English – Pronunciation: https://www.bbc.co.uk/learningenglish

Description of the Second-Year Modules
Third Semester

1. Module					
Arabic					
2. Module Code					
EB02AL2110					
3. Year / Semester					
Second Year / Third Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Inst. Hayder Jawad Kazim					
Email: hayder.jk@uomisan.edu.iq					
8. Module Objectives					
This module aims to introduce students to the fundamentals of Arabic grammar and its main rules, such as the subject (mubtada'), predicate (khabar), subject of the verb (fā'il), agent substitute (nā'ib al-fā'il), and kāna and its sisters. It also seeks to develop students' ability to understand and correctly analyze Arabic sentences. Furthermore, the module introduces students to features of Arabic literature in the early Islamic and Umayyad periods through the study and analysis of selected speeches and poems. It also aims to develop students' skills in reading, analysis, and memorization, as well as enhancing correct writing skills through studying spelling rules such as solar and lunar letters and the tied and open tā'.					
9. Teaching and Learning Strategies					
1. Lectures and structured explanation. 2. Practical examples from the Qur'an, poetry, and texts. 3. Parsing, classification, and analysis exercises. 4. Group reading and text discussions.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Identifying the subject (mubtada') and predicate (khabar) and distinguishing them in nominal sentences	Subject and Predicate	Lecture + practical examples	Participation + quiz
2	2	Understanding the concept of the subject of the verb (fā'il) and its parsing in verbal sentences	The Subject of the Verb	Explanation + parsing exercises	Worksheet

3	2	Identifying the agent substitute (nā'ib al-fā'il) and distinguishing it from the subject	Agent Substitute	Applied explanation + examples	Quiz
4	2	Recognizing the subject of kāna and its sisters and its grammatical case	Subject of Kāna and its Sisters	Lecture + exercises	Parsing application
5	2	Understanding the predicate of kāna and its sisters and its use in sentences	Predicate of Kāna and its Sisters	Explanation + examples	Quiz
6	2	Identifying the features of literature in the early Islamic period	Literature in the Early Islamic Period	Lecture + discussion	Classroom questions
7	2	Understanding and analyzing the Farewell Sermon	The Farewell Sermon	Reading and analysis	Analytical questions
8	2	Reading a poem by Ka'b ibn Zuhayr and understanding its meanings	The Burda Poem by Ka'b ibn Zuhayr	Group reading + explanation	Comprehension test
9	2	Identifying the features of literary life in the Umayyad period	Literary Life in the Umayyad Period	Lecture + discussion	Class participation
10	2	Identifying Naqā'id poetry and its characteristics	Naqā'id Poetry	Explanation + reading samples	Quiz
11	2	Memorizing and analyzing a poetic sample by Jarir	Sample 1: Jarir	Reading + analysis	Memorization test
12	2	Memorizing and analyzing a poetic sample by Al-Farazdaq	Sample 2: Al-Farazdaq	Reading + discussion	Memorization test
13	2	Recognizing the alphabetical and phonetic order of Arabic letters	Spelling: Alphabetical and Phonetic Order	Explanation + practice	Written exercise
14	2	Distinguishing between solar and lunar letters	Solar and Lunar Letters	Explanation + examples	Quiz
15	2	Learning how to write tied and open tā' correctly	Tied and Open Tā'	Practical training	Spelling test

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination,

30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	—
• Main References	Encyclopedia of Syntax, Morphology, and Parsing – a comprehensive encyclopedia on the rules of grammar, morphology, and parsing by Emil Badi‘ Ya‘qūb.
• Recommended References (Journals, Reports, etc.)	The Holy Qur’an; Ibn Manzur’s Dictionary; Modern Arabic Poetry
• Electronic References / Websites	Website: https://www.dohadictionary.net/ — The Doha Historical Dictionary of the Arabic Language portal, where users can search historical lexical entries and texts.

1. Module					
School Curricula and Textbooks					
2. Module Code					
CURSE3					
3. Year / Semester					
Second Year / Third Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2 Credits					
7. Module Coordinator					
Asst. Inst. Karrar Ahmed Sahib					
Email: Ahmedkrar@uomisan.edu.iq					
8. Module Objectives					
This module aims to enable students to understand the concept of curriculum, its characteristics, and its importance in the educational process. It also introduces students to the philosophical, social, and psychological foundations upon which the curriculum is based. Furthermore, the module seeks to help students identify the basic elements and components of the curriculum and develop their ability to analyze curriculum design and development models. In addition, the module focuses on enhancing students' ability to evaluate and develop the textbook according to accurate scientific standards.					
9. Teaching and Learning Strategies					
• Interactive lecture. • Group discussion. • Analysis of samples from actual textbooks. • Cooperative learning. • Preparation of reports and applied research projects. • Presentation of textbook analysis or development projects.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Identify the concept of curriculum and its importance	Concept of Curriculum	Lecture + Discussion	Class Participation
2	2	Recognize the characteristics of curriculum	Characteristics of Curriculum	Lecture + Practical Examples	Short Quiz
3	2	Understand the importance of curriculum in the	Importance of Curriculum	Lecture + Group Discussion	Homework Assignment

		educational process			
4	2	Identify the philosophical, social, and psychological foundations of curriculum	Foundations of Curriculum	Explanation + Applied Examples	Group Activity + Short Exercise
5	2	Understand curriculum elements, objectives, content, and teaching methods	Curriculum Elements	Lecture + Practical Exercises	Written Exercise + Discussion
6	2	Analyze different methods of curriculum evaluation	Curriculum Evaluation: Separate and Integrated Approaches	Explanation + Case Studies	Short Quiz + Practical Exercise
7	2	Identify the concept of the core curriculum and its applications	Core Curriculum	Lecture + Examples	Assignment + Class Participation
8	2	Recognize methods of curriculum development and the objectives of evaluation	Curriculum Development, Methods, and Evaluation Objectives	Lecture + Group Discussion	Group Activity + Short Exercise
9	2	Identify curriculum evaluation standards, techniques, and procedures	Curriculum Evaluation Standards and Procedures	Explanation + Practical Application	Short Quiz + Discussion
10	2	Understand approaches and principles of curriculum development and obstacles to implementation	Curriculum Development	Lecture + Examples	Group Activity + Assignment
11	2	Study modern models of curriculum design	Modern Models of Curriculum Design	Lecture + Discussion	Practical Exercise + Short Quiz
12	2	Identify the concept and function of the textbook	Textbook: Concept and Function	Lecture + Examples	Class Participation + Assignment
13	2	Distinguish between traditional and electronic textbooks	Traditional and Electronic Textbooks	Explanation + Discussion	Assignment + Short Quiz
14	2	Learn how to evaluate textbooks	Textbook Evaluation	Lecture + Practical Exercises	Practical Exercise + Discussion
15	2	Develop skills in textbook development	Textbook Development	Lecture + Workshop	Small Project + Comprehensive Evaluation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive

evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	
• Main References	
• Recommended References (Journals, Reports, etc.)	
• Electronic References / Websites	Internet Sites

1. Module					
Conversation					
2. Module Code					
EB02C216					
3. Year / Semester					
Second Year / Third Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
60 Hours / 3 Credits					
7. Module Coordinator					
Inst. Ola Kamal Yassin					
Email: ola.kamal@uomisan.edu.iq					
8. Module Objectives					
This module aims to enable students to develop effective and integrated oral communication skills in English. It seeks to equip students with the ability to introduce themselves and share personal information confidently, ask and answer questions about daily experiences, and practice expressing past events and personal experiences. It also focuses on developing skills in describing positive and negative characteristics of people and things, comparing people, places, and events, and discussing changes in lifestyle and personal habits. Furthermore, the module encourages students to express and defend their opinions and hypothetical ideas effectively, and provides opportunities to evaluate their performance and review acquired skills, with the aim of enhancing fluency and confidence in oral communication in various real-life situations.					
9. Teaching and Learning Strategies					
1. Interactive lectures to present key concepts. 2. Discussions and small groups for exchanging ideas and practicing conversation. 3. Communicative activities based on real-life situations to enhance dialogue. 4. Presentations and role-play to develop speaking and argumentation skills.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	4	Introduce students to the module objectives and encourage basic classroom interaction	Getting to Know You – Module Introduction	Introductory lecture and interactive discussion	Oral questions and participation
2	4	Enable students to introduce themselves and share personal information confidently	Self-Introductions	Pair work and guided speaking activities	Classroom participation
3	4	Develop students'	Can You Tell	Speaking practice	Oral exercises

		ability to ask and answer questions about personal experiences	About...?	and group discussion	
4	4	Practice talking about past experiences using appropriate expressions	Have You Ever...?	Communicative activities and pair work	Classroom activities
5	4	Encourage students to discuss similarities and shared interests with others	Finding Things in Common	Group discussion and speaking tasks	Participation and short exercises
6	4	Evaluate students' speaking performance and provide feedback	Assessment Test 1 – Feedback and Remedial Work	Oral test and feedback session	Speaking test
7	4	Enable students to describe their skills and abilities clearly	Skills and Abilities	Lecture and communicative practice	Classroom exercises
8	4	Develop the ability to describe positive and negative characteristics	Describing Positive and Negative Features	Discussion and descriptive speaking tasks	Short oral activities
9	4	Practice comparing people, places, and things using appropriate language	Making Comparisons	Lecture and speaking practice	Written and oral exercises
10	4	Enable students to discuss changes in lifestyle and personal habits	Talking About Lifestyle Changes	Interactive discussion and speaking practice	Classroom participation
11	4	Assess students' progress in speaking and communication skills	Assessment Test 2 – Feedback and Remedial Work	Oral test and feedback	Speaking test
12	4	Develop students' ability to express wishes and hypothetical ideas	Expressing Wishes	Lecture and communicative activities	Short oral exercises
13	4	Encourage students to present and defend their opinions effectively	Expressing Opinions and Persuasive Speaking	Discussion and presentation practice	Classroom presentation
14	4	Review the main speaking skills learned during the module	Review and Feedback	Comprehensive review and discussion	Final evaluation
15	4	Evaluate students' overall speaking performance and reinforce the main communication skills learned during the module	Final Assessment and Module Wrap-Up	Oral presentations and review discussion	Final speaking assessment

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Green, J., & Hilton, M. (1985). <i>Penguin Speaking Skills: Student's Book</i> . Penguin Books Ltd.
• Main References	Philpot, S., & Curnick, L. (2011). <i>Headway Academic Skills: Listening, Speaking, and Study Skills (Level 2)</i> . Oxford University Press. Philpot, S., & Curnick, L. (2011). <i>Headway Academic Skills: Listening, Speaking, and Study Skills (Level 3)</i> . Oxford University Press.
• Recommended References (Journals, Reports, etc.)	—
• Electronic References / Websites	British Council – Learn English: https://learnenglish.britishcouncil.org BBC Learning English: https://www.bbc.co.uk/learningenglish Oxford Learner's Dictionaries Online: https://www.oxfordlearnersdictionaries.com

1. Module					
Comprehension					
2. Module Code					
EB02C211					
3. Year / Semester					
Second Year / Third Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Khalid Wahab Jabr					
Email: khalid_wahaab@uomisan.edu.iq					
8. Module Objectives					
This module aims to develop students' reading comprehension skills by training them to read English texts and understand their main ideas and supporting details. It also seeks to enhance students' ability to analyze texts, infer meanings, and deduce vocabulary from context, while developing their critical thinking skills. Furthermore, the module focuses on improving reading speed and overall comprehension of different types of texts, enabling students to effectively deal with both academic and everyday materials.					
9. Teaching and Learning Strategies					
• Encouraging students to read a variety of texts. • Using group discussions about reading texts. • Employing interactive activities related to reading.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Identify the module objectives and assessment methods, and develop awareness of the importance of reading comprehension and its basic strategies.	Method of Assessment and Module Introduction	Introductory Lecture + Discussion	Oral Questions + Class Participation
2	2	Extract the main idea and supporting details from texts about memories and personal experiences, and develop vocabulary through context.	Unit 1: A Time to Remember	Guided Reading + Discussion + Comprehension Activities	Participation + Reading Comprehension Questions

3	2	Analyze texts related to daily life and identify the sequence of events and relationships among ideas.	Unit 2: Caught in the Rush	Interactive Reading + Pair Work	Short Reading Comprehension Quiz
4	2	Infer implicit ideas and distinguish the causes and results of changes in the reading texts.	Unit 3: Time for a Change!	Lecture + Group Discussion + Text Analysis	Classroom Comprehension Exercises
5	2	Develop reading and listening comprehension skills and infer the meanings of new vocabulary from context.	Unit 4: I've Never Heard of That!	Guided Reading and Listening + Discussion	Short Written Comprehension Task
6	2	Evaluate students' reading comprehension skills and provide feedback and remedial work to address weaknesses.	Assessment Test 1 – Feedback and Remedial Work	Written Test + Discussion	Reading Comprehension Test
7	2	Analyze texts related to travel, identify main ideas and important details, and infer the writer's purposes.	Unit 5: Going Places	Analytical Reading + Discussion	Participation + Comprehension Test
8	2	Understand texts presenting problems and solutions and analyze the organization of ideas within texts.	Unit 6: OK, No Problem!	Pair Work + Text Analysis	Classroom Comprehension Exercises
9	2	Identify the functions of objects through texts and answer direct and inferential comprehension questions.	Unit 7: What's This For?	Interactive Lecture + Guided Reading	Short Quiz
10	2	Analyze social texts, distinguish between facts and opinions, and interpret characters' viewpoints.	Unit 8: Let's Celebrate!	Interactive Reading + Group Discussion	Short Written Assessment
11	2	Read texts about social changes, extract main messages, and analyze the writer's point of view.	Unit 9: Times Have Changed!	Discussion + Analytical Reading	Participation Assessment + Analytical Questions
12	2	Evaluate students'	Assessment Test 2 –	Written Test +	Reading

		progress in comprehension, inference, and text analysis skills, with appropriate feedback.	Feedback and Remedial Work	Feedback	Comprehension Test
13	2	Analyze texts related to work and daily routines, identify relationships among ideas, and understand text organization.	Unit 10: I Hate Working on Weekends	Lecture + Guided Reading + Discussion	Analytical Homework Assignment
14	2	Read descriptive and tourism-related texts, evaluate opinions presented, and summarize main ideas academically.	Unit 11: It's Really Worth Seeing	Group Discussion + Short Presentation of Reading Summaries	Oral Presentation + Written Summary
15	2	Apply all acquired reading comprehension strategies to analyze new texts and demonstrate competence in understanding, interpretation, and summarization.	Review and Feedback	Comprehensive Review + Discussion + Applications on New Texts	Final Reading Comprehension Exam + Overall Evaluation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Richards, J. C., & Hull, C. (2011). <i>Cambridge Interchange</i> (4th ed.). Cambridge University Press.
• Main References	Lee, L., & Gundersen, E. (2000). <i>Select Readings: Intermediate (Student Book)</i> . Oxford University Press. Lee, L., & Gundersen, E. (2011). <i>Select Readings: Upper Intermediate</i> . Oxford University Press.
• Recommended References (Journals, Reports, etc.)	—
• Electronic References / Websites	BBC Learning English: https://www.bbc.co.uk/learningenglish Oxford Learner's Dictionaries Online: https://www.oxfordlearnersdictionaries.com

