



**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Quality Assurance and Academic Accreditation Department**

Form Description Program Academic Colleges for For The Academic Year 2025-2026

University: Misan
College/Institute : Basic Education
Scientific Department: Geography
Date:

Signature:

Head of Department

Date:

The file was reviewed by

University Quality Assurance and Performance Division

Director of the Quality Assurance and University Performance Division

Date:

Signature:

Dean's Approval

Academic Program Description



Signature:

Assistant Dean for Scientific Affairs

Date:

٢٠٢٥/١٢/٢٤

features This academic program description provides a concise overview of the program's key and expected learning outcomes, demonstrating whether students have made the most of the .available opportunities. It is accompanied by a description of each course within the program

Diyala e of Basic Education / University of	1. Educational institution
Geography	2. Department / Scientific Center
Geography – Basic Education	3. program or professional
Geography – Bachelor of Basic Education	4. Name of final certificate
My semester courses	5. : Study system Annual / Courses / Other
Association of Arab Universities	6. Accreditation Accredited Program
Ministry of Planning – Ministry of Education	7. Other external influences
٢٠٢٥/١٢/١٥	8. Date of description
9. are: for the student to be familiar with the following The objectives of the academic program .to have the skills to use it in his life problems information and	
1- Preparing university teachers who possess the necessary teaching skills to teach .geography	
2- Developing scientific attitudes among students to enable them to develop their own ate studiesabilities in their postgradu	
3- To equip students with the necessary skills to deal with and solve any scientific problem in . a sound scientific manner	
4- To equip students with the skills to create and develop educational tools for use in teaching .geography	
5- updating scientific curricula in the field of geography Developing and	
6- Cooperating with all college departments in the periodic and continuous maintenance and .development of computer equipment	
7- inars in order to Encouraging attendance and participation in scientific conferences and sem learn about the latest developments in teaching methods and the development of scientific .research in specialized subjects	

10. .Program output requirements, teaching and learning methods, and assessment

1- Knowledge and understanding

Geography (Aerial Photography and Fieldwork, Geography of Australia, Physical - ١ A
 Geography, Maps and Fieldwork, Human Geography, Soil Geography, Geography,
 Foundations of Landforms, Geography of Africa, Tourism Geography, Geography of the
 Agricultural - Eurasia hy of Seas and Oceans, Geography of Arab World, Geograp
 Geography, Population Geography, Climate Geography and Applied Climatology,
 of Geography of Iraq, Geographic Information Systems, Industrial Geography, Geography
 nds and Desertification, Rural Geography, Geography Geography of Arid La - the Americas
 of Transport and Trade, Scientific Research Methodology (Geographical), Political
 Geography, Urban Geography, Specialized Teaching Methods, Geographical Thought),
 totaling 69.5 units and representing (54.9 %

Education and Psychology (Principles of Education, Psychology, Educational - ٢ A
 Guidance, Research Methods, Measurement and Evaluation, General Teaching Methods,
 Curricula and Textbooks, Educational Administration and Supervision, Practical Education
 ٤٣)Application), totaling ٣٣ units and representing 33.9 %

General Culture (Computers, Arabic Language, Islamic Education, Human Rights and - ٣ A
 units and a (١ ٤)Democracy, English Language, Crimes of the Baath Party Regime) with
 ng that the total number of units is knowni ١١٠ percentage of 126.5 .units (

.Skills specific to the subject -B

.Teaching the subject of Geography for the basic education stage - ١ B

.Building teaching strategies appropriate for the basic education stage - ٢ B

.geography tests to evaluate the achievement of primary school students Constructing - ٣ B

capacities in developing their abilities by teaching the subject of geography -Developing self - ٤ B
 .for the basic education stage

Teaching and learning methods

1- cturing, discussion, questioning, exploration, and special methods in The method of le)
 .teaching common concepts) This is what pertains to theoretical education

2- .The method of cooperative learning and small groups) with regard to the practical aspect)

Assessment methods

1- .semester exams, attendance and participation are taken into consideration % ٤٠

2- .term exams-of-end % ٦٠

:Thinking Skills: Developing thinking skills related to -C

Critical Thinking - ١ A

Creative Thinking - ٢ Part

Communication Skills - ٣ Q

inking specific to different study subjectsFrames of th- ٤ C

Teaching and learning methods

The common approach: Integrating the development and teaching of the thinking process that within the various study materials, with regard to the subject of educational technology, so that it is taught directly and explicitly

Assessment methods

term exams-of-term and end-It comes as part of the mid

General and transferable skills (other skills related to employability and personal -D
 . (development
 skills to teach geography subjects to students in the basic Developing students' -١D
 .education stage
 Developing students' abilities in developing the use of educational technologies -٢D
 .among students in the basic education stage
 eographical abilities learned by primary Developing skills in tests that measure the g -٣D
 .school students

Teaching and learning methods

(Through the subject of general teaching methods, training (individual application

Assessment methods

- 1- Written tests
- 2- direct observation

11. Program structure

Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	2	Human rights & Democracy	Univ1101	First
-	2	Islamic Education I	Univ1102	First
-	2	Arabic I	Univ1103	First
-	2	English I	Univ1105	First

2	1	Computer I	Univ1106	First
-	3	Growth Psychology	Coll 1201	First
-	3	Principles of Education	Coll 1204	First
2	1	Analysis Aerial photographs and RS	GEOB07airs	First
-	2	The continent of Australia's geographical	GEOB07ACG115	First
-	2	physical geography	GEOB07NG112	First
-	2	Geomorphology	GEOB07G211	First
-	2	Iraq's ancient history	GEOB07IAH114	First
2	1	Maps and field work geography	GEOB07GMF123	First
-	2	Human geography	GEOB07HG122	First
2	2	Climate Geography and Climate Applied	GEOB07CGA C122	First
-	2	Arabic II	Univ2107	Second
2	1	Computer II	Univ2108	Second
2	2	Psychology of classroom learning	Univ	Second
-	2	English II	Univ2110	Second
-	2	Ba'ath Party crimes	Univ	Second
-	2	Educational Psychology	Coll 2205	Second
-	2	Curricula and textbooks	Coll	Second
2	2	Drylands& Desertation geography	GEOB07DDSE1	econdS
-	2	Geography of the continent of Africa	GEOB07RAG212	Second
-	2	Geography of tourism	GEOB07TGSE2	Second
2	2	Seas and oceans Geography	GEOB07OSG214	Second
-	2	Soil geography	GEOB07GS125	Second

2	2	Eurasia Geography	GEOB07RGE1 15	ondSec
-	2	Population Geography	GEOB07PG222	Second
- -	٢	sustainable development	GEOB07GSD3 10	Second
-	2	Arabic III	Univ3112	Third
-	3	General methods of teaching	Coll 3212	Third
-	3	Educational research methodology	Coll 3209	Third
-	2	Agricultural Geographic	GEOB07AG22 1	Third
-	2	Measurement and Evaluation	COLL3211	Third
-	2	Transport and trade geography	GEOB07TTG3 22	Third
-	2	Urban Geography	GEOB07ET319	Third
-	3	Arab Homeland Geography	GEOB07AHG2 13	Third
١	2	Geographic Information systems	GEOB07RGGI 312	Third
-	2	Industrial geographical	GEOB07LG31 3	Third
-	3	American continent geography	GEOB07AGRB 326	Third
-	٢	Modern History of Iraq	GEOB07MHI3 11	Third
-	2	Curricula and textbooks	COLL	Third
-	2	Rural geography	GEOB07RG22 2	Third
-	٢	Modern History of Arab homeland	GEOB07HMA H315	Third
-	2	Research Methodology (geographical)	GEOB07EBO2 5RM325	Third
-	2	philosophy	Univ	Fourth
-	2	Arabic IIII	Univ4115	Fourth
-	2	Modern European History	Coll	Fourth

-	2	Educational administration and direction	Coll 4215	Fourth
-	12	Application	GEOB07TP412	Fourth
-	2	Geo-political	Geo4332	Fourth
	2	Professional ethics	COLL	Fourth
4	-	Viewing	Coll 3213	Fourth
-	2	Iraq Geography	GEOB07RGI311	Fourth
-	3	Specialized teaching methods	GEOB07STM327	Fourth
-	2	Geographical thought	GEOB07GT413	Fourth
-	2	Research Project Graduation	GEOB07GR422	Fourth

13- Planning for personal development

- 1- Review of previous steps and their outputs
- 2- lopments in books, journals, and the internet within Staying informed about the latest deve .the field of specialization
- 3- .Periodic (annual) updating of approved teaching plans

14- (Admission criteria (establishing regulations related to enrollment in a college or institute

.Competitive Average Based on Desire -Scientific and Literary Branch -icate Preparatory Certif

15- Key sources of information about the program

Books, periodicals, dissertations, the international information network, and the personal .experience of the course instructor



Curriculum Skills Plan

.Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed

Learning outcomes required from the program

and General) transferable skills other skills related to employability and personal development (				Affective and based -value objectives				- Program skills specific objectives				itiveCogn objectives				essenti al My choice	Course Name	Course code	Year / Level
٤D	D ٢	D ٢	D ١	Q ٤	Pa rt ٢	Pa rt ٢	Pa rt ١	٤B	٢B	٢B	١B	A ٤	A ٢	A ٢	١A				
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Human rights & Democracy	Univ1101	First First
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Islamic Education I	Univ1102	
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Arabic I	Univ1103	First First
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	ssentie al	English I	Univ1105	

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Computer I	Univ1106	First First
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essential	Growth Psychology	Coll 1201	
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Principles of Education	Coll 1204	First First
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Analysis Aerial photographs and RS	GEOB07airs	
√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	essential	The continent of Australia's geographical	GEOB07ACG115	First
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	physical geography	GEOB07NG112	First
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Geomorphology	GEOB07G211	First
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Iraq's ancient history	GEOB07IAH114	First
√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	essential	Maps and field work geography	GEOB07GMF123	First
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Human geography	GEOB07HG122	First
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essential	Climate Geography and Climate Applied	GEOB07CGA C122	First

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Arabic II	Univ2107	Second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Computer II	Univ2108	Second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Health and Environment Education	Univ2109	Second
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essential	Educational Psychology	Coll 2205	Second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Curricula and textbooks	Coll	Second
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essential	Drylands& Desertation geography	GEOB07DDSE1	Second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Geography of the continent of Africa	GEOB07RAG212	Second
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essential	Geography of tourism	GEOB07TGSE2	Second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Seas and oceans Geography	GEOB07OSG214	Second
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essential	Soil geography	GEOB07GS125	Second

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√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Eurasia Geography	GEOB07RGE1 15	Secon d
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Population Geography	GEOB07PG22 2	Secon d
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	sustainable development	GEOB07GSD3 10	Secon d
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Arabic III	Univ3112	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	General methods of teaching	Coll 3212	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Educational research methodology	Coll 3209	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Agricultural Geographic	GEOB07AG22 1	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Measurement and Evaluation	COLL3211	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia	Transport and trade	GEOB07TTG3 22	Third

																	I	geography		
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	essentia l	Urban Geography	GEOB07ET31 9	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Arab Homeland Geography	GEOB07AHG2 13	Third
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	essentia l	Geographic Information systems	GEOB07RGGI 312	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Industrial geographical	GEOB07LG31 3	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	American continent geography	GEOB07AGR B326	Third
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	essentia l	Modern History of Iraq	GEOB07MHI3 11	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Curricula and textbooks	COLL	Third
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	essentia l	Rural geography	GEOB07RG22 2	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Modern History of Arab homeland	GEOB07HMA H315	Third

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Research Methodology (geographical)	GEOB07EBO2 5RM325	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	philosophy	Univ	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Arabic IIII	Univ4115	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Modern European History	Coll	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Educational administration and direction	Coll 4215	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Application	GEOB07TP412	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Geo-political	Geo4332	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Professional ethics	COLL	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Viewing	Coll 3213	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Iraq Geography	GEOB07RGI3 11	Fourth

																	I			
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Specialized teaching methods	GEOB07STM3 27	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Geographical thought	GEOB07GT41 3	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Research Project Graduation	GEOB07GR42 2	Fourth

First stage

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether the Learning . they have made the most of the opportunities . **description** Available . It is essential to link them to the program

University of MisanCollege of Basic Education /	• Educational institution
aphy DepartmentGeogr / Cultural Materials	• Scientific Department / Center
/ Islamic EducationUniv1102	• Name / Code
mandatory	• Available forms of attendance
the first First	• Semester / Year
hours ٣٠	• Total number of study hours
٢٠٢٥/١٢/١٥	• Date this description was prepared
• Course objectives : By the end of the academic year, the student will be able to	
• Learn the definition With knowledge Principles Religion, names this Science . its causes And	
2. Learn Pillars Faith when public Muslims, theology, existence God Its characteristics, evidence presence God Almighty	
3. Learn guide Occurrence , evidence Care .Invention is deception The senses , atheism , attributes uteDivine attrib Psychology((Existence	
4. Learn qualities Negativity(foot, stay, (violation Accidents doing By the self), oneness), attributes Meanings((ability • Will • Science • snakes hearing • sight • Speech (	
5- Learn impact doctrine Monotheism in fe , whatLi Impossible in his right Come, what It is permissible in His right, the Most High	

Course outcomes, teaching and learning methods, and assessment	
Cognitive objectives -A Knowledge and Understanding 'A. edge and understanding in defining the science of the Enabling students to acquire knowl -ʹA . foundations of religion Enabling students to gain knowledge and understanding about the existence of God and His -ʹA . attributes t of the doctrine of Enabling students to gain knowledge and understanding of the impac -ʹA . monotheism on life Enabling students to gain knowledge and understanding of what is impossible and what is -ʹA . permissible with regard to God Almighty	
Objectives -B Marathi Specific to the course. •fundamentals of religion and their reasons Skills in the names of the - 'B . Skills related to the topics of the lesson -ʹB	
Teaching and learning methods	
Explanation and explanation of the course material How to display the form -ʹ Lecture method -ʹ learning method-Self -ʹ	
Assessment methods	
1. Daily tests with specific questions . Assigning grades for homework and class participation -ʹ .Assigning students the task of completing research papers and reports on the course material -ʹ . ssay questionsMonthly tests with objective and e -ʹ	
Course structure	

Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Formative assessment	Lecture	Definition With knowledge Principles Religion The names of this science and their origins	to learn Definition With knowledge Principles Religion The names of this science and their origins	٢	١
Formative assessment	Lecture	Pillars Faith when public Muslims	to learn Pillars Faith when public Muslims	٢	٢
Formative assessment	Lecture	Theology	to learn Theology	٢	٣
Formative assessment	Lecture	presence God Its characteristics, evidence presence God Come here	to learn presence God Its characteristics, evidence presence God Come here	٢	٤
Formative assessment	Lecture	guide Occurrence, Care and Innovation Guide	•to learn guide Occurrence Care and Innovation Guide	٢	٥
solving exercises -The first month's exam consists of various tests and problem .related to the topic				٢	٦
Formative assessment	Lecture	deception The senses atheism	to learn deception The senses atheism	٢	٧
Formative assessment	Lecture	qualities Divine	to learn qualities Divine	٢	٨
Formative assessment	Lecture	The attribute Psychology((istenceEx (	to learn The attribute Psychology((Existence (	٢	٩
Formative assessment	Lecture	qualities Negativity(foot, stay, (violation Accidents doing	to learn qualities Negativity(foot, stay, (violation Accidents doing By	٢	١٠

		By the self, oneness (	the self, oneness (		
Formative assessment	Lecture	characteristics Meanings((ability , Will , Science , snakes hearing , sight , ((Speech	to learn characteristics Meanings((ability , Will , Science , snakes hearing , sight , ((Speech	٢	١١
Formative assessment	Lecture	impact doctrine Monotheism In life	to learn timpac doctrine Monotheism In life	٢	١٢
Formative assessment	Lecture	what Impossible in his right Come here	to learn what Impossible in his right Come here	٢	١٣
Formative assessment	Lecture	what It is permissible in His right, the Most High	to learn what It is permissible in His right, the Most High	٢	١٤
solving-Second month exam: objective tests and problem				٢	١٥
based objectives-Affective and value -C . he subject and its life applicationsTo understand the importance of studying t -\A . He understands the importance of the impact of the doctrine of monotheism on life -٢C					
Teaching and learning methods					
1- Explanation and clarification How to display the form -٢ learning method-Self -٣					
ssment methodsAsse					
1- Theoretical tests. . Reports and studies -٢					

General and transferable skills (other skills related to employability and personal development -D
 (.. Skills in using references and terminology -١D

. data on the subject Skills in collecting and analyzing -٢D

. Skills in interpreting theorems -٣D

. making skills-Comparison -٤D

. Skills in developing specific concepts about the topic ٥D

Infrastructure	
nothing	1. Required textbooks
e Islamic Religion" by Dr. The Fundamentals of th " . Rushdi Alian and Dr. Qahtan Abdul Rahman	2. (Main references (sources
• The Holy Quran. • Books of interpretation and the noble . Prophetic traditions • c Journal of the College of Islami . Sciences / University of Baghdad	a) Recommended books and references: scientific journals , reports (....‘
www.nourallah.com/directory www.al- islam .com / www.montalq.com	b) Electronic references , ... websites

Curriculum Development Plan
Commitment to sectorality

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes, demonstrating whether they have made the most of the opportunities available for the student. Learning outcomes are available. It is essential to link them to the program.

University of Misan College of Basic Education /	• Educational institution
Geography Department / Cultural Materials	• Scientific Department / Center
/Arabic Language Univ1103	• Name / Code
mandatory	• Available forms of attendance
First / First	• Semester / Year
hours 30	• Total number of study hours
2020/12/10	• Date this description was prepared
• s : By the end of the academic year, the student will be able to Course objective	
1. Learn . Parts of speech	
2. Learn Types of knowledge	
3. Learn Singular, dual, and plural	
• 4. Learn Literature (Explanation, analysis, and memorization of the following poem, (esvers The Quran The generous one(from Surah The Moon), Sermon The Messenger □□□ in Ansar after Signed Hanin, Ainiya my dad Dhu'ayb Hudhali-Al, Nuniyya son Zaydun, a poem Ahmed . Shawqi	

Course outcomes, teaching and learning methods, and assessment

Cognitive objectives -A

Knowledge and Understanding 'A.

- . Enabling students to acquire knowledge and understanding of the parts of speech -A
- . Enabling students to acquire knowledge and understanding about types of knowledge -A
- . o acquire knowledge and understanding of the singular, dual, and plural Enabling students t -A

. Enabling students to acquire knowledge and understanding in literature -°A
Objectives -B Marathi Specific to the course. ing the following poemSkills in explaining , analyzing, and memoriz - °B . Skills related to the topics of the lesson -°B
Teaching and learning methods
Explanation and explanation of the course material How to display the form -° Lecture method -° learning method-Self -°
Assessment methods
1. Daily tests with specific questions . Assigning grades for homework and class participation -° .Assigning students the task of completing research papers and reports on the course material -° . Monthly tests with objective and essay questions -°
based objectives-Affective and value - C . To understand the importance of studying the subject and its life applications - °A . He understands the importance of the impact of the doctrine of monotheism on life -°A
Teaching and learning methods
1- anation and clarificationExpl How to display the form -° learning method-Self -°
Assessment methods

1- Theoretical tests.

. Reports and studies -۲

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

. Skills in using references and terminology -۱D

. Skills in collecting and analyzing data on the subject -۲D

. Skills in interpreting theorems -۳D

. making skills-Comparison -۴D

. Skills in developing specific concepts about the topic ۵D



Course structure

Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Formative assessment	Lecture	Grammar	to learn Name: its definition, its sign	٢	١
Formative assessment	Lecture	Grammar	to learn Proper nouns, pronouns, demonstrative pronouns, relative nouns with pronouns, nouns with the definite article "al" -the definite article "al" nouns with the definite article In addition .	٢	٢
Formative assessment	Lecture	Grammar	to learn The dual form is its grammatical analysis	٢	٣
Formative assessment	Lecture	Grammar	- The masculine plural, its condition declension. The feminine plural, - its conditions and declension Broken plurals and some of their patterns, plurals of paucity and abundance	٢	٤
Formative assessment	Lecture	Grammar	to learn The five names	٢	٥
First month exam: Various tests and solutions exercises Related to the topic				٢	٦
Formative assessment	Lecture	Literature	Explain, analyze, and memorize the following poem The long poem by Zuhair bin Abi Sulma, which begins Is it because of Umm) Awfa, a ruined building, that no one	٢	٧

			e vicinity of spoke in th the peacock, so the one (? who is broken		
Formative assessment	Lecture	Literature	verses The Quran The generous one(from Surah the (moon	٢	٨
Formative assessment	Lecture	Literature	speech The Messenger □□□ in Ansar after Signed nostalgia	٢	٩
Formative assessment	Lecture	Literature	Eye my dad Dhu'ayb Hudhali-Al	٢	١٠
Formative assessment	Lecture	Literature	Nuniyya son Zaidoun	٢	١١
Formative assessment	Lecture	Literature	• poem Ahmed Shawqi	٢	١٢
Formative assessment	Lecture	Literature	The light of guidance was born, and all creation was .illuminated	٢	١٣
Formative assessment	Lecture	Literature review		٢	١٤
Second month exam: objective tests				٢	١٥

Infrastructure	
nothing	1. Required textbooks
•Sada, by -Nada wa Ball al-Explanation of Qatr al Ibn Hisham.	2. (Main references (sources

• Comprehensive Grammar, Abbas Hassan	
• ancient grammarians The writings of the. • Ghalayini, compiler of Arabic lessons-al • Journal of the Iraqi Scientific Academy	a) Recommended books and references: scientific journals , reports (....‘
• Arab blog-The website of the Lisan al. • The Comprehensive Library • The Scientific Council website • eh NetworkFase-Al	b) Electronic references , ... websites

• Curriculum Development Plan
Commitment to sectorality

Course Description

This course description provides a concise summary of the course's key features and the expected we made the most of the learning outcomes for the student, demonstrating whether they ha .opportunities Learning . **description** Available . It is essential to link them to the program

University of MisanCollege of Basic Education /	• Educational institution
epartmentGeography D / Cultural Materials	• Scientific Department / Center
/ Democracy and human rightsUniv1101	• Name / Code
mandatory	• Available forms of attendance
First / First	• Semester / Year

hours ३०	Total number of study hours
२०२०/१२/१०	Date this description was prepared
academic year, the student will be able to Course objectives : By the end of the	
1. Learning((definition rights man and its characteristics	
2. Learn position Islam from . Human rights	
3. Learn Categories human rights	
4. Learn rights man collective	
5- Learn rights man in time War and disputes International and domestic	
6- Learn corruption Administrator And its effect in rights man	

Course outcomes, teaching and learning methods, and assessment
Cognitive objectives -A owledge and UnderstandingKn 'A. . Enabling students to gain knowledge and understanding of Islam's position on human rights -१A . Enabling students to gain knowledge and understanding of human rights classifications -२A and understanding of collective human rights Enabling students to acquire knowledge -३A Enabling students to acquire knowledge and understanding of human rights in times of war -०A . and international and internal conflicts •ge and understanding of administrative corruption Enabling students to acquire knowled -१A and its impact on human rights
Objectives -B Marathi Specific to the course. •Skills in the text of international human rights articles – 'B . Skills related to the topics of the lesson -१B
ng and learning methodsTeachi
Explanation and explanation of the course material How to display the form -२ Lecture method -३

learning method-Self -٤
Assessment methods
1. Daily tests with specific questions . participation Assigning grades for homework and class -٢ .Assigning students the task of completing research papers and reports on the course material -٣ . Monthly tests with objective and essay questions -٤
based objectives-Affective and value -C . he subject and its life applicationsTo understand the importance of studying t -١ A . He understands the importance of the impact of the doctrine of monotheism on life -٢ A
Teaching and learning methods
1- Explanation and clarification How to display the form -٢ learning method-Self -٣
ssment methodsAsse
1- Theoretical tests. . Reports and studies -٢
General and transferable skills (other skills related to employability and personal development -D). . Skills in using references and terminology -١ D . data on the subject Skills in collecting and analyzing -٢ D . Skills in interpreting theorems -٣ D . making skills-Comparison -٤ D . Skills in developing specific concepts about the topic °D

Course structure					
Evaluation odMeth	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Formative assessment	Lecture	identification rights man and its characteristics	identification rights man A	٢	١
Formative assessment	Lecture	identification rights man and its characteristics	Count features rights man	٢	٢
Formative assessment	Lecture	position Islam from rights man	to learn position Islam romf rights man	٢	٣
Formative assessment	Lecture	position Islam from rights man	to learn position Islam from rights man	٢	٤
Formative assessment	Lecture	Categories rights man	to learn Categories rights man	٢	٥
Formative assessment	Lecture	Categories rights man	to learn Categories rights man	٢	٦
solving exercises -The first month's exam consists of various tests and problem .related to the topic				٢	٧
Formative assessment	Lecture	rights man collective	to learn rights man collective	٢	٨
Formative assessment	Lecture	rights man collective	to learn rights man collective	٢	٩
Formative assessment	Lecture	rights man in time War and disputes International Interior	to learn rights man in time War and disputes International Interior	٢	١٠
Formative assessment	Lecture	rights man in time War and disputes International Interior	to learn rights man in time War and disputes International Interior	٢	١١
Formative assessment	Lecture	corruption Administrator And its	to learn corruption Administrator And its	٢	١٢

		effect in rights man	effect in rights man		
Formative assessment	Lecture	corruption Administrator And its effect in rights man	to learn corruption Administrator And its effect in rights man	٢	١٣
Formative assessment	Lecture	corruption Administrator And its effect in rights man	to learn corruption Administrator And its effect in rights man	٢	١٤
solving-Second month exam: objective tests and problem				٢	١٥

Infrastructure	
nothing	1. Required textbooks
Human Rights Sources / Faculty of Law, Benha ٢٠١٠/٢/١ University Website / Egypt, issued on Global Corruption Report –Transparency International . ٢٠٠٧ for Promoting Transparency / Lebanese Association - –st Edition ١ –The Corruption Book –No Corruption Lebanon –Technopress Printing Press – ٢٠٠٥	2. (Main references (sources
Wasat Website / Issue -Human Rights Law Sources / Al ٣٧٨/ Friday/ 19 / September/ 2003 Ahmed Helmy / Article / Individual Behavior and Human Rights / Arab Human Rights Magazine / Issue Dubai / Website of the World Organization / ٢٠٠٧ / ١٠ for Human Rights The Phenomenon of –Dr. Suleiman Abdel Moneim tion / A Study of the Extent of Arab Legislation's Corrup Compliance with the Provisions of the United Nations . ١٧Convention against Corruption. p.	a) Recommended books and references: scientific journals , reports (....‘
• Administrative reform can only be -Fares Shehabi adical change in thinking, goals, and achieved through a r laws / The public sector from an economic liberal an article available on the website –perspective www.mafhoum.com	b) Electronic references , ... websites

Curriculum Development Plan
Commitment to sectorality

Course description template

(General Psychology) Course description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most opportunities of the op Learning . Available . And they must be linked

And between . Program description

College of Basic Education	Educational institution
Educational Materials / Geography Department	Scientific Department Center /
/ General Psychology Coll 1201	odeName / C
mandatory	Available forms of attendance
First / First	Semester / Year
hours ٤٥	Total number of study hours
٢٠١٩/١٠/١	Date this description was prepared
Course Objectives	
in general terms of its origin, concept, goals, Introducing students to general psychology . branches and its relationship to other sciences	
2- To equip students with the ability to recognize the contributions of Muslim scholars in the field . of psychological studies	
most important Western schools that focused on psychological Students' awareness of the . studies	
Introducing students to the concept of behavior and the physiological and psychological . foundations that influence human behavior	
n a person (motives, emotions, sensation, Students follow the processes that take place withi .(perception, and attention	
Introducing students to learning as a means of acquiring knowledge and achieving cultural	

. advancement
• stics, Students' understanding of personality through knowing its concept, characteri . influencing factors, and types
• Student appreciation The role of psychology in understanding human behavior in order to . control it And directing it

10. Course Outcomes Methods of teaching, learning, and assessment
Cognitive objectives -A To enable students to gain knowledge and understanding of general psychology in terms of - १A . its origin, concept, goals, branches and its relationship to other sciences lim Enabling students to gain knowledge and understanding of the contributions of Mus -२A . scholars in the field of psychological studies Enabling students to acquire knowledge and understanding of the schools of psychology and -३A . the intellectual orientations of each havior and the Enabling students to gain knowledge and understanding of human be -४A . physiological and psychological foundations that influence it Enabling students to acquire knowledge, understanding, analysis, and interpretation of the -५A . motives behind human behavior tanding, analysis and interpretation of human Enabling students to acquire knowledge, unders -६A . emotion Enabling students to acquire knowledge and understanding through learning in terms of its -७A meaning, importance, conditions and theories, with a focus on Pavlov's theory of classical . d Kohler 's theory of insight learningconditioning an Enabling students to acquire knowledge, understanding, analysis, and interpretation of -८A . sensation, perception, and attention . nalityEnabling students to acquire knowledge, understanding and interpretation of perso -९A
B- Objectives Marathi Specific to the course. . Analyzing the concepts included in the curriculum - १ . To acquire the skill of identifying the theoretical and applied branches of psychology -२ •. Psychology schools are being evaluated . learning theory applications in school Using -३

Teaching and learning methods
Giving or lecturing - ١ Interrogation - ٢ solving-Discussion and problem - ٣ . Students are required to visit the library and the international information network - ٤
Assessment methods
1. Educational applications. . Individual and group research papers . ٢ (Daily tests (homework questions related to the subject matter . ٣ (Monthly written tests (objective and essay . ٤
C- based objectives-Affective and value Developing students' awareness of the basic knowledge , information, and concepts of general Developmental psychology - ١ . psychology -Students should show interest in general psychology topics and take responsibility for self - ٢ . learning . psychology in the educational process Students' appreciation of the role of general - ٤
Teaching and learning methods
•Problem solving •brainstorming • Simulation
Assessment methods
1. Oral tests . . (Daily tests (homework questions related to the subject matter . ٢ . search papers Individual and group re . ٣

(Monthly written tests (objective and essay . ٤
Skills -D General and Rehabilitational Transferable (other skills related to employability and personal development).
rch papers in the fields ofTo enable the student to write short individual and group resea . ١ . general psychology
. Enabling the student to write educational research reports on some psychological disorders . ٢
Enabling the student to write educational research reports about the mental processes that take . ٣ . the human mind place within
Enabling the student to master effective communication skills between peers and the course . ٤ . instructor
Analyzing the educational and behavioral problems he will face as a teacher in the future and . ٥ . or themdeveloping appropriate solutions f

Course structure					
Evaluati on Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Daily tests	delivery rogationInter discussion	science General psychology: Its origin, development, and concept Its objectives and .branches	Enabling students to: Understanding how - ١ general psychology .came about Defining the basic - ٢ concepts of general .psychology A statement of the - ٣ objectives of general .psychology Distinguishing - ٤ between the theoretical and applied branches of .general psychology	٣	the first
Class participat ion	Presentation and discussion	The relationship of psychology to other sciences. Schools of .psychology	Enabling students to: Defining the - ١ relationship of psychology to other . sciences Getting acquainted - ٢	٣	the second

		The role of Arab and Muslim scholars in the field of psychology	with the most important schools of psychology Understanding the role of Arab and Muslim scholars in the field of psychology		
writing Short research papers Or individual or group reports on the subject	Discussion and questioning Problem solving	behavior Factors influencing behavior (heredity (and environment	Enabling students to: Understanding the concept of behavior. Analyzing the factors that influence behavior	۳	the third
Daily tests	Presentation, and discussion, and questioning	Motives	Enabling students to: Understanding the concept of motives and their functions Understanding how to measure motivation Classification of types of motives Give examples of motives	۳	Fourth
Writing short research papers Or individual or group reports on the subject	Discussion and questioning Problem solving	emotions	Enabling students to: Understanding the concept of emotions Understanding the characteristics of emotions Understanding the physiological changes that accompany emotional distress Identifying the most important theories that have explained emotion Recognizing the importance of emotions Giving examples of emotions	۳	Fifth
first month testF					Sixth

Class participation	Presentation, questioning, and discussion	Learning	Enabling students to: Understanding the - ¹ concept of learning and .its conditions Understanding the - ² relationship between learning and .maturation Identifying the types - ³ of learning	३	Seventh
Class participation	Presentation, questioning, and discussion	) Learning theories classical conditioning (theory (Pavlov)	1- Students' comprehension of the concepts of classical conditioning theory Pavlov Analyzing the laws - ² that explain the relationship between conditioned and . unconditioned stimuli	३	Eighth
Daily tests	Presentation, questioning, and discussion	Kohler's theory of . insight learning	1- Students' comprehension of the concepts of insight learning theory Analyzing the laws - ² that explain learning . htaccording to insig	३	Ninth
Class participation	Presentation, questioning, and solving-problem	Educational applications of learning theories	Designing a plan to confront Problems The educational and behavioral challenges he will face as a future teacher, and developing utions appropriate sol . for them	३	tenth
ritingw Short research papers Or individual or group reports on the subject	Presentation, questioning, and discussion	Sensation, perception, and attention	Distinguishing between The concept of sensation Perception and attention... Analyzing the - ² psychological and eurological n foundations of sensation, perception, . and attention Classification of - ³ . special sensations Analyzing the factors - ⁴	३	eleventh

			affecting attention and . its distractions		
Daily tests	Presentation, questioning, and discussion	Personality	1- Understanding the concept of personality. Identifying the -٢ factors that influence . personality Analyzing -٣ . personality traits Understanding -٤ . espersonality typ	٣	twelfth
Second month test					thirteenth
Discussion of individual and group research and reports					fourteenth
General review					fifteenth

Infrastructure	
	1- Required textbooks
Mohammed (٢٠١١)Shamsi, Abdul Amir) , General Psychology (٢٠٠٤)Hindawi -Zaghouli , Emad and Ali Al-Al - Introduction to Psychology Foundations of (١٩٩٧)Abdul Khaliq, Ahmed Ahmed -٣ Psychology ooksOther b	2- (Main references (sources
1- General (٢٠١١)Muhammad Shamsi, Abdul Amir Psychology Journals of educational and psychological research - Journals of Psychological Studies -٣	a) Recommended books and references ((scientific journals , reports (....‘
Utilize educational websites related to course topics	... nces , websitesb) Electronic refere

Curriculum Development Plan
1- Utilizing the services of electronic libraries and the international information network e extent of the scientific and Distributing questionnaires to students to determine th -٢ psychological benefit of the course Conducting professional development courses for students and faculty members .٣

description The course

nd the expected This course description provides a concise summary of the course's key features a learning outcomes for the student, demonstrating whether they have made the most of the .opportunities Learning . description Available . It is essential to link them to the program

University of MisanBasic Education College of /	• Educational institution
Geography Department / Educational Materials	• Scientific Department / Center
/ Basic EducationColl 1202	• Name / Code
mandatory	• Available forms of attendance
First / First	• Semester / Year
hours ٣٠	• Total number of study hours
٢٠١٩/١٠/١	• escription was Date this d prepared
• Course objectives : By the end of the academic year, the student will be able to	
1. Learn . The concept of basic education and its historical development	
2. Learn Basic Education System Inputs	
3. Learn Basic Education Goals	
4. Learn stics of basic educationCharacteri	
5- Learn Justifications for adopting basic education	
6- Learn Basic education in some Arab countries	
7- Learn Basic education in a number of foreign countries	
8- Learn Basic education in the United States of America	
9- Learn Some problems facing education in Iraq and attempts to address them	

Course outcomes, teaching and learning methods, and assessment
Cognitive objectives -A Knowledge and Understanding ' A. Understanding of the basic concept of education Enabling students to acquire knowledge and understanding of the basic educational objectives -٢A Enabling students to acquire knowledge and understanding of the basic educational objectives -٣A of basic education Enabling students to acquire knowledge and understanding of the characteristics -٤A Enabling students to acquire knowledge and understanding in basic education in some Arab countries -٥A Enabling students to acquire knowledge and understanding of basic education in a number of foreign countries -٦A
Objectives -B Specific to the course. Skills related to the topics of the lesson -٢B
Teaching and learning methods
Explanation and explanation of the course material How to display the form -٢ Lecture method -٣ learning method-Self -٤
Assessment methods
1. Daily tests with specific questions Assigning grades for homework and class participation -٢ Assigning students the task of completing research papers and reports on the course material -٣ Monthly tests with objective and essay questions -٤
based objectives-Affective and value -C To understand the importance of studying the subject and its life applications -١A He understands the importance of the impact of the doctrine of monotheism on life -٢A
Teaching and learning methods
1- Explanation and clarification How to display the form -٢ learning method-Self -٣
Assessment methods
1- Theoretical tests. Reports and studies -٢

- General and transferable skills (other skills related to employability and personal development -D
- . Skills in using references and terminology -١D
 - . Skills in collecting and analyzing data on the subject -٢D
 - . Skills in interpreting theorems -٣D
 - . making skills-Comparison -٤D
 - . Skills in developing specific concepts about the topic ٥D

Course structure					
Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Formative assessment	Lecture	The concept of basic education and its historical development	to learn The concept of basic education and its historical development	٢	١
Formative assessment	Lecture	Basic Education System Inputs	to learn Basic Education System Inputs	٢	٢
Formative assessment	Lecture	Basic Education Goals	to learn Basic Education Goals	٢	٣
Formative assessment	Lecture	Characteristics of basic education, justifications for adopting basic education	to learn Characteristics of basic education, justifications for adopting basic education	٢	٤
Formative assessment	Lecture	Basic education in some Arab countries	to learn Basic education in Jordan, basic education in Algeria, Basic education in Egypt	٢	٥
Formative assessment	Lecture	Basic education in some Arab countries	to learn Basic education in Yemen, basic education in Morocco	٢	٦
Living exercises related to the topic -The first month's exam consists of various tests and problem .to the topic				٢	٧
Formative assessment	Lecture	Basic education in some Arab countries	to learn Basic education in Bahrain , basic education in Iraq	٢	٨

Formative assessment	Lecture	education in a Basic ed number of foreign countries	to learn Basic education in Japan, basic education in Britain	٢	٩
Formative assessment	Lecture	Basic education in the United States of America	to learn Basic education in Sweden	٢	١٠
Formative assessment	Lecture	Basic education in the United States of America	to learn Basic education in Germany	٢	١١
Formative assessment	Lecture	Basic education in the United States of America	to learn Basic education in Indonesia	٢	١٢
Formative assessment	Lecture	Some problems facing education in Iraq and attempts to address emth	Failure	٢	١٣
Formative assessment	Lecture	Some problems facing education in Iraq and attempts to address them	leakage	٢	١٤
solving-Second month exam: objective tests and problem				٢	١٥

Infrastructure	
nothing	1. Required textbooks
In Comparative Education and International Education , Mousawi-Professor Dr. Abdullah Hassan Al, 2004, Modern Book World	2. (Main references (sources
Teacher Khaled Rahy iFatlaw-Al The teacher, Jinan Muhammad Abdul Khafaji, and the assistant teacher, Khafaji, presented a book -Ibtisam Jaafar Jawad Al entitled "The Basic Education System" published by Dar Sadiq Cultural Foundation for Printing and -Al Radwan for -Publishing in Babylon and Dar Al Publishing and Distribution in Amman, in its first .edition .	a) Recommended books and references: scientific journals , reports (....‘

The first website for primary education in Algeria	b) Electronic references , ... websites

Curriculum Development Plan
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eCourse description templat

Course Description

This course description provides a concise summary of the course's key characteristics and the expected learning outcomes for the student, demonstrating whether they have made the most of . **description** be linked to the program the available learning opportunities . It must

College of Basic Education	Educational institution
Cultural materials/University requirements	Scientific Department / Center
/ Islamic EducationUniv1104	Name / Code
mandatory	Available forms of attendance
Second/First	ester / YearSem
hours ٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
Course Objectives	
1- To introduce the student to the importance of Islamic education and the science of the . pact on public lifefundamentals of religion and its im 2- . Explaining the meaning of prophethood and messengership and their mission 3- . Introducing the Holy Quran and other heavenly books	

4- are Explaining the meaning of a miracle, how it occurs, and what the characteristics of prophets
5- . Explaining what is meant by revelation and how it was revealed
6- . Explanation of the ruling on repentance and belief in the Day of Judgment
7- To educate the student and develop his abilities regarding responding to those who deviate and . o against the correct, moderate, and sound doctrinal principlesg
8- . Explaining the true reality of Islam in a clear, purposeful, and simple scientific style
Course outcomes, teaching and learning methods, and assessment Cognitive objectives -A Enabling students to acquire knowledge and understanding of the intellectual framework of - 'A . Islamic education and the fundamentals of religion Enabling students to acquire knowledge and understanding of the most important topics of - 'A with regard to prophethood and the message and explaining their correct Islamic education . meaning Enabling students to acquire the knowledge and understanding to analyze and interpret topics - 'A . ons thereinrelated to the fundamentals of religion and to explain the doctrinal deviati Enabling students to acquire knowledge and understanding of the most important sources and - 'A references for studying Islamic education and the science of the principles of religion in a moderate . deviant manner-and non Objectives -B rathiMa Specific to the course. . Compares the topics presented for study in a purposeful academic and scientific manner - 'B . Analyzes the relevant topics and explains their causes - 'B . mic educationWriting a paper or research on any topic from the topics of Isla - 'B . He gathers and studies information on the most famous intellectual and fundamental topics - 'B Teaching and learning methods To provide students with the basics and topics related to the course content. . on of the course material by the instructorExplanation and explanati Students are required to visit the library and review the sources for studying Islamic education and . the fundamentals of religion bout Islamic Improving students' skills by visiting websites to gain additional knowledge a . education Using methods of presentation, lecture, questioning and discussion in some topics that require the . method of discussion Assessment methods Daily tests with specific questions. . rticipationGrades are assigned for homework and class pa Students are assigned research projects in Islamic education and the fundamentals of religion , and . grades are assigned for them . Monthly tests with objective and essay questions based objectives-Affective and value -C . and analyze the topics of Islamic education and the fundamentals of religion To interpret - 'A . It differentiates between the nature of Islamic subjects and the differences in sciences - 'Part . He evaluates some Islamic texts and information correctly - 'A res the religious sciences to gain benefit, especially in the subject of Islamic He compa - 'Q

. education and the science of the foundations of religion Teaching and learning methods A method for solving problems. . Brainstorming . Simulation -٢ t methodsAssessmen
The written exam measures the student's ability to think, analyze, and deduce. . The request was to make comparisons between different religious topics depth studies and -Writing research papers on Islamic and fundamentalist topics requires in . researchr . Daily exams with questions that require critical thinking and deduction
General and transferable skills (other skills related to employability and personal development -D). . tionsUses contemporary sources, references, terminology, and connota -١D Forming groups of students to study contemporary subject matter topics in order to reach -٢ . scientific and objective conclusions regarding them To benefit from relevant research centers and libraries that contain fundamental books in order -٢ . benefit from them in expanding knowledge and writing research papers to Utilizing the internet and relevant government departments and institutions to increase and -٤D . disseminate students' knowledge

Course structure					
Evaluation Method	Teaching method	Topic Name /	Required learning comesout	Hours	Week
1- Daily tests With questions Specific Class -٢ participation in preparing the lecture Write a paper -٢ on the topic	- Delivery or lecture Interrogation Problem - solving	In explaining the human mind's need for prophetic guidance , and the role and mission of . prophethood	Enabling students to know and understand The extent to which the mind is incapable of comprehending unseen matters without prophets . and messengers	٢	١
1- Daily tests With questions Specific Class -٢ participation in preparing the lecture Write a paper -٢ on the topic	- Delivery or lecture Interrogation Problem - solving	Definition of Prophet and Messenger in language and . terminology	Enabling students to know and understand The meaning of Prophet and Messenger and the . een themdifference betw	٢	٢

1- Daily tests With questions Specific Class -۲ participation in preparing the lecture Write a paper -۳ on the topic	delivery or lecture Interrogation Problem - solving	Prophethood is a selection and choice from God Almighty, the humanity of the messengers and ets, the benefits proph of the occurrence of human characteristics of the prophets, the mission . of the prophets . The first exam	enable students to To know and understand that prophecy is only granted by God Almighty and that prophets are human beings like us, and this . has many benefits Assessing students' levels	۲	۳
1- Daily tests With questions Specific Class -۲ participation in preparing the ecturel Write a paper -۳ on the topic	delivery or lecture Interrogation Problem - solving	The Holy Quran and . other holy books	To enable students to know, understand, and in the meaning of expla the Holy Quran and the difference between it and .other holy books	۲	۵
1- Daily tests With questions Specific Class -۲ participation in preparing the lecture Write a paper -۳ on the topic	delivery or lecture ionInterrogat Problem - solving	The characteristics of prophets and . messengers	Enabling students to know and understand The characteristics of the prophets, so that they are not confused with other . human beings	۲	۶
1- Daily tests With questions Specific Class -۲ participation in preparing the lecture Write a paper -۳ on the topic	delivery or lecture Interrogation Problem - solving	ation in Revel language and terminology, how revelation is revealed .	Enabling students to know and understand the meaning of revelation and the ways in which it is . revealed	۲	۷
1- Daily tests With questions Specific Class -۲ participation in preparing the lecture Write a paper -۳ on the topic	delivery or lecture Interrogation Problem - solving	Second exam	s' levelsAssessing student	۲	۸
1- Daily tests With questions Specific Class -۲ participation in preparing the lecture Write a paper -۳ on the topic	delivery or lecture Interrogation Problem - solving	The miracle in language and terminology, the conditions of a . miracle	To enable students to know and understand the meaning of a miracle, its conditions, and to whom . it applies	۲	۹
1- Daily tests With questions Specific Class -۲	delivery or lecture Interrogation Problem -	The miracle of the Prophet, peace and blessings be upon . him	To enable students to know and understand the miracle of the Prophet, peace and blessings be	۲	۱۰

Infrastructure	
There is no prescribed textbook; rather, there are terms of reference according to the sector	1. Required textbooks
The Fundamentals of the Islamic Religion" by Dr. " . n and Dr. Qahtan Abdul RahmanRushdi Alia	2. (Main references (sources
The Holy Quran. Books of interpretation and the noble Prophetic . traditions Journal of the College of Islamic Sciences / University . of Baghdad	a) Recommended books and references (scientific journals , reports) (....‘
www.nourallah.com/directory www.al- islam .com / www.montalq.com	... b) Electronic references , websites

Curriculum Development Plan
Conducting additional developmental lectures for students in the field of Islamic theology, Islamic education, and Islamic heritage. d across different Conducting scientific trips to the various Islamic and intellectual regions sprea . parts of Iraq, which enhances the students’ heritage and Islamic knowledge Taking advantage of the services of electronic libraries and the international information -۳ mic scientific sources and network (the Internet) , as there are thousands of moderate Isla references to benefit from in developing and updating students’ information in line with developments, especially after the rapid events related to Islamic thought, extremism, and so on, in . d correct knowledge for all studentsorder to promote sound understanding an