1. Module					
Grammar					
2. Module Code					
EB02G212					
3. Year / Semester					
Second Year / Third Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
60 Hours / 3 Credits					
7. Module Coordinator					
Asst. Prof. Dr. Mohammed Taher Jasim					
Email: dr.mohammed.taher@uomisan.edu.iq					
8. Module Objectives					
This module aims to develop students' understanding of the fundamental rules of English grammar, including parts of speech, sentence structure, and the use of different tenses such as present, past, and future. It also introduces types of verbs such as stative verbs, dynamic verbs, and modal verbs. The module seeks to enable students to use grammatical rules accurately in both written and spoken communication, develop their ability to form questions, negation, and short answers, and enhance their skills in identifying and correcting grammatical errors. This contributes to improving linguistic accuracy and building confidence in using English in academic and everyday contexts.					
9. Teaching and Learning Strategies					
1. Interactive lectures to present grammar rules and examples. 2. Practical exercises and application-based sentences to reinforce understanding. 3. Group discussions and interactive activities. 4. Group revision and error correction. 5. Self-assessment and continuous feedback.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	4	Understand the module objectives, assessment methods, and module content	Method of Assessment and Module Introduction	Lecture + Discussion	Participation + Introductory Quiz
2	4	Identify word classes in English and use words correctly in sentences	Word Classes – Words and Sentences	Explanation + Examples	Short Quiz
3	4	Understand sentence structure and identify direct and indirect	Sentence Structure – Direct and Indirect Object	Sentence Exercises + Discussion	Worksheet

		objects			
4	4	Distinguish between state verbs and action verbs and use present tenses correctly	State Verbs and Action Verbs – Present Tenses	Explanation + Practice	Short Quiz
5	4	Use different past tenses correctly in sentences	Past Tenses	Lecture + Practice	Short Questions
6	4	Review and evaluate the previous weeks' material	Assessment Test 1 + Feedback and Remedial Work	Review + Test	Test
7	4	Apply past tense usage in context	Past Tenses Practice	Practical Exercises	Assignment
8	4	Understand the formation and use of future tenses	Future Tenses	Explanation + Examples	Short Quiz
9	4	Apply future tenses in different sentence structures	Future Tenses Practice	Exercises + Discussion	Worksheet
10	4	Form questions, negatives, and short answers in English	Questions, Negatives and Answers	Dialogue Exercises	Short Quiz
11	4	Conduct a comprehensive evaluation of previous topics with feedback	Assessment Test 2 + Feedback and Remedial Work	Test + Review	Test
12	4	Understand modal verbs expressing ability and permission	Modal Verbs – Ability and Permission	Explanation + Examples	Short Quiz
13	4	Use modal verbs to express possibility, certainty, and necessity	Modal Verbs – Possibility, Certainty and Necessity	Discussion + Practice	Short Questions
14	4	Conduct a comprehensive review of module grammar topics	Review and Feedback	Review + Discussion	Review Quiz
15	4	Demonstrate overall understanding of the module through final evaluation	Final Review and Assessment	General Review	Final Exam

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Eastwood, J. (2002). <i>Oxford Practice Grammar</i> (2nd ed.). Oxford University Press.
• Main References	—
• Recommended References (Journals, Reports, etc.)	Swan, M. (2016). <i>Practical English Usage</i> (4th ed.). Oxford University Press.
• Electronic References / Websites	British Council – Learn English: https://learnenglish.britishcouncil.org Grammarly Handbook: https://www.grammarly.com/handbook

1. Module					
Novel					
2. Module Code					
EB02LN223					
3. Year / Semester					
Second Year / Third Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Hussein Jasim Mohammed					
Email: hussainalhussainy14@gmail.com					
8. Module Objectives					
This module aims to develop students' abilities in studying the novel as one of the most important literary genres through introducing its origins and historical development, and understanding narrative techniques and elements of the novel. It also seeks to enhance students' literary and critical analysis skills and improve their ability to read novels analytically and critically. Furthermore, the module focuses on developing research skills and academic writing, as well as shaping students' intellectual and academic personality through classroom discussions and the analysis of literary texts.					
9. Teaching and Learning Strategies					
• Presenting academic content in a modern scholarly manner. • Using lectures and classroom discussions. • Analyzing literary texts in class. • 4. Assigning presentations and guided readings.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Identify the origins and early development of the novel as a literary genre	Introduction to the Novel – Origins and Early Developments	Lecture and class discussion	Oral questions and class participation
2	2	Explain the evolution of the novel and its major historical developments	Introduction to the Novel – Evolution and Key Developments	Lecture with textual examples	Short quiz
3	2	Analyze narrative structure and plot development in novels	Narrative Techniques and Basic Elements – Structure and Plot	Analytical lecture and text analysis	Short written assignment

			Development		
4	2	Examine character development and the role of setting in narrative fiction	Narrative Techniques and Basic Elements – Character Development and Setting	Lecture and group discussion	Class questions
5	2	Understand narrative techniques such as stream of consciousness and epistolary form	Narrative Techniques and Basic Elements – Stream of Consciousness and Epistolary Form	Lecture with literary examples	Short quiz
6	2	Distinguish between major literary movements and their characteristics	Major Literary Movements – Realism, Romanticism, Modernism	Lecture with presentation	Written assignment
7	2	Recognize different forms of contemporary novels and literary genres	Postmodernism and Contemporary Novels – Overview and Historical Fiction; Science Fiction and Fantasy; Mystery and Dystopian Literature	Lecture and discussion	Oral questions
8	2	Analyze themes and genre exploration from global perspectives	Themes and Genre Exploration – Global Perspectives	Text analysis and class discussion	Short report
9	2	Understand feminist and postcolonial critical approaches in literary analysis	Critical Approaches – Feminist Theory and Postcolonial Theory	Lecture and critical analysis	Short quiz
10	2	Explain psychoanalytic criticism and contemporary critical trends	Critical Approaches – Psychoanalytic Criticism and Contemporary Trends	Lecture and discussion	Analytical assignment
11	2	Introduce <i>The Things They Carried</i> and its historical context	Tim O’Brien’s <i>The Things They Carried</i> – Introduction and Discussion	Lecture and guided discussion	Class participation
12	2	Analyze the physical and emotional burdens of war in the novel	Tim O’Brien’s <i>The Things They Carried</i> – The Physical and Emotional Burdens of War	Textual analysis and discussion	Short quiz
13	2	Examine the relationship between	Tim O’Brien’s <i>The Things They Carried</i>	Analytical discussion	Written assignment

		storytelling and truth in the narrative	– Storytelling and Truth		
14	2	Evaluate the development of major characters in the novel	Tim O’Brien’s <i>The Things They Carried</i> – Character Studies	Discussion and character analysis	Oral presentation
15	2	Interpret themes of guilt, grief, and redemption in the novel	Tim O’Brien’s <i>The Things They Carried</i> – Themes of Guilt, Grief, and Redemption	Concluding discussion and analysis	Final test or report

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Eagleton, T. (2005). <i>The English Novel: An Introduction</i> . Blackwell Publishing.
• Main References	O’Brien, T. (1990). <i>The Things They Carried</i> . Houghton Mifflin / Mariner Books.
• Recommended References (Journals, Reports, etc.)	MacKay, M. (2011). <i>The Cambridge Introduction to the Novel</i> . Cambridge University Press.
• Electronic References / Websites	Cuddon, J. A., & Habib, M. A. R. (1999). <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> (4th ed.). Penguin Books.

1. Module					
Phonetics					
2. Module Code					
EB02P214					
3. Year / Semester					
Second Year / Third Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2 Credits					
7. Module Coordinator					
Inst. Dr. Mohammed Ahmed Karam Mohammed.karam.nori@gmail.com					
8. Module Objectives					
This module aims to introduce students to the basics of phonetics in the English language and to develop their ability to produce correct English sounds. It also seeks to enhance students' skills in distinguishing between vowels and consonants, and in understanding patterns of stress, rhythm, and intonation in spoken English. In addition, the module aims to improve students' listening and speaking skills, and to enable them to use phonetic symbols in representing the correct pronunciation of words, thereby contributing to the development of their linguistic and academic abilities.					
9. Teaching and Learning Strategies					
• Enhancing students' interest in learning correct pronunciation. • Building confidence in using English for communication. • Encouraging active participation in classroom activities. • 4. Reinforcing the importance of linguistic accuracy in academic communication					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Introduce students to the module objectives, requirements, and the importance of phonetics in learning English.	Method of Assessment and Module Introduction	Introductory lecture and discussion	Oral questions and class participation
2	3	Identify and distinguish English vowel sounds and diphthongs.	Vowels of English – Simple Vowels – Vowel Sequences – Diphthongs	Lecture with pronunciation practice	Short oral quiz
3	3	Understand syllables and stress patterns in English words.	Words in Company – Word Stress – Stressed and	Lecture with pronunciation exercises	Classroom exercises

			Unstressed Syllables		
4	3	Recognize the difference between strong and weak forms in connected speech.	Weak Forms and Strong Forms – The Use of Weak Forms	Lecture with listening and speaking practice	Short test
5	3	Understand rhythm patterns in spoken English.	Rhythm Units	Lecture and pronunciation drills	Class participation
6	3	Evaluate students' understanding and correct pronunciation errors.	Assessment Test – Feedback and Remedial Work	Test and feedback session	Written test
7	3	Improve students' fluency in spoken English.	Fluency	Guided speaking practice	Oral evaluation
8	3	Recognize changes in word shapes in connected speech.	Changing Word Shapes	Lecture with listening practice	Practical exercises
9	3	Understand the concept of intonation patterns in English.	Intonation Shape – Tune – The Falling Tune – The Glide Down	Lecture with audio examples	Oral quiz
10	3	Identify rising and falling intonation patterns in sentences.	The First Rising Tune – The Glide-Up – The Second Rising Tune – The Take-Off – The Falling-Rising Tune – The Dive	Lecture and pronunciation practice	Classroom exercises
11	3	Apply different intonation patterns in spoken English.	Intonation Practice	Practical pronunciation activities	Oral assessment
12	3	Assess students' pronunciation and intonation skills.	Assessment Test – Feedback and Remedial Work	Test and feedback	Written test
13	3	Practice the use of different tune patterns in speech.	How to Use Tune (Practice)	Practical exercises	Homework assignment
14	3	Develop the ability to write phonetic symbols correctly.	Phonetic Transcription (Practice)	Practical training on transcription	Practical test
15	3	Review the main concepts and evaluate students' overall progress.	Review and Feedback	Comprehensive review and discussion	Final evaluation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning

outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	O'Connor, J. D. (1980). <i>Better English Pronunciation</i> (2nd ed.). Cambridge University Press. Carr, P. (2013). <i>English Phonetics and Phonology: An Introduction</i>. Wiley-Blackwell.
• Main References	Cruttenden, A. (2014). <i>Gimson's Pronunciation of English</i> (8th ed.). Routledge.
• Recommended References (Journals, Reports, etc.)	—
• Electronic References / Websites	Cambridge Dictionary Online: https://dictionary.cambridge.org Oxford Learner's Dictionaries: https://www.oxfordlearnersdictionaries.com International Phonetic Association (IPA): https://www.internationalphoneticassociation.org BBC Learning English – Pronunciation: https://www.bbc.co.uk/learningenglish

Description of the Second-Year Modules
Fourth Semester

1. Module					
Educational Psychology					
2. Module Code					
EB02EP217					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Inst. Iman Saadoun Dhumad					
Email: imanalsaedi@uomisan.edu.iq					
8. Module Objectives					
This module aims to introduce students to the concepts of educational psychology and its importance in the educational process, enabling them to understand different learning theories and their applications within the classroom environment. It also seeks to develop students' ability to analyze mental processes such as attention, perception, and thinking, and to understand the stages of human development and their characteristics, in addition to introducing the concepts of intelligence and methods of its measurement. Furthermore, the module focuses on developing students' thinking skills, understanding the transfer of learning, and exploring educational assessment methods, thereby preparing them to apply these concepts and knowledge in real educational situations and enhance the effectiveness of the teaching and learning process.					
9. Teaching and Learning Strategies					
• Interactive lecture. • Group discussion. • Cooperative learning. • Case study analysis. • Classroom activities and practical applications.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Understand the basics of educational psychology and its fundamental concepts.	Educational Psychology: Fundamentals	Discussion and Questioning	Formative Assessment
2	2	Identify the introduction to educational psychology	Educational Psychology: Definition and	Discussion and Questioning	Formative Assessment

		and define the concept of educational psychology.	Introduction		
3	2	Recognize the importance of psychology and the objectives of educational psychology.	Educational Psychology	Discussion and Questioning	Formative Assessment
4	2	Understand the relationship between educational psychology and other branches of science; define learning, conditions of effective learning, and learning theories (behavioral and cognitive).	Educational Psychology: Learning and Learning Theories	Discussion and Questioning	Formative Assessment
5	2	Understand experimental facts, laws, and educational applications related to the educational process.	Educational Psychology: The Educational Process	Discussion and Questioning	Formative Assessment
6	2	Explain the educational process and its components.	Educational Psychology: Interpretation of the Educational Process	Discussion and Questioning	Formative Assessment
7	2	Identify the factors affecting the effectiveness of the educational process.	Educational Psychology: Factors Affecting Learning Effectiveness	Discussion and Questioning	Formative Assessment
8	2	Understand the classroom environment and the psychological, mental, and social characteristics of the teacher's personality.	Educational Psychology: Classroom Environment and Teacher Characteristics	Discussion and Questioning	Formative Assessment
9	2	Understand motivation, its concept and educational functions, strategies for stimulating learners' motivation, and the concept and importance of memory.	Educational Psychology: Motivation and Memory	Discussion and Questioning	Formative Assessment
10	2	Recognize contemporary perspectives explaining the nature of memory and its models:	Educational Psychology: Theories of Memory	Discussion and Questioning	Formative Assessment

		cognitive, behavioral, and Gestalt perspectives.			
11	2	Understand memory mechanisms, factors affecting remembering, methods for improving memory, and define forgetting.	Educational Psychology: Memory and Forgetting	Discussion and Questioning	Formative Assessment
12	2	Identify the causes of forgetting and theories explaining forgetting.	Educational Psychology: Theories of Forgetting	Discussion and Questioning	Formative Assessment
13	2	Understand transfer of learning, its dimensions, and theories explaining learning transfer.	Educational Psychology: Transfer of Learning	Discussion and Questioning	Formative Assessment
14	2	Understand feedback, its definition, and dimensions.	Educational Psychology: Feedback	Discussion and Questioning	Formative Assessment
15	2	Identify the determinants of feedback and understand teaching thinking: definition, justifications, approaches, obstacles, and factors of success.	Educational Psychology: Teaching Thinking	Discussion and Questioning	Formative Assessment

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

Required Textbooks	Psychological Counseling in Education and Teaching by Prof. Laith Kareem Hamad, 2013. Psychological Counseling Programs by Dr. Nabil Mohammed Al-Fahl, 2009. Psychological Guidance and Counseling by Hamed Abdel Salam Zahran, 2005.
Main References	Specialized lectures, guest speakers, and specialized websites related to counseling.
Recommended References (Journals, Reports,	Lectures delivered by practicing educational counselors.

etc.)	
• Electronic References / Websites	Psychological Counseling in Education and Teaching by Prof. Laith Kareem Hamad, 2013. Psychological Counseling Programs by Dr. Nabil Mohammed Al-Fahl, 2009. Psychological Guidance and Counseling by Hamed Abdel Salam Zahran, 2005.

1. Module					
Psychology of Teaching Classroom Thinking					
2. Module Code					
CLTSE4					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
60 Hours / 3 Credits					
7. Module Coordinator					
Asst. Inst. Karrar Ahmed Sahib					
Email: Ahmedkrar@uomisan.edu.iq					
8. Module Objectives					
This module aims to enable students to understand the psychological foundations of thinking processes within the classroom and introduce them to the concepts, types, and characteristics of thinking. It also seeks to provide students with an in-depth understanding of theories and models explaining the teaching of thinking. Furthermore, the module aims to develop students' ability to apply thinking-teaching strategies in various classroom situations and enhance their skills in comparing and critically analyzing different models of teaching thinking, thereby contributing to the improvement of their educational practices.					
9. Teaching and Learning Strategies					
• Interactive lectures and explanation of key concepts. • Group discussions and analysis of classroom situations. • Application of thinking strategies through practical activities. • Cooperative learning and group work. • Brainstorming and problem-solving activities.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	4	Understanding the concept of teaching and learning, learning styles, and the classroom as a psychological and cognitive environment	Concept of Teaching and Learning, Learning Styles, and Classroom as a Psychological and Cognitive Environment	Lecture + discussion	Participation + short quiz
2	4	Understanding classroom management	Classroom Management and	Explanation + examples	Short questions

		and the characteristics of an effective teacher in the learning environment	Teacher Effectiveness Criteria		
3	4	Recognizing learning as a cognitive process and understanding different learning styles	Learning as a Cognitive Process and Learning Styles	Lecture + discussion	Short quiz
4	4	Identifying learning models by Bruner, Gagné, and Dewey and their main principles	Bruner, Gagné, and Dewey Models	Explanation + comparison	Worksheet
5	4	Understanding Piaget's learning theory and the importance of sensory learning in education	Piaget's Model and Sensory Learning	Lecture + examples	Analytical questions
6	4	Understanding the concept and importance of e-learning in modern education	Importance of E-Learning	Presentation + discussion	Short quiz
7	4	Understanding the role of social connections in supporting the learning process	Social Connections in Learning	Discussion + examples	Participation
8	4	Identifying the concept, importance, and types of electronic assessments	Electronic Assessments	Explanation + application	Short quiz
9	4	Understanding the concept and importance of teaching thinking skills in education	Teaching Thinking Skills	Lecture + discussion	Short questions
10	4	Recognizing the importance of teaching thinking skills in improving students' learning abilities	Importance of Teaching Thinking Skills	Discussion + examples	Participation
11	4	Identifying different thinking styles and their characteristics	Thinking Styles	Explanation + comparison	Short quiz
12	4	Understanding and applying the 4MAT learning model in teaching	4MAT Model	Lecture + application	Worksheet
13	4	Understanding McCarthy's learning model based on thinking styles	McCarthy Model	Explanation + examples	Short quiz
14	4	Understanding Kolb's	Kolb Model	Lecture +	Analytical

		experiential learning model and its main stages		discussion	questions
15	4	Applying thinking instruction models and comprehensive module review	Practical Applications of Thinking Models + Review	Practical application + review	Final exam

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Qatami, Yousif Mahmoud. (1998). <i>Psychology of Learning and Classroom Teaching</i> . Dar Al-Fikr Al-Arabi.
• Main References	Zeitoun, Kamal Abdul Hamid. (2003). <i>Teaching: Its Models and Skills</i> . Alam Al-Kutub.
• Recommended References (Journals, Reports, etc.)	—
• Electronic References / Websites	https://www.education.com https://www.britannica.com/topic/education

1. Module					
Grammar					
2. Module Code					
EB02G222					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
60 Hours / 3 Credits					
7. Module Coordinator					
Asst. Prof. Khalid Wahab Jabr					
Email: khalid_wahaab@uomisan.edu.iq					
8. Module Objectives					
This module aims to enable students to understand essential grammatical structures such as the passive voice, direct and indirect speech, reported questions with tense changes, relative clauses and relative pronouns, and linking verbs. It also focuses on word formation through prefixes, suffixes, and compounding. In addition, the module includes comprehensive review activities, integrated exercises, and correction of common errors to ensure mastery of English grammar.					
9. Teaching and Learning Strategies					
1. Interactive lectures for presenting rules and examples.					
2. Practical exercises and sentence-based activities for understanding.					
3. Group discussions and interactive activities.					
4. Collective revision and error correction.					
5. Self-assessment and continuous feedback.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	4	Understand module objectives, assessment methods, and basic grammar concepts; introduce passive voice structure.	Assessment Method and Module Introduction + The Passive – Form and Use	Lecture + examples + group discussion	Participation + introductory quiz
2	4	Form passive sentences; distinguish active from passive; use special passive structures correctly.	Active and Passive + Special Passive Structures	Sentence transformation drills + pair work	Active/passive quiz + written exercises
3	4	Use prepositions	Prepositions with	Preposition drills	Worksheet +

		correctly in passive constructions; practice in various contexts.	Passive Verbs	+ sentence building	error correction
4	4	Review passive forms and assess learning outcomes from Weeks 1–3.	Assessment Test 1 + Feedback and Remedial Work	Integrated test + review session	Test (MCQs + sentences) + feedback
5	4	Convert direct speech into reported speech with correct changes in tense, pronouns, and adverbs.	Reported Speech – Direct Speech and Reported Speech	Dialog conversion + role-play	Gap-fill + quiz
6	4	Apply time, place, and person changes in reported speech.	Reported Speech – Person, Place, and Time	Group work + exercises	Shift identification quiz + short paragraphs
7	4	Report questions correctly (yes/no and WH-questions) with proper tense changes.	Reported Speech – Tense Change + Reported Questions	Question drills + interviews	Worksheet + oral reporting
8	4	Use relative clauses (who, which, that) and distinguish defining/non-defining clauses.	Relative Clauses – Who, Which, That	Clause combining exercises	Quiz + sentence combining
9	4	Use relative pronouns as objects and apply correct preposition placement.	Relative Pronoun as Object + Prepositions in Relative Clauses	Writing + practice exercises	Quiz + clause writing
10	4	Review and assess reported speech and relative clauses (Weeks 5–9).	Assessment Test 2 + Feedback and Remedial Work	Comprehensive test + review	Test + feedback session
11	4	Identify linking verbs and distinguish them from action verbs.	Linking Verbs	Comparison exercises	Identification quiz
12	4	Form new words using prefixes and suffixes.	Word Formation – Affixation	Word-building activities	Worksheet + vocabulary task
13	4	Form and use compound words correctly in sentences.	Word Formation – Compounding	Pair activities + examples	Quiz + sentence usage
14	4	Review all grammar topics and correct common errors.	Revision, Assessment and Feedback	Mixed practice + error correction	Mixed quiz + self-assessment
15	4	Demonstrate mastery of all grammar points in integrated tasks.	Final Revision, Assessment and Feedback	Final mock test + discussion	Final exam + overall evaluation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Eastwood, J. (2002). <i>Oxford Practice Grammar</i> (2nd ed.). Oxford University Press.
• Main References	—
• Recommended References (Journals, Reports, etc.)	Swan, M. (2016). <i>Practical English Usage</i> (4th ed.). Oxford University Press.
• Electronic References / Websites	British Council – Learn English: https://learnenglish.britishcouncil.org Grammarly Handbook: https://www.grammarly.com/handbook

1. Module					
Drama					
2. Module Code					
EB02C226					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
HUSS Asst. Prof. Hussein Jasim Mohammed					
Email: hussainalhussainy14@gmail.com					
8. Module Objectives					
This module aims to introduce students to the basics of drama as an important literary genre through the study of dramatic elements such as plot, characters, dialogue, and theatrical setting. It also seeks to develop students' ability to analyze dramatic texts and understand their main themes and ideas. In addition, the module focuses on enhancing students' critical thinking skills through the study and critical analysis of selected works from modern theatre.					
9. Teaching and Learning Strategies					
1. Interactive discussion of dramatic texts. 2. Analysis of characters and literary themes. 3. Encouraging students to express critical opinions.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Introduce students to the module objectives and basic concepts of drama.	Plot Structure – Introduction and Overview	Introductory lecture and discussion	Oral questions and class participation
2	2	Develop students' understanding of plot structure and dramatic conflict.	Plot Structure – In-depth Analysis	Lecture and textual analysis	Short written task
3	2	Identify the main types of characters in drama.	Characterization – Protagonist and Antagonist	Lecture and class discussion	Classroom exercises
4	2	Analyze character development and dramatic dialogue.	Character Development, Dialogue, and	Textual analysis and discussion	Written assignment

			Monologue		
5	2	Understand the role of setting and stage elements in drama.	Setting, Stage Directions, Props and Costume	Lecture with examples from plays	Short quiz
6	2	Evaluate students' understanding of dramatic elements.	Assessment Test 1 – Feedback and Remedial Work	Written test and feedback session	Written test
7	2	Identify major dramatic genres and their characteristics.	Types of Drama – Tragedy, Comedy and Absurd Drama	Lecture and comparative discussion	Written exercises
8	2	Understand the difference between dramatic forms and structures.	Types of Drama – Full-length Drama and One-Act Play	Lecture and text analysis	Short quiz
9	2	Introduce students to modern American drama through textual analysis.	Edward Albee's <i>The Zoo Story</i> – Introduction and Critical Analysis	Lecture and guided reading	Oral participation
10	2	Analyze themes and characters in modern drama.	<i>The Zoo Story</i> – Themes and Character Analysis	Discussion and textual analysis	Written assignment
11	2	Understand the themes and dramatic techniques in contemporary drama.	Nick Payne's <i>Constellations</i> – Introduction and Critical Analysis	Lecture and discussion	Participation assessment
12	2	Evaluate themes and characters in modern dramatic texts.	<i>Constellations</i> – Themes and Character Analysis	Group discussion and analysis	Short written task
13	2	Analyze contemporary drama and its social themes.	Branden Jacobs-Jenkins' <i>Gloria</i> – Introduction and Critical Analysis	Lecture and discussion	Classroom exercises
14	2	Interpret themes and character development in modern drama.	<i>Gloria</i> – Themes and Character Analysis	Textual analysis and discussion	Written assignment
15	2	Review the main concepts of drama and evaluate students' understanding.	Review and Practical Exercises – Performance and Production Insights	Comprehensive review and discussion	Final evaluation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Barnet, S. (1976). <i>A Dictionary of Literary, Dramatic, and Cinematic Terms</i>. Harper & Row. Cuddon, J. A., & Habib, M. A. R. (2011). <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> (4th ed.). Penguin Books. Albee, E. (1959). <i>The Zoo Story</i>. Grove Press.
• Main References	—
• Recommended References (Journals, Reports, etc.)	—
• Electronic References / Websites	The Literature Network – Drama Section: https://www.online-literature.com/drama/ MIT Global Shakespeares: https://globalshakespeares.mit.edu British Library – Theatre & Performance: https://www.bl.uk/subjects/theatre-performance Drama Online: https://www.dramaonlinelibrary.com

1. Module					
Phonetics					
2. Module Code					
EB02P224					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2 Credits					
7. Module Coordinator					
Inst. Dr. Mohammed Ahmed Karam Mohammed.karam.nori@gmail.com					
8. Module Objectives					
This module aims to introduce students to the fundamental concepts of English phonetics, with a focus on stress patterns in syllables and both simple and compound words. It also seeks to develop students' ability to recognize features of connected speech such as elision, assimilation, and linking, and to understand their role in natural English pronunciation. In addition, the module focuses on enhancing students' pronunciation skills in words and phrases, as well as understanding different intonation patterns in English and their role in conveying meaning in spoken communication. This ultimately helps students improve their speaking and listening accuracy and clarity.					
9. Teaching and Learning Strategies					
• Lectures to explain basic concepts of phonetics, stress, and intonation in English. • Use of audio examples and recordings to illustrate phonetic phenomena. • Pronunciation drills and repetition exercises to improve oral performance. • Encouraging student participation in discussions and practical activities. • 5. Word and sentence analysis to identify stress and intonation patterns.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Introduce students to the syllabus, module objectives, and assessment methods.	The Syllabus and Module Introduction	Introductory lecture and discussion	Oral questions and participation
2	3	Understand the concept of stress in weak syllables and its role in pronunciation.	Ch. 9 Stress in Simple Weak Syllables	Lecture and pronunciation practice	Short oral exercises
3	3	Identify stress patterns	Ch. 10 Stress in	Lecture and	Classroom

		in simple English words.	Simple Words	phonetic examples	exercises
4	3	Analyze stress placement in complex and compound words.	Ch. 11 Complex Word Stress	Lecture and word analysis	Written exercises
5	3	Recognize common problems in phonemic analysis and pronunciation.	Ch. 12 Problems in Phonemic Analysis	Lecture and phonetic analysis	Short quiz
6	3	Evaluate students' understanding of stress and phonemic analysis.	Assessment Test 1 – Feedback and Remedial Work	Written test and feedback	Written test
7	3	Understand the concept of connected speech in English.	Ch. 14 Aspects of Connected Speech	Lecture with listening examples	Oral participation
8	3	Identify the process of sound deletion in connected speech.	14.1 Elision	Lecture and listening practice	Classroom exercises
9	3	Understand the phonological process of assimilation in speech.	14.2 Assimilation	Lecture and pronunciation drills	Short quiz
10	3	Recognize linking sounds and rhythm patterns in spoken English.	14.3 Linking / 14.4 Rhythm	Lecture and speaking practice	Practical exercises
11	3	Understand the basic patterns of English intonation.	Ch. 15 Intonation 1	Lecture and audio examples	Oral assessment
12	3	Identify different types of intonation patterns in English.	Ch. 16 Intonation 2	Lecture and pronunciation practice	Written exercises
13	3	Understand the communicative functions of intonation in speech.	Ch. 17 Functions of Intonation	Lecture and discussion	Short written task
14	3	Analyze how intonation affects meaning and communication.	Ch. 18 Functions of Intonation	Lecture and listening practice	Classroom activities
15	3	Evaluate students' progress in phonetics and pronunciation.	Assessment Test 2 – Feedback and Remedial Work	Written test and feedback	Written test

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources	
• Required Textbooks	Roach, P. (2009). <i>English Phonetics and Phonology</i> (4th ed.). Cambridge University Press.
• Main References	—
• Recommended References (Journals, Reports, etc.)	Cruttenden, A. (2014). <i>Gimson's Pronunciation of English</i> (8th ed.). Routledge. Carr, P. (2013). <i>English Phonetics and Phonology: An Introduction</i> . Wiley-Blackwell.
• Electronic References / Websites	Cambridge Dictionary Online: https://dictionary.cambridge.org Oxford Learner's Dictionaries: https://www.oxfordlearnersdictionaries.com International Phonetic Association (IPA): https://www.internationalphoneticassociation.org BBC Learning English – Pronunciation: https://www.bbc.co.uk/learningenglish

1. Module					
Crimes of the Ba'ath Regime					
2. Module Code					
EB02CBR219					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Inst. Ali Saadoun Kazim					
Email: alisadoon@uomisan.edu.iq					
8. Module Objectives					
This module aims to enable students to understand the violations of rights and freedoms under the Ba'ath regime and to analyze the impact of repressive policies on society, the state, and the environment. These include wars, pollution, forced migration, mass graves, and attacks on places of worship. The module also seeks to develop students' research, analytical, and discussion skills, and their ability to use various sources to study historical and political events accurately and objectively. In addition, it promotes awareness of human values such as human rights, justice, civic engagement, and environmental protection. Furthermore, the module enhances transferable skills such as critical thinking, effective communication, teamwork, and time management, thereby improving students' employability and personal development.					
9. Teaching and Learning Strategies					
• Lectures and discussions to present key concepts and analyze historical events. • Individual and group exercises to apply knowledge and enhance analytical skills. • Interactive activities and presentations to encourage active participation and practical skill development.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–2	2	Introduction to violations of rights and freedoms. Overview of political systems in Iraq (1921–2003) and violations of rights and freedoms under the Ba'ath regime.	Crimes of the Ba'ath Regime	Discussion and questioning	Formative assessment
3–4	2	Understanding the impact	Crimes of the	Discussion and	Formative

		of Ba'athist practices on society and state control, and transitional stages in combating authoritarianism.	Ba'ath Regime	questioning	assessment
5–6	2	Studying psychological, social, and religious aspects of Ba'athist rule.	Crimes of the Ba'ath Regime	Discussion and questioning	Formative assessment
7–8	2	Media, culture, and militarization of society; effects of repression and wars on environment and population.	Crimes of the Ba'ath Regime	Discussion and questioning	Formative assessment
9–10	2	Use of internationally prohibited weapons and environmental pollution; scorched-earth policy.	Crimes of the Ba'ath Regime	Discussion and questioning	Formative assessment
11–12	2	Draining of marshes, forced migration, destruction of agricultural and animal ecosystems, and radiation pollution.	Crimes of the Ba'ath Regime	Discussion and questioning	Formative assessment
13–15	2	Mass graves, attacks on places of worship, and final examination.	Crimes of the Ba'ath Regime	Discussion and questioning	Formative assessment

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	
• Main References	
• Recommended References (Journals, Reports, etc.)	
• Electronic References / Websites	Internet Sites

1. Module					
Composition					
2. Module Code					
EB02C225					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2 Credits					
7. Module Coordinator					
Asst. Inst. Narjis Odaa Rashk					
Email: Narcissusodaa@uomisan.edu.iq					
8. Module Objectives					
This module aims to develop students' academic writing skills in English by introducing them to the stages of the writing process and methods of sentence and paragraph construction. It also seeks to enhance students' ability to express ideas in a clear and organized written form and to strengthen their critical thinking and analytical skills. In addition, the module focuses on developing revision and editing skills, enabling students to write coherent academic paragraphs using correct grammar and appropriate punctuation.					
9. Teaching and Learning Strategies					
• Using modern interactive and discussion-based teaching methods. • Encouraging students to exchange ideas and analyze written texts. • Using model texts to demonstrate writing skills.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Introduce students to the module objectives, writing skills, and assessment methods.	Method of Assessment and Module Introduction	Introductory lecture and discussion	Oral questions and participation
2	3	Understand the stages of the writing process.	Writing Process: Prewriting	Lecture with examples	Classroom exercises
3	3	Develop drafting and revising skills in academic writing.	Writing the First Draft – Revising – Editing and Proofreading	Lecture and guided writing practice	Short written task
4	3	Identify and use different types of sentences in writing.	Sentence Variety: Simple, Compound, Complex,	Lecture with practical exercises	Written exercises

			Compound-Complex Sentences		
5	3	Evaluate students' understanding and provide feedback.	Assessment Test – Feedback and Remedial Work	Written test and feedback	Written test
6	3	Understand paragraph structure and organization.	Paragraph Format – Organization	Lecture and analysis of paragraph examples	Homework assignment
7	3	Apply correct punctuation and capitalization in writing.	Capitalization and Punctuation – Transitional Expressions	Lecture and writing practice	Written exercises
8	3	Develop effective paragraph writing skills.	Effective Writing: Unity, Support, Coherence	Lecture with guided writing	Written assignment
9	3	Identify main ideas and topic sentences in paragraphs.	Identifying Topics and Main Ideas – Concluding Sentences	Lecture and paragraph analysis	Short quiz
10	3	Practice paragraph writing using learned techniques.	Writing the Paragraph – Paragraph Review – Vocabulary Review	Writing workshop	Paragraph assignment
11	3	Improve writing through peer evaluation.	Free Writing – Peer Reviewing	Collaborative learning	Peer assessment
12	3	Develop fluency in writing through practice.	Free Writing – Practice	Writing exercises	Written task
13	3	Strengthen writing skills through continuous practice.	Free Writing – Practice	Guided writing practice	Homework
14	3	Improve writing accuracy and coherence.	Free Writing – Practice	Writing workshop	Written evaluation
15	3	Review module content and evaluate student progress.	Review and Feedback	Comprehensive review	Final evaluation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

- **Required Textbooks** | Hafidz, M. (2018). *Basic Academic Writing*. Duta Media Publishing.