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .esopportuniti Learning .It must be linked to the program description . Available
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college University of Diyala -Basic Education	Educational institution
Geography Department / Cultural Materials	Scientific Department Center /
/ General EnglishUniv1105	Name / Code
mandatory	Available forms of attendance
First / Second	Semester / Year
hours ٤٥	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
Course Objectives	
language skills, improve their scientific research The course aims to develop the student's language skills, enhance their literary style, and empower them in side cognitive And scientific and Educational Developing the student's personality By focusing on building the student's personal and cultural lessons and materialscharacter through education	

Course Outcomes Methods of teaching, learning, and assessment Cognitive objectives -A Enabling the student to acquire basic language skills -١ A Developing conversation skills through discussion -٢ A . writing skills through activities inside and outside the classroom Developing -٣ A Developing the ability to express oneself literarily -٤ A Developing the scientific research method -٥ A -٦ A
B- Objectives Marathi Specific to the course. language skills Improving the student's - ١ B Developing the scientific research method – ٢ B Improving the ability to express oneself – ٣ B Writing skills are declining -٤ B
Teaching and learning methods is used in The material is presented in a modern, colloquial style, and the discussion method .presenting the material

Assessment methods Oral tests - ١ Written tests - ٢ Activities and Research - ٣
C- based objectives-Affective and value Focus on educational goals - ١ A Consolidating scientific objectives - ٢ C objectives Developing cognitive - ٣ C Consolidating general humanitarian goals - ٤ C
Teaching and learning methods The educational material is presented in a modern style using modern technologies, while also providing an opportunity for discussion
Assessment methods Questions Oral q - ١ Written questions - ٢
General and qualifying skills -D Transferable (other skills related to employability and personal development). Developing basic language skills - ١ Developing speaking and writing skills - ٢ sonality Developing the student's per - ٣ Developing the scientific research method - ٤

Course structure					
Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Oral or written test	Presentation and discussion	General English	Nouns	٣	First and second
Oral or written test	Presentation and discussion		Gender	٣	and Third fourth
Oral or written test	Presentation and discussion		Examination	٣	Fifth and sixth
Oral or written test	Presentation and discussion		Verbs	٣	Seventh and eighth

Oral or written test	Presentation and discussion		Tenses	۳	Ninth and tenth
Oral or written test	Presentation and discussion		Examination	۳	Eleventh and Twelfth
Oral or written test	Presentation and discussion		Reading passages	۳	-Thirteenth -Fourteenth Fifteenth

Development Plan Curriculum

Reviewing periodicals, websites , workshops, training for teaching staff, and participating in -\ specialized seminars with all other institutions

Infrastructure

Rapid review of English grammar	1. Required textbooks
Developing skills by-Alexander LG	2. (sources) Main references
Developing skills by-Alexander LG	a) Recommended books and references(scientific journals , reports (....‘
	... b) Electronic references , websites

Course Description

es a concise summary of the course's key features and the This course description provid
expected learning outcomes for students, demonstrating whether they have made the most of
. the available learning opportunities . It must be linked to the program description

College of Basic Education	ionEducational institut
Geography Department / Educational Materials	Scientific Department / Center
/ Developmental PsychologyColl 1203	Name / Code
mandatory	Available forms of attendance
Second / First	Semester / Year
hours ٣٠	y hoursTotal number of stud
٢٠٢٥/١٢/١٥	Date this description was prepared
Course Objectives	
Enlightening the students The concept of developmental psychology, its importance and objectives	
2- nts at each Equipping students with the ability to understand the growth requireme	
. developmental stage	
. Students' mastery of the concepts of some growth theories	
Increasing students' awareness of the greatness of the Creator regarding the stages of growth in	
. the Holy Quran	
educator capable of raising and nurturing a righteous To equip students with the qualities of an e	
. generation through learning the principles and methods of developmental psychology	

10. Course outcomes, teaching and learning methods, and assessment

Cognitive objectives -A

students to acquire To enable - १ A

. re knowledge and understanding of the basic concepts of developmental psychology

Enabling students to acquire knowledge and understanding of the principles and laws that - २ A

. govern aspects of growth

nowledge and understanding of the factors affecting growth in Enabling students to acquire kn - ३ A

. its various stages

Enabling students to acquire knowledge, understanding, analysis and interpretation of the - ४ A

. stages of human development from the sperm stage to after birth and even death

Enabling students to acquire knowledge and understanding of the most important sources for - ५ A

. developmental psychology

Objectives -B Marathi Specific to the course.

Analyzing the principles and laws that govern growth - १

. ish between the manifestations of growth and each of its stagesThe ability to distinguish - २

. Acquiring the skill of identifying the factors that influence growth - ३

. Evaluates the characteristics of each developmental stage - ४

. rowth requirements at each stage of growthIt gathers information about the most important g - ५

Teaching and learning methods

Giving or lecturing - १

Interrogation - २

solving-Discussion and problem - ३

. Students are required to visit the library and the international information network

essment methodsAss

1. Educational applications.

. Individual and group research papers . २

(Daily tests (homework questions related to the subject matter . ३

(Monthly written tests (objective and essay . ४

based objectives-Affective and value -C

veloping students' awareness of the basic knowledge , information, and concepts of D - १

. developmental psychology

. Students' understanding of the developmental characteristics of the growth stages - २

opics and taking responsibility for Students showing interest in developmental psychology t - ३

. learning-self

Students' appreciation of the role of developmental psychology in solving and guiding - ४

. educational problems in childhood and adolescence

Teaching and learning methods

Problem solving

mingbrainstor

Simulation

Assessment methods

1. Oral tests .

(Daily tests (homework questions related to the subject matter . ٢

. Individual and group research papers . ٣

(Monthly written tests (objective and essay . ٤

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

To enable the student to write short individual and group research papers in the fields of . ١

. developmental psychology

ome problems in the childhood Enabling the student to write educational research reports on s . ٢

. and adolescence stages

Enabling the student to master effective communication skills between peers and the course . ٣

. instructor

Enabling the student to write a list of the most important requirements for each stage of . ٤

. developmentd

. Developing skills in growth care methods . ٥

Analyzing the educational and behavioral problems he will face as a teacher in the future and . ٦

. developing appropriate solutions for them

Course structure

Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Daily tests	delivery Interrogation discussion	Developmental psychology: Its origin, development, and definition The importance of studying it, the meaning of growth maturity, and ' development	To enable students to understand how developmental psychology emerged and evolved, and to .identify key concepts Developmental psychology and its importance from a theoretical and perspective, practical per and for parents, .teachers, and society	٣	the first
Class participation	Presentation and discussion	Factors affecting growth • genetic factors • Environment	Enabling students to identify the most important factors affecting all aspects of human development	٣	the second

		tal factors			
Writing short research papers Or individual or group reports on the subject	Discussion and questioning Problem solving	General characteristics of growth	Enabling students to analyze the principles and laws that govern aspects of growth	۳	the third
Daily tests	Presentation, discussion, and questioning	Physical growth Motor and linguistic development at different stages of growth	Enabling students to analyze physical growth The motor and linguistic stages Different growth And the factors that influence it	۳	Fourth
Writing short research papers Or individual or group reports on the subject	Discussion and questioning Problem solving	Emotional and social development at different stages of growth	Enabling students to understand the concept of emotional and social development, the stages of growth, and the role of parents and teachers in it	۳	Fifth
Class participation	Discussion and questioning	congenital growth For the stages of growth	Enabling students to comprehend the congenital growth of the growth stages	۳	Sixth

a test First month					Seventh
Class participation	Presentation, questioning, and discussion	theory Piaget	comprehension Students' theoretical concepts Piaget in mental growth	۳	Eighth
Daily tests	Presentation, questioning, and discussion	Erikson's theory	comprehension Students' understanding of Erikson's theoretical concepts in social growth	۳	Ninth
Class participation	Presentation, questioning, and discussion	theory Kohlberg	comprehension Students' theoretical concepts Kohlberg in Moral growth	۳	tenth
Daily tests	Presentation, questioning, and discussion	Puberty, adolescence, and physical changes And emotional And the mentality) has	Students' knowledge and understanding of puberty, adolescence, and the changes that accompany them	۳	eleventh
Writing short research papers Or individual or group reports on the subject	Presentation and questioning solving Problem	Behavioral manifestations Social issues are among the most significant problems facing teenagers	Plan to Designing a p address adolescent developmental problems by exploring their causes, prevention methods, and treatment options	۳	twelfth

Second month test	thirteenth
Discussion of individual and group research and reports	fourteenth
General review	fifteenth

Infrastructure	1- Required textbooks
- Rimawi, Developmental -Mohammed Awda Al Psychology (Childhood and Adolescence) Zubaidi and others , Child Psychology-Abdul Jalil Al -٢ - Hamed Abdel Salam Zahran, Developmental -٣ . Psychology - Other books -٤	2- (Main references (sources
Hamed Abdel Salam Zahran, knowledge Growth of the psyche Journals of educational and psychological research -٢ Journals of Psychological Studies -٣	a) Recommended books and references (scientific journals , reports) (....٤
Utilize educational websites related to course topics	... erences , websitesb) Electronic ref

Curriculum Development Plan
1- Utilizing the services of electronic libraries and the international information network the extent of the scientific and Distributing questionnaires to students to determine -٢ psychological benefit of the course Conducting professional development courses for students and faculty members .٣

Course description template

Course Description

the course's key features and the expected This course description provides a concise summary of learning outcomes for the student, demonstrating whether they have made the most of the .opportunities Learning .Available . It must be linked to the program description

university a / College of Basic EducationDiyal	Educational institution
Science Department / Mathematics	Scientific Department / Center
/ Principles of EducationColl 1204	Course Name/Code
mandatory	Available forms of attendance
Second / First	Semester/Year
ursho ٤٥	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
Course objectives: By the end of the academic year, the student will be able to	
Definition of education	
Lists the goals of education	
It compares the historical origins of education	
.Islamic education and Islamic education-between pre He distinguishes	
He mentions the most important figures in educational thought	
.It explains the philosophical foundations of education	
.I am comparing intentional and unintentional parenting	
ng and learning methods, and assessmentCourse outcomes, teachi	

Cognitive objectives -A Knowledge and Understanding -A. Enabling students to acquire knowledge and understanding of the meaning and goals of education -A Enabling students to acquire knowledge and understanding of the principles of education -A Enabling students to acquire knowledge and understanding of the leading figures of educational thought -A Enabling students to acquire knowledge and understanding of the intended and unintended principles of education -A
Objectives -B Marathi Specific to the course. Lists the goals of education -B Distinguish between the historical origins of education -B Compare ethnic education and Spartan education -B Analyzes the philosophical foundations of education -B Writing a paper or research on any topic within the field of educational thought -B Islamic education and Islamic education-Gathers information about pre-Islamic education -B Distinguish between types of philosophy -B Intentional educationCompares the principles of intentional and unintentional education -B
Teaching and learning methods
1- Providing students with the fundamentals and topics related to the principles of education Clarification and explanation of the course material . and consult educational resources Students should be asked to visit the library . Improving students' skills by visiting websites to gain additional knowledge of educational principles . Using methods of lecturing, questioning, and discussion in some topics that require the method of discussion .
Assessment methods
1. Daily tests with specific questions Assigning grades for homework and class participation - Assigning students to complete research papers and reports on the principles of education - and essay questionsMonthly tests with objective and subjective questions -
based objectives-Affective and value -C To understand the importance of studying the historical origins of education -A It applies the educational views of leading figures in educational thought -C He conducts some activities -C It compares the methods and approaches of intentional and unintentional education -C
Teaching and learning methods
Using the presentation method Drawing diagrams and illustrations Brainstorming method
Assessment methods
exam to measure the student's ability to think, analyze, and deduce The analytical - Request to make comparisons between different types of philosophies - Writing research papers on educational phenomena and problems

. and deductive reasoning Daily tests with questions that require intellectual -
General and transferable skills (other skills related to employability and personal development -D). .Skills in using references and terminology -١D .Skills in collecting and analyzing data on the subject -٢D .lizing available resourcesSkills in uti -٣D .Skills in making comparisons about the topic -٤D .Skills in developing specific concepts about the subject ٥D

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning	The meaning and goals of education	Understanding the U concept and goals of education	٢	١
Formative ntassessme	Discussion and questioning	Historical origins of education	Understanding education in primitive times	٢	٢
Formative assessment	Discussion and questioning	Historical origins of education	Getting acquainted with education in the valley Mesopotamia , and the valley Nile	٢	٣
Formative assessment	Discussion and questioning	Historical origins of tioneduca	Learn about the Chinese and Greek educational systems	٢	٤
First month exam: essay test				٢	٥
Formative assessment	Discussion and questioning	Historical origins of education	Islamic -It compares pre .and Islamic education	٢	٦
Formative assessment	Discussion and questioning	Leading figures in Arab and Islamic educational thought	Understanding the ews of educational vi Ibn Khaldun, Ibn Sina, Ghazali-and Al	٢	٧
Formative assessment	scussion and Di questioning	Western educational thought pioneers	Understanding the educational views of both Rousseau and Dewey	٢	٨
Formative assessment	Discussion and questioning	Greek educational thought	Understanding the educational views of Socrates, Plato, and Aristotle	٢	٩
Formative assessment	Discussion and questioning	Philosophical Foundations of Education	Understanding the philosophy and functions of education	٢	١٠

Formative assessment	Discussion and questioning	Philosophical Foundations of Education	Understanding the philosophy of ideal education	٢	١١
Formative assessment	discussion and interrogation	Philosophical Foundations of Education	Understanding the philosophy of education phi realism	٢	١٢
Formative assessment	Discussion and questioning	Philosophical Foundations of Education	Understanding the philosophy of pragmatic education	٢	١٣
Formative assessment	Discussion and questioning	Intentional and unintentional education	He compares school education and school-upbringing Non	٢	١٤
Second month exams Article				٢	١٥
Infrastructure					
nothing			1. Required textbooks		
٢٠٠٧Principles of General Education , Saeed Ismail Ali, ٢٠٠٨Principles of Education, by Tariq Abdul Raouf Amer , . ١٩٩٣Jaafari and others, -Philosophy of Education, Maher Al			2. (sources) Main references		
٢٠٠٧Principles of General Education , Saeed Ismail Ali,			a) Recommended books and references: scientific journals, reports (....‘		
Lectures by educational counselors			b) Electronic references, ...websites		

Curriculum Development Plan
s that The curriculum should include a definition of the principles of education, the field .educational principles address , and the relationship between education and culture

Course description template

This course description provides a concise summary of the course's key features and the expected student learning outcomes, demonstrating whether they have made the most of the learning opportunities available for the student. It must be linked to the program description.

College of Basic Education	Educational institution
Geography	Scientific Department / Center
/ Aerial Image Analysis and Remote Sensing Geo 1301	Course Name/Code
mandatory	Available forms of attendance
First/First	Semester/Year
hours 30	Total number of study hours
2020/21	Date this description was prepared
Course Objectives	
Students' knowledge of aerial photography	
Students' knowledge of the characteristics of aerial photographs	
Students' knowledge of how to use aerial photographs	

Course outcomes , teaching and learning methods, and assessment
Cognitive objectives -A acquire theoretical knowledge of aerial photographs and Enabling the student to a -\A their components Enabling the student to acquire knowledge and understanding of aerial image -\A classification and the criteria used for it ing of the most Enabling the student to acquire knowledge and understand -\A important sources and references for aerial photography geography Enabling the student to acquire knowledge and understanding of the field study -\A Enabling the student to acquire the knowledge and understanding to analyze and -\A t aerial image sitesinterpret Enabling the student to gain knowledge and understanding about the development -\A of aerial photographs

.based objectives specific to the course -The skills -B Special skills in distinguishing between aerial photographs – 'B special skills in analyzing and interpreting the components of aerial photographsS – 'B Special skills in how to use aerial photographs – 'B
Teaching and learning methods
lecturing or giving a presentation (Practical demonstration (using the geography lab ents are asked to visit the library and review the resources for studying aerial Stud .photographs Field study
Assessment methods
Daily tests with specific questions Assigning grades for homework and class participation questions Monthly tests with objective and essay
based objectives-Affective and value -C To interpret and analyze maps -'A .To differentiate between the maps of countries in terms of geological formation -'Q Some famous geographical researchers in the field of aerial photography evaluate -'A Explains geographical phenomena in aerial photographs -'Q
Teaching and learning methods
solving method-Problem brainstorming Simulation method
Assessment methods
Written tests to measure the student's ability to think, analyze, and deduce ng research papers about some countries, including various maps of those Writi .countries Daily exams with questions that require critical thinking and deduction Practical tests in theGIS laboratory
to employability and personal General and transferable skills (other skills related -D .(development Uses contemporary sources and references -'D Forming a group of students to study specific aerial photographs -'D Utilizing state institutions related to aerial photographs to increase and diversify -'D knowledge 'students Utilizing documentation centers and libraries that contain manuscripts and aerial -'D . photographs

Course structure					
tion Evalua Method	Teaching method	Unit/Topic Name	Required learning outcomes : To enable students to know and understand	Hours	Week
structural	Lecture	Overview Historical on Allergy The remote	Overview Historical on Allergy The remote	۳	۱
structural	Lecture	concept the pictures Air Aerial Survey	concept the pictures Air Aerial Survey	۳	۲
structural	Lecture	Types the pictures Geography and signs The phenomenon On it	Types the pictures Geography and signs The phenomenon On it	۳	۳
structural	Lecture	gauge the pictures Air	e the pictures gaug Air	۳	۴
structural	Lecture	explanation the pictures Air	explanation the pictures Air	۳	۵
structural	Lecture	Methods for determining north	Methods for determining north	۳	۶
structural	Lecture	First month exam	exam	۳	۷
structural	Lecture	Uses the pictures Air For purposes different :Including Surface analysis -۱ the earth	Uses the pictures Air For purposes different :Including Surface analysis -۱ the earth	۳	۸
structural	reLectu	study forests	study forests	۳	۹
structural	Lecture	survey cadre and projects Engineering	survey cadre and projects Engineering	۳	۱۰
structural	laboratory	the study Geology	the study Geology	۳	۱۱
structural	Lecture	Second month exam	exam	۳	۱۲
structural	Lecture	o set Types rockst	to set Types rocks	۳	۱۳
structural	field	device Stroboscope and its parts	device Stroboscope and its parts	۳	۱۴
structural	eldfi	How to a job Panel fee For the picture Air	How to directing the pictures Air under device Stroboscope Transfer points	۳	۱۵

Infrastructure	
An Introduction to Aerial Photographs and Satellite Images	Required textbooks . ^١
	(Main references (sources . ^٢
	a) Recommended books and references (.scientific journals, reports, etc)
http://gomaa-dawod.blogspot.com/2019/01/blog-post_57.html	...sitesb) Electronic references, web

Curriculum Development Plan
Adherence to sectoral terminology, use of modern sources and references, and keeping up with .rogramsscientific output in the field of aerial photography and its p

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the . It must be linked to the program description . earning opportunitiesl available
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College of Basic Education	Educational institution
Geography	Scientific Department / Center
/ Geography of Australia in EnglishGeo 1302	Course Name/Code
mandatory	anceAvailable forms of attend
First Year/Second Semester	Semester/Year

٣.	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
:Course objectives : To ensure the student is familiar with the following concepts	
ing And the site and the area and the borders of the continentof nam Understanding the concept -١	
of the between structures Geology And the topography Training students to distinguish -٢ continent	
To accustom students to using the information acquired from the topic of soil in other -٣ eographical studiesg	
To increase the scientific and cultural wealth of students by encouraging them to memorize and -٤ apply some information related to the continent of Australia	

Course outcomes , teaching and learning methods, and assessment
ive objectivesCognit -A Enabling students to acquire knowledge and understanding of the general framework of -١ .geography Enabling students to acquire knowledge and understanding of the general framework of -٢A physical geography owledge and understanding of continental geographyTo enable students to gain kn -٣A
based objectives specific to the course. Students should develop skills in the -The skills -B following concepts y of the Writes a research paper, and writes research and studies in the field of the topograph -١B Australian continent the activity Economic (Agriculture) , Mining and wealth mineral , Industry Write a report on -٢B (commerce , Transportation (and tourism the continent of plants natural and regions The plant life Students learn to distinguish between -٣B
Teaching methods and learning
At the beginning of the semester, students are informed of the course syllabus and information sources (related books, periodicals, etc.). University theses) and the distribution of topics across :the semester, and the assessment methods that will be followed, as follows the weeks of Prepare the lectures according to the sequence mentioned in the course syllabus by using the .١ .aforementioned information sources .t lecture in order to prepare themInforming students about the topic of the nex .٢ .Students are asked to submit papers relating to one or more of the topics under study .٣
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and the second after .١ nth week of the semester. Each exam will consider the mental levels (remembering, the eleve understanding, applying, analyzing, synthesizing, and evaluating), with the assessment grade

participation will of the total achievement. The student's attendance and daily p %٤٠ accounting for if students do not attend lectures at %٠ be taken into consideration. The assessment grade may be .all of the achievement, is scheduled according %٦٠ semester exam, which accounts for -of-The end .٢ g the questions, the comprehensiveness of the course to the Ministry's timetable. When settin content and the mental levels (remembering, understanding, applying, analyzing, synthesizing, .evaluating) are taken into consideration
to based objectives: that the student be able-Affective and value -C Evaluate the historical development of the discovery of the continent -١ Explains the reasons for the formation of the continent -٢ Analyzes some of the processes affecting the shape of the continent -٣
Teaching and learning methods
resentationLecture or p -١ Interrogation -٢ Discussion -٣
Assessment methods
It is implicitly included in the course evaluation processes that take place during and at the end of .the semester -١ Using assessment through objective tests -٢ n the geography laboratoryUsing some applied tests i
General and transferable skills (other skills related to employability and personal -D .(development Enabling students to write a research paper about the continent of Australia -١ the factors and processes affecting the formation of the Developing students' ability to analyze -٢ continent's shape Enabling students to use maps, graphs, and diagrams in analyzing topics related to the geology -٣ of continents

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes : students to know To enable and understand the :following	Hours	Week
Class participation and daily quiz	Lecture	Naming And the site and the area and borders	Naming And the site and the area and borders	٢	١
Class participation and daily quiz	Lecture and questioning	Structure Geology and terrain	gy and Structure Geolo terrain	٢	٢
Class participation and daily quiz	Lecture and discussion	climate and regions climatic	climate and regions climatic	٢	٣
Class participation and daily quiz	Lecture	plant natural and regions Botanicals	plant natural and regions Botanicals	٢	٤
Class participation and daily quiz	Presentation and discussion	Resources Water , Types Its importance and its distribution geographer	Resources Water , Types Its importance and its distribution geographer	٢	٥
		First month exam	First month exam	٢	٦
Class participation and daily quiz	Presentation and questioning	population continent	population continent	٢	٧
Class participation and daily quiz	Presentation and discussion	) Activity Economic (Agriculture	Activity Economic ((Agriculture	٢	٨
Class participation and daily quiz	Presentation and discussion	Activity Economic Mining and wealth mineral , Industry ,commerce , Transportation and tourism	Activity Economic Mining and wealth mineral , Industry ‘ commerce‘	٢	٩
Class participation and daily quiz	Presentation and questioning	Activity Economic Transportation and tourism	Activity Economic Transportation and tourism	٢	١٠
Class participation and daily quiz	Presentation and questioning	Additional) Study) Detailed For unity Political Selected from countries continent	Additional) Study Detailed) Political Selected For unity from countries continent	٢	١١
		Second month exam		٢	١٢