	Zemach, D. E., & Rumisek, L. A. (2009). <i>Paragraph Writing: From Sentence to Paragraph</i> . Macmillan.
• Main References	Hafidz, M. (2018). <i>Basic Academic Writing</i> . Duta Media Publishing. Zemach, D. E., & Rumisek, L. A. (2009). <i>Paragraph Writing: From Sentence to Paragraph</i> . Macmillan.
• Recommended References (Journals, Reports, etc.)	—
• Electronic References / Websites	Purdue Online Writing Lab (OWL): https://owl.purdue.edu British Council – Learn English (Writing): https://learnenglish.britishcouncil.org/skills/writing Cambridge English – Writing: https://www.cambridgeenglish.org/learning-english/exams/ Grammarly Blog: https://www.grammarly.com/blog/ Academic Phrasebank: http://www.phrasebank.manchester.ac.uk University of Manchester – Academic Writing Resources: https://www.manchester.ac.uk/study/masters/modules/academic-writing-resources/ Writing Commons: https://writingcommons.org

1. Module					
Computer					
2. Module Code					
EB02C229					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2 Credits					
7. Module Coordinator					
Asst. Inst. Ghazwan Fouad Kazim					
Email: ghazwan.fouad@uomisan.edu.iq					
8. Module Objectives					
This module aims to introduce students to the basics of computer use and word processing software, and to develop their ability to write, edit, and format texts correctly. It also seeks to train them in using basic tools such as copy and paste, search and replace, and spelling and grammar checking, in addition to organizing documents and inserting tables, footnotes, and page numbers. Furthermore, the module aims to develop students' skills in preparing clear and well-organized documents that can be used for academic and everyday purposes.					
9. Teaching and Learning Strategies					
• Interactive lecture: presenting basic concepts and computer components. • Presentations and visual aids: explaining system components and hardware. • Practical exercises: applying acquired skills. • Group presentations and peer review: enhancing interactive learning and problem analysis.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Recognizing how to run word processing software	Running the Program	Practical explanation + live demonstration	Performance observation
2	3	Ability to write, delete, and edit text	Writing and Deleting Text	Practical training	Practical application
3	3	Learning how to copy and paste text from different sources	Copying and Pasting from External Sources	Explanation + application	Practical exercise
4	3	Using search and replace functions	Find and Replace Text	Applied explanation	Practical test
5	3	Using the auto-correct feature	Auto-Correction	Practical demonstration	Practical application
6	3	Understanding	Auto Formatting	Explanation +	Applied

		automatic text formatting		examples	exercise
7	3	Learning how to properly close the program	Closing the Program	Practical demonstration	Performance observation
8	3	Applying basic text formatting and font changes	Basic Formatting and Font Change	Practical training	Practical assignment
9	3	Formatting text and paragraphs using styles	Text and Paragraph Formatting	Explanation + application	Short test
10	3	Organizing documents properly	Document Organization	Practical training	Practical application
11	3	Using spelling and grammar checker	Spelling and Grammar Checker	Explanation + application	Practical test
12	3	Using word auto-completion feature	Word Auto-Completion	Practical training	Practical exercise
13	3	Inserting footnotes, dates, and page numbers	Footnotes, Dates, and Page Numbers	Applied explanation	Practical assignment
14	3	Creating tables within documents	Tables	Practical demonstration + training	Practical application
15	3	Navigating and formatting tables	Table Navigation and Formatting	Practical training	Practical test

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Lambert, M., & Osborne, J. (2019). <i>Fundamentals of Computer Literacy</i> (6th ed.). Cengage Learning.
• Main References	—
• Recommended References (Journals, Reports, etc.)	Lambert, M., & Osborne, J. (2019). <i>Fundamentals of Computer Literacy</i> (6th ed.). Cengage Learning.
• Electronic References / Websites	Internet websites

1. Module					
Comprehension					
2. Module Code					
EB02C221					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Issa Safaa Issa					
Email: issasafaa@uomisan.edu.iq					
8. Module Objectives					
This module aims to introduce students to contemporary global issues and developments in education, health, medicine, urban planning, sustainability, trade, cultural heritage, communication, and technology. It seeks to enhance students' critical thinking, analytical, and discussion skills through the study of real-world topics and case studies. The module also encourages students to evaluate current global trends, appreciate cultural and historical heritage, and understand the impact of technological and social changes on individuals and societies.					
9. Teaching and Learning Strategies					
• Interactive lectures to explain key concepts and relate them to contemporary global issues. • Classroom discussions to exchange ideas and analyze the topics covered. • Presentations to support learning and develop students' presentation and communication skills. • Case studies and real-life examples to enhance understanding and connect theoretical knowledge with practical applications. • Collaborative learning through group activities and structured discussions. • Assignments and short reports to develop students' research, analytical, and critical thinking skills. • The use of educational media and modern technologies to present course content and enrich the learning process.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Understand the module objectives, assessment methods, and module requirements.	Assessment Method and Module Introduction	Interactive lecture and discussion	Class participation, short questions

2	3	Recognize the role of education in society and lifelong learning.	Educational Learning	Lecture and discussion	Quiz, classroom participation
3	3	Explain recent innovations in health and medicine.	Innovations in Health and Medicine	Presentation and discussion	Short assignment, quiz
4	3	Identify the principles of sustainable urban planning.	Urban Planning	Lecture, case study	Worksheet, discussion
5	3	Analyze the relationship between water, food, and energy resources.	Water, Food and Energy	Interactive lecture	Quiz, group activity
6	3	Explain the concepts of free trade and fair trade.	Free Trade and Fair Trade	Lecture and discussion	Short questions, assignment
7	3	Evaluate students' understanding of previous topics and provide feedback.	Assessment Test, Feedback and Remedial Work	Assessment and feedback	Written test
8	3	Appreciate the importance of preserving cultural and historical heritage.	Conserving the Past	Lecture and discussion	Class participation, report
9	3	Identify major wonders of the modern world and their significance.	Wonders of the Modern World	Presentation and discussion	Quiz, short report
10	3	Explain the relationship between sports and business.	Olympic Business	Lecture and case study	Assignment, discussion
11	3	Analyze contemporary global trends and their impact.	Trends	Interactive lecture	Quiz, classroom participation
12	3	Examine the impact of communication and technology on modern life.	Communication and Technology	Lecture and multimedia presentation	Short assignment, quiz
13	3	Assess students' achievement and provide remedial instruction where necessary.	Assessment Test, Feedback and Remedial Work	Assessment and feedback	Written test
14	3	Reinforce key concepts of educational learning.	Educational Learning	Review lecture and discussion	Classroom participation
15	3	Review and evaluate issues related to preserving the past.	Conserving the Past	Review session and discussion	Final review and participation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive

evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Philpot, S., & Curnick, L. (2019). <i>Headway Academic Skills: Reading, Writing and Study Skills</i> . Oxford University Press.
• Main References	Philpot, S., & Curnick, L. (2019). <i>Headway Academic Skills: Reading, Writing and Study Skills</i> . Oxford University Press.
• Recommended References (Journals, Reports, etc.)	Philpot, S., & Curnick, L. (2019). <i>Headway Academic Skills: Reading, Writing and Study Skills</i> . Oxford University Press.
• Electronic References / Websites	Internet websites

Description of the Third-Year Modules
Fifth Semester

1. Module					
General Teaching Methods and Applications					
2. Module Code					
EB02GTM327					
3. Year / Semester					
Third Year / Fifth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 3 Credits					
7. Module Coordinator					
Asst. Inst. Karrar Ahmed Sahib					
Email: Ahmedkrar@uomisan.edu.iq					
8. Module Objectives					
This module aims to enable students to understand the basic concepts of teaching methods and strategies, and to introduce them to teaching theories and their relationship with learning theories. It also seeks to equip students with skills in lesson planning and implementation based on sound scientific principles. In addition, the module aims to develop students' ability to select appropriate teaching methods for different educational situations and to enhance creativity and diversity in teaching while taking individual differences among learners into consideration.					
9. Teaching and Learning Strategies					
• Interactive lectures. • Group discussions. • Cooperative learning. • Presentations. • Microteaching. • Analysis of model lessons.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Identify the concept of teaching theories, their importance, and areas of focus.	Teaching Theories: Concept – Importance – Areas of Interest	Lecture and discussion	Classroom participation
2	3	Clarify the relationship between teaching theory and learning theory.	Relationship between Teaching Theory and Learning Theory – Models of Teaching Theories	Lecture	In-class questions

3	3	Differentiate between basic teaching terms.	Teaching Terminology: Teaching Methods vs Teaching Strategies	Explanation and application	Assignments
4	3	Identify teaching strategies and their models.	Teaching Strategies – Models of Teaching	Lecture and application	Continuous assessment
5	3	Define teaching skills and their components.	Teaching Skills: Concept and Components	Lecture	Classroom exercises
6	3	Recognize characteristics of effective and creative teaching.	Effective Teaching – Creative Teaching	Discussion and activities	Assignments
7	3	Understand the concept of differentiated instruction and its importance.	Differentiated Instruction: Concept – Rationale – Principles	Lecture	Participation
8	3	Apply differentiated instruction strategies.	Strategies of Differentiated Instruction	Practical application	Continuous assessment
9	3	Identify inquiry-based teaching methods.	Inquiry-Based Teaching Methods: Lecture – Questioning	Lecture	Short quiz
10	3	Apply discussion, induction, and deduction in teaching.	Discussion – Induction – Deduction	Discussion and activities	Assignments
11	3	Identify knowledge organization methods in teaching.	Inquiry – Problem Solving – Units	Explanation and application	Continuous assessment
12	3	Understand project-based learning and assignments.	Project Method – Assignments	Lecture and application	Assignments
13	3	Apply cooperative and individual learning methods.	Cooperative Learning – Individual Learning	Group activities	Participation
14	3	Identify teaching methods for mastery and creativity.	Mastery Learning – Role Play	Practical application	Continuous assessment
15	3	Use brainstorming to develop thinking skills.	Brainstorming	Discussion and application	Final assessment

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination,

30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	—
• Main References	—
• Recommended References (Journals, Reports, etc.)	Hailah, M. M. (1999). <i>Instructional Design: Theory and Practice</i> . Dar Al-Masirah for Publishing and Distribution, Amman. Zaitoon, H. H. (2001). <i>Instructional Design: A Systemic Perspective</i> . Alam Al-Kutub for Printing, Publishing and Distribution, Cairo.
• Electronic References / Websites	Internet websites

1. Module					
Educational Research Methods					
2. Module Code					
EEB02ME318					
3. Year / Semester					
Third Year / Fifth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2 Credits					
7. Module Coordinator					
Inst. Iman Saadoun Dhumad					
Email: imanalsaedi@uomisan.edu.iq					
8. Module Objectives					
This module aims to introduce students to the concept of educational research and its importance in developing the educational process, and to enable them to understand its characteristics and basic stages. It also trains students to identify, formulate, and define research problems, as well as to write research objectives and significance. In addition, the module introduces students to the theoretical framework and previous studies, and to types of educational research such as descriptive and experimental research. It further familiarizes them with research variables, population, and sampling techniques, and trains them to use data collection tools and basic statistical methods for analyzing and interpreting results. The module also aims to develop students' ability to draw conclusions and recommendations, prepare simple academic research, and enhance their skills in reviewing theses and applying scientific research methods in practice.					
9. Teaching and Learning Strategies					
• Lectures and discussions to present core concepts and exchange ideas. • Practical examples and exercises to apply research methods and data analysis. • Workshops to train students on research tools and statistical techniques. • Field visits to examine master's and doctoral theses. • Individual supervision to guide students in developing and following research projects.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Understand the concept of action research and its importance	Action Research: Concept and Importance	Lecture + discussion	Short questions / participation in discussion
2	3	Recognize the	Characteristics of	Lecture +	Short quiz /

		characteristics of action research	Action Research	practical examples	practical activity
3	3	Understand the importance of ethical considerations in research	Ethical Considerations in Educational Research	Lecture + discussion	Short questions / case study
4	3	Define the research problem and formulate research objectives	Introduction to research, importance of the problem, problem formulation, research objectives, conditions of research	Lecture + practical exercise	Writing a short research problem task
5	3	Understand the theoretical framework and use of previous studies	Theoretical Framework and Literature Review	Lecture + reading examples	Short report / summary of a previous study
6	3	Understand descriptive research and its methods	Descriptive Research	Lecture + case analysis	Practical activity / short quiz
7	3	Understand experimental research and its design	Experimental Research	Lecture + practical examples	Designing a simple experiment
8	3	Understand research variables and their types	Research Variables and Classification	Lecture + exercise	Practical activity / short quiz
9	3	Identify population, sample types, and sample size	Population, Sampling Techniques, Sample Types, Sample Size	Lecture + examples	Sample size exercise / short questions
10	3	Select appropriate data collection tools	Data Collection Tools: Observation, Interview, Questionnaire, Tests	Lecture + workshop	Designing a simple data collection tool
11	3	Understand basic statistical methods and their importance	Statistical Methods: Mean, Median, Standard Deviation	Lecture + practical exercises	Solving simple statistical problems
12	3	Present and interpret research results	Presenting and Interpreting Results	Lecture + practical exercise	Practical activity / short report
13	3	Formulate conclusions and recommendations	Conclusions, Recommendations, and Suggestions	Lecture + exercise	Short report / oral presentation
14	3	Review theses and apply learning in real contexts	Field Visit to College and University Libraries	Field visit + discussion	Field report / observation summary
15	3	Select and justify a research topic for advanced study	Selecting a Master's or PhD Thesis Topic	Guidance and individual supervision	Presentation of selected topic with

					justification
11. Module Assessment					
The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.					
12. Learning and Teaching Resources					
Required Textbooks		Curriculum and school textbooks			
Main References		Sarhan, D. A. M. A. <i>Contemporary Research Methods</i> , Ain Shams University / Al-Falah Library. Al-Laqani, A. H. <i>Developing Educational Curricula</i> . Faransi, A. A. N. <i>Education and Curricula</i> , Dar Al-Nahda. Al-Shalabi, I. M. <i>Curricula: Construction – Implementation – Evaluation – Development Using Models</i> , Jordan.			
Recommended References (Journals, Reports, etc.)		Writing research papers and reports on topics covered in the module syllabus.			
Electronic References / Websites		Internet websites			

1. Module					
Linguistics					
2. Module Code					
EB02L311					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Inst. Ali Abdul Hussein Ajyad					
Email: ali_abd188@yahoo.com					
8. Module Objectives					
Introduce students to the field of linguistics and its basic concepts; distinguish linguistics from related fields such as philology and language teaching; develop skills in analyzing language at phonetic, morphological, syntactic, and semantic levels; enhance understanding of language use in communication and its relationship with society and cognition; familiarize students with major approaches in linguistic study; develop stylistic and rhetorical analysis skills; introduce historical and contemporary language change; strengthen research and critical thinking skills; enable evaluation of language use in academic and real-life contexts; and apply linguistic concepts in practical situations.					
9. Teaching and Learning Strategies					
• Lectures to present fundamental linguistic concepts and theories in a structured manner. • Presentations and classroom discussions to enhance understanding and exchange ideas. • Brainstorming and critical discussions to develop creativity and analytical thinking. • Interactive activities and revision exercises to reinforce learning and connect theory with practice.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Understand module objectives, assessment methods, and the field of linguistics; explore basic concepts.	Assessment Method and Module Introduction	Lecture + Group discussion + Overview	Participation + Introductory quiz
2	2	Define linguistics and distinguish it from	What is Linguistics?	Presentation + Examples + Class	Quiz on definitions +

		related fields such as philology and language teaching.		debate	Short response
3	2	Explore definitions of language and analyze its characteristics as a communication system.	What is Language?	Reading excerpts + Group analysis	Language features worksheet + Discussion
4	2	Examine approaches to studying language (descriptive vs. prescriptive; synchronic vs. diachronic).	The Study of Language	Case studies + Timeline activity	Quiz on approaches + Timeline task
5	2	Identify levels of linguistic analysis (phonetics, syntax, etc.).	Deciding Where to Begin	Level breakdown + Pair exercises	Levels identification quiz + Mapping task
6	2	Review Weeks 1–5 concepts and assess understanding.	Assessment Test 1, Feedback and Remedial Work	Integrated test + Review session	MCQ + short answers + feedback
7	2	Analyze language use in communication; explore pragmatics and dismodule.	Using Language	Role-plays + pragmatic examples	Usage analysis paragraph + role-play performance
8	2	Investigate language and society; sociolinguistics, dialects, and variation.	Language and Society	Sociolinguistic case studies + discussion	Quiz + group presentation
9	2	Explore language and mind; psycholinguistics and language acquisition.	Language and Mind	Brain-language experiments + theory discussion	Worksheet + quiz
10	2	Review Weeks 7–9 concepts and assess understanding.	Assessment Test 2, Feedback and Remedial Work	Comprehensive test + review	Test + feedback session
11	2	Define language style and analyze stylistic variation.	Language and Style	Stylistic analysis + text examples	Quiz + analysis task
12	2	Examine rhetoric, figures of speech, and stylistic devices.	Language and Style	Rhetoric exercises + practice	Short essay + device application
13	2	Trace historical language change and its causes.	Language and Change	Timeline + historical examples	Quiz + timeline project
14	2	Analyze contemporary language change and globalization effects.	Language and Change	Case studies + debate	Analytical task + group debate
15	2	Review and synthesize all module content.	Review and Feedback	Comprehensive review + reflection	Final quiz + overall reflection

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Aitchison, J. (2004). <i>Teach Yourself Linguistics</i> . McGraw-Hill, Inc.
• Main References	Aitchison, J. (2004). <i>Teach Yourself Linguistics</i> . McGraw-Hill, Inc.
• Recommended References (Journals, Reports, etc.)	Aitchison, J. (2004). <i>Teach Yourself Linguistics</i> . McGraw-Hill, Inc.
• Electronic References / Websites	Internet websites

1. Module					
Drama					
2. Module Code					
EB02LD322					
3. Year / Semester					
Third Year / Fifth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Inst. Atyaf Ameen Abdul Hassan					
Email: atyaf.allami@yahoo.com					
8. Module Objectives					
This module aims to introduce students to drama as both a literary and performing art and to provide them with an understanding of its historical development from ancient Greek and early English theatre to modern drama. It focuses on the fundamental elements of drama, including plot, character, dialogue, conflict, setting, and theme, while developing students' ability to analyze selected plays such as <i>The Stronger</i> by August Strindberg, Anglo-Saxon drama, Anglo-Irish theatre, and <i>Riders to the Sea</i> by John Millington Synge. Furthermore, the module seeks to enhance students' critical reading and analytical skills, deepen their understanding of the cultural and historical contexts of English and European drama, foster appreciation of theatre as a medium for expressing social and human concerns, and strengthen their academic writing and critical discussion skills in the field of dramatic literature.					
9. Teaching and Learning Strategies					
• Interactive discussion of dramatic texts. • Analysis of dramatic characters and literary themes. • Encouraging students to express their critical opinions.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Understand the basics of English drama, its historical context, and key characteristics.	Introduction to English Drama	Lecture + Historical overview + Discussion	Participation + Introductory quiz
2	2	Explore major periods in English drama and influential playwrights.	English Drama Development	Timeline activity + Group analysis	Timeline worksheet + Short response
3	2	Identify core elements of drama: plot,	Elements of Drama: Basics	Element breakdown +	Elements identification

		character, setting, and theme.		Examples from plays	quiz
4	2	Analyze dialogue, stage directions, conflict, and resolution in dramatic works.	Elements of Drama: Advanced	Text excerpts + Pair exercises	Analysis paragraph + Discussion
5	2	Prepare for and complete midterm examination on introductory topics and elements.	Midterm Examination Preparation	Review session + Practice questions	Mock test + Self-assessment
6	2	Demonstrate knowledge of English drama basics and elements through assessment.	Midterm Examination	Exam administration + Feedback	Written exam + Detailed feedback
7	2	Analyze Strindberg's "The Stronger" for themes of rivalry, feminism, and minimalism.	The Stronger by August Strindberg	Close reading + Role-play scenes	Theme analysis quiz + Performance
8	2	Explore Anglo-Saxon drama, including early medieval plays and Beowulf's dramatic elements.	Anglo-Saxon Drama	Historical texts + Group discussion	Saxon elements worksheet + Quiz
9	2	Understand Anglo-Irish drama's historical context, key figures like Yeats and Shaw.	Introduction to Anglo-Irish Drama	Lecture + Author biographies	Context quiz + Short essay
10	2	Analyze themes of Irish identity, nationalism, and revival in Anglo-Irish plays.	Themes in Anglo-Irish Drama	Play excerpts + Debate	Thematic response + Group presentation
11	2	Review previous topics; prepare for final examination on drama elements and specific works.	Final Examination Preparation	Comprehensive review + Q&A	Practice exam + Peer review
12	2	Assess overall understanding of drama topics covered in the module.	Final Examination	Exam administration + Reflection	Comprehensive exam + Feedback session
13	2	Introduce Synge's "Riders to the Sea": context, Aran Islands folklore, and tragedy elements.	Riders to the Sea: Introduction	Background lecture + Folklore discussion	Intro quiz + Journal entry
14	2	Analyze themes of fate,	Riders to the Sea:	Character	Theme

		loss, and the sea in "Riders to the Sea"; explore character development.	Themes and Characters	mapping + Theme analysis	worksheet + Short analysis
15	2	Examine symbolism, language, and dramatic structure; reflect on the play's cultural significance.	Riders to the Sea: Symbolism and Structure	Symbol hunt + Group reflection	Symbolism quiz + Final reflection + Grade

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

Required Textbooks	- Bevington, D. M., Engle, L., Maus, K. E., & Rasmussen, E. (Eds.). (2002). <i>English Renaissance Drama: A Norton Anthology</i>. W. W. Norton & Company. Ford, B. (Ed.). (1982). <i>The Pelican Guide to English Literature</i> (Rev. & expanded ed., Vols. 1–9). Penguin Books.. - Perrine, L. (2001). <i>Literature: Drama – The Elements of Drama</i>. Harcourt Brace Jovanovich.. - Synge, J. M. (1904). <i>Riders to the Sea</i>. Maunsel & Company.
Main References	
Recommended References (Journals, Reports, etc.)	
Electronic References / Websites	☐ The British Library – https://www.bl.uk ☐ SparkNotes – https://www.sparknotes.com

1. Module					
Comprehension					
2. Module Code					
EB02LD322					
3. Year / Semester					
Third Year / Fifth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Hayder Tuama Jasim					
Email: hayder_tuama@uomisan.edu.iq					
8. Module Objectives					
This module aims to develop students' skills in understanding and analyzing English texts while expanding their vocabulary and knowledge of a wide range of language structures. It seeks to train students to read texts critically and infer meaning from linguistic context, enabling them to identify main ideas and supporting details effectively. Furthermore, the module focuses on enhancing students' ability to write accurate simple and compound sentences and improving their written and spoken communication skills, thereby strengthening their overall proficiency in using English in a variety of academic contexts.					
9. Teaching and Learning Strategies					
• Interactive discussion of dramatic texts. • Analysis of characters and literary themes. • Encouraging students to express their critical opinions.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Understand the module objectives, content, and assessment methods.	Method of Assessment and Module Introduction	Lecture + Discussion	Participation + Diagnostic Quiz
2	2	Develop reading comprehension skills and understand vocabulary in context.	Education	Guided Reading + Discussion	Comprehension Questions
3	2	Identify main ideas and supporting details in a reading text.	Curiosities of Animal Life	Reading + Vocabulary Exercises	Short Quiz
4	2	Analyze vocabulary and sentence structure within a passage.	Thought in the Wilderness	Text Analysis + Discussion	Worksheet

5	2	Improve vocabulary and comprehension of narrative texts.	Spies in Britain	Guided Reading + Explanation	Short Questions
6	2	Evaluate students' comprehension of previous passages.	Assessment Test 1 + Feedback and Remedial Work	Review + Test	Written Test
7	2	Analyze ideas and vocabulary in descriptive texts.	The Language of Hollywood	Reading + Vocabulary Practice	Homework
8	2	Understand paragraph structure and topic sentences.	The Paragraph (Structure and Organization)	Explanation + Examples	Short Quiz
9	2	Develop comprehension of informational texts.	Thames Water	Reading + Discussion	Worksheet
10	2	Practice identifying themes and ideas in reading passages.	How to Grow Old	Guided Reading + Analysis	Short Quiz
11	2	Evaluate comprehension of the studied passages.	Assessment Test 2 + Feedback and Remedial Work	Test + Review	Written Test
12	2	Improve vocabulary and understanding of social topics.	The Consumer Society and Law	Reading + Discussion	Short Quiz
13	2	Apply comprehension strategies to analyze texts.	Vocabulary and Structure Practice	Exercises + Discussion	Short Questions
14	2	Review reading strategies and vocabulary.	General Review and Feedback	Review + Discussion	Review Quiz
15	2	Demonstrate overall comprehension of the module materials.	Final Review and Assessment	General Review	Final Exam

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Alexander, L. G. (1966). <i>Fluency in English</i> . Longman.
• Main References	Alexander, L. G. (1966). <i>Fluency in English</i> . Longman.
• Recommended References (Journals, Reports, etc.)	Alexander, L. G. (1966). <i>Fluency in English</i> . Longman.

- **Electronic
References /
Websites**

Internet Sites

1. Module					
Essay					
2. Module Code					
EB02E314					
3. Year / Semester					
Third Year / Fifth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Prof. Dr. Fatima Rahim Abdulhussein					
Email: f.iq777@yahoo.com					
8. Module Objectives					
This module aims to develop students' skills in writing well-organized and academic essays in English by training them in essay structure and composition, beginning with developing a main idea and progressing through writing the introduction, body paragraphs, and conclusion. It also seeks to enhance students' ability to organize ideas, achieve coherence and unity in writing, and prepare preliminary essay outlines. Furthermore, the module provides students with practice in writing different types of essays, such as literary, reflective, and argumentative essays, thereby strengthening their critical thinking, analytical abilities, and academic writing skills.					
9. Teaching and Learning Strategies					
• Lecture. • Classroom discussion. • Writing exercises. • Analysis of essay models.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Understand module objectives, requirements, and assessment methods.	Assessment Method and Module Introduction	Lecture + Discussion	Participation
2	2	Review paragraph writing and identify topic sentence, supporting details, and conclusion.	Review of Paragraph Writing	Explanation + Practice	Short Exercise
3	2	Understand the structure of an essay	The Structure of an Essay	Lecture + Examples	Short Quiz

		including definition, formatting, and thesis statement writing.			
4	2	Learn how to organize ideas and prepare an effective essay outline.	Outlining an Essay	Guided Practice	Outline Assignment
5	2	Develop skills in writing effective introductions and conclusions.	Introductions and Conclusions	Explanation + Writing Practice	Writing Task
6	2	Understand unity and coherence in essay writing.	Unity and Coherence	Discussion + Examples	Worksheet
7	2	Evaluate students' understanding of previous topics.	Assessment Test 1 + Feedback and Remedial Work	Test + Review	Written Test
8	2	Practice applying unity and coherence in essays.	Unity and Coherence (Review and Practice)	Exercises + Discussion	Homework
9	2	Develop skills in writing essays suitable for examinations.	Essays for Examinations	Lecture + Practice	Short Essay
10	2	Practice writing structured essays under exam conditions.	Essays for Examinations (Practice)	Writing Practice	Essay Assignment
11	2	Understand the characteristics and structure of literary essays.	Literary Essay	Lecture + Analysis	Short Essay
12	2	Develop reflective writing skills and express personal ideas clearly.	Reflective Essay	Writing Practice	Reflective Essay
13	2	Evaluate students' writing skills and provide feedback.	Assessment Test 2 + Feedback and Remedial Work	Test + Discussion	Written Test
14	2	Learn how to construct and support arguments in academic writing.	Argumentative Essay	Lecture + Debate	Essay Assignment
15	2	Review major writing skills covered in the module.	Review and Feedback	Review + Discussion	Final Evaluation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short

tests.

12. Learning and Teaching Resources

• Required Textbooks	Alexander, L. G. (1965). <i>Essay and letter writing</i> . Longman.
• Main References	Alexander, L. G. (1965). <i>Essay and letter writing</i> . Longman.
• Recommended References (Journals, Reports, etc.)	Alexander, L. G. (1965). <i>Essay and letter writing</i> . Longman.
• Electronic References / Websites	Interent Sites

1. Module					
Grammar					
2. Module Code					
EB02G316					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Inst. Dr. Majid Bani Madhi					
Email: majid_bani@uomisan.edu.iq					
8. Module Objectives					
This module aims to provide students with practical and theoretical knowledge of English grammar, with a focus on verbs, infinitives and gerunds, conjugations, prepositions, and conjunctions. It seeks to enable students to understand grammatical rules and use them accurately in various linguistic contexts while developing their ability to apply grammar practically through writing, speaking, and classroom activities. Furthermore, the module focuses on enhancing students' linguistic analysis skills, critical thinking, active participation in discussions, and their ability to engage in self-learning and self-assessment, thereby supporting their academic achievement and personal development.					
9. Teaching and Learning Strategies					
• Lecture: To present basic grammatical concepts and rules in a clear and organized manner. • Presentation and Classroom Discussion: To enhance students' understanding and encourage the exchange of ideas about grammar rules and their uses. • Practical Explanation and Exercises: To apply grammatical rules through various sentences and activities. • Group Review and Discussion: To consolidate knowledge and review previously studied topics. • Assignments and Individual Activities: To develop students' practical application skills of grammar outside the classroom. • Interactive Exercises: To promote active learning and enhance students' ability to use grammatical rules accurately in context.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Recognize different	Categories of Verbs	Lecture and	Class

		categories of verbs in English		discussion	participation
2	2	Understand the form and use of infinitives	Infinitives	Lecture and exercises	Class activities
3	2	Identify the difference between infinitives and gerunds	Units 60–65 Infinitives & Gerunds	Explanation and practice	Assignments
4	2	Apply infinitives and gerunds in sentences	Units 66–70 Infinitives & Gerunds	Practical exercises	Short quiz
5	2	Develop accurate use of infinitives and gerunds in context	Units 71–75 Infinitives & Gerunds	Class activities	Continuous assessment
6	2	Evaluate students' understanding of previous topics	Exam 1	Test	Written exam
7	2	Understand present and past participles and their uses	Participles (Present & Past Participles)	Lecture	Exercises
8	2	Identify the functions of prepositions in English	Prepositions Part 1	Explanation and examples	Homework
9	2	Apply prepositions correctly in sentences	Prepositions Part 2	Practice activities	Quiz
10	2	Review previously studied topics	Review	Discussion	Continuous assessment
11	2	Assess students' progress	Exam 2	Test	Written exam
12	2	Recognize the functions of conjunctions	Conjunctions Part 1	Lecture	Exercises
13	2	Use conjunctions accurately in sentences	Conjunctions Part 2	Practice activities	Assignments
14	2	Review grammar topics covered in the module	Review	Discussion	Participation
15	2	Reinforce the main grammar concepts of the module	Final Review	Comprehensive review	Final evaluation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Eastwood, J. (1999). <i>Oxford practice grammar</i> (2nd ed.). Oxford University Press.
• Main References	Eastwood, J. (1999). <i>Oxford practice grammar</i> (2nd ed.). Oxford