Class participation and daily quiz	Presentation and questioning	ion of reportsDiscuss	Discussion of reports	٢	١٣
Class participation and daily quiz	Presentation and questioning	Discussion of reports	Discussion of reports	٢	١٤

Infrastructure	
-----	Required textbooks . ١
Geography of the Continents	(n references (sourcesMai . ٢
Geography of Natural Resources / Muhammad Azhar Sammak-Al Soil Atlas	a) Recommended books and references (.scientific journals, reports, etc)
FAO (Food and Agriculture Organization of the United Wikipedia, the free encyclopedia ' (Nations	...b) Electronic references, websites

Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in curriculum . ١ .development at the basic education levels m is developed in accordance with the requirements that emerge in curriculum The curriculu . ٢ .development within the global system

Course description template

It provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

College of Basic Education	1. Institution
Geography	2. Scientific Department / Center
/ Fundamentals of Physical Geography Geo 1303	3. Course Name/Code
mandatory	4. Available forms of attendance
First/First	5. Semester/Year
hours 30	6. Total number of study hours
2020/21	7. Date this description was prepared
8. Course Objectives	
1- To provide graduates with knowledge and understanding of geography, its content, schools, teaching methods, and how to use maps and geographic information systems to date with developments in the field of geography-to enable them to achieve this, and to keep	
2- Preparing qualified university teachers who possess the necessary teaching skills to teach geography	
3- Developing scientific attitudes among students, enabling them to enhance their personal capabilities in their postgraduate studies	
4- Students were encouraged to develop and create educational tools for use in teaching geography	
5- To equip students with the necessary skills to deal with and solve any scientific problem in a sound scientific manner	

Course outcomes, teaching and learning methods, and assessment

Cognitive objectives -A

Enabling the student to acquire knowledge and understanding of the general framework of geography -1A

Understanding for the field study Enabling the student to acquire knowledge and understanding of maps and how to use them -2A

Enabling the student to acquire knowledge and understanding of geographical -3A

schools and understanding of geography Enabling the student to acquire knowledge -^oA teaching methods Enabling the student to acquire knowledge and understanding of the philosophy of -^٦A geography
.related objectives of the course -The skills -B a in terms of To enable the student to understand geographical phenomenon - ^١B geological formation and the history of their emergence Enabling the student to explain the reasons for the appearance of some natural -^٢B phenomena and not others, and how they affect human settlements nd analyze natural maps of Earth's surface Enabling the student to interpret a -^٣B features, in addition to the method of using modern technologies
Teaching and learning methods
lecturing or giving a presentation Practical demonstration (using educational tools as available in the Geography (partment laboratoryDe Encouraging students to use the resources available in the library and to consult the .available physical maps Field study
Assessment methods
Daily, weekly, and monthly tests practical application
:Affective goals -C lain geographical phenomena scientifically in terms of the geological To exp -^١A formation of the phenomenon To evaluate the research of some distinguished researchers in the field of -^٢C geography and compare it with existing phenomena) aphysical phenomena through paper and electronic mapsTo interpret natural geogr -^٣Q GIS (To distinguish natural phenomena through colors on the map -^٤Q
Assessment methods Testing the student's ability through written tests o natural phenomena in The student is tasked with writing research papers related t .order to measure the student's ability to think, analyze, and draw conclusions Practical tests in theGIS lab .Daily tests based on posing intellectual and deductive questions
ted to employability and personal General and transferable skills (other skills rela -D .(development Using modern and reliable sources and references from researchers with -^١D outstanding expertise in this geographical field Dividing students into groups to write research papers on a specific phenomenon -^٢D Assigning students to review state institutions related to the study of natural -^٣D phenomena Utilizing documentation centers and public libraries -^٤

Course structure					
Evaluation thodMe	Teachi ng method	Unit/Topic Name	Required learning outcomes	Hours	Week
Classroom participation in preparation	The cruel	The universe, the solar system, the planets, meteors and meteorites	Introduction to Geography	۲	the first
Classroom participation in preparation	The cruel	Theories of Kant and continental tidal • Lylas theory, soronova explosion theory	The Origin of the Universe and Theories of Evolution	۲	the second
Classroom participation in onpreparati	The cruel	The importance of studying the Earth's chronological history, geological eras	Earth's Timeline	۲	the third
Classroom participation in preparation	The cruel	Earth's circumference, the Earth's flattening and its cause, lines of longitude and latitude	Earth's shape	۲	Fourth
articipationP n of all students	a test monthl y	All the vocabulary studied in previous weeks	First month exam	۲	Fifth
Classroom participation in preparation	The cruel	The Earth's rotation, its nature, and its geographical importance The Earth's rotation around the sun and the formation of the four seasons	Earth's rotation	۲	Sixth
Classroom participation in preparation	The cruel	The Earth's layers: the crust, the mantle , and .the core	he internal structure of T the earth	۲	Seventh
oom Classr participation in preparation	The cruel	The Origin of Continents and Oceans Area of continents and oceans	Continents and Oceans	۲	Eighth
participation in preparation	The cruel	tetrahydrophobic theory the theory of • continental drift	Theories of the formation of continents and oceans	۲	Ninth
Classroom participation	The cruel	Atmospheric components,	Climatic Geography	۲	tenth

in preparation		yers, atmospheric la climate elements, factors affecting climate			
Participation of all students	a test monthl y	All the vocabulary studied in the previous weeks after the first month	Second month exam	٢	eleventh
Classroom participation in preparation	The cruel	Water in nature, properties of water, the general water cycle in .nature	Water Geography	٢	twelfth
Classroom participation in preparation	The cruel	Ocean floor topography, salinity of seas and oceans, tides, ocean currents, rivers	Seas and oceans	٢	thirteenth
Classroom participation in preparation	The cruel	The origin and distribution of groundwater, and the natural and human .factors affecting it	groundwater	٢	fourteenth
Classroom participation in preparation	The cruel	ions, tropical Plant reg plants, temperate plants, cold plants	Plant and animal life	٢	fifteenth

Infrastructure	
Methodology books	Required textbooks .١
Mohamed Sabry Mahsoub, Physical Geography: Arab Thought House Concepts Foundations and Modern .١٩٩٦for Printing and Publishing, Cairo, Egypt, Mohamed Magdy Turab, Fundamentals of Physical Hanin for Publishing and -Geography, Dar Al .٢٠٠٨ ,١st Edition, Vol. ١ Distribution, hy Hallaq, Geograp-Shawawreh , Jaber Al-Ali Salem Al .٢٠١٢st ed., ١of Nature and Humanity, A group of authors, Introduction to Physical Geography, ٢٠١٠ ,١st ed., Vol. ١	(Main references (sources .٢
	a. Recommended books and references .(scientific journals, reports, etc)
	...b) Electronic references, websites

Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in curriculum development at the basic education levels. The curriculum is developed in accordance with the requirements that emerge in curriculum development in the global system with

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description.

College of Basic Education	9. Educational institution
Geography	10. Scientific Department / Center
/ Maps and Fieldwork Geo 1306	11. Course Name/Code
mandatory	12. Available forms of attendance
Second /First	13. Semester/Year
hours 30	14. Total number of study hours
2020/12/10	15. Date this description was prepared
16. Course Objectives	
1- Students' knowledge of maps	
2- Students' knowledge of map characteristics	
3- Students' knowledge of how to use maps	

learning methods, and assessment Course outcomes , teaching and
Cognitive objectives -A Enabling the student to acquire theoretical knowledge of the map and its components -\A Enabling the student to acquire knowledge and understanding of map classification or itand the criteria used f -\A Enabling the student to acquire knowledge and understanding of the most important sources and references for cartography -\A Enabling the student to acquire knowledge and understanding of the field study knowledge and understanding to analyze and Enabling the student to acquire the knowledge and understanding to interpret the locations of Eurasian countries -\A Enabling the student to gain knowledge and understanding about the development of maps -\A
.based objectives specific to the course -The skills -B in distinguishing between maps Special skills – \B Special skills in analyzing and interpreting map components – \B Special skills in how to use maps – \B
Teaching and learning methods
lecturing or giving a presentation (Practical demonstration (using the geography lab Students are required to visit the library and consult resources, including mapsSt Field study
Assessment methods
Daily tests with specific questions Assigning grades for homework and class participation Monthly tests with objective and essay questions
based objectives-Affective and value -C To interpret and analyze maps -\A To differentiate between the maps of countries in terms of geological formation -\Q Some famous geographical researchers in the field of maps evaluate -\Q enomena on mapsExplains geographical ph -\Q
Teaching and learning methods
solving method-Problem brainstorming Simulation method
Assessment methods
Written tests to measure the student's ability to think, analyze, and deduce ding various maps of those Writing research papers about some countries, inclu .countries Daily exams with questions that require critical thinking and deduction Practical tests in theGIS laboratory

General and transferable skills (other skills related to employability and personal -D
(development
Uses contemporary sources and references -\D
Forming a group of students to study a specific map of one of the continents -\D
Utilizing state institutions related to maps to increase and diversify students' -\D
knowledge
nd libraries that contain manuscripts and Utilizing documentation centers a -\D
geographical maps



Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes : To enable students to know and understand	Hours	Week
structural	Lecture	The concept of a map / its history and development / its importance	map	٣	١
structural	Lecture	Map classification and the criteria used in the classification	Criteria used in map classification	٣	٢
structural	Lecture	Map components	Basic components of a map	٣	٣
structural	Lecture	Map scale / Types / How to extract distances and areas from a map	Map scales and Map scale methods of representation	٣	٤
structural	Lecture	Longitude and latitude lines and their importance in mapmaking	Longitude and latitude lines and their benefits in map drawing	٣	٥
structural	Lecture	Methods for determining north	Methods for determining north	٣	٦
structural	Lecture	First month exam	exam	٣	٧
structural	Lecture	Muscat map Definition / Types	Map projection, its types, and the characteristics of each type	٣	٨
structural	Lecture	Grid grid and coordinate reading	The grid and how to read coordinates	٣	٩
structural	Lecture	How to find the location on the map	How to locate a site on a map	٣	١٠
structural	laboratory	How to draw a section from a topographic map	How to draw a section from a topographic map	٣	١١
structural	Lecture	Second month exam	exam	٣	١٢
structural	Lecture	Field study: its definition, requirements, and objectives in geographical studies	Field study and its requirements	٣	١٣
structural	field	Field application to study an agricultural crop in (the governorate	a field study of an agricultural crop	٣	١٤

structural	field	Field application (A study of the distribution of in industrial crafts (Baquba	The field study of the distribution of industrial crafts	٣	١٥
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Infrastructure	
Methodology books	Required textbooks .١
	(Main references (sources .٢
	a) Recommended books and references (.scientific journals, reports, etc)
	...b) Electronic references, websites

t PlanCurriculum Developmen

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the . e linked to the program descriptionIt must b . learning opportunities available

Course Description

College of Basic Education	Educational institution
Geography	Scientific Department / Center
/ Foundations of Human GeographyGeo 1307	Course Name/Code
mandatory	Available forms of attendance
ear/First SemesterFirst Y	Semester/Year
٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared

:Course objectives : To ensure the student is familiar with the following concepts
onment and humansthe mutual influence between elements of the natural enviroIdentifying - ١
the cultural characteristics of advanced societies and Training students to distinguish between - ٢ developing societies
To accustom students to using the information acquired from the subject of human geography - ٣ studies in other geographical
To increase the scientific and cultural wealth of students by encouraging them to memorize and - ٤ of humankind and the development of the earth apply some information related to the topic

ssmentCourse outcomes , teaching and learning methods, and asse
Cognitive objectives -A Enabling students to acquire knowledge and understanding of the general framework of human - ١ geography Enabling students to acquire knowledge and understanding of the general framework of - ٢A human geography tudents to acquire knowledge and understanding in the field of human geographyEnabling s - ٣A
based objectives specific to the course. Students should develop skills in the -The skills -B following concepts n the field of human geographyWrites a research paper, and writes research and studies i - ١B Write a report on the topic of natural environments and human adaptation to them - ٢B the topic of homeland man and its spread in the earth Students learn about - ٣B
Teaching methods and learning
ter, students are informed of the course syllabus and information At the beginning of the semes sources (related books, periodicals, etc.). University theses) and the distribution of topics across :the weeks of the semester, and the assessment methods that will be followed, as follows Prepare the lectures according to the sequence mentioned in the course syllabus by using the . ١ .aforementioned information sources .Informing students about the topic of the next lecture in order to prepare them . ٢ .elating to one or more of the topics under studyStudents are asked to submit papers r . ٣
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and the second after . ١ ring, the eleventh week of the semester. Each exam will consider the mental levels (remembe understanding, applying, analyzing, synthesizing, and evaluating), with the assessment grade of the total achievement. The student's attendance and daily participation will %٤ •accounting for if students do not attend lectures at %٠•be taken into consideration. The assessment grade may be .all of the achievement, is scheduled according %٦ •semester exam, which accounts for -of-The end . ٢ to the Ministry's timetable. When setting the questions, the comprehensiveness of the course levels (remembering, understanding, applying, analyzing, synthesizing, content and the mental .evaluating) are taken into consideration

based objectives: that the student be able to-Affective and value -C l environments and human natura The students appreciate the efforts of scientists in studying - ١ . adaptation to them of races Humanity Students discuss the problems - ٢ - ٣ Religions diversity language The students express their opinion Theories of
Teaching and learning methods
Lecture or presentation - ١ Interrogation - ٢ Discussion - ٣
Assessment methods
It is implicitly included in the course evaluation processes that take place during and at the end of .the semester - ١ Using assessment through objective tests - ٢ phy laboratoryUsing practical tests (field simulations) in the geogra
General and transferable skills (other skills related to employability and personal -D .(development Enabling students to write a research paper on landforms - ١ ng the formation of Developing students' ability to analyze the factors and processes affecti - ٢ landforms Enabling students to use maps, graphs, and diagrams in analyzing geomorphological topics - ٣



Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Class participation and daily quiz	Lecture	The mutual influence between elements of the natural environment and humans	The mutual influence between elements of the natural environment and humans	۲	۱
Class participation and daily quiz	Lecture and questioning	Natural environments and man adaptation to them	Natural environments and human adaptation to them	۲	۲
Class participation and daily quiz	Lecture and discussion	Human economy (human activity and economic (occupation primitive economic environment	Human economy (human activity and economic (occupation primitive economic environment	۲	۳
Class participation and daily quiz	Lecture	Natural and social conditions (the environment of the simple (and commercial economy	Natural and social conditions the environment of the) simple and commercial (economy	۲	۴
Class participation and daily quiz	Presentation and discussion	Cultural characteristics of advanced and developing societies	Cultural characteristics of advanced and developing societies	۲	۵
		First month exam	First month exam	۲	۶
Class participation and daily quiz	Presentation and questioning	The impact of artistic development on cultural development	The impact of artistic development on cultural development	۲	۷
Class participation and daily quiz	Presentation and discussion	man Reconstruction the Home man and its -earth: spread in the earth	man Reconstruction the Home man and its -earth: earth spread in the	۲	۸
Class participation and daily quiz	Presentation and discussion	pedigreed man Breeds Humanity languages Religions	pedigreed man Breeds Humanity languages Religions	۲	۹

Class participation and daily quiz	Presentation and questioning	The gathering human World population-١	The gathering human World population-١	٢	١٠
Class participation and daily quiz	Presentation and questioning	human settlement	human settlement	٢	١١
		Second month exam	Second month exam	٢	١٢
Class participation and daily quiz	Presentation and questioning	State institution	State institution	٢	١٣
Class participation and daily quiz	tation Presen and questioning	Discussion of reports	Discussion of reports	٢	١٤

Infrastructure	
-----	Required textbooks .١
	(Main references (sources .٢
	a) Recommended books and references (.scientific journals, reports, etc)
Wikipedia) The free encyclopedia, the official website) of the Iraqi Geological Survey	...esb) Electronic references, websit

Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in curriculum .١ .development at the basic education levels The curriculum is developed in accordance with the requirements that emerge in curriculum .٢ .development within the global system

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the learning opportunities available. It must be linked to the program description.

College of Basic Education	Educational institution
Geography	Scientific Department / Center
/ Soil Geography Geo 1308	Course Name/Code
Mandatory	Available forms of attendance
Second year/Second semester	Semester/Year
30	Total number of study hours
2020/22/20	Date this description was prepared
The student is familiar with the following concepts Course objectives : To ensure the student	
1- Understanding the concept of soil and its various properties	
2- Training students to distinguish between types of soil	
3- To accustom students to using the information acquired from the topic of soil in other geographical studies	
4- To increase the scientific and cultural wealth of students by encouraging them to memorize and apply some information related to the topic of soil	

Course outcomes , teaching and learning methods, and assessment
Cognitive objectives -A 1- Enabling students to acquire knowledge and understanding of the general framework of geography 2- Enabling students to acquire knowledge and understanding of the general framework of physical geography 3- Enabling students to gain knowledge and understanding of soil geography

based objectives specific to the course. Students should develop skills in the following -The skills -B concepts Writes a research paper, and writes research and studies in the field of soil geography -١B es soil types, their chemical and physical properties, and their geographical distributionIt preserv -٢B Students learn to distinguish between types of soil -٣B
Teaching methods and learning
us and information sources At the beginning of the semester, students are informed of the course syllab related books, periodicals, etc.). University theses) and the distribution of topics across the weeks of the) :semester, and the assessment methods that will be followed, as follows ce mentioned in the course syllabus by using the Prepare the lectures according to the sequen .١ .aforementioned information sources .Informing students about the topic of the next lecture in order to prepare them .٢ .yStudents are asked to submit papers relating to one or more of the topics under stud .٣
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and the second after the .١ eleventh week of the semester. Each exam will consider the mental levels (remembering, understanding, of the %٤ •esizing, and evaluating), with the assessment grade accounting for applying, analyzing, synth total achievement. The student's attendance and daily participation will be taken into consideration. The .if students do not attend lectures at all %٥ •assessment grade may be of the achievement, is scheduled according to the %٦ •semester exam, which accounts for -of-The end .٢ Ministry's timetable. When setting the questions, the comprehensiveness of the course content and the nalyzing, synthesizing, evaluating) are taken into mental levels (remembering, understanding, applying, a .consideration
based objectives: that the student be able to-Affective and value -C Evaluates some types of soil -١ Explains the reasons for soil diversity -٢ the soil Analyzes some of the processes affecting -٣
Teaching and learning methods
Lecture or presentation -١ Interrogation -٢ Discussion -٣
Assessment methods
It is implicitly included in the course evaluation processes that take place during and at the end of the .semester -١ ent through objective testsUsing assessm -٢ Using some applied tests in the geography laboratory
.(General and transferable skills (other skills related to employability and personal development -D Enabling students to write a research paper on education -١ veloping students' ability to analyze the factors and processes affecting soilDe -٢ related topics-Enabling students to use maps, graphs, and diagrams in analyzing soil -٣

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Class participation and daily quiz	Lecture	Definition of soil, its nature, and its relationship to other sciences	To enable students to know and understand the definition of soil and its relationship to science, especially geography	۲	۱
Class participation and daily quiz	Lecture and questioning	Soil formation and its contributing factors The parent material - (rocks) Topography-	To enable students to know and understand soil formation and its contributing factors	۲	۲
Class participation and daily quiz	Lecture and discussion	climate Biological factors (plant and animal) Time	ts to know Enabling student and understand the factors of soil formation	۲	۳
Class participation and daily quiz	Lecture	al Soil components (mineral and organic components)	Enabling students to know and understand the components of soil	۲	۴
Class participation and daily quiz	n Presentation and discussion	Physical properties of soil Soil color - ۱ Soil texture-۲ Soil building porosity and permeability	Enabling students to know and understand the physical properties of soil	۲	۵
		First month exam		۲	۶
Class participation and daily quiz	Presentation and questioning	Chemical properties Soil fertility-۱ Salinity and alkalinity-۲	Enabling students to know and understand the chemical properties of soil	۲	۷
Class participation and daily quiz	Presentation and discussion	Soil classification	Enabling students to know and understand soil classification	۲	۸
Class participation and daily quiz	esentation Presentation and discussion	Types of soil	Enabling students to know and understand the types of soil	۲	۹
Class participation and daily quiz	Presentation and questioning	The geographical distribution of soils in the world	Enabling students to know and understand the geographical distribution of soils	۲	۱۰
Class participation and daily quiz	Presentation and questioning	Soil problems Reduced productivity - ۱ Salinity-۲ Erosion-۳	Enabling students to identify and understand educational problems	۲	۱۱

		Second month exam		٢	١٢
Class participation and daily quiz	Presentation and questioning	Soil maintenance Puncture-١	know Enabling students to and understand soil maintenance	٢	١٣
Class participation and daily quiz	Presentation and questioning	Agricultural rotations-٢ fertilization	Enabling students to learn and understand agricultural cycles and fertilization	٢	١٤
Class participation and daily quiz	Presentation and questioning	slopes Contour farming	Enabling students to know and understand slope gradation and contour farming	٢	١٥

Infrastructure	
-----	Required textbooks .١
Mudhaffar-Soil Geography Book / Safaa Al	(Main references (sources .٢
Geography of Natural Resources / Muhammad Azhar Sammak-Al Soil Atlas	a) Recommended books and references (.scientific journals, reports, etc)
FAO (Food and Agriculture Organization of the United Wikipedia, the free encyclopedia ‘ (Nations	...lectronic references, websitesb) E

Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in curriculum .١ development at the basic education levelsdeve The curriculum is developed in accordance with the requirements that emerge in curriculum .٢ development within the global system

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the . It must be linked to the program description . earning opportunities! most of the available

College of Basic Education	Educational institution
Geography	Scientific Department / Center
of Eurasia Geography /(Geo 1309)	Course Name/Code
datoryman	Available forms of attendance
Second semester/second	Semester/Year
hours ۳۰ = ۱۵*۲	Total number of study hours
۲۰۲۵/۱۲/۱۵	Date this description was prepared
:Course objectives : To ensure the student is familiar with the following concepts	
of d understand the most prominent topics in the geographyTo enable students to know an -۱	
.accurately Eurasia	
of Eurasia Enabling students to understand the reasons for the emergence -۲	
Introducing students to the most important sources and references used in teaching the subject -۳	
Eurasia and Enabling students to analyze the most important geographical phenomena found on -۴	
with other continents compare them	