	University Press.
• Recommended References (Journals, Reports, etc.)	Eastwood, J. (1999). <i>Oxford practice grammar</i> (2nd ed.). Oxford University Press.
• Electronic References / Websites	Internet sites

Description of the Third-Year Modules
Sixth Semester

1. Module					
Specialized Teaching Methods					
2. Module Code					
EEB02GTM327					
3. Year / Semester					
Third Year / Sixth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Prof. Dr. Fatima Rahim Abdul Hussein					
Email: f.iq777@yahoo.com					
8. Module Objectives					
This module aims to enable students to understand the theoretical foundations of English language teaching methods and familiarize them with the major traditional and contemporary approaches to language instruction. It also seeks to equip students with the skills required to plan and deliver lessons using a variety of teaching methods. Furthermore, the module aims to develop students' ability to select appropriate instructional methods according to learners' proficiency levels and educational contexts, while enhancing their classroom assessment skills to evaluate student performance and improve the quality of English language teaching.					
9. Teaching and Learning Strategies					
• Interactive lecture. • Group discussion. • Cooperative learning. • Student presentations. • Microteaching. • Analysis of model lessons.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Understand the theoretical foundations of language teaching methods	Introduction to Language Teaching Methods	Lecture + Group Discussion	Class Participation + Short Questions
2	2	Recognize the features and limitations of the Grammar-Translation Method	The Grammar-Translation Method	Lecture + Practical Examples	Short Quiz + Written Exercises
3	2	Acquire skills in using	The Direct Method	Lecture +	Written

		the Direct Method in teaching		Practical Application	Exercises + Short Presentation
4	2	Understand the theoretical basis of the Audio-Lingual Method	The Audio-Lingual Method	Lecture + Oral Drills	Oral Exercises + Teacher Observation
5	2	Develop skills in using the Silent Way	The Silent Way	Practical Exercises + Role-Play	Performance Observation + Short Report
6	2	Understand the principles of Desuggestopedia	Desuggestopedia	Lecture + Interactive Activity	Participation Assessment + Applied Exercise
7	2	Practice Community Language Learning	Community Language Learning	Group Discussion + Interactive Activity	Group Assessment + Class Participation
8	2	Apply Total Physical Response (TPR) in language teaching	Total Physical Response (TPR)	Practical Application + Simulation	Performance Assessment + Teacher Observation
9	2	Use Communicative Language Teaching (CLT) to develop communication skills	Communicative Language Teaching (CLT)	Interactive Activities + Conversations	Communication Assessment + Applied Exercise
10	2	Apply Content-Based Instruction (CBI)	Content-Based Instruction (CBI)	Project + Discussion	Written Project + Oral Presentation
11	2	Implement Task-Based Language Teaching (TBLT)	Task-Based Language Teaching (TBLT)	Practical Drills + Simulation	Performance Assessment + Short Report
12	2	Practice the Participatory Approach in teaching	Participatory Approach	Group Activities + Discussion	Group Assessment + Active Participation
13	2	Train students in Learning Strategies	Learning Strategy Training	Lecture + Applied Activities	Applied Exercise + Self-Assessment
14	2	Enhance Cooperative Learning and Multiple Intelligences	Cooperative Learning & Multiple Intelligences	Group Activities + Workshops	Group Assessment + Teacher Observation
15	2	Compare and analyze all teaching methods	Conclusion & Comparative Analysis of Methods	Lecture + Group Discussion	Final Exam + Analytical Presentation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive

evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Larsen-Freeman, D., & Anderson, M. (2011). <i>Techniques and principles in language teaching</i> (3rd ed.). Oxford University Press.
• Main References	Larsen-Freeman, D., & Anderson, M. (2011). <i>Techniques and principles in language teaching</i> (3rd ed.). Oxford University Press.
• Recommended References (Journals, Reports, etc.)	Larsen-Freeman, D., & Anderson, M. (2011). <i>Techniques and principles in language teaching</i> (3rd ed.). Oxford University Press.
• Electronic References / Websites	Internet Sites

1. Module					
Arabic Literature					
2. Module Code					
EB02AL3210					
3. Year / Semester					
Third Year / Sixth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Inst. Hayder Jawad Kazim					
Email: hayder.jk@uomisan.edu.iq					
8. Module Objectives					
This module aims to introduce students to the concept of Arabic literature and its historical development from the pre-Islamic period to modern Arabic literature, with a focus on the major poets, prose writers, and the distinctive characteristics of their literary works. It also seeks to develop students' ability to analyze literary texts, appreciate their aesthetic and intellectual dimensions, and become familiar with various literary genres, including poetry, <i>maqamat</i> , essays, and novels. Furthermore, the module aims to enhance students' critical reading and literary appreciation skills while developing their ability to discuss and analyze literary texts within their historical and cultural contexts.					
9. Teaching and Learning Strategies					
Presentation of the module content using modern teaching methods and interactive discussion.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–2	2	Define the concept of Arabic literature linguistically and terminologically, and distinguish the main sources of pre-Islamic Arabic literature and their significance in studying the literary heritage.	The Meaning of Arabic Literature and the Sources of Pre-Islamic Literature (Narrators, Dictionaries, and Diwans)	Lecture + Discussion	Class Participation + Oral Questions
3–4	2	Identify major poets of the Islamic period and analyze the literary and	Major Islamic Poets (Hassan ibn Thabit as a Model)	Lecture + Text Analysis	Class Participation + Short

		intellectual characteristics of Hassan ibn Thabit's poetry.			Assignment
5–6	2	Analyze the literary and linguistic characteristics of Abbasid poetry through the works of Al-Mutanabbi and appreciate its literary value.	Major Abbasid Poets (Al-Mutanabbi as a Model)	Lecture + Discussion and Analysis	Quiz + Class Participation
7–8	2	Identify the art of Maqamat and analyze its literary and rhetorical features through the Maqamat of Al-Hariri.	Maqamat (Al-Hariri as a Model)	Lecture + Text Analysis	Written Assignment + Participation
9–10	2	Compare trends in modern Arabic poetry and analyze the literary characteristics of Al-Baroudi, Al-Rusafi, and Al-Jawahiri.	Modern Arabic Poetry: Al-Baroudi, Al-Rusafi, and Al-Jawahiri	Lecture + Discussion + Text Analysis	Quiz + Text Analysis
11–12	2	Identify major forms of modern Arabic prose and analyze the characteristics of the essay and the novel.	Modern Arabic Prose: The Essay and the Novel	Lecture + Discussion	Written Assignment + Class Participation
13–14	2	Review the main topics of the module and prepare for the final assessment by addressing strengths and areas for improvement.	General Review and Feedback	Comprehensive Review + Discussion	Formative Assessment + Review Questions
15	2	Evaluate students' achievement of the intended learning outcomes of the module.	Final Examination	Written Examination	Final Examination

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	
• Main References	
• Recommended References (Journals, Reports, etc.)	
• Electronic References / Websites	Internet Sites

1. Module					
Measurement and Evaluation					
2. Module Code					
MEATH503					
3. Year / Semester					
Third Year / Sixth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Dr. Haifaa Kadhim Mohammed					
Email: haifaa_kadum@uomisan.edu.iq					
8. Module Objectives					
This module aims to introduce students to the concept of measurement and evaluation and their role in the educational process. It seeks to develop students' abilities to design and apply different types of classroom tests, including objective tests, essay tests, and performance-based assessments. The module also aims to train students in formulating behavioral learning objectives, analyzing module content, preparing test specifications tables, and interpreting test results scientifically based on psychometric properties of measurement, such as validity and reliability. Furthermore, it aims to enhance students' skills in using different types of scores and benefiting from them, while developing their ability to evaluate and critically analyze educational performance in practical contexts, thereby contributing to improving the quality of the teaching and learning process.					
9. Teaching and Learning Strategies					
• Lecture to present theoretical concepts. • Classroom discussion to exchange ideas and analyze examples. • Practical activities to train students in test preparation. • Practical analysis of module content and test specifications tables.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–2	2	Identify the concept of educational measurement and evaluation, and explain their importance, purposes, and areas of application in the educational process.	Concept of Measurement and Evaluation, Purposes of Measurement and Evaluation, Areas of Measurement and Evaluation	Lecture + Discussion	Achievement Tests + Class Participation
3–4	2	Distinguish between	Types of Educational	Lecture +	Achievement

		types of educational evaluation and apply formative and summative evaluation methods and interpret their results.	Evaluation (Formative and Summative), Practical Applications in Preparing Evaluation, Classroom Achievement Tests: Types, Purposes, and Interpretation of Results	Practical Applications	Tests + Practical Assignments
5–6	2	Master the steps of preparing classroom tests, formulating behavioral objectives, analyzing content, preparing a test specification table, and selecting appropriate test items.	Steps of Preparing Classroom Tests, Educational Objectives, Formulation of Behavioral Objectives, Content Analysis, Test Specification Table, Principles of Selecting Items, Objective Tests and Their Advantages	Lecture + Practical Applications	Achievement Tests + Practical Exercises
7–8	2	Distinguish among types of objective tests and design and apply them according to scientific principles.	Types of Objective Tests: True/False, Multiple Choice, Matching, Completion, Practical Applications in Preparing Objective Tests, Item Arrangement and Test Instructions	Lecture + Practical Applications	Achievement Tests + Classroom Activities
9–10	2	Analyze test items and measure their psychometric properties in terms of validity and reliability.	Test Item Analysis, Psychometric Properties (Validity and Reliability)	Lecture + Analytical Applications	Achievement Tests + Practical Assignment
11–12	2	Prepare essay tests and performance-based assessments and identify their fields of application and scoring methods.	Essay Tests, Performance Tests, Areas of Application, Principles of Preparation, Scoring Methods	Lecture + Practical Applications	Achievement Tests + Practical Application
13–15	2	Apply methods of score interpretation and use test results in evaluating students' performance and making educational decisions.	Practical Applications of Performance Tests, Raw and Derived Scores, Standard Scores, Methods of Score Interpretation and Utilization	Lecture + Review + Practical Applications	Achievement Tests + Final Evaluation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short

tests.

12. Learning and Teaching Resources

• Required Textbooks	
• Main References	
• Recommended References (Journals, Reports, etc.)	
• Electronic References / Websites	Internet Sites

1. Module					
School Curricula and Textbooks					
2. Module Code					
CURSE3					
3. Year / Semester					
Third Year / Sixth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Prof. Dr. Saadoon Saleh Matar					
Email: saadoon_salih@uomisan.edu.iq					
8. Module Objectives					
This module aims to enable students to understand the concept of curriculum, its characteristics, and its importance in the educational process. It also introduces students to the philosophical, social, and psychological foundations upon which the curriculum is based. Furthermore, the module seeks to help students identify the basic elements and components of the curriculum and develop their ability to analyze curriculum design and development models. In addition, the module focuses on enhancing students' ability to evaluate and develop the textbook according to accurate scientific standards.					
9. Teaching and Learning Strategies					
• Interactive lecture. • Group discussion. • Analysis of samples from actual textbooks. • Cooperative learning. • Preparation of reports and applied research projects. • Presentation of textbook analysis or development projects.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Identify the concept of curriculum and its importance	Concept of Curriculum	Lecture + Discussion	Class Participation
2	2	Recognize the characteristics of curriculum	Characteristics of Curriculum	Lecture + Practical Examples	Short Quiz
3	2	Understand the importance of curriculum in the	Importance of Curriculum	Lecture + Group Discussion	Homework Assignment

		educational process			
4	2	Identify the philosophical, social, and psychological foundations of curriculum	Foundations of Curriculum	Explanation + Applied Examples	Group Activity + Short Exercise
5	2	Understand curriculum elements, objectives, content, and teaching methods	Curriculum Elements	Lecture + Practical Exercises	Written Exercise + Discussion
6	2	Analyze different methods of curriculum evaluation	Curriculum Evaluation: Separate and Integrated Approaches	Explanation + Case Studies	Short Quiz + Practical Exercise
7	2	Identify the concept of the core curriculum and its applications	Core Curriculum	Lecture + Examples	Assignment + Class Participation
8	2	Recognize methods of curriculum development and the objectives of evaluation	Curriculum Development, Methods, and Evaluation Objectives	Lecture + Group Discussion	Group Activity + Short Exercise
9	2	Identify curriculum evaluation standards, techniques, and procedures	Curriculum Evaluation Standards and Procedures	Explanation + Practical Application	Short Quiz + Discussion
10	2	Understand approaches and principles of curriculum development and obstacles to implementation	Curriculum Development	Lecture + Examples	Group Activity + Assignment
11	2	Study modern models of curriculum design	Modern Models of Curriculum Design	Lecture + Discussion	Practical Exercise + Short Quiz
12	2	Identify the concept and function of the textbook	Textbook: Concept and Function	Lecture + Examples	Class Participation + Assignment
13	2	Distinguish between traditional and electronic textbooks	Traditional and Electronic Textbooks	Explanation + Discussion	Assignment + Short Quiz
14	2	Learn how to evaluate textbooks	Textbook Evaluation	Lecture + Practical Exercises	Practical Exercise + Discussion
15	2	Develop skills in textbook development	Textbook Development	Lecture + Workshop	Small Project + Comprehensive Evaluation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive

evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	
• Main References	
• Recommended References (Journals, Reports, etc.)	
• Electronic References / Websites	Internet Sites

1. Module					
Discipline-specific Research Methods					
2. Module Code					
EB02L321					
3. Year / Semester					
Third Year / Sixth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Prof. Hayder Tuama Jasim					
Email: hayder_tuama@uomisan.edu.iq					
8. Module Objectives					
This module aims to provide students with the fundamental concepts of scientific research and its importance in the educational field. It seeks to develop students' understanding of different types of research and their areas of application, with a focus on applied research, action research, experimental research, and descriptive research. Furthermore, the module aims to enhance students' ability to distinguish among various research methodologies, select appropriate methods for research problems, and develop their skills in analyzing educational studies and applying scientific research principles in practical contexts. This contributes to preparing students to conduct scientific research characterized by systematic procedures, accuracy, and objectivity.					
9. Teaching and Learning Strategies					
Presentation of the module content using modern teaching methods and interactive discussion.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–2	2	Understand the concept of research and its importance	The Concept of Research	Lecture + Discussion	Class participation + Short activity
3–4	2	Understand the types of research and their applications	Types of Research	Explanation + Practical examples	Short quiz + Assignment
5	2	Understand applied research and its practical uses	Applied Research	Lecture + Practical exercises	Practical activity + Written exercise
6	2	Evaluate students' understanding of	First Monthly Exam	Written test	Written exam

		previous topics			
7	2	Understand action research and its principles	Action Research	Lecture + Case studies	Assignment + Class discussion
8–9	2	Understand experimental research and its implementation	Experimental Research	Explanation + Practice exercises	Short quiz + Practical exercise
10–11	2	Understand descriptive research and its applications	Descriptive Research	Lecture + Examples	Assignment + Short quiz
12	2	Distinguish between action research and applied research	Differences between Action and Applied Research	Discussion + Case analysis	Comparative exercise + Class participation
13	2	Distinguish between experimental research and descriptive research	Differences between Experimental and Descriptive Research	Explanation + Practical activity	Practical exercise + Assignment
14	2	Evaluate students' overall performance	Second Monthly Exam	Written test	Written exam
15	2	Review and synthesize all topics covered	Final Review	Discussion + Interactive activities	Participation + Short quiz + Feedback

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	
• Main References	
• Recommended References (Journals, Reports, etc.)	
• Electronic References / Websites	Internet Sites