Course outcomes , teaching and learning methods, and assessment

Cognitive objectives knowledge and understanding through comprehending the Enabling the student to acquire -١ A Eurasian Geography subject of Enabling the student to acquire knowledge and understanding The reasons for the emergence -٢ A of Eurasia the most important sources Enabling the student to acquire knowledge and understanding of -٣ A of Eurasia and references for the geography Enabling the student to acquire knowledge and understanding of the most important -٤ A geographical phenomena of Eurasia that have preoccupied researchers and geographers he student to acquire the knowledge and understanding to analyze and interpret the Enabling t -٥ A Eurasian countries locations of Enabling the student to gain knowledge and understanding about the most prominent -٦ A explorers of the continent
ctives specific to the course. Students should develop skills in the based obje -The skills -B following concepts To compare the countries of the continent in terms of area and location - ١ B Analyzes the reasons behind the emergence of the continent - ٢ B .earch on any topic in the geography of Eurasia is requiredWriting a paper or res – ٣ B of Eurasia Gathers information about the countries -٤ B
Teaching methods and learning lecturing or giving a presentation Practical demonstration onsult the resources for studying the geography of Students are required to visit the library and c .Asia
At the beginning of the semester, students are informed of the course syllabus and information sources (related books, periodicals, etc.). University theses) and the distribution of topics across :e weeks of the semester, and the assessment methods that will be followed, as followsth Prepare the lectures according to the sequence mentioned in the course syllabus by using the .١ .aforementioned information sources .of the next lecture in order to prepare them Informing students about the topic .٢ .Students are asked to submit papers relating to one or more of the topics under study .٣
Assessment methods Daily tests with specific questions Assigning grades for homework and class participation tests with objective and essay questions Monthly
Conduct two semester exams, the first after the fifth week of the semester and the second after .١ the eleventh week of the semester. Each exam should consider the mental levels (remembering, ng, analyzing, synthesizing, and evaluating), with the evaluation grade understanding, applyi of the total achievement, taking into account the student's attendance and the %٤٠ accounting for .extent of their daily participation of the grade, is scheduled according to the %٦٠ semester exam, which accounts for -of-The end .٢ Ministry's timetable. The questions must cover the entirety of the course content and the mental .(levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating

s: that the student be able to Affective objective -C To interpret and analyze maps of Eurasia - 'A To differentiate between countries in terms of their geological formation and history of origin - 'Q Some famous geographical researchers evaluate - 'Q and Eurasia don e appearance of some geographical phenomena on Explain the reasons for th - 'Q other continents
Teaching and learning methods solving method-Problem brainstorming Simulation method
Assessment methods and deduce 'Written tests to measure the student's ability to think, analyze Writing research papers about some countries on the continent Daily exams with questions that require critical thinking and deduction
It is implicitly included in the course evaluation processes that take place during and at the end of .esterthe sem
General and transferable skills (other skills related to employability and personal -D .(development Uses contemporary sources and references - 'D Eurasia Forming a group of students to study a specific phenomenon in - 'D titutions related to geography to increase and diversify students' knowledge Utilizing state ins - 'D Utilizing documentation centers and libraries that contain manuscripts and geographical maps - 'D

Course structure					
Evaluation Method	ing Teach method	Unit/Topic Name	Required learning outcomes	Hours	Week
Classroom participation in preparation	The cruel	The continent's name, its astronomical and geographical location, its area, and its borders	Location of the continent of Asia	٢	١
Classroom participation in preparation	The cruel	A brief history of the continent throughout the ages	The historical dimension of Asia of the continent		٢
Classroom participation in preparation	The cruel	The geological structure of the continent, geological eras, and the morphological .nentstructure of the conti	Geological structure of the continent		٣
Classroom participation in preparation	The cruel	The main topographical divisions of the continent mountains, valleys, plateaus,) (.plains, etc	continental surface		٤
Participation of all students	Monthly test	overed from the Vocabulary c first week until the day of the exam	First month exam		٥
Classroom participation in preparation	The cruel	Climate elements temperature, rainfall,) humidity) are factors that influence the continent's .climate	Continent's climate		٦
Classroom participation in preparation	The cruel	Cold climatic regions, hot climatic regions, their geographical distribution	climatic regions		٧
Classroom participation in preparation	The cruel	Its distribution, types of natural plants, its importance, cting its and factors affe .distribution	natural plant		٨
Classroom participation in preparation	The cruel	Its geographical distribution, factors affecting the distribution	Plant regions		٩
Classroom participati	The cruel	Types, importance, al distributiongeographic	Water resources		١٠

on in preparatio n					
Participati on of all students	Monthly news	Vocabulary after the first monthly exam	Second month exam		١١
Classroom participati on in preparatio n	The cruel	Age and gender composition of the population phical Their geogra distribution; factors influencing distribution	Continental population		١٢
Classroom participati on in preparatio n	The cruel	Agriculture, industry, mining: their types and geographical distribution	Economic activities		١٣
Classroom participati on in preparatio n	The cruel	Its types, its components, and .the factors affecting it	ransportationT		١٤
Classroom participati on in preparatio n	The cruel	Its types, its importance, and .the factors that influence it	commerce		١٥

ctureInfrastru	
	Required textbooks .١
Khaffaf, -Muhammad Ahmad Aqla, Abd Ali Al Kindi for -Geography of the Continents, Dar Al .١٩٩٨Publishing and Distribution, Irbid, Jordan, Matari, Geography of the Continents: A -Mr. Khaled Al di Publishing and Distribution Comparative Study, Sau .٢٠٠٠House, Riyadh, Saudi Arabia, Hammadi, -Ali Hassan Moussa, Muhammad Al Muasir, -Fikr Al-Geography of the Continents, Dar Al .٢٠٠٢, ١th edition, Vol. ١٢ Mohamed Ibrahim Hassan, Geography of Eurasia and yptian Library for Publishing and the Red Sea Basin, Eg .٢٠٠٤Distribution, Egypt,	Source books
1- http://hoolm.jeeran.com/mimg.htm 2- http://www.library.uu.nl/geosource/cat9.html	websites
Curriculum Development Plan	

1. The curriculum is developed according to the requirements that emerge in curriculum development at the basic education levels.

2. The curriculum is developed in accordance with the requirements that emerge in curriculum development within the global system.

Phase T

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities Learning . nked to the program descriptionIt must be li . **Available**

University of MisanCollege of Basic Education /	Educational institution
Geography Department / Cultural Materials	Scientific Department / Center
/ Arabic languageUniv2107	Name / Code
datoryman	Available forms of attendance
Third / Second	Semester / Year
hours ٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
Course objectives : By the end of the academic year, the student will be able to	
1. Learn Arabic grammar rules in ct , predicate , agent , agent's substitute , Grammar (subje .(subject of Kana and its sisters , predicate of Inna and its sisters	
2. Learn (Literature (Life Literature in era Issued Islam((Characteristics and the characteristics)), sermon argument Goodbye Messenger For the The generous Mohammed □□□□□, a poem The Burda heel son Zuhair: ((His life ' Comment Critical N Memorize)10 verses), Life Literary in The era Umayyad poetry Contradictions, a model First: Jarir(memorize10 verses) (verses ' razdaq (memorizing Fa-Second example : Al	
3- Learn Dictation writing Dictation in: . The alphabetical, phonetic, and abjad order of Arabic letters Solar and lunar letters 'Writing the closed and open ta	

entCourse outcomes, teaching and learning methods, and assessm
Cognitive objectives -A Knowledge and Understanding -A To enable students to acquire knowledge and understanding in grammar (the subject , the -\A e of predicate , the agent , the agent's substitute , the subject of Kana and its sisters , the predicat (Inna and its sisters Enabling students to acquire knowledge and understanding of literature (literary life in the -\A early Islamic era (features and characteristics), the Farewell Sermon of the Noble Prophet Muhammad (peace□□□□□□□□□□ rda poem by Ka'b ibn Zuhayr : (His life, The Bu verses), Literary life in the Umayyad era , Contradictory \ •critical commentary, memorize Farazdaq (memorize -verses), Second example : Al \ •poetry , First example : Jarir (memorize (verses \ • tudents to acquire knowledge and understanding in writing dictation (alphabetic Enabling s -a \ and phonetic order , alphabetical order of Arabic letters , solar and lunar letters , writing the closed and open ta ')
Objectives -B Marathi Specific to the course. . Skills in literature - \B . Skills related to grammar topics -\B . Skills related to spelling writing -\B
Teaching and learning methods
1- Clarification and explanation of the course material How to display the form -\ Lecture method -\ ning methodlear-Self -\
Assessment methods
1. Daily tests with specific questions . Assigning grades for homework and class participation -\ .Assigning students the task of completing research papers and reports on the course material -\ . objective and essay questions Monthly tests with -\
based objectives-Affective and value -C . To understand the importance of studying the subject and its life applications -\A . He understands the importance of the impact of the doctrine of monotheism on life -\A
aching and learning methodsTe
1- Explanation and clarification How to display the form -\ learning method-Self -\
Assessment methods
1- Theoretical tests. . Reports and studies -\

ility and personal developmentGeneral and transferable skills (other skills related to employab -D).

- . Skills in using references and terminology -١D
- . Skills in collecting and analyzing data on the subject -٢D
- . Skills in interpreting theorems -٣D
- . making skills-Comparison -٤D
- . about the topic Skills in developing specific concepts °D

Course structure					
Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification	Grammar	Subject, Predicate	٢	١
Formative assessment	on and Explanati clarification	Grammar	Subject , passive subject	٢	٢
Formative assessment	Explanation and clarification	Grammar	The name of "kana" and its sisters	٢	٣
Formative assessment	Explanation and clarification	Grammar	The name of Inna and its sisters	٢	٤
Formative assessment	Lecture	Literature	life reLiteratu in era Issued Islam((Characteristics and) the characteristics) The Farewell Sermon of the Noble Prophet Muhammad	٢	٥
Formative assessment	Lecture	Literature	poem The Burda heel son Zuhair: ((His life , Comment Critical N Memorize10 verses	٢	٦
First month exam: Various tests and solutions exercises Related to the topic				٢	٧
Formative assessment	Lecture	Literature	life Literary in The era Umayyad Contradictory Poetry	٢	٨
Formative assessment	Lecture	Literature	model First: Jarir(memorize10 (verses	٢	٩
Formative assessment	Lecture	Literature	model Second: -Al Farazdaq(memorized 10 (verses	٢	١٠
Formative assessment	Lecture	Dictation	Order abecedarian And the voice and the alphabet For letters Arabic .	٢	١١

Formative assessment	Lecture	Dictation	Letters solar and the moon	٢	١٢
Formative assessment	Lecture	Dictation	writing T tied And the open taa	٢	١٣
Formative assessment	Show model	Dictation	review	٢	١٤
Formative testsSecond month exam: obje				٢	١٥

Infrastructure	
nothing	1. Required textbooks
Sada, by Ibn -Nada wa Ball al-Explanation of Qatr al Hisham. . Comprehensive Grammar, Abbas Hassan	2. (Main references (sources
The writings of the ancient grammarians. . Ghalayini, compiler of Arabic lessons-al . Journal of the Iraqi Scientific Academy	a) Recommended books and references: scientific journals , tsrepor (....‘
Arab blog-The website of the Lisan al. . The Comprehensive Library . tific Council websiteThe Scien . Faseeh Network-Al	b) Electronic references , ... websites

Curriculum Development Plan
Commitment to sectorality

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the learning opportunities. It must be linked to the program description . **Available**

University of Misan– College of Basic Education	Educational institution
Geography Department / Educational Materials	Scientific Department Center /

Educational Psychology Coll 2205	Name / Code
mandatory	Available forms of attendance
Third / Second	Semester / Year
٤٥	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared

Course Objectives

Understanding the phenomena of learning and teaching, the factors affecting them, and interpreting the outcomes of events that permeate the relationship between learning and teaching, and between the teacher and the learner

increase the teacher's ability to see what is happening remotely in terms of educational changes among students and to plan to meet his expectations in educational events of change

Organizing, formulating, using, and applying knowledge in educational situations

Course Outcomes Methods of teaching, learning, and assessment

Cognitive objectives -A : To enable the student to:

- Define the concept of educational psychology -١A
- Demonstrates the importance of educational psychology -٢A
- Defines the objectives of educational psychology -٣A
- Distinguish between the theoretical and practical goals of educational psychology -٤A
- Explains the characteristics of the teaching profession -٥A
- Explains the relationship between educational psychology and other science -٦A
- Defines the desired teacher personality traits -٧A
- Lists the functions of educational psychology -٨A
- Explains the importance of the axes of effectiveness in the educational process -٩A
- Identifying the factors affecting the effectiveness of the educational process -١٠A
- Defines motivation -١١A
- Explains the relationship between motivation and learning -١٢A
- Defines the educational functions of motivation -١٣A
- The concept of memory is defined -١٤A
- Explains the mechanism of memory -١٥A
- Define the sequential processing strategy -١٦A
- Define the parallel processing strategy -١٧A
- Shows the importance of studying memory -١٨A
- Compares sequential and parallel processing strategies -١٩A
- Lists the types of memory -٢٠A
- Explains the relationship between memory and learning -٢١A
- It outlines the most important contemporary theories that have explained memory -٢٢A
- Define cognitive theory -٢٣A
- Explains the mechanism of memory according to cognitive theory -٢٤A
- Define behavioral theory -٢٥A

f memory according to behavioral theoryExplains the mechanism o -२१A He defines Gestalt theory -२१A Explains the mechanism of memory according to Gestalt theory -२१A Discusses the mechanism of memory -२१A Explains the most important factors affecting the memory process -२१A identifies the most important ways to improve the memory process It -२१A The concept of forgetting is defined -२१A Define interference theory -२१A Explains the mechanism of forgetting through interference theory -२१A ting forgetfulnessIdentify the most important factors affec -२१A The transfer of training effects is defined -२१A Explains the importance of studying the transfer of training effects -२१A Shows the dimensions of the transfer of training effects -२१A Lists the types of training transfer -२१A res the positive and negative transfer of the effect of trainingCompa -२१A Identifies modern theories of training transfer -२१A Compare theories of transfer of training effect -२१A Define feedback -२१A Shows the dimensions of feedback -२१A dbackDefines types of fee -२१A Learning is defined -२१A Explains the conditions for good learning -२१A Explains the effect of learning on language acquisition -२१A Explains the effect of learning on acquiring motor skills -२१A nd lawsExplains the most important learning theories a -२१A Explains the relationship between discovery and learning -२१A
B- Objectives Marathi Specific to the course. It defines the mechanism for transferring theoretical knowledge to the applied (- १B . practical) aspect within the school classroom Implements motivational stimulation strategies within the classroom १B Apply appropriate methods to reduce the impact of forgetfulness - १B Designs educational situations that facilitate the transfer of the training (learning) - १B effect arning theories in educational situationsApplying le -२B Proposes appropriate solutions to educational problems based on the principles of -१B . educational psychology
Teaching and learning methods
The revised lecture– discussion– questioning– brainstorming– motivational questions
Assessment methods
- Continuous evaluation of student work (reports) , assigned tasks, participation, and . interaction with peers and the course instructor Surprise Quiz tests (weekly) (ten tests (two tests are held during the semesterFormative assessment through wri - . Final assessment through the final exam -

based objectives-Affective and value -C Identifying the impact of science and scientists on the development of educational psychology -1Q Developing positive attitudes towards the learning process -2C Modifying negative attitudes towards the learning process -3C
Teaching and learning methods
Brainstorming– Discussion– sBranching question
Assessment methods
Reports, summaries, and working papers. . up-Observation and follow . Group discussion during the lecture
Skills -D General and Rehabilitational Transferable (other skills related to employability and personal development). The skill of being able to solve various problems scientifically and to use what has -1D world problems-been studied in studying real world problems-Appling the principles of educational psychology in studying real -2 illsDevelops cooperative learning sk -3 The skill of graphing different learning curves -4D

Course structure					
Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Continuous assessment (participation – reports – assignments – interaction)	Revised -lecture discussion	Definition of educational psychology The importance of educational psychology Goals of Educational Psychology The relationship of educational psychology to other sciences	The concept of educational psychology is known It demonstrates the importance of educational psychology It defines the goals of educational psychology It distinguishes between the theoretical and practical goals of educational psychology It defines the mechanism for transferring theoretical	3	1

			knowledge to the applied (practical) in the aspect withi .school classroom		
Continuous assessment (-daily exam participation - reports- assignments- (interaction	Discussion – Brainstorming	Desirable teacher personality traits (–psychological traits mental –physical traits l traits socia –traits) The function of - educational psychology	It defines the desired teacher's personality traits Lists the functions of educational psychology	۳	۲
Continuous assessment (participation – reports– assignments – interaction (	Discussion – Revised Lecture	Explaining the educational process The educational process and educational psychology (the pillars of the effectiveness of (the educational process ng the Factors affecti effectiveness of the educational process	He explains the importance of the axes of effectiveness in the educational sproces It identifies the factors that influence the effectiveness of the educational .process	۳	۳
ntinuous Co assessment (surprise quiz - participation - reports- assignments- (interaction	Discussion – Revised Lecture	Definition of motivation The educational functions of motivation (–the excitatory function the anticipatory function the motivating function – the punitive or – (corrective function	Motivation is known It shows the relationship between motivation and .learning It identifies the educational functions of .motivation	۳	۴
inuous Cont assessment (participation – reports– assignments – interaction (	Discussion – Brainstorming	Strategies for stimulating students' motivation to learn	He applies motivational stimulation strategies within the .classroom	۳	۵
Continuous assessment (participation – reports– assignments – interaction (	Discussion – Brainstorming	memory Definition of The importance of studying memory	The concept of memory is known It explains how memory works It shows the importance of studying memory It compares sequential and	۳	۶

			parallel processing .strategies		
Formative assessment (written (exam	First month exam			۳	۷
Continuous assessment (participation – reports– assignments – interaction (	Brainstor ming– Motivatio nal Questions	Contemporary perspectives on the interpretation of memory and its models (–cognitive perspective –behavioral perspective perspective Gestalt	Lists types of memory It explains the ationship between rel memory and . learning It presents the most important contemporary theories that have .explained memory It explains the mechanism of memory according .to cognitive theory It explains the mechanism of memory according .to behavioral theory	۳	۸
Continuous assessment (surprise quiz - participation - reports- assignments- (interaction	Brainstor ming– Motivatio nal Questions	Memory mechanisms Factors affecting the memory process Ways to improve the memory process	It discusses the mechanism of .memory It shows the most important factors affecting the .memory process st It identifies the mo important ways to improve the memory .process	۳	۹
Continuous assessment (surprise quiz - participation - reports- assignments- (interaction	Brainstor ming– Motivatio nal Questions	Causes of forgetfulness A theory in explaining revious forgetting (p interference (retrograde inhibition) and subsequent interference ((progressive inhibition	The concept of forgetting is known The mechanism of forgetting is explained through .interference theory It identifies the most important factors affecting .forgetfulness	۳	۱۰
Continuous	Brainstor	The importance of	The transfer	۳	۱۱

) assessment participation – reports– assignments – interaction (	ming– Motivational Questions	studying the transfer effect Training Definition of transfer following training	llowing training is fo known It highlights the importance of studying transfer following training		
Continuous assessment (participation – reports– assignments – interaction (	Problem solving – discussion	Dimensions of transfer effect Training Theories of transfer following training	It shows the dimensions of the transfer following training It compares theories .of training transfer It designs educational situations that facilitate the transfer of the training (.effect (learning	۳	۱۲
Continuous assessment (surprise quiz - participation - reports- assignments- (interaction	Problem -solving discussion	Definition of feedback Dimensions of feedback Types of feedback	feedback is known It shows the dimensions of feedback It identifies the types of feedback	۳	۱۳
Continuous assessment (surprise quiz - participation - reports- assignments- (interaction	Brainstor ming– t Divergen Questions	Definition of learning Conditions for good learning Learning and acquiring ((motor skills -language	Learning is known lines the It out conditions for good learning It explains the impact of learning on language acquisition and motor skill .acquisition	۳	۱۴
Continuous assessment (surprise quiz - participation - reports- assignments- (interaction	Problem -solving discussion	Learning theories and laws Discovery and Learning Learning curves	It explains the most important learning .theories and laws It explains the relationship between discovery and .learning The skill of graphing fferent learning di curves	۳	۱۵
Formative	Second month exam			۳	۱۶

ent (assessm written (exam			
Infrastructure			
Nothing		1. Required textbooks	
Fadel Mohsen Azirjawi , founders-Al Educational Psychology Zaghloul, Principles of -Emad Abdel Rahim Al Educational Psychology of Psychology and Fouad Abu Hatab, Dictionary Education Saleh Muhammad Ali Abu Jadu, Educational .nd ed Psychology, Mahmoud Abdel Halim Mansi, Introduction to Educational Psychology Izzat Jaradat, Introduction to Education		2. Main References (Sources)	
Recommended With some Research and Theses and theses . Which pertains to the vocabulary of the subject		a) Recommended books and references (reports , scientific journals (....	
learning -University of Babylon website through its e lectures service http://repository.uobabylon.edu.iq/elearning/elearning2012.aspx The website of the College of Basic Education University of Misanis http://www.basicedu.uodiyala.edu.iq/ Is WebsiteIraqi Academic Journa http://www.iasj.net/iasj		... b) Electronic references , websites	

Curriculum Development Plan
Enriching the curriculum with practical aspects related to the teaching profession .

Course Description

se summary of the course's key features and the expected This course description provides a conci learning outcomes for the student, demonstrating whether they have made the most of the . It must be linked to the program description . learning opportunities available

llege of Basic EducationCo	Educational institution
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Geography	Scientific Department / Center
/ (Geomorphology (the study of landforms Geo 2310	Course Name/Code
mandatory	Available forms of attendance
First Year/Second Semester	Semester/Year
٣٠	Total number of study hours
٢٠٢٥-١٢-١٥	e this description was preparedDat
:Course objectives : To ensure the student is familiar with the following concepts	
Understanding the concept of geomorphology and its types -١	
landforms Training students to distinguish between the processes that form -٢	
To accustom students to using the information acquired from the topic of landforms in other -٣ geographical studies	
To increase the scientific and cultural wealth of students by encouraging them to memorize and -٤ d to the topic of landformsapply some information relate	

Course outcomes , teaching and learning methods, and assessment
Cognitive objectives -A Enabling students to acquire knowledge and understanding of the general framework of -١ .geography ledge and understanding of the general framework of Enabling students to acquire know -٢A physical geography To enable students to gain knowledge and understanding of geomorphology -٣A
based objectives specific to the course. Students should develop skills in the -The skills -B ceptsfollowing con Writes a research paper, and writes research and studies in the field of geomorphology -١B Preserves the types of landforms, their characteristics, the processes that form them, and their -٢B geographical distribution h between different types of landformsStudents learn to distinguis -٣B
Teaching methods and learning
At the beginning of the semester, students are informed of the course syllabus and information ics across sources (related books, periodicals, etc.). University theses) and the distribution of top :the weeks of the semester, and the assessment methods that will be followed, as follows Prepare the lectures according to the sequence mentioned in the course syllabus by using the .١ .aforementioned information sources .out the topic of the next lecture in order to prepare themInforming students ab .٢ .Students are asked to submit papers relating to one or more of the topics under study .٣

Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and the second after the eleventh week of the semester. Each exam will consider the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the assessment grade accounting for attendance and daily participation will be taken into consideration. The assessment grade may be all of the achievement, is scheduled according to the semester exam, which accounts for 70% of the end of the semester timetable. When setting the questions, the comprehensiveness of the course to the Ministry's content and the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating) are taken into consideration
that the student be able to :based objectives-Affective and value -C The students appreciate the efforts of scientists in classifying landforms in order to facilitate their study -1 Students discuss geomorphological problems -2 - 3 and lawsThe students express their opinion Geomorphological theories a
Teaching and learning methods
Lecture or presentation -1 Interrogation -2 Discussion -3
Assessment methods
It is implicitly included in the course evaluation processes that take place during and at the end of the semester -1 t through objective testsUsing assessment -2 Using practical tests (field simulations) in the geography laboratory
General and transferable skills (other skills related to employability and personal -D .(development andformsEnabling students to write a research paper on l -1 Developing students' ability to analyze the factors and processes affecting the formation of -2 landforms Enabling students to use maps, graphs, and diagrams in analyzing geomorphological topics -3

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	outcomes Required learning	Hours	Week
Class participation and daily quiz	Lecture	What is geomorphology and its relationship to other sciences The development of science Geomorphology and its fields	To enable students to know and understand the definition of geomorphology and its fields	۲	۱
Class participation and daily quiz	Lecture and questioning	Basic ideas in geomorphology	To enable students to know and understand the basic concepts in geomorphology	۲	۲
Class participation and daily quiz	Lecture and discussion	Rocks and their structures Types of rocks Fire-	earn Enabling students to 1 about and understand rocks and their types	۲	۳
Class participation and daily quiz	Lecture	Sedimentary The squatter -	To enable students to learn about and understand sedimentary and metamorphic rocks	۲	۴
Class participation and daily quiz	Presentation and discussion	Geomorphological factors and processes (Thornbury and the geomorphological (process	To enable students to know and understand geomorphological factors and processes	۲	۵
		First month exam		۲	۶
Class participation and daily quiz	Presentation and questioning	Weathering- Physics - Chemical- Biology	Enabling students to know and understand weathering and its types	۲	۷
Class participation and daily quiz	Presentation and discussion	Factors affecting weathering Shapes formed by weathering	ents to know To enable stud and understand the factors affecting weathering and the forms it forms	۲	۸
Class participation and daily quiz	Presentation and discussion	Surfaces and movement of materials	Enabling students to know es and and understand surfac the movement of materials	۲	۹
Class participation and daily quiz	Presentation and questioning	River geomorphology rnsRiver patte Sculpture Transportation sedimentation	To enable students to know and understand river patterns and the processes they undergo	۲	۱۰
Class participation and daily quiz	Presentation and questioning	Landforms formed by river deposition Geomorphological stages river of the	To enable students to know and understand river landforms and river stages	۲	۱۱

		Second month exam		٢	١٢
Class participation and daily quiz	Presentation and questioning	Karst Surface and subsurface karst formations; the scientific importance of .karst	Enabling students to know and understand karst	٢	١٣
Class participation and daily quiz	Presentation and questioning	The role of wind in shaping the Earth's surface Wind as a sculpting agent induced atomization, -Wind transport, and deposition eomorphological forms G resulting from wind action	To enable students to know and understand the role of wind in shaping landforms	٢	١٤
Class participation and daily quiz	Presentation and questioning	Folds and fractures and their effect on shaping the ace featuresEarth's surf	Enabling students to know and understand geological twists and fractures	٢	١٥

Infrastructure	
-----	Required textbooks .١
Ilah Razouqi -The Science of Earth Shapes / Dr. Abdul Karbal	(Main references (sources .٢
Fundamentals of Geomorphology / Hassan Sayed Ahmed Naqqash-Geomorphology " by Adnan Al"	ncesa) Recommended books and refere (.scientific journals, reports, etc)
Wikipedia) The free encyclopedia, the official website) eyof the Iraqi Geological Surv	...b) Electronic references, websites

Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in curriculum .١ .development at the basic education levels um The curriculum is developed in accordance with the requirements that emerge in curricul .٢ .development within the global system

Course description template

Course outcomes , teaching and learning methods, and assessment
Cognitive objectives -A .An introduction to the astronomical and geographical location of the African continent .eories that explained how the continent was formedTh Theories that explain how the continent was formed
based objectives specific to the course. The students should develop skills in -The skills -B as well as the skill of asking 'geographical concepts specific to the geography of Africa geographical questions and inquiries about geographical topics, and the skill of using maps and .geographical images
Teaching methods and learning
labus and information At the beginning of the semester, students are informed of the course syl sources (related books, periodicals, etc.). University theses) and the distribution of topics across :the weeks of the semester, and the assessment methods that will be followed, as follows uence mentioned in the course syllabus by using the Prepare the lectures according to the seq .) .aforementioned information sources .Informing students about the topic of the next lecture in order to prepare them .) .tudyStudents are asked to submit papers relating to one or more of the topics under s .)
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and the second after .) the eleventh week of the semester. Each exam should consider the mental levels (remembering, synthesizing, and evaluating), with the evaluation grade 'understanding, applying, analyzing of the total achievement, taking into account the student's attendance and the %٤ 'accounting for .extent of their daily participation vement, is scheduled according of the achie %٦ 'semester exam, which accounts for -of-The end .) to the Ministry's timetable. When setting the questions, the comprehensiveness of the course content and the mental levels (remembering, understanding, applying, analyzing, synthesizing, .onevaluating) are taken into considerati
Affective objectives: that the student be able to -C He evaluates some geographical discoveries of the continent -) Explains the reasons for the diversity of terrains and geographical phenomena in the continent -) ena in the continentAnalyzes some geographical phenom -)
Teaching and learning methods
Lecture or presentation -) Interrogation -)

Assessment methods
It is implicitly included in the course evaluation processes that take place during and at the end of the semester -١ ent through objective testsUsing assessm -٢ Using practical applied tests in the geography laboratory
General and transferable skills (other skills related to employability and personal -D .(development rt on the geographical features of the Enabling students to write a scientific geographical repo -١ continent Developing students' ability to understand geographical concepts and terminology -٢ Enabling students to draw a map of the continent, highlighting the most important features of -٣ .the continent's surface

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the . to the program description It must be linked . learning opportunities available
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College of Basic Education	Educational institution
Geography	Scientific Department / Center
/ Geography of Africa Geo 2311	Course Name/Code
mandatory	Available forms of attendance
Third/Second	Semester/Year
٣٠	r of study hoursTotal numbe
٢٠٢٥/١٢/١٥	Date this description was prepared
:Course objectives : To ensure the student is familiar with the following concepts	
The student should be able to understand the concept of the geographical location of the continent .ricaof Af	
.The student should learn about the concept of topography in the continent	
.The student should understand the role of Arabs in the discovery of the African continent	
.The student should study the plant and climatic regions of the continent	
.udent will learn about soil and the factors affecting its formationThe st	
The student learns about agricultural/economic/industrial activity	
The student should understand the nature of agricultural and industrial activity in the continent and .for underdevelopment know the reasons	

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes : To enable students to know and understand the following :	Hours	Week
Formative assessment	Lecture	Saharan -Geography of sub ricaAf	Saharan -Geography of sub Africa	۲	۱
Formative assessment	Lecture	Geographical and astronomical location	Geographical and astronomical location	۲	۲
Formative assessment	Lecture	Area and geological structure data	Area and geological structure data	۲	۳
Formative assessment	Lecture	Surface features	urface featuresS	۲	۴
Formative assessment	Lecture	Climate and climatic regions of the continent	Climate and climatic regions of the continent	۲	۵
Formative assessment	Lecture	Natural vegetation and nt regionspla	Natural vegetation and plant regions	۲	۶
a test	exam	First month exam	First month exam	۲	۷
Formative assessment	Lecture	Soil and soil properties	Soil and soil properties	۲	۸
Formative assessment	Lecture	Factors affecting soil and types formation	Factors affecting soil formation and types	۲	۹
Formative assessment	Lecture	Soil investments in the continent	Soil investments in the continent	۲	۱۰
Formative assessment	Lecture	Water resources	Water resources	۲	۱۱
Formative assessment	Lecture	the Human data on continent	Human data on the continent	۲	۱۲
a test	exam	Second month exam	Second month exam	۲	۱۳
ative Form assessment	Lecture	Economic potential: Agriculture, industry, mining, and transportation	Economic potential: Agriculture, industry, mining, and transportation	۲	۱۴

Infrastructure	
Regional Geography of the Continents / Khalaf Hussein Dulaimi-Al Geography of Asia and Africa / Girgis -chorley,jma Stanley , a schummand David e.suyden (1984); geomorphology Methuen, new York .	Required textbooks . ^١

Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in curriculum .^١ development at the basic education levels The curriculum is developed in accordance with the requirements that emerge in curriculum .^٢ velopment within the global systemde

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the . It must be linked to the program description . ning opportunitieslear available

University of MisanCollege of Basic Education /	Educational institution
Geography	Scientific Department / Center
/ ldGeography of Arid Lands / Geography of the Arab Wor Geo 2313	Course Name/Code
mandatory	Available forms of attendance
Second year	Semester/Year
hours ٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
Course Objectives	
id land geography and Enabling students to learn and teach geography, specializing in ar - ^١ national geography	
Arabic	
To enable students to understand and acquire knowledge of geography, especially the - ^٢ specialization of arid land geography and	
Geography of the Arab World	
raphy and specialize in the geography of arid lands Enabling students to use the science of geog - ^٣ and the geography of the Arab world	

In their academic, professional, personal, and public lives
Encouraging and keeping students abreast of the science of geography and its specializations, or -ξ lizing in the geography of arid lands and geographyspecia
Arab world

Course outcomes , teaching and learning methods, and assessment
Cognitive objectives -A Enabling students to acquire knowledge and understanding of the specialization of arid land -١A ography and geographyge Arab world Enabling students to acquire knowledge and understanding of the specialization of arid land -٢A geography and geography .The Arab world, its current developments, and predictions for the future s to understand and comprehend the teaching methods of the Enabling student -٣A specialization of arid land geography and geography Arab world Enabling students to understand and grasp the fundamentals of geography and -ξA specialize in the geography of arid lands and Geography of the Arab World Enabling students to understand and comprehend the topics of specialization, arid land -οA geography and geography The Arab world and their education
Coursebased objectives specific to the c -The skills -B Understanding, perception, and knowledge of the specialization or course: Arid Land - ١B Geography and National Geography Arabic Understanding, knowledge, and comprehension of the prescribed geography of arid lands - ٢B b world, including all related equipment, tools, maps, and how to and the geography of the Ara .use and apply them in their academic and professional lives Personal and public Understanding, comprehension, and knowledge of the course from the perspective of the - ٣B .ng of the course topics to the studentsprofessor's teachi ξbased, theoretical and practical-based and field-Was it office
Teaching and learning methods
Methods of presentation, questioning , and discussion Office study application field study is based on what the students have witnessed in their The theoretical application of the f .academic, public, and private lives He encouraged students to visit libraries, attend seminars and conferences, and read theses and .dissertations Theses and related fields of study
ent methodsAssessm
Daily tests with multiple and varied questions for the study subjects -١ Written tests to measure students' ability to understand and comprehend the course material -٢ and its applications students answer theoretically Practical field application through questions that -٣

based objectives-Affective and value -C Teaching students the curriculum -١A Students' practice of the specialization or course they are taught, both theoretically and -٢C practically d of the courseMaking students interested in and fon -٣C Encouraging students to apply their learning, understanding, and comprehension of the -٤Q .course material in their academic, professional, and personal lives
Teaching and learning methods
ussionMethods of presentation, questioning , and disc Theoretical application of the desk and field teaching method Encouraging students and familiarizing them with books, articles, dissertations , journals, .publications, and the internet related to the course topic
Assessment methods
resent daily tests and how to answer themPast and p -١ Use Interrogation and discussion style and method -٢ Using the field study method theoretically -٣ Conducting monthly or term tests to measure the extent to which students have acquired the -٤ .d geographical analysis of the courseskills of thinking an Academic
.(General and transferable skills (other skills related to employability and personal development Enabling students to learn the cognitive understanding of the course -١D them the methods of presentation , questioning , Empowering students and teaching -٢D .discussion, and the teaching process Enabling students to use the course in their academic, professional, personal, and public -٣D lives the course and be Students should follow up on current and future developments in -٤D . encouraged in this direction

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-A Daily -١ quizzes with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance -for Daily -١ quizzes with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance	-A Delivery -١ -٢ Interrogation -٣ Discussion -for Delivery -١ -٢ Interrogation -٣ Discussion	The concept of -A arid lands, their causes and geographical distribution	To enable students to understand the concept of arid lands, their causes and their geographical distribution To enable students to develop a cognitive understanding and awareness of the area, location, and geological structure of the Arab world	٢	the first
		Area, location, (b and geological structure of the Arab world		٢	
-A Daily -١ quizzes with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance -for Daily -١ quizzes with questions on the topic	-A Delivery -١ -٢ Interrogation -٣ Discussion -for Delivery -١ -٢ Interrogation -٣	Climate of arid -A arid lands-and semi	Enabling students to know, understand, and comprehend the climate of arid and arid lands-emis	٢	the second
		b) Topography, climate and water resources of the Arab world	To enable students to know and understand the topography, climate, and water resources of the Arab world	٢	

The -٢ hod of met questioning and discussion Daily -٣ preparation in advance	Discussion				
-A Daily -١ quizzes with s on question the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance -for Daily -١ quizzes with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance	-A Delivery -١ -٢ Interrogatio n -٣ Discussion -for Delivery -١ -٢ Interrogatio n -٣ Discussion	Landforms in arid arid -and semi regions Soil and natural -B vegetation in the Arab world	Enabling students to recognize and understand the perception of forms land surface dry To enable students to know, understand, and appreciate the soil and natural vegetation in the Arab world	٢ ٢	the third
-A Correcting the answers b) Correcting the answers	Monthly -A questions b) Monthly questions	Monthly exam -A b) Monthly exam	Monthly exam -A Monthly exam (b	٢ ٢	Fourth
Daily -١-A quizzes with questions on the topic	-A Delivery -١ -٢ Interrogatio	Water resources -A -in arid and semi arid lands	a) Enabling tify, students to iden understand, and appreciate water	٢	Fifth

The -٢ method of questioning and discussion Daily -٣ preparation in advance b) Daily quizzes with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance Daily -١ -A quizzes with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance ily Da -١ -B tests with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance	n -٣ Discussion -for yDelivery -١ -٢ Interrogation -٣ Discussion -A Delivery -١ -٢ Interrogation -٣ Discussion -for Delivery -١ -٢ Interrogation -٣ Discussion	Population of -B the Arab world, agricultural production and livestock Dryland populations, agriculture, and awareness in drylands Mineral and -B industrial wealth in the Arab world	resources in arid arid lands-and semi b) Enabling students to understand and appreciate the nature of the Arab world's population, agricultural production, and .livestock Enabling -A students to understand and appreciate the inhabitants of arid lands and agriculture, and to be aware of arid .lands b) Enabling students to know, understand, and appreciate the mineral and industrial wealth in the Arab world	٢ ٢ ٢	Sixth
Daily -١ -A quizzes with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance	-A Delivery -١ -٢ Interrogation	The future of -A drylands	a) Enabling students to understand, know, and perceive the future of drylands	٢	Seventh

method of questioning and discussion Daily -٣ preparation in advance Daily -١ -B tests with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance	-٣ Discussion -for Delivery -١ -٢ Interrogation -٣ Discussion	Transportation, -B trade, and the geopolitics of the Arab world	b) Enabling students to know, understand, and understand transportation, trade, and the geopolitics of the Arab world	٢	
-A Correcting the answers b) The questions posed	The -A questions posed b) The questions posed	Monthly exam -A b) Monthly exam	Monthly exam -A b) Monthly exam	٢ ٢	Eighth

Infrastructure	
Geography of the Arab World Geography of arid lands and the world	Required textbooks .١
Geography of drylands Geography of the Arab World	(Main references (sources .٢
The University of Baghdad Journal of Arts (related to the course topic) University of Misan Journal of Education for Humanities, and related research and reports for teaching purposes	a) Recommended books and references (scientific journals, reports, etc)
:Internet sites 1- Google 2- Yahoo : the reviewer Wikipedia Scientific Encyclopedia	...b) Electronic references, websites

Development Plan Curriculum Development
.Adopting modern, scientifically sound books that are relevant to the curriculum Adoption of journals, publications, books, dissertations , and university theses, as well as .syllabus governmental and international publications relevant to the course

Information was gathered from seminars and conferences and used in conjunction with the curriculum, whether the seminars and conferences were university, governmental, or international. Using the internet to obtain information relevant to the course.

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the learning opportunities. It must be linked to the program description available.

College of Basic Education	Educational institution
Geography	Scientific Department / Center
/ Geography of Seas and Oceans Geo 2314	Course Name/Code
mandatory	Available forms of attendance
the second	Semester/Year
۳۰	Total number of study hours
۲۰۲۵/۱۲/۱۵	Date this description was prepared
:Course objectives : To ensure the student is familiar with the following concepts	
.the origin of seas and ocean The student will learn about	
The student should learn about the concept of basins. surrounding and theories that Interpret Her presence	
The student should understand the basins surrounding and theories that Interpret Her presence distribution Water and the land	
.the characteristics of water in seas and oceans could learn aboutThe student should	
The student should become familiar with the movement Water in Seas and the oceans	
The student learns about the characteristics Topography flood oceans	
phenomena geomorphology For the coastsThe student should understand the ph	
The student should become familiar with the resources. natural in ocean	

Course outcomes , teaching and learning methods, and assessment

Cognitive objectives -A b. The Origin of Seas and Oceans identification udent should know the basins surrounding and theories that Interpret Her presenceThe st distribution Water and the land The student should know the characteristics Topography flood oceans
will develop skills in based objectives specific to the course. The students -The skills -B geographical concepts related to the geography of seas and oceans, as well as the skill of asking geographical questions and inquiries about topics in the geography of seas and oceans, and the .ges related to the aforementioned topicsskill of using maps and geographical ima
Teaching methods and learning
At the beginning of the semester, students are informed of the course syllabus and information topics across sources (related books, periodicals, etc.). University theses) and the distribution of :the weeks of the semester, and the assessment methods that will be followed, as follows Prepare the lectures according to the sequence mentioned in the course syllabus by using the .١ .aforementioned information sources .s about the topic of the next lecture in order to prepare themInforming student .٢ .Students are asked to submit papers relating to one or more of the topics under study .٣
Assessment methods
d the second after Conduct two semester exams, the first after the fifth week of the semester an .١ the eleventh week of the semester. Each exam should consider the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the evaluation grade into account the student's attendance and the of the total achievement, taking %٤٠ accounting for .extent of their daily participation of the achievement, is scheduled according %٦٠ semester exam, which accounts for -of-The end .٢ s of the course to the Ministry's timetable. When setting the questions, the comprehensiveness content and the mental levels (remembering, understanding, applying, analyzing, synthesizing, .evaluating) are taken into consideration
Affective objectives: that the student be able to -C seas and oceans He evaluates some geographical discoveries of -١ movement Water in Seas and the oceans Explains -٢ phenomena gemophropathy For the coasts Analyzes some -٣
Teaching and learning methods
Lecture or presentation -١ Interrogation -٢
Assessment methods
course evaluation processes that take place during and at the end of It is implicitly included in the .the semester -١ Using assessment through objective tests -٢ Using practical applied tests in the geography laboratory

employability and personal	General and transferable skills (other skills related to -D .(development the shapes Geomorphology Enabling students to write a scientific geographical report on -١ coastal Developing students' ability to understand geographical concepts and terminology -٢ map of the continent, highlighting its most important features, Enabling students to draw a -٣ .including the seas



Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes : To enable students to know and understand the following :	Hours	Week
Formative assessment	Lecture	Origin of seas and oceans	Origin of seas and oceans	۲	۱
Formative assessment	Lecture	The historical development of the geography of seas and oceans and its relationship to other sciences	The historical development of the geography of seas and oceans and its relationship to other sciences	۲	۲
Formative assessment	Lecture	modern oceanographic scientific studies	modern oceanographic scientific studies	۲	۳
Formative assessment	Lecture	basins surrounding and theories that Interpret Her presence distribution Water and the land	basins surrounding and theories that Interpret Her presence Water and the distribution land	۲	۴
Formative assessment	Lecture	Theories that Interpret Origin basins Oceanic	Theories that Interpret Origin basins Oceanic	۲	۵
Formative assessment	Lecture	Water characteristics in seas and oceans salinity in waters Seas and the oceans heat waters Seas and the oceans ice Maritime	Water characteristics in seas and oceans salinity in waters Seas and the oceans heat waters Seas and the oceans ice Maritime	۲	۶
a test	exam	First month exam	First month exam	۲	۷
Formative assessment	Lecture	a movement Water in Seas and the oceans Waves - ۱ The extension and the - ۲ islands Currents Oceanic - ۳	a movement Water in Seas and the oceans Waves - ۱ The extension and the - ۲ islands Currents Oceanic - ۳	۲	۸
Formative assessment	Lecture	Properties Topography flood oceans Topography bottom - ۱ ocean The edge continental - ۲ Bottom ocean deep - ۳ Sediments bottom - ۴	Properties Topography flood oceans Topography bottom ocean - ۱ The edge continental - ۲ Bottom ocean deep - ۳ Sediments bottom - ۴	۲	۹
Formative assessment	Lecture	phenomena gemophrothy For the coasts	phenomena gemophrothy For the coasts Classification Coasts - ۱	۲	۱۰

		Classification Coasts - ١			
Formative assessment	Lecture	Shapes Geomorphology coastal	Shapes Geomorphology coastal	٢	١١
Formative assessment	Lecture	Types Coasts	Types Coasts	٢	١٢
a test	exam	Second month exam	Second month exam	٢	١٣
Formative assessment	Lecture	Resources natural in ocean Resources food - ١ Resources natural not food - ٢	tural in oceanResources na Resources food - ١ Resources natural not food - ٢	٢	١٤

Infrastructure	
Seas Geography of ٢٠٠٣ Joudah, Hassanein Joudah, Arabiya-Nahda Al-and Oceans, Beirut, Dar Al - Topics in the ٢٠٠٢ Mahsoub, Muhammad Sabri, Geography of Seas and Oceans, Cairo	Required textbooks . ١

Curriculum Development Plan
development at The curriculum is developed according to the requirements that emerge in curriculum de . ١ .the basic education levels The curriculum is developed in accordance with the requirements that emerge in curriculum . ٢ .development within the global system

e DescriptionCours

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the . he program descriptionIt must be linked to t . learning opportunities available

College of Basic Education	Educational institution
Geography	Scientific Department / Center
/ Agricultural GeographyGeo 2317	Course Name/Code
mandatory	Available forms of attendance
Fourth/Second	Semester/Year

٣٠	of study hours Total number
٢٠٢٥/١٢/١٥	Date this description was prepared
:Course objectives : To ensure the student is familiar with the following concepts	
.The student should become familiar with the concept of agricultural geography	
agricultural geography, its relationship to other sciences, and research outThe student will learn ab	
.methodology	
.the factors affecting agricultural production The student should understand	
.The student should study plant regions	
.ors affecting its formationThe student will learn about soil and the fact	
The student learns about agricultural activity	
The student should understand the characteristics Production agricultural	

Course outcomes , teaching and learning methods, and assessment
Cognitive objectives -A agricultural geography, its relationship to other sciences, and research methodology fDefinition o . the factors affecting agricultural production Understanding Identifying the characteristics Production agricultural
course. The students should develop skills in based objectives specific to the -The skills -B geographical concepts specific to the geography of Africa, as well as the skill of asking geographical questions and inquiries about geographical topics, and the skill of using maps and .geographical images
Teaching methods and learning
At the beginning of the semester, students are informed of the course syllabus and information sources (related books, periodicals, etc.). University theses) and the distribution of topics across :d the assessment methods that will be followed, as followsthe weeks of the semester, an Prepare the lectures according to the sequence mentioned in the course syllabus by using the .١ .aforementioned information sources .er to prepare themInforming students about the topic of the next lecture in ord .٢ .Students are asked to submit papers relating to one or more of the topics under study .٣
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and the second after .١ semester. Each exam should consider the mental levels (remembering, the eleventh week of the understanding, applying, analyzing, synthesizing, and evaluating), with the evaluation grade he of the total achievement, taking into account the student's attendance and t %٤٠ accounting for .extent of their daily participation of the achievement, is scheduled according %٦٠ semester exam, which accounts for -of-The end .٢ to the Ministry's timetable. When setting the questions, the comprehensiveness of the course s (remembering, understanding, applying, analyzing, synthesizing, content and the mental level .evaluating) are taken into consideration

Affective objectives: that the student be able to -C Evaluate the role of the agricultural sector -١ ion agriculturaldiversity Product Explains the reasons for -٢ Agricultural and livestock production varied Analyzes -٣
Teaching and learning methods
Lecture or presentation -١ Interrogation -٢
Assessment methods
ing and at the end of It is implicitly included in the course evaluation processes that take place dur .the semester -١ Using assessment through objective tests -٢ Using practical applied tests in the geography laboratory
General and transferable skills (other skills related to employability and personal -D<br).(development<="" p=""/> ing students to write a scientific geographical report on agricultureEnabl -١ Developing students' ability to understand geographical concepts and terminology related to -٢ agricultural production agricultural production Enabling students to draw a world map showing the most important -٣ .areas

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes : To enable students to know and understand the following :	Hours	Week
Formative assessment	Lecture	Concept of agricultural geography	The concept of agricultural geography	2	1
Formative assessment	Lecture	Agricultural geography and its relationship to other sciences and research methodology	Agricultural geography and its relationship to other sciences and research methodology	2	2
Formative assessment	Lecture	Factors affecting agricultural production	Factors affecting agricultural production	2	3
Formative assessment	Lecture	Natural factors Surface-1 Climate and its elements -2 Soil-3 Water-4 Biology-5	Natural factors Surface-1 Climate and its elements -2 Soil-3 Water-4 Biology-5	2	4
Formative assessment	Lecture	Human factors The worker -1 Social factors -2 Economic factors -3 Political factors -4 Government	Human factors The worker -1 Social factors -2 Economic factors -3 Political factors -4 Government	2	5
Formative assessment	Lecture	Features of agricultural production	Features of agricultural production	2	6
Formative assessment	exam	First month exam	First month exam	2	7
Formative assessment	Lecture	Patterns of agricultural production Agriculture Mobile-1 Agriculture Sufficiency -2 Self	Patterns of agricultural production Agriculture Mobile-1 Agriculture Sufficiency -2 Self	2	8
Formative assessment	Lecture	Agriculture wide -3 Agriculture mixed -4 Agriculture dense -5	Agriculture wide -3 Agriculture mixed -4 Agriculture dense -5	2	9
Formative assessment	Lecture	Production of agricultural products	Production of agricultural products	2	10
Formative assessment	Lecture	Types of agricultural production Vegetarian grains	Types of agricultural production Vegetarian grains	2	11
Formative assessment	Lecture	cotton cane sugar	cotton cane sugar	2	12

t		vegetables Citrus Dates	vegetables Citrus Dates		
a test	exam	Second month exam	Second month exam	٢	١٣
Formative assessment	Lecture	Characteristics of agriculture and animal production Experiences Global To develop Agriculture and production animal	Characteristics of agriculture and animal producti on and animal producti Experiences Global To develop Agriculture and production animal	٢	١٤
Formative assessment	Lecture	problems agricultural Arabic and its components and ways Limit From it	problems agricultural Arabic and its components and ways Limit From it	٢	١٥

Infrastructure

-chorley, jma Stanley , a schummand David e.suyden
(1984); geomorphology Methuen, new York .