1. Module					
Linguistics					
2. Module Code					
EB02L321					
3. Year / Semester					
Third Year / Sixth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Inst. Ali Abdul Hussein Ajyad					
Email: ali_abd188@yahoo.com					
8. Module Objectives					
This module aims to introduce students to the fundamental concepts of linguistics, including the origin of language, the distinction between human language and animal communication, and the major branches of linguistics such as morphology, syntax, semantics, pragmatics, and dismodule analysis. It also seeks to develop students' ability to understand and analyze linguistic structures and apply linguistic concepts in the study of language, texts, and dismodule.					
9. Teaching and Learning Strategies					
• Lecture to present the fundamental concepts of linguistics. • Classroom discussion to exchange ideas and analyze linguistic examples. • Practical activities to analyze words, sentences, and texts. • Text and dismodule analysis using linguistic concepts. • Cooperative learning through group work. • Use of electronic resources and specialized linguistics books.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–2	2	Identify the concept of language and theories about its origin	The Origins of Language	Lecture and discussion	Class participation
3–4	2	Distinguish between animal communication and human language	Animal and Human Language	Lecture	Class questions
5–6	2	Understand the structure and formation of words	Morphology	Explanation and practice	Assignments
7–8	2	Understand sentence structure and grammatical relations	Syntax	Lecture and exercises	Short quiz

9–10	2	Explain meaning and semantic relations in language	Semantics	Discussion and examples	Continuous assessment
11–12	2	Understand language use in context	Pragmatics	Lecture	Homework
13–14	2	Analyze language beyond the sentence level	Dismodule Analysis	Text analysis and discussion	Participation
15	2	Review and reinforce the main concepts of the module	General Review	Discussion	Final evaluation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Yule, G. (2010). <i>The study of language</i> (4th ed.). Cambridge University Press.
• Main References	Yule, G. (2010). <i>The study of language</i> (4th ed.). Cambridge University Press.
• Recommended References (Journals, Reports, etc.)	Yule, G. (2010). <i>The study of language</i> (4th ed.). Cambridge University Press.
• Electronic References / Websites	Internet Sites

1. Module					
Translation					
2. Module Code					
EB02T312					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Imad Jasim Mohammed					
Email: imadalmajdi@gmail.com					
8. Module Objectives					
This module aims to introduce students to the fundamental concepts of translation as both a process and a product, and to develop their ability to distinguish between the source language and the target language while understanding the principles of translation and the characteristics of an effective translator. It also seeks to enhance students' skills in translating various types of texts, particularly legal and technical texts, through continuous practical training, error analysis, and feedback.					
9. Teaching and Learning Strategies					
• Lecture to explain the fundamental concepts and principles of translation. • Classroom discussion to analyze translated texts and exchange ideas. • Practical activities for translating paragraphs and short texts. • Practical training in translating legal and technical texts. • Cooperative learning through group work on text translation. • Use of dictionaries and electronic resources in the translation process.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–2	2	Understand the concept of translation and its basic terminology	Module Introduction – Definition of Translation – Translation as Process and Product – Source Language and Target Language	Lecture and discussion	Class participation
3–4	2	Identify the difference between translation and interpretation and	Translation and Interpretation – Qualities of a	Lecture and examples	Short exercises

		recognize the qualities of a good translator	Translator – Principles of Translation		
5–6	2	Develop basic translation skills through practice	Translating a Paragraph – Translating Two Paragraphs – Translating Short Passages (Practice)	Practical activities	Assignments
7–8	2	Improve translation accuracy through intensive practice	Translation Practice – Assessment Test – Feedback and Remedial Work – Legal Translation (Short Passages)	Practice and discussion	Quiz
9–10	2	Apply translation strategies in legal and technical texts	Legal Translation (Short Passages) – Introduction to Technical Translation	Practice activities	Continuous assessment
11–12	2	Translate technical texts accurately using appropriate terminology	Technical Translation (Short Passages) – Free Practice	Practice and exercises	Assignments
13–14–15	2	Evaluate students' translation competence and review major module topics	Assessment Test – Feedback and Remedial Work – Module Review	Discussion and review	Final assessment

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

Required Textbooks	Farghal, M. A., & Shunnaq, A. T. (1999). <i>Translation with reference to English and Arabic: A practical guide</i>. Dar Al-Hilal for Translation.
Main References	Aziz, Y. Y., & Lataiwish, M. S. (2000). <i>Principles of translation</i>. Department of English, University of Garyounis / Dar Annahda Al-Arabiya.
Recommended References (Journals, Reports, etc.)	Farghal, M. A., & Shunnaq, A. T. (1999). <i>Translation with reference to English and Arabic: A practical guide</i>. Dar Al-Hilal for Translation.
Electronic References / Websites	Internet Sites

1. Module					
Sustainable Development					
2. Module Code					
EB02SD323					
3. Year / Semester					
Third Year / Sixth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Dr. Wisam Abboud Dirjal					
Email: wasam@gmail.com					
8. Module Objectives					
This module aims to introduce students to the concept of sustainable development and its main definitions, as well as its environmental, economic, social, and technological dimensions. It also explains the reasons behind adopting the Sustainable Development Goals (SDGs), their characteristics, and the requirements for their continuity. The module seeks to provide students with knowledge of the historical development of sustainable development, its requirements, and its basic components, as well as to develop their understanding of sustainable development trends in local communities and the influencing factors, along with its value-based and ethical philosophy. Furthermore, it highlights the pillars of sustainable development, its indicators, and its role in addressing contemporary challenges. It also introduces students to the 17 Sustainable Development Goals, their principles, and the vision of Iraq and the international community in achieving these goals, along with the challenges facing their implementation.					
9. Teaching and Learning Strategies					
• Standard lectures to present fundamental concepts and theories of sustainable development. • Classroom discussions to encourage interaction and critical analysis. • Group work and projects to apply theoretical concepts in practical contexts. • Brainstorming sessions to generate innovative solutions to sustainability issues. • 5. Case study analysis of real local and international examples.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–3	2	Understanding the concept of sustainable development and its environmental,	Concept of sustainable development, reasons for establishing SDGs, characteristics and	Lecture + Discussion	Short questions / Participation in discussion

		economic, social, and technological definitions	sustainability components		
4–6	2	Recognizing the historical development of sustainable development and its requirements and components	Historical development of sustainable development; requirements (economic, social, environmental, technological); dimensions and influencing factors	Lecture + Applied examples	Short report / Analytical exercise
6–8	2	Understanding the philosophy of sustainable development and its local community trends	Community trends in sustainable development; influencing factors; philosophy of sustainability (values, ethics, principles)	Lecture + Group discussion	Applied activity / Short questions
9–10	2	Understanding sustainability pillars and their role in addressing problems	Pillars of sustainable development; indicators of achievement; role in solving development problems	Lecture + Workshop	Quiz / Applied exercise
11	2	Understanding the Sustainable Development Goals and their principles	SDGs principles and structure (goals, indicators, targets); Goals 1–10	Lecture + Applied examples	Activity / SDGs summary task
12–13	2	Understanding SDGs 11–17	Sustainable cities and communities; responsible consumption and production; climate action; life below water; life on land; peace, justice, and strong institutions; partnerships for goals	Lecture + Discussion	Short report / Applied activity
14–15	2	Understanding Iraq's and global vision for SDGs 2030 and related challenges	Iraq's SDG 2030 vision; international perspective; challenges and obstacles to implementation	Lecture + Discussion + Case study	Analytical report / Oral presentation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	Not specified (to be determined according to the department's curriculum requirements).
• Main References	Not specified (to be updated in accordance with academic standards and module requirements).

• Recommended References (Journals, Reports, etc.)	- Al-Zahrani, F. A. (2018). <i>Sustainable Development: Concepts and Dimensions</i>. Dar Al-Ma'rifah, Riyadh. - United Nations (2015). <i>Transforming Our World: The 2030 Agenda for Sustainable Development – Policy and Practice Guide</i>. New York. - Mohammed, S. (2017). <i>Sustainable Development and Local Community</i>. Dar Al-Fikr Al-Arabi, Cairo.
• Electronic References / Websites	- Official United Nations Sustainable Development Goals website and related reports. - Academic databases and peer-reviewed journals on sustainable development. - General internet sources for updated reports, case studies, and policy briefs.

1. Module					
Grammar					
2. Module Code					
EB02G326					
3. Year / Semester					
Second Year / Fourth Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Inst. Dr. Majid Bani Madhi					
Email: majid_bani@uomisan.edu.iq					
8. Module Objectives					
The module aims to enable students to identify and correctly use adjuncts, disjuncts, and conjuncts in sentences, as well as to develop their ability to use coordination and apposition to construct clear and coherent sentences. It also aims to develop students' skills in accurately using defining and non-defining relative clauses and employing linking words to enhance cohesion and coherence in writing. In addition, the module seeks to enable students to use modal verbs correctly to express different meanings, thereby improving their grammatical competence and their ability to produce clear, accurate, and coherent English sentences and texts.					
9. Teaching and Learning Strategies					
• Lecture: To present basic grammatical concepts and rules clearly and systematically. • PowerPoint Presentation and Classroom Discussion. • Practical Explanation and Exercises: To apply grammatical rules through a variety of sentences and activities. • Group Review and Discussion: To consolidate knowledge and review previously covered topics. • Assignments and Individual Activities: To develop students' practical application of grammatical rules outside the classroom. • Interactive Exercises: To promote active learning and students' ability to use grammatical rules accurately in context.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Identify and use adjuncts appropriately in sentences.	Adjuncts	Lecture, examples, exercises	Short exercises, class participation
2	2	Distinguish different	Adjuncts	Interactive	Worksheet,

		types and functions of adjuncts.		lecture, sentence analysis	short questions
3	2	Identify and use disjuncts appropriately.	Disjuncts	Lecture, examples, discussion	Exercises, quiz
4	2	Identify and use conjuncts to express logical relationships.	Conjuncts	Presentation, sentence analysis	Worksheet, class activity
5	2	Understand coordination and distinguish coordinated structures.	Coordination	Interactive lecture, examples	Short exercises, quiz
6	2	Identify and analyze appositive structures.	Apposition	Lecture, examples, guided practice	Worksheet, short questions
7	2	Identify and use relative clauses correctly.	Relative Clauses	Presentation, sentence analysis	Exercises, class participation
8	2	Demonstrate understanding of the grammatical topics covered in the first part of the module.	Exam 1	Examination	Midterm/Exam 1
9	2	Identify and use common linking words to connect ideas logically.	Linking Words	Lecture, examples, practice	Short exercises, quiz
10	2	Distinguish different functions and uses of linking words.	Linking Words	Interactive lecture, text analysis	Worksheet, class activity
11	2	Apply linking words appropriately in sentences and paragraphs.	Linking Words	Guided practice, paragraph analysis	Short writing task, quiz
12	2	Identify and use modal verbs to express ability, possibility, permission, and obligation.	Modal Verbs	Lecture, examples, exercises	Worksheet, short questions
13	2	Distinguish among different meanings and functions of modal verbs.	Modal Verbs	Interactive lecture, sentence analysis	Quiz, class exercises
14	2	Apply modal verbs accurately in different communicative contexts.	Modal Verbs	Practice activities, discussion	Worksheet, short test
15	2	Demonstrate comprehensive understanding of the	Exam 2	Examination	Final/Exam 2

		grammatical topics covered in the module.			
11. Module Assessment					
The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.					
12. Learning and Teaching Resources					
Required Textbooks		- Eastwood, J. (1999). <i>Oxford practice grammar with answers</i>. Oxford University Press. - Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1974). <i>A university grammar of English</i>. Longman.			
Main References					
Recommended References (Journals, Reports, etc.)		- Thomson, A. J., & Martinet, A. V. (1986). <i>A practical English grammar</i> (4th ed.). Oxford University Press. - Murphy, R. (2019). <i>English grammar in use: A self-study reference and practice book for intermediate learners of English</i> (5th ed.). Cambridge University Press. - Greenbaum, S. (1996). <i>An introduction to English grammar</i>. Longman.			
Electronic References / Websites		Internet Sites			

Description of the Fourth-Year Modules
Seventh Semester

1. Module					
Work Ethics					
2. Module Code					
EB02PE416					
3. Year / Semester					
Fourth Year / Seventh Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Assist. Prof. Dr. Essam Najm Abd kkjjj@uomisan.edu.iq					
8. Module Objectives					
This module aims to instill the principles and values that guide individuals' behavior in the workplace, ensuring responsible, ethical, and professional conduct. It seeks to develop students' awareness of professional responsibilities, integrity, accountability, and the importance of adhering to ethical standards in their future careers.					
9. Teaching and Learning Strategies					
Presentation of the module content using modern teaching methods and interactive discussion.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–2	2	Identify the concept of ethics linguistically and terminologically, explain its importance, understand the origin and development of ethics as a field, and recognize the foundations of moral formation and methods of acquiring good morals.	Concept of Ethics, Importance of Ethics, Origin and Development of Ethics, Processes of Moral Formation, Principles of Good Character, Methods of Acquiring Good Morals	Lecture	Class Participation + Preparation
3–4	2	Understand the role of socialization and educational institutions in acquiring ethics and promoting moral values among individuals.	Learning Ethics through Socialization, Role of Social and Educational Institutions in Moral Education	Lecture	Class Participation + Preparation
5–6	2	Identify theories of moral development and	Theories of Moral Acquisition, Ethics in	Lecture	Class Participation +

		understand the role of ethical values in assessment and examination processes.	Assessment and Examinations		Preparation
7–8	2	Understand the concept and importance of professional ethics in the university and society and identify its fundamental principles.	Professional Ethics in the University and Society, Basic Concepts of Professional Ethics	Lecture	Class Participation + Preparation
9–10	2	Identify teachers' professional duties and recognize the importance of commitment to professional ethics in the educational field.	Teachers' Professional Duties, Importance of Commitment to Professional Ethics	Lecture	Class Participation + Preparation
11–12	2	Identify the sources and objectives of professional ethics and understand their role in regulating professional behavior.	Sources of Professional Ethics, Objectives of Professional Ethics	Lecture	Class Participation + Preparation
13–15	2	Understand the characteristics of professional professionalism and identify the requirements for commitment to professional ethics and the reasons for non-compliance.	Characteristics of Professionalism, Requirements for Commitment to Professional Ethics, Reasons for Non-Compliance with Professional Ethics	Lecture	Class Participation + Preparation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	
• Main References	
• Recommended References (Journals, Reports, etc.)	
• Electronic References / Websites	Internet Sites

1. Module					
Educational Supervision and Administration					
2. Module Code					
EEB02P419					
3. Year / Semester					
Fourth Year / Seventh Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Dr. Haifaa Kadhim Mohammed					
Email: haifaa_kadum@uomisan.edu.iq					
8. Module Objectives					
This module aims to enable students to acquire a thorough understanding of the major topics in educational administration and supervision. It also seeks to develop their understanding of the fundamental terminology used in educational administration and supervision, while familiarizing them with the principal references and scholarly resources employed in the teaching and study of the field.					
9. Teaching and Learning Strategies					
• Problem-solving method. • Brainstorming. • Simulation method.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–2	2	Identify the concept of educational administration and supervision and explain their importance in improving the educational process.	Introduction to Educational Administration and Supervision	Lecture	Class Participation + Preparation
3–4	2	Develop students' understanding of the concept, components, and significance of the school curriculum in the educational process.	Concept of the School Curriculum	Lecture	Class Participation + Preparation
5–6	2	Identify the components of the school	Components of the School Curriculum	Lecture	Class Participation +

		curriculum and understand the relationship among its different elements.			Preparation
7–8	2	Understand the psychological, philosophical, and social foundations of curriculum development.	Foundations of Curriculum Development: Psychological, Philosophical, and Social Foundations	Lecture	Class Participation + Preparation
9–10	2	Identify the concept of curriculum development, its methods, and its importance in responding to educational changes.	School Curriculum Development	Lecture	Class Participation + Preparation
11–12	2	Understand the stages and procedures of curriculum development based on scientific and educational principles.	School Curriculum Design	Lecture	Class Participation + Preparation
13–15	2	Recognize the teacher's role in curriculum design, implementation, and evaluation, and appreciate its contribution to improving the educational process.	The Teacher's Role in Curriculum Development	Lecture	Class Participation + Preparation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

Required Textbooks	Curricula and Textbooks.
Main References	- Contemporary Curricula, Dr. Al-Damardashi Abdul Majeed Sarhan, Ain Shams University, Al-Falah Library. - Curriculum Development, Dr. Ahmed Hussein Al-Laqrani. - Education and Curricula, Dr. Francis Abdul Nour, Dar Al-Nahda. - Curricula: Design, Implementation, Evaluation, and Development Using Models, Dr. Ibrahim Mahdi Al-Shalabi,