Required textbooks . ١

Curriculum Development Plan

The curriculum is developed according to the requirements that emerge in curriculum . ١
.development at the basic education levels
emerge in curriculum The curriculum is developed in accordance with the requirements that . ٢
.development within the global system

Course description template

This course description provides a concise summary of the course's key features and the expected
de the most of the learning outcomes for the student, demonstrating whether they have ma
. It must be linked to the program description . learning opportunities available

College of Basic Education	Educational institution
Geography	Scientific Department / Center
/ Population Geography Geo2318	Course Name/Code

mandatory	e forms of attendance Available
Fourth/Second	Semester/Year
hours ٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
Course Objectives	
Students' knowledge of population geography	
Students' knowledge of population characteristics	
Students' knowledge of how to use and analyze population data and distinguish between static and dynamic population data	

Course outcomes , teaching and learning methods, and assessment
Cognitive objectives -A theoretical knowledge of population geography Enabling the student to acquire -١A Enabling the student to acquire the knowledge and understanding to classify the -٢A population data used for this purpose Enabling the student to acquire knowledge and understanding of the most -٣A sources and references for population geography important so Enabling the student to acquire knowledge and understanding of the field study -٤A Enabling the student to acquire the knowledge and understanding to analyze the -٥A concept of demography nt to acquire knowledge and understanding of the stages of Enabling the student -٦A development of the science of demography based objectives specific to the course -B The skills -B Special skills in distinguishing between static and dynamic population data – ١B Skills in analyzing and interpreting the components of demography Special skill – ٢B Special skills in how to apply population statistical equations – ٣B
Teaching and learning methods
lecturing or giving a presentation (Practical demonstration (using the geography lab Students are required to visit the library and consult resources for a population Study geography study Field study
Assessment methods
Daily tests with specific questions Assigning grades for homework and class participation Questions Monthly tests with objective and essay questions
based objectives-Affective and value -C To interpret and analyze the science of demography -١A To differentiate between demography and population geography -٢Q Some famous geographical researchers in the field of population geography -٣A

evaluation Explain the geographical phenomena that influence population distribution - 4Q
Teaching and learning methods solving method-Problem brainstorming Simulation method Interrogation method
Assessment methods ability to think, analyze, and deduce Written tests to measure the student's ability Writing research papers about certain countries, including various population studies of those countries Daily exams with questions that require critical thinking and deduction Practical tests in the GIS laboratory
General and transferable skills (other skills related to employability and personal development) - D Uses contemporary sources and references - 1D Forming a group of students to study and solve some statistical problems about child mortality - 2D Using state institutions related to population and population censuses to Utilize - 3D increase and diversify students' knowledge Benefiting from planning centers and the Central Statistical Organization affiliated with the Ministry of Planning - 4D

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes : To enable students to know and understand	Hours	Week
structural	ectureL	The concept of population geography / its historical development / its importance	Population geography and demography	٢	١
structural	Lecture	Population census classification and the criteria used in the classification	Population census and methods of conducting it	٢	٢
structural	Lecture	Components of the census form	Basic components of the census form	٢	٣
structural	Lecture	How to extract the social characteristics of a community from a census form	Characteristics of census, sample survey, and population vital records	٢	٤
ructuralst	Lecture	The most densely populated areas in the world	densely populated areas	٢	٥
structural	Lecture	Natural and human causes of population decline	sparsely populated areas	٢	٦
structural	Lecture	First month exam	exam	٢	٧
structural	Lecture	Density laws and their applicability	Calculative and physiological density	٢	٨
structural	Lecture	Defining the concept of continental and island geography from a population geography perspective	Continental and island	٢	٩
structural	Lecture	The difference between fertility and death	Factors affecting fertility	٢	١٠
structural	a lecture	Using fertility equations	Fertility and ertility f measurements	٢	١١
structural	Lecture	Second month exam	exam	٢	١٢

structural	Lecture	Defining death and identifying the most important mortality indicators	Mortality and mortality measures	٢	١٣
structural	a lecture	Practice drawing the population pyramid	Population pyramid and its types	٢	١٤
structural	a lecture	Identifying the most important methods of birth control	Modern trends in birth control and family planning	٢	١٥

Infrastructure	
...Textbooks	Textbooks Required to
Khaffaf... -Population Geography by Dr. Abdul Ali Al -and Population Geography by Dr. Abdul Makhour Al Rihani	(Main references (sources .٢
Population reports... United Nations UNESCO World Organization reports	a) Recommended books and references (.scientific journals, reports, etc)
Arab Geographers Forum	...b) Electronic references, websites

Curriculum Development Plan
Commitment to sectorality

Phase Three

Course Description

ry of the course's key features and the expected This course description provides a concise summa learning outcomes for the student, demonstrating whether they have made the most of the .opportunities Learning .Available. It must be linked to the program description

University of MisanCollege of Basic Education /	Educational institution
Cultural Materials / Geography Department	Scientific Department / Center
/ General ArabicUniv3112	Course Name/Code
mandatory	Available forms of attendance
Fifth/Third	Semester/Year
ursho ٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
Course objectives: By the end of the academic year, the student will be able to	
1- .Providing students with a set of grammatical rules	
2- .yDeveloping students' writing skills and drawing letters correctl	
3- Equipping students with the ability to evaluate themselves by training them to discover their .mistakes and work to correct them	
4- Enabling students to learn the skills of understanding, explaining, and expressing their reactions .ations using grammatical rulesto different situ	
5- Enabling students to learn about the characteristics, features, and purposes of Islamic and .Umayyad literature	
Course outcomes, teaching and learning methods, and assessment	
Cognitive objectives -A understanding Knowledge and -١ A .Enabling students to know the grammatical rules and apply them correctly -٢ A .Accustoming students to paying attention, listening, and following along -٣ A .Enabling students to gain knowledge and understanding using punctuation marks -٤ A .Enabling students to write quickly for its necessities and to use grammatical rules correctly .٥ A To enable students to gain knowledge and understanding of Islamic and Umayyad literature .٦ A .topics	
Objectives -B Marathi Specific to the course. .ls in applying and solving exercises related to the topicSkill - ١ B	
Teaching and learning methods	

1- Clarifying and explaining the course material. .The lecture method is accompanied by questioning -٢ .learning method-The self -٣
Assessment methods
1. Daily tests with specific questions. .Assigning grades for homework and class participation -٢ .Assigning students to complete reports on the course material -٣ . Monthly tests with objective and essay questions -٤
esbased objectiv-Affective and value -C .To understand the importance of studying the subject and its life applications -١ A
Teaching and learning methods
1- Clarifying and explaining the course material. .The lecture method is accompanied by questioning -٢ .learning method-The self -٣
Assessment methods
1- Daily and monthly tests. .Homework and preparing reports on the topics -٢
General and transferable skills (other skills related to employability and personal development -D). .Skills in using references and terminology -١ D .Skills in gathering and analyzing information about topics -٢ D .Skills in developing specific concepts about the entire subject -٣ D

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification using discussion and questioning	The name of Inna and its sisters	o learnt The concept of accusative nouns in general, and the noun of inna" and its sisters in " .particular	Gramm ٢-ar	١
Formative assessment	Explanation and clarification using discussion and questioning	The predicate of kana" and its " sisters	to learn of The concept accusative nouns in general, and the predicate of "kana" and its sisters in .particular	Gramm ٢-ar	٢
Formative assessment	Explanation and clarification using discussion and questioning	The object	Learn the concept of tive verbs that take transi more than one object	Gramm ٢-ar	٣
Formative assessment	Explanation and clarification using discussion and	The absolute object and the object of the verb	Learn the concept of transitive verbs that take more than one object	Gramm ٢-ar	٤

	questioning				
Formative assessment	Explanation and discussion using clarification and questioning	The object of purpose and the object of accompaniment	Learn the concept of transitive verbs that take more than one object	Grammar	٥
First month exam				Grammar	٦
Formative assessment	The lecture was accompanied by questioning and discussion	Studying Islamic and Umayyad Literature: Its Status and Main Purposes	Understanding Islamic and Umayyad literature, its status and its main purposes	Literature	٧
Formative assessment	The lecture was accompanied by questioning and discussion	The sermon of the Holy Prophet (PBUH) during the Farewell Pilgrimage	Analysis and preservation of the sermon of the Holy Prophet (PBUH) during the Farewell Pilgrimage	Literature	٨
Formative assessment	The lecture was accompanied by questioning and discussion	Ka'b ibn Zuhayr -from the poem (Al Burda)	Learn about the life of the poet Ka'b ibn Zuhayr while memorizing(10) (verses)	Literature	٩
Formative assessment	The lecture was accompanied by questioning and discussion	From the satires of Farazdaq-Al	Learn about the life of the Farazdaq and -poet Al analyze his poem while (verses ١٠)memorizing	Literature	١٠
Formative assessment	Explanation and clarification	Rules for writing the medial and final hamza	Teaching and understanding the rules for writing the medial and final hamza	Dictation	١١
Formative assessment	Explanation and clarification	punctuation marks	Teaching and understanding punctuation rules	Dictation	١٢
Formative assessment	Explanation and clarification	The closed taa and the open taa	Teaching and knowing how to write the closed 'and open taa	Dictation	١٣
Formative assessment	Explanation and clarification	Writing practice Places of Tanween	knowing how to write K tanween with Training on it	Dictation	١٤
Second month exam				Dictation	١٥
Infrastructure					
nothing			1. Required textbooks		
1- Muhammad -I's commentary on Ibn Malik's Alfiyya Ibn Aqi Muhyiddin Abdul Hamid Abu Hisham Naoum Jirjis Zarazir -Unique Dictation -٢			2. (Main references (sources		

r, literature, Utilize sources related to general Arabic topics (grammar, spelling)	a) Recommended books and references: scientific journals, reports (....‘
Taking advantage of websites	b) Electronic references, ...websites

Curriculum Development Plan
Commitment to sectorality

Course Description

nd the expected This course description provides a concise summary of the course's key features a learning outcomes for the student, demonstrating whether they have made the most of the .opportunities Learning .It must be linked to the program description . **Available**

University of MisanionCollege of Basic Educat /	Educational institution
Materials Educational/ Geography Department	Scientific Department / Center
/ Research MethodsColl 3209	Name / Code
mandatory	Available forms of attendance
Fifth / Third	Semester / Year
hours ٤٥	Total number of study hours
٢٠٢٥/١٢/١٥	was prepared Date this description
Course objectives : By the end of the academic year, the student will be able to	
1. Learn Science and scientific research	
2. Learn : Research problem and hypotheses	
3- Learn Study group	
4- Learn . Data collection tools	
5- Learn . Preparing the research report	
6- Learn . Libraries and scientific research	
7- Learn Summarizing a Master's or Doctoral thesis by students	

Course outcomes, teaching and learning methods, and assessment
Cognitive objectives -A dge and Understanding Knowle -A Enabling students to acquire knowledge and understanding of the stages of acquiring -¹A knowledge Enabling students to acquire knowledge and understanding of the nature of science, the goals -²A . research of science, and the characteristics of Enabling students to gain knowledge and understanding in reviewing the literature related to -a³ .the research problem Enabling students to acquire knowledge and understanding in libraries and scientific research -⁴A .
Objectives -B Marathi ecific to the courseSp. .Skills in educational research and its steps - ¹B .Skills related to the sources of obtaining the problem -²B .Skills related to data collection tools -³B Skills in preparing a research report -⁴B . s or doctoral thesis by students'Skills in summarizing a master -⁵B
Teaching and learning methods
1- Clarification and explanation of the course material How to display the form -² Lecture method -³ learning method-Self -⁴
Assessment methods
1. estionsDaily tests with specific qu . Assigning grades for homework and class participation -² .Assigning students the task of completing research papers and reports on the course material -³ . Monthly tests with objective and essay questions -⁴
ivesbased object-Affective and value -C . To understand the importance of studying the subject and its life applications -¹A Recognizes the importance of ethical considerations in educational research -²C
Teaching and learning methods
1- Explanation and clarification ay the formHow to displ -² learning method-Self -³
Assessment methods
1- Theoretical tests. . Reports and studies -²
General and transferable skills (other skills related to employability and personal development -D . ySkills in using references and terminolog -¹D . Skills in collecting and analyzing data on the subject -²D . Skills in interpreting theorems -³D . making skills-Comparison -⁴D . Skills in developing specific concepts about the topic °D

Course structure					
Evaluation Method	Teaching method	Topic NameT /	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification	Science and scientific research	to learn Stages of acquiring knowledge. Learn what science is, the goals of science, and the characteristics of research Learn about educational research and its steps Learn about ethical considerations in educational research	۳	۱
Formative assessment	and Explanation clarification	Science and scientific research	to learn Research classification: .Descriptive research .Experimental research Historical research	۳	۲
Formative assessment	Explanation and clarification	Research problem and hypotheses	to learn Sources of the problem. Rules for formulating the problem	۳	۳
Formative assessment	Explanation and clarification	Research problem and hypotheses	to learn Search variables. .Research hypotheses viewing the literature Re related to the research problem	۳	۴
Formative assessment	Show model	Study group	Learn the procedure .The questionnaire Interview	۳	۵
Formative assessment	Lecture	Study group	to learn .oteN	۳	۶
First month exam: objective and essay tests				۳	۷
Formative assessment	Lecture	Preparing the research report	to learn Preparing the research report	۳	۸
Formative assessment	Lecture	the research Preparing report	to learn Preparing the research report	۳	۹
Formative assessment	Lecture	Libraries and Scientific Research	to learn Libraries and Scientific Research	۳	۱۰
Formative F assessment	Lecture	Libraries and Scientific Research	to learn Libraries and Scientific Research	۳	۱۱
Formative assessment	Lecture	Summarizing a master's or doctoral	Summarizing a master's or doctoral thesis by	۳	۱۲

		.thesis by students	.students		
Formative assessment	Lecture	Summarizing a oral master's or doct .thesis by students	Summarizing a master's or doctoral thesis by .students	٣	١٣
Formative assessment	Show model	Summarizing a master's or doctoral .thesis by students	Summarizing a master's or doctoral thesis by .students	٣	١٤
Second month exam: objective tests eAnd my articl				٣	١٥

Infrastructure	
nothing	1. Required textbooks
Azzawi, Rahim-Al ٢٠٠٨Younes Krou, , Introduction to Scientific Research Methodology, st Edition, Dar Dijla' . Printing and Publishing, Amman, Jordan	2. (Main references (sources
Daoud, Aziz Hanna And Abd Rahman, Anwar 'Hussein 1990 AD, Ministry of 'Educational Research Methods -Higher Education and Scientific Research, Dar Al Hikma for Printing and Publishing, University of .aghdad, IraqB	and a) Recommended books references: scientific journals , reports (....
Any website related to educational research	b) Electronic references , ... websites

Curriculum Development Plan
Commitment to sectorality

Course Description

res and the expected This course description provides a concise summary of the course's key featu learning outcomes for the student, demonstrating whether they have made the most of the .opportunities Learning .It must be linked to the program description . **Available**

College of Basic Education	Educational institution
Geography Department / Educational Materials	Department Scientific Center /
/ Measurement and EvaluationColl 3211	Name / Code

mandatory	Available forms of attendance
Sixth / Third	Semester / Year
hours ६०	Total number of study hours
२०२०/१२/१०	s preparedDate this description wa
Course Objectives	
:This course aims to help students achieve the following	
1- Understanding the scientific meaning of the concepts of measurement and evaluation and the .difference between them	
2- .evaluation and to identify its main areas, steps and types To understand the importance of	
3- .Equipping students with the skill to prepare different types of tests	
4- Equipping students with the practical skills of the fundamentals of statistics in educational tionmeasurement and evalua	
5- Introducing students to assessment tools and their use in a way that suits the different aspects of the learner	
Course Outcomes Methods of teaching, learning, and assessment	
Cognitive objectives -A	
and understanding of the concept of measurement and Enabling students to acquire knowledge -१A	
. evaluation	
. Enabling students to gain knowledge and understanding of the concept of personality tests -२A	
stsEnabling students to gain knowledge and understanding of the concept of oral and written te -३A	
.	
Enabling students to acquire knowledge and understanding of the concept of objective and -४A	
. essay tests	
. Enabling students to gain knowledge and understanding of how to prepare tests -०A	
. f how to prepare a test mapEnabling students to gain knowledge and understanding o -१A	
B- Objectives Marathi Specific to the course.	
. Special skills in distinguishing between the concepts of measurement and evaluation - १B	
. Skills in how to prepare a specifications table or test map - २B	
sing the appropriate test to measure the extent to which the set goals have been Skills in choo - ३B	
. achieved	
. Skills in preparing a set of behavioral objectives - ४B	
Teaching and learning methods	
Interrogation and discussion	
. objective and essay tests Students are required to prepare sample	
Assessment methods	

Daily, monthly, and term tests. . lesson in front of the students-Conduct a mini . Practical tests in creating models for objective and essay tests
C- based objectives-Affective and value developing students' attitude towards using innovations and developments in teaching D -١C . methods . Keeping up with developments in educational and psychological sciences -٢C . Developing students' attitude towards the teaching profession -٣C -٤C
ing and learning methodsTeach
brainstorming solving method-Problem programmed learning
Assessment methods
Daily and monthly tests .(Practical tests (application
Skills -D General and Rehabilitational bility and Transferable (other skills related to employa personal development). . The skill of using modern resources -١D . The skill of benefiting from the latest developments in the educational field -٢ The skill of performing a practical lesson in front of students -٣D . test according to scientific principles The skill of preparing a -٤D

Course structure					
Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Daily test	Lecture and questioning method	Calendar: its concept, types, and fields. : its concept, characteristics, and relationship to .evaluation	The ability to define and understand assessment and measurement and the relationship een thembetw	hours ٣	the first
Daily classroom participation	Cooperative learning	Types of tests and measurements Educational and psychological Steps for building tests The achievement of	Enabling students to know and understand Steps for building tests ement The achiev of Teacher preparation	hours ٣	the second

		Teacher preparation includes identifying of the importance behavioral objectives.	includes identifying the importance of behavioral objectives.		
Classroom participation part in preparing the lecture	Presentation , questioning, discussion	Principles of determining test items/item distribution The test Light of the weights of the objectives and the curriculum content. Behavioral objectives: definition, characteristics, and levels	Enabling students to know and understand Principles of determining test items/item distribution The test Light of the weights of the objectives and curriculum content	hours ٣	the third
Classroom participation in preparing the lecture	group discussion	Types of test items, their characteristics, and the principles of their formulation	Enabling students to know and understand Types of test items, their characteristics, and the principles of their formulation	hours ٣	Fourth
Classroom participation in preparing the lecture	Lecture	Paragraph draft Tests and their types Principles of paragraph arrangement Principles of test application	Enabling students to know and understand Paragraph drafting Tests and their types Principles of paragraph arrangement Principles of test application	hours ٣	Fifth
		Monthly exam		hours ٣	Sixth
Classroom participation in preparing the lecture	delivery And the argument	Honesty: its definition, types, and mechanisms for identifying honesty Stability: its definition and characteristics	Enabling students to know and understand Honesty: its definition, types, and mechanisms for identifying honesty Stability: its definition and characteristics	hours ٣	Seventh
Classroom	Presentation	oral exams	Enabling students	hours ٣	Eighth

participation in preparing the lecture	and questioning		to know and understand oral exams		
Class participation in Preparing the lecture	Presentation and questioning	Intelligence tests: definition and types	Enabling students to know and understand Intelligence tests: definition and types	hours ٣	Ninth
Classroom participation in preparing the lecture	Presentation , questioning, and discussion	Personality and tendencies assessments	Enabling students to know and understand Personality and tendencies assessments	hours ٣	tenth
Classroom participation in preparing the lecture	Presentation and questioning	Measuring instruments -Non testing	Enabling students to know and understand Measuring instruments -Non testing	hours ٣	eleventh
		monthly exam		hours ٣	twelfth

Infrastructure	
-	1. Required textbooks
Tests Ahsaliyah-Al Schoolwork (Principles of Constructing and Analyzing Questions) .Prof. Dr - -Abdul Wahid Hamid Al Kubaisi Mr. Dr Hadi Mishaan Rabee	2. Main References (Sources)
Psychological assessment and measurement Educational symbolism The stranger principles of educational measurement and evaluation for P university students and teachers Arabic, seven Abu Labdeh	a) Recommended books and references(scientific journals , (reports (....‘
A number of educational websites	b) Electronic references , ... websites

Curriculum Development Plan
th the latest sources and references in educational and Working to provide the college wi . psychological sciences and teaching methods . In addition to equipping classrooms with the latest technological equipment . hing methodsEquipping classrooms in terms of size and furniture to implement modern teach

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

College of Basic Education	Educational institution
Educational Materials / Geography Department	Scientific Department / Center
General teaching methods	Course Name/Code
mandatory	ilable forms of attendanceAva
Sixth/Third	Semester/Year
hours ٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
Course Objectives	
Students' understanding of the concept of teaching methods .١	
f the importance of teaching methodsStudents' awareness o .٢	
Identifying the most commonly used methods .٣	
Identifying the most important trends and innovations in teaching methods .٤	
Learning teaching methods for mastery and creativity .٥	
iversification and strategiesStudents' knowledge of teaching d .٦	

Course outcomes, teaching and learning methods, and assessment

Cognitive objectives -A
 Enabling students to acquire knowledge and understanding of the concept of teaching -١ A
 methods
 ge and understanding of the concept of teaching Enabling students to acquire knowled -٢ A
 strategies
 Enabling students to acquire knowledge and understanding of the concept of teaching -٣ A
 methods
 Enabling students to acquire knowledge and understanding of the concept of commonly used -٤ A
 methods teaching
 Enabling students to acquire knowledge and understanding of the concept of diversified -٥ A
 teaching

Enabling students to acquire knowledge and understanding of the concept of trends and innovations in teaching methods -٦A
.objectives of the course related -The skills -B Special skills in distinguishing between methods – ١B Special skills in analyzing and interpreting each method in terms of its advantages and disadvantages - ٢B Skills in choosing the best teaching method – ٣B n how to integrate more than one method in a single lessonSpecial skills i -٤B
Teaching and learning methods
Delivering the lecture . ١ Interrogation and discussion . ٢ Requiring students to write a daily lesson plan . ٣ .lesson-Students are required to prepare and present a mini . ٤
Assessment methods
Daily, monthly, and term tests with objective and essay questions . ١ Practical tests in writing a daily lesson plan . ٢ lesson for the student in front of his classmates-Conducting a mini . ٣
ctivesbased obje-Affective and value -C Developing a spirit of development and renewal -١C Keeping up with the latest innovations and developments in teaching methods -٢Q Keeping pace with the use of technology in education -٣C psychological sciences Keeping abreast of global developments in educational and -٤Q
Teaching and learning methods
brainstorming solving method-Problem programmed learning
Assessment methods
Written exams (Practical tests (application

ty and personal General and transferable skills (other skills related to employabili -D
.(development
Uses modern and advanced sources -\D
Utilizing technology in learning and teaching -\D
-٣D
-٤D



Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Classroom participation in preparing the lecture	delivery Interrogation discussion	Teaching methods: their nature, curricula, and the need for them	Students Enabling to know and understand the nature of teaching methods and curricula and the need for them	۲	the first
Classroom participation in preparing the lecture	delivery Interrogation discussion	Key elements in curriculum teaching	Enabling students to know and understand the basic elements of teaching	۲	and the second
Classroom participation in preparing the lecture	delivery Interrogation discussion	The appropriate teaching method, the factors influencing its selection, evaluation, and follow-up	Enabling students to know and understand the appropriate teaching method, the factors influencing its selection, and the evaluation and follow-up process	۲	the third
Classroom participation in preparing the lecture	delivery Interrogation discussion	eloquence Images of the art of recitation, its advantages and disadvantages, and reasons for preferring it	To enable students to know and understand the concept of presentation methods and its images, advantages, and disadvantages	۲	Fourth
Classroom participation in preparing the lecture	delivery Interrogation discussion	group discussion Its advantages and disadvantages	Enabling students to know and understand the concept of group discussion	۲	Fifth
Classroom participation in preparing the lecture	delivery Interrogation discussion	The inductive and deductive method: its steps, advantages, and disadvantages	Enabling students to know and understand the concept of the inductive and deductive method	۲	Sixth
Classroom participation in preparing the lecture	delivery Interrogation discussion	Live questioning methods and types of classroom	Enabling students to know and understand the	۲	Seventh

the lecture Daily tests	discussion	questions	concept of live questioning		
Classroom participation in preparing the lecture	delivery Interrogation discussion	Team learning and programmed learning	Enabling students to know and understand the concept of team learning and the concept of programmed learning	۲	Eighth
Classroom participation in preparing the lecture And it applies practically	delivery Interrogation discussion	learning and -Micro correspondence education	Enabling students to learn about and -understand micro learning and correspondence education	۲	Ninth
Classroom participation in preparing the lecture And it applies practically	delivery Interrogation discussion	Teaching planning	Enabling students to know and understand lesson planning	۲	tenth
Classroom participation in preparing the lecture	delivery Interrogation discussion	The concept of diversifying teaching and the psychological and educational foundations of diversifying teaching	Enabling students to know and understand the concept of differentiated instruction and the psychological and educational foundations of differentiated instruction	۲	eleventh
Classroom participation in preparing the lecture Daily exams	delivery Interrogation discussion	Important skills for implementing a teaching diversification strategy	Enabling students to know and understand	۲	twelfth
Classroom participation in preparing the lecture Daily tests	delivery Interrogation discussion	Learning method for mastery	To enable students to learn and understand important skills for implementing a diversified teaching strategy	۲	thirteenth
Classroom participation in preparing	delivery Interrogation	playing -Role method	Enabling students to know and understand how to	۲	fourteenth

the lecture And it applies practically	discussion		play the role		
Classroom participation in preparing the lecture And it applies practically	delivery Interrogation discussion	brainstorming method	Enabling students to learn and understand the brainstorming method	٢	fifteenth

Infrastructure	
ications on teaching methods and The latest publ .strategies, covering the prescribed curriculum	Required textbooks .١
Dr. Dawood Maher Mohammed and Majid Mahdi Mohammed: Fundamentals of General Teaching Methods Amin: General Teaching Methods for Social-Shaker Al Studies The trick: teaching methods and strategies	(Main references (sources .٢
	a) Recommended books and references (.scientific journals, reports, etc)
	...b) Electronic references, websites

Curriculum Development Plan
ific research and teaching methodsProviding the college with the latest resources in scient Providing a school for student (teacher) training under the supervision of the supervising professor

Course Description

pected This course description provides a concise summary of the course's key features and the ex
learning outcomes for the student, demonstrating whether they have made the most of the
. It must be linked to the program description . learning opportunities available

College of Basic Education	Educational institution
Geography	enterScientific Department / C
/ Geography of IraqGeo 3320	Course Name/Code
mandatory	Available forms of attendance
Fifth/Third	Semester/Year
hours ٤٥=١٥*٣	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
Course Objectives	
students to know and understand the most prominent topics in the geography of Iraq To enable -١ .accurately	
Enabling students to understand the reasons for the emergence of the geography of Iraq -٢	
used in teaching the subject Introducing students to the most important sources and references -٣	
Enabling students to analyze the most important geographical phenomena in Iraq and compare -٤ them with other countries	

Course outcomes , teaching and learning methods, and assessment

Cognitive objectives -A
the student to acquire knowledge and understanding through comprehending the Enabling -١A
subject of Iraqi geography
Enabling the student to acquire knowledge and understanding of the reasons for the -٢A
emergence of the Iraqi extremism
ire knowledge and understanding of the most important sources Enabling the student to acqu -٣A
and references for the geography of Iraq
Enabling the student to acquire knowledge and understanding of the most important -٤A
d geographersgeographical phenomena of Iraq that have preoccupied researchers an
Enabling the student to acquire the knowledge and understanding to analyze and interpret -٥A

Iraq's sites Enabling the student to gain knowledge and understanding of the most prominent researchers in the geography of Iraq -٦A
based objectives specific to the course. Students should develop skills in the following concepts -The skills -B To compare the governorates of Iraq in terms of area and location - ١B Analyzes the reasons behind the formation of the surface of Iraq - ٢B .paper or research on any topic in geography about Iraq is required Writing a - ٣B Gathers information about Iraq -٤B
Teaching methods and learning
At the beginning of the semester, students are informed of the course syllabus and information periodicals, etc.). University theses) and the distribution of topics across 'sources (related books :the weeks of the semester, and the assessment methods that will be followed, as follows ing the Prepare the lectures according to the sequence mentioned in the course syllabus by us .١ .aforementioned information sources .Informing students about the topic of the next lecture in order to prepare them .٢ .Students are asked to submit papers relating to one or more of the topics under study .٣
Assessment methods specific questions Daily tests with Assigning grades for homework and class participation Monthly tests with objective and essay questions
Conduct two semester exams, the first after the fifth week of the semester and the second after .١ r. Each exam should consider the mental levels (remembering, the eleventh week of the semeste understanding, applying, analyzing, synthesizing, and evaluating), with the evaluation grade of the total achievement, taking into account the student's attendance and the %٤٠ accounting for .nt of their daily participationexte of the grade, is scheduled according to the %٦٠ semester exam, which accounts for -of-The end .٢ Ministry's timetable. The questions must cover the entirety of the course content and the mental .(ding, applying, analyzing, synthesizing, and evaluatinglevels (remembering, understan
Affective objectives: that the student be able to -C To interpret and analyze maps of Iraq -١Q To differentiate between governorates in terms of their geological formation and history of -٢C norigi Some famous geographical researchers evaluate -٣Q Explain the reasons for the appearance of some geographical phenomena on the surface of -٤Q Iraq and not in other countries
Teaching and learning methods Method of delivery and lecturing brainstorming Simulation method

Assessment methods Written tests to measure the student's ability to think, analyze, and deduce Writing research papers on some aspects of the geography of Iraq Daily exams with questions that require critical thinking and deduction
It is implicitly included in the course evaluation processes that take place during and at the end of the semester
General and transferable skills (other skills related to employability and personal -D development references Uses contemporary sources and -١D Forming a group of students to study a specific phenomenon in Iraq -٢D Utilizing state institutions related to geography to increase and diversify students' knowledge -٣D and geographical maps Utilizing documentation centers and libraries that contain manuscripts -٤D



Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Classroom participation in preparation	The cruel	Its astronomical and geographical location, the area of Iraq, the borders of Iraq	Iraq site	٣	١
Classroom participation in preparation	The cruel	A brief history of Iraq throughout the ages	The historical dimension of Iraq	٣	٢
Classroom participation in preparation	The cruel	The geological structure of Iraq, geological eras, and the morphological composition of Iraq	Geological structure of Iraq	٣	٣
Classroom participation in preparation	The cruel	The main topographical divisions of Iraq (mountains, valleys, plateaus, plains, etc)	Iraq's surface	٣	٤
Classroom participation in preparation	The cruel	bulary covered from Vocabulary the first week until the day of the exam	First month exam	٣	٥
Classroom participation in preparation	The cruel	Climate elements (temperature, rainfall, humidity) are factors affecting Iraq's climate	Iraq's climate	٣	٦
Classroom participation in preparation	The cruel	Climatic regions, their geographical distribution	climatic regions	٣	٧
Classroom participation in preparation	ruelThe c	Its distribution, types of natural plants, its importance, and factors affecting its distribution	natural plant	٣	٨
Classroom participation in preparation	The cruel	Its geographical distribution, factors affecting the distribution	Plant regions	٣	٩

Classroom participation in preparation	The cruel	Types, importance, geographical distribution	Water resources	٣	١٠
Classroom participation in preparation	The cruel	Vocabulary after the first monthly exam	Second month exam	٣	١١
Classroom participation in preparation	The cruel	Age and gender composition of the population Their geographical distribution; factors influencing distribution	Iraqi population	٣	١٢
Classroom participation in preparation	The cruel	Agriculture, industry, mining: their types and geographical distribution	Economic activities	٣	١٣
Classroom participation in preparation	The cruel	its components, its types and the factors affecting it	Transportation	٣	١٤
Classroom participation in preparation	The cruel	Its types, its importance, and the factors that influence it	commerce	٣	١٥

Infrastructure	
	Required textbooks
A group of authors, Regional Geography of Iraq, ٢٠١٣ University of Baghdad, Baghdad, Mohammed Ahmed Aqla, Abdul Ali Khaffaf, ١٩٩٨ Geography of the Continents, Jordan, Ani's speech, Agricultural Geography of Iraq, -Al ١٩٧٢, Vol. ٤, ١st ed., Saadi, The Population of Iraq, -Abbas Fadhil Al ٢٠١٣ Baghdad,	Books and sources

Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in curriculum . ١ .development at the basic education levels curriculum is developed in accordance with the requirements that emerge in curriculum The . ٢ .development within the global system

Course Description

This course description provides a concise summary of the course's key features and the expected outcomes for the student, demonstrating whether they have made the most of the learning opportunities available . It must be linked to the program description .
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College of Basic Education	Educational institution
Geography	Scientific Department / Center
/ Geographic Information Systems Geo 3321	Course Name/Code
mandatory	Available forms of attendance
Third year/Fifth semester	Semester/Year
٤٥	Total number of study hours
٢٠٢٥-١٢-١٥	Date this description was prepared
Student is familiar with the following concepts Course objectives : To ensure the student	
Understanding the concept of Geographic Information Systems (GIS) and their uses - ١	
Training students on the use of Geographic Information Systems (GIS) software - ٢	
Information acquired from the subject of Geographic To accustom students to using the information - ٣	
Information Systems in other geographical studies	
To increase the scientific and cultural wealth of students by encouraging them to memorize and - ٤	
Geographic Information Systems apply some programs and information related to the subject of	

Course outcomes , teaching and learning methods, and assessment

Cognitive objectives -A Enabling students to acquire knowledge and understanding of the general framework of -١ .geography nowledge and understanding of the general framework of To enable students to gain kn -٢ A geographic technologies Enabling students to gain knowledge and understanding of Geographic Information Systems -٣ A (GIS)
p skills in the based objectives specific to the course. Students should develo -B following concepts Writes a research paper and studies in the field of Geographic Information Systems -١ B Memorizes the types of Geographic Information Systems (GIS) programs and their areas of -٢ B application .raphic Information Systems (GIS) softwareStudents learn to use Geog -٣ B
Teaching methods and learning
At the beginning of the semester, students are informed of the course syllabus and information topics across sources (related books, periodicals, etc.). University theses) and the distribution of :the weeks of the semester, and the assessment methods that will be followed, as follows Prepare the lectures according to the sequence mentioned in the course syllabus by using the .١ .aforementioned information sources .s about the topic of the next lecture in order to prepare themInforming student .٢ .Students are asked to submit papers relating to one or more of the topics under study .٣
Assessment methods
d the second after Conduct two semester exams, the first after the fifth week of the semester an .١ the eleventh week of the semester. Each exam will consider the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the assessment grade ent's attendance and daily participation will of the total achievement. The stud %٤ • accounting for if students do not attend lectures at %٥ • be taken into consideration. The assessment grade may be .all of the grade, is scheduled according to the %٦ • semester exam, which accounts for -of-The end .٢ timetable. The questions must cover the entirety of the course content and the mental Ministry's (levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating
based objectives: that the student be able to-Affective and value -C appreciate the efforts of scientists and developers in geographic information systems Students -١ .and their contribution to facilitating its study Students discuss geographical problems and their relationship to geographic information -٢ .systems their opinion on Geographic Information Systems (GIS) programs and their Students express -٣ .uses
Teaching and learning methods
Lecture or presentation -١ Interrogation -٢ Discussion -٣
Assessment methods

t take place during and at the end of It is implicitly included in the course evaluation processes tha
.the semester

Using assessment through objective tests -١

- ٢ Using practical tests in the Geographic Information Systems (GIS) laboratory

y and personal General and transferable skills (other skills related to employabilit -D
.(development

Enabling students to write a research paper on Geographic Information Systems -١

Developing students' ability to analyze factors and the interrelationships between geographical -٢
.phenomena in geographic information systems

Enabling students to use maps, diagrams, aerial photographs , and satellite imagery in -٣
.geographic information systems (GIS) for analyzing geography topics



Course structure					
n Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Class participation and daily quiz	Lecture	The concept of ١. information systems Geographic Information Systems	Enabling students to know and understand the definition of Geographic Information Systems (GIS)	٣	١
Class participation and daily quiz	Lecture and questioning	Historical development of Geographic Information Systems Components of ٢. Geographic Information Systems	To enable students to know and understand the historical development of information systems and their components	٣	٢
Class participation and daily quiz	Lecture and discussion	Requirements for Geographic Information Systems (GIS) software	Enabling students to know and understand the conditions for the availability of its software	٣	٣
Class participation and daily quiz	Lecture and questioning	Benefits of using ٤. Geographic Information Systems	Enabling students to know and the benefits and understand of using Geographic Information Systems (GIS)	٣	٤
Class participation and daily quiz	Presentation and discussion	The relationship of Geographic Information Systems (GIS) to other sciences The relationship between geographic information systems and remote sensing	Enabling students to know and understand the relationship between information geographic systems and remote sensing	٣	٥
		First month exam		٣	٦
Class participation and daily quiz	Presentation and questioning And my work	The relationship between Geographic Information Systems and Statistics The relationship between Geographic Information Systems (GIS) and Cartography	Enabling students to know and understand the relationship between information systems and the sciences of statistics and cartography	٣	٧
Class participation and daily quiz	Presentation and discussion And my work	The relationship between Geographic Information Systems (GIS) and Geography The relationship between Geographic Information Systems (GIS) and Computer Science	To enable students to know and understand the relationship between information systems and the sciences of geography and computer science	٣	٨
Class	Presentation	Geographic Database	Enabling students to know	٣	٩

participati on and daily quiz	and discussion And my work	The concept of a geographic database	and understand geographic databases		
Class participati on and daily quiz	Presentation and questioning And my work	Geographic database design requirements Geographic database :(structure (its types	Enabling students to know and understand database gn requirementsdesi	٣	١٠
Class participati on and daily quiz	Presentation and questioning And my work	hierarchical structure Network structure	Enabling students to know and understand the types of geographic databases	٣	١١
		Second month exam		٣	١٢
Class participati on and daily quiz	Presentation and questioning And my work	Relational structure Components of a geographic database	Enabling students to know and understand the relational structure and components of sea geographic databa	٣	١٣
Class participati on and daily quiz	Presentation and practical application	Database design stages -a types (descriptive Dat (spatial	Enabling students to know and understand the stages of database design and data .types	٣	١٤
Class participati on and daily quiz	entation Pres and questioning And my work	-Data sources (primary (secondary -Data structure (linear (area	Enabling students to know and understand data sources and their structure	٣	١٥

10. Infrastructure

-----	Required textbooks . ١
-Geographic Information Systems (GIS) Introduction to GIS / General Directorate for sign and DevelopmentCurriculum De	(Main references (sources . ٢
Geographic Information Systems (GIS) from the Ahmed Saleh / Beginning	a) Recommended books and references (.scientific journals, reports, etc)
ESRI company website	...b) Electronic references, websites

nCurriculum Development Pla

The curriculum is developed according to the requirements that emerge in curriculum . ١

.development at the basic education levels
 The curriculum is developed in accordance with the requirements that emerge in curriculum .
 .l systemdevelopment within the globa

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the . st be linked to the program descriptionIt mu . learning opportunities available

College of Basic Education	Educational institution
Geography	Scientific Department / Center
/ Industrial Geography Geo 3322	Course Name/Code
mandatory	Available forms of attendance
er / Third stageFifth semest	Semester/Year
٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
:Course objectives : To ensure the student is familiar with the following concepts	
The concept of industrial geography and its importance for the student . ١	
The concept of scientific theories related to industrial geography -٢	
Types of approaches used in industrial geography -٣	
The importance of preparing for the lesson and how to convey information to the student -٤	
ethods used in studying industrial geographyKnowledge of the correct scientific m -٥	

outcomes , teaching and learning methods, and assessment Course

Cognitive objectives -A .The student should understand the importance of industrial geography sifying industrial activityTo understand the theories and principles of clas .The student should be able to analyze industrial sites .The student should identify problems in industrial activity
Students should develop skills in .the course of skills objectives The following are the specific -B owing conceptsthe foll .The student should be able to categorize small and large industrial establishments Analysis of industries and factors of industrial localization
and learning Teaching methods
course syllabus and information At the beginning of the semester, students are informed of the University theses) and the distribution of topics across .(sources (related books, periodicals, etc :the weeks of the semester, and the assessment methods that will be followed, as follows to the sequence mentioned in the course syllabus by using the Prepare the lectures according .^١ .aforementioned information sources .Informing students about the topic of the next lecture in order to prepare them .^٢ .cs under studyStudents are asked to submit papers relating to one or more of the topi .^٣
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and the second after .^١ the eleventh week of the semester. Each exam should consider the mental levels (remembering, nalyzing, synthesizing, and evaluating), with the evaluation grade understanding, applying, a of the total achievement, taking into account the student's attendance and the %٤٠ accounting for .extent of their daily participation the grade, is scheduled according to the of %٦٠ semester exam, which accounts for -of-The end .^٢ Ministry's timetable. The questions must cover the entirety of the course content and the mental (levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating
at the student be able toAffective objectives: th -C Define the geography of industry ^١-C shows the basis for classifying industrial activity ^٢-C explains the factors of industrial localization ^٣-C
Teaching and learning methods
ills are taught directly and explicitly, The direct teaching method is usually used, where sk .reinforced by modern methods such as presentations or demonstrations of the curriculum
Assessment methods
It is implicitly included in the course evaluation processes that take place during and at the end of .semester the

other skills related to employability and personal) General and transferable skills -D (development Employing acquired skills in teaching knowledge specific to the subject of industrial geography urriculum, each demonstrating the skills covered in the Select examples from the basic education c .course



Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning	What is industrial geography? The concept of industrial / geography and its relationship to other sciences	What is industrial geography? / The concept of industrial ationship geography and its rel to other sciences	٢	١
Formative assessment	Discussion and questioning	arch methodologies and Rese data sources in industrial geography	Research methodologies and data sources in industrial geography	٢	٢
Formative assessment	Discussion and questioning	Principles of Industrial Activity Classification/Factors of ustrial LocationInd	Principles of Industrial Activity Classification/Factors of Industrial Location	٢	٣
Formative assessment	Discussion and questioning	Raw materials/market/capital	Raw materials/market/capital	٢	٤
Formative assessment	Discussion and questioning	abor Government policy/L force/Energy and fuel/Transport	Government policy/Labor force/Energy and fuel/Transport	٢	٥
Formative assessment	Discussion and questioning	Monthly test	Monthly test	٢	٦
Formative assessment	Discussion and questioning	Industrial Site ite Analysis/Industrial S Theories	Industrial Site Analysis/Industrial Site Theories	٢	٧
Formative assessment	Discussion and questioning	Industrial planning / Regional development	Industrial planning / Regional development	٢	٨
Formative assessment	Discussion and questioning	al patterns of Region industrial distribution	Regional patterns of industrial distribution	٢	٩
Formative assessment	Discussion and questioning	Industrial concentration/industrial dispersion	Industrial concentration/industrial dispersion	٢	١٠
Formative assessment	Discussion and questioning	Characteristics of industrial activity	of industrial Characteristics activity	٢	١١
Formative assessment	n Discussio and questioning	Problems of industrial activity, with emphasis on Iraqi industry	Problems of industrial activity, with emphasis on Iraqi industry	٢	١٢
Formative assessment	Discussion and questioning	Capital / Market	Capital / Market	٢	١٣
Formative assessment	Discussion and questioning	Technology/Environmental Pollution	Technology/Environmental Pollution	٢	١٤
Formative assessment	Discussion and questioning	Final exam	Final exam		١٥

Infrastructure	
Nothing	Required textbooks . ^١
Industrial Geography from a Contemporary Perspective / Dr. ٢٠٠٨Sammak / First Edition / -Muhammad Azhar Al Industrial Location and Spatial Development Policies / Dr. ٢٠٠٨Kinani / First Edition / -Kamel Kazem Al	Sources and references used - ^٢
.Utilize periodicals and resources relevant to the course	Recommended books and references - ^٣ (.scientific journals and reports, etc)
Utilizing the international information network as additional resources	references/websites Electronic - ^٤

Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in curriculum development at .^١ .the basic education levels The curriculum is developed in accordance with the requirements that emerge in curriculum .^٢ .development within the global system

Course description template of the Americas raphyThe subject