	Jordan.
• Recommended References (Journals, Reports, etc.)	Research papers and reports on topics covered in the module.
• Electronic References / Websites	Internet Sites

1. Module					
Transformational Grammar					
2. Module Code					
EEB02T415					
3. Year / Semester					
Fourth Year / Seventh Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Dr. Mohammed Taher Jasim					
Email: dr.mohammed.taher@uomisan.edu.iq					
8. Module Objectives					
This module aims to provide students with a comprehensive understanding of the structure of English sentences and their fundamental components, with particular emphasis on auxiliary verbs, their functions, and their uses, as well as transformational processes and their applications in sentence construction. It also seeks to develop students' ability to identify relative constructions and the lexical properties of sentences, including transformation into the passive voice, and to enable them to analyze and construct grammatically accurate sentences. Furthermore, the module focuses on enhancing students' linguistic analysis skills, applying grammatical rules through practical exercises, and using the acquired knowledge to evaluate language performance and achieve accurate comprehension of written texts.					
9. Teaching and Learning Strategies					
• Lecture to introduce and explain the fundamental concepts. • Practical exercises and short activities to apply grammatical rules and analyze sentence structures. • Assignments and small projects to develop independent writing and analytical skills. • Quizzes and final examinations to assess students' understanding and achievement. • Online self-directed learning to reinforce language skills beyond the classroom.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–2	2	Understand the basic structure of sentences and their components	The Structure of Sentences	Lecture and explanation	Class exercises
3–4	2	Identify the functions and uses of auxiliary	The Auxiliary	Lecture and examples	Short activities

		verbs in sentences			
5–6	2	Evaluate students' understanding of previous topics	Examination	Test	Written exam
7–8	2	Understand the concept of syntactic transformation in sentence structure	Transformation Process	Lecture and practice	Assignments
9–10	2	Recognize and use relative constructions in English	Relative Construction	Lecture and exercises	Quiz
11–12	2	Assess students' learning progress	Examination	Test	Written exam
13–14–15	2	Understand lexical features and passive transformation in sentences	Lexical Features and Passive Transformation	Lecture and discussion	Final assessment

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities

12. Learning and Teaching Resources

• Required Textbooks	Liles, B. L. (1971). <i>An introductory transformational grammar</i> . Prentice-Hall.
• Main References	Liles, B. L. (1971). <i>An introductory transformational grammar</i> . Prentice-Hall.
• Recommended References (Journals, Reports, etc.)	Liles, B. L. (1971). <i>An introductory transformational grammar</i> . Prentice-Hall.
• Electronic References / Websites	Internet Sites

1. Module					
Practical Education (Observation)					
2. Module Code					
EB02PEO418					
3. Year / Semester					
Fourth Year / Seventh Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
60 Hours / 2 Credits					
7. Module Coordinator					
Asst. Prof. Dr. Haifaa Kadhim Mohammed Email: haifaa_kadum@uomisan.edu.iq Inst. Dr. Mohammed Ahmed Karam Email: mohammed.karam.nori@gmail.com					
8. Module Objectives					
The aim of the Practical Education – Observation module is to prepare prospective teachers for field practice by enabling them to observe and analyze authentic classroom environments.					
9. Teaching and Learning Strategies					
• Problem-solving method. • Brainstorming. • Simulation method.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–2	4	Observation	Practical Education (Observation)	Practical Training	Practical Application
3–4	4	Observation	Practical Education	Practical Training	Practical Application
5–6	4	Observation	Practical Education (Observation)	Practical Training	Practical Application
7–8	4	Theoretical Material	Practical Education	Practical Training	Practical Application
9–10	4	Theoretical Material	Practical Education (Observation)	Practical Training	Practical Application
11–12	4	Theoretical Material	Practical Education	Practical Training	Practical Application
13–15	4	Theoretical Material + Examination	Practical Education (Observation)	Practical Training	Practical Application

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	
• Main References	
• Recommended References (Journals, Reports, etc.)	
• Electronic References / Websites	Internet Sites

1. Module					
Testing					
2. Module Code					
EB02T412					
3. Year / Semester					
Fourth Year / Seventh Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Prof. Dr. Saadoon Saleh Matar					
Email: saadoon_salih@uomisan.edu.iq					
8. Module Objectives					
This module aims to introduce students to the principles of testing and evaluation in language learning and develop their ability to design different types of language tests and analyze their results. It also seeks to enhance students’ skills in preparing tests of vocabulary, grammar, reading, and writing, and in using appropriate assessment methods to measure students’ learning levels accurately and objectively.					
9. Teaching and Learning Strategies					
• Lecture and discussion. • Practical examples and classroom activities. • Practical exercises. • Practice tests. • Cooperative learning among students.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–2	2	Understand the basic concepts of testing and evaluation in language learning	Testing and Evaluation	Lecture and discussion	Class participation
3–4	2	Distinguish between subjective and objective tests and their uses	Subjective and Objective Tests	Lecture and examples	Exercises
5–6	2	Evaluate students’ understanding of previous topics	Examination	Test	Written exam
7–8	2	Apply appropriate methods for testing grammar in language	Testing Grammar	Explanation and practice	Assignments

		learning			
9–10	2	Identify effective ways of testing vocabulary knowledge	Testing Vocabulary	Lecture and activities	Quiz
11–12	2	Assess students through written and oral evaluation	Examination and Oral Test	Test and discussion	Oral and written assessment
13–14–15	2	Evaluate students' writing and reading skills through testing	Testing Writing Skills and Reading	Practice activities	Final assessment

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

Required Textbooks	Darwesh, A. J., & Al-Jarah, F. (1988). <i>An elementary module in testing English as a foreign language for student teachers</i> . Ministry of Education.
Main References	Darwesh, A. J., & Al-Jarah, F. (1988). <i>An elementary module in testing English as a foreign language for student teachers</i> . Ministry of Education.
Recommended References (Journals, Reports, etc.)	Darwesh, A. J., & Al-Jarah, F. (1988). <i>An elementary module in testing English as a foreign language for student teachers</i> . Ministry of Education.
Electronic References / Websites	Internet Sites

1. Module					
Translation					
2. Module Code					
EB02T415					
3. Year / Semester					
Fourth Year / Seventh Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
30 Hours / 2 Credits					
7. Module Coordinator					
Inst. Falah Hussein Hanoun					
Email: falahhhalsarri@uomisan.edu.iq					
8. Module Objectives					
This module aims to introduce students to the principles of specialized translation and develop their ability to translate texts in various fields such as religious, medical, and financial domains. It also seeks to enhance students' skills in understanding and analyzing source texts and selecting appropriate linguistic equivalents in the target language, thereby improving translation accuracy and quality.					
9. Teaching and Learning Strategies					
• Lecture and discussion. • Practical examples. • Practical exercises and activities. • Training in text translation.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	2	Understand module requirements and basic concepts of translation	Assessment Method and Module Introduction – Review of the Types and Methods of Translation	Lecture and discussion	Class participation
2	2	Identify the characteristics of religious translation	Religious Translation	Lecture and examples	Short exercises
3	2	Practice translating religious texts	Religious Translation (Practice: Short and Long Passages)	Practice activities	Assignments
4	2	Evaluate students'	Assessment Test –	Test and	Written test

		translation performance	Feedback and Remedial Work	discussion	
5	2	Understand the characteristics of medical translation	Medical Translation	Lecture	Exercises
6	2	Practice translating medical texts	Medical Translation (Practice: Short and Long Passages)	Practice activities	Assignments
7	2	Improve translation accuracy in medical texts	Medical Translation (Practice: Short and Long Passages)	Practice and discussion	Continuous assessment
8	2	Identify the features of financial translation	Financial Translation	Lecture	Exercises
9	2	Practice translating financial texts	Financial Translation (Practice: Short and Long Passages)	Practice activities	Assignments
10	2	Develop skills in translating financial passages	Financial Translation (Practice: Short and Long Passages)	Practice and discussion	Quiz
11	2	Evaluate students' progress in translation	Assessment Test – Feedback and Remedial Work	Test and discussion	Written test
12	2	Practice translating religious texts at an advanced level	Religious Translation (Practice: Short and Long Passages)	Practice activities	Assignments
13	2	Practice translating medical texts at an advanced level	Medical Translation (Practice: Short and Long Passages)	Practice activities	Continuous assessment
14	2	Practice translating financial texts at an advanced level	Financial Translation (Practice: Short and Long Passages)	Practice activities	Assignments
15	2	Review module topics and provide feedback	Review and Feedback	Discussion and review	Final evaluation

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

Required Textbooks	Farghal, M. A., & Shunnaq, A. T. (1999). Translation with reference to English and Arabic: A practical guide. Dar Al-Hilal for Translation.
Main References	Farghal, M. A., & Shunnaq, A. T. (1999). Translation with reference to English and Arabic: A practical guide. Dar Al-Hilal for

	Translation.
• Recommended References (Journals, Reports, etc.)	• Farghal, M. A., & Shunnaq, A. T. (1999). Translation with reference to English and Arabic: A practical guide. Dar Al-Hilal for Translation.
• Electronic References / Websites	Internet Sites

1. Module					
Listening					
2. Module Code					
EB02T4133					
3. Year / Semester					
Fourth Year / Seventh Semester					
4. Date of Description Preparation					
21/9/2025					
5. Available Attendance Forms					
Classroom Attendance					
6. Total Study Hours / Total Credits					
45 Hours / 2.5 Credits					
7. Module Coordinator					
Asst. Prof. Issa Safaa Issa					
Email: issasafaa@uomisan.edu.iq					
8. Module Objectives					
This module aims to develop students' listening skills in English by training them to comprehend spoken texts in various contexts, such as daily conversations, lectures, and media programs. It also seeks to enhance students' ability to understand general ideas and specific details, and to develop their capacity to analyze and interpret spoken messages using appropriate listening strategies.					
9. Teaching and Learning Strategies					
• Lecture to explain the fundamental concepts of listening skills. • Listening to various audio materials such as dialogues and interviews. • Classroom activities based on listening and comprehension. • Classroom discussion after listening to analyze the spoken content. • Group work in listening and summarizing activities. • Use of audio-visual aids and authentic materials to develop listening skills.					
10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1	3	Understand module objectives and the importance of listening skills	Module Introduction – Importance of Listening in Language Learning	Lecture and discussion	Class participation
2	3	Recognize basic listening strategies	Listening Strategies and Techniques	Lecture and audio examples	Short exercises
3	3	Practice listening for general ideas	Listening for Gist (Short Conversations)	Audio practice	Assignments
4	3	Evaluate students' listening comprehension	Assessment Test – Feedback and Remedial Work	Listening test	Quiz

5	3	Identify specific information in spoken texts	Listening for Specific Information	Audio activities	Exercises
6	3	Develop ability to understand short dialogues	Listening Practice: Everyday Dialogues	Listening practice	Continuous assessment
7	3	Improve comprehension of longer conversations	Listening Practice: Extended Conversations	Audio practice	Assignments
8	3	Understand different accents and speaking styles	Listening to Different Accents	Audio examples	Exercises
9	3	Practice listening to academic or educational talks	Listening Practice: Short Lectures	Listening activities	Quiz
10	3	Develop note-taking skills while listening	Listening and Note-Taking Skills	Lecture and practice	Assignments
11	3	Evaluate students' listening progress	Assessment Test – Feedback and Remedial Work	Listening test	Written and oral feedback
12	3	Practice understanding authentic spoken materials	Listening to News and Media	Audio practice	Exercises
13	3	Improve listening comprehension through discussions	Listening and Discussion Activities	Group activities	Continuous assessment
14	3	Practice integrated listening tasks	Listening Practice: Complex Passages	Listening activities	Assignments
15	3	Review module topics and reinforce listening skills	Review and Feedback	Discussion and review	Final assessment

11. Module Assessment

The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short tests.

12. Learning and Teaching Resources

• Required Textbooks	• <i>IELTS and TOEFL Books</i>
• Main References	
• Recommended References (Journals, Reports, etc.)	• Field, J. (2009). <i>Listening in the language classroom</i> (1st ed.). Cambridge University Press. • Ur, P. (1984). <i>Teaching listening comprehension</i>. Cambridge University Press.
• Electronic	• BBC Learning English

References / Websites	https://www.bbc.co.uk/learningenglish • Voice of America – Learning English https://learningenglish.voanews.com • British Council – Learn English https://www.britishcouncil.org/english
----------------------------------	---

1. Module
Philosophy
2. Module Code
PHIFO7
3. Year / Semester
Fourth Year / Seventh Semester
4. Date of Description Preparation
21/9/2025
5. Available Attendance Forms
Classroom Attendance
6. Total Study Hours / Total Credits
30 Hours / 2 Credits
7. Module Coordinator
Asst. Prof. Dr. Hussam Ahmed Ali Email: hasmalm91@gmail.com
8. Module Objectives
This module aims to introduce students to the concept of philosophy and its various fields, and to help them understand the development of philosophical thought throughout ancient, medieval, and modern eras. It focuses on Islamic philosophy and the ideas of prominent Muslim philosophers such as Al-Kindi, Al-Farabi, and Al-Ghazali, in addition to studying major figures of modern and contemporary philosophical thought such as Hegel, Kant, Sartre, Abdullah Laroui, and Mohammed Arkoun. The module also seeks to develop students' analytical and critical thinking skills, enhance their ability to discuss philosophical ideas and understand the relationship between language and thought, and foster ethical and intellectual values that encourage independent, objective thinking and openness to different cultures. Through this module, students acquire the theoretical knowledge and practical skills necessary to analyze and effectively discuss philosophical texts, contributing to the development of their academic and personal abilities.
9. Teaching and Learning Strategies
• Lecture and discussion: to present the fundamental concepts of philosophy and the history of philosophical thought. • Analysis of philosophical texts: reading philosophers' texts, studying their ideas, and discussing them. • Group presentations and classroom exercises: to apply philosophical concepts and discuss them with peers. • Workshops and practical tasks: analyzing philosophical schools or comparing philosophers' ideas. • Cooperative learning and group discussions: encouraging students to develop critical thinking and exchange viewpoints.

10. Module Structure					
Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
1–2	2	Identify the concept of philosophy and its main fields.	The Nature of Philosophy and Its Fields	Lecture and Discussion	Class Participation and Short Questions
3–4	2	Understand the relationship between language and philosophy and identify the beginnings of philosophical thought.	The Relationship between Language and Philosophy – History of Philosophical Thought in Ancient Times	Lecture and Illustrative Examples	Short Assignments
5–6	2	Identify the development of philosophical thought in the Middle Ages and the emergence of Islamic philosophy.	History of Philosophical Thought in the Middle Ages – The Emergence of Islamic Philosophy – The Concept of Reason and Thought in Islam	Lecture and Discussion	Short Quiz
7–8	2	Identify Muslim scholars' perspectives on philosophy.	Muslim Scholars' Views on Philosophy: Al-Kindi School, Al-Farabi School, Al-Ghazali School	Lecture and Discussion	Exercises or Short Report
9–10	2	Understand the emergence of modern philosophy and the factors that contributed to its development.	Modern Philosophy (Factors of Emergence)	Lecture and Discussion	Short Quiz
11–12	2	Identify major figures of modern philosophical thought and their ideas.	Major Figures of Modern Philosophy: Hegel and Kant	Lecture and Presentation of Ideas	Assignments or Oral Presentation
13–15	2	Analyze the ideas of some contemporary philosophers.	Sartre, Abdullah Laroui, Mohammed Arkoun	Discussion and Text Analysis	Final Assessment or Report
11. Module Assessment					
The assessment of students in the academic program is based on a comprehensive evaluation system designed to measure the extent to which the intended learning outcomes are achieved through examinations and various learning activities. The final module grade is allocated out of 100 marks as follows: 60% for the final examination, 30% for the midterm examination, and 10% for daily assessments, quizzes, and short					

tests.

12. Learning and Teaching Resources

• Required Textbooks	
• Main References	
• Recommended References (Journals, Reports, etc.)	The Story of Philosophy – Will Durant (Arabic Translation). An Introduction to Philosophy – Zaki Naguib Mahmoud. Islamic Philosophy: Method and Application – Ibrahim Madkour.
• Electronic References / Websites	Alison – A Guide to Philosophy module: https://alison.com/module/a-guide-to-philosophy Carneades website for learning philosophy: https://www.carneades.org/ Stanford Encyclopedia of Philosophy: https://plato.stanford.edu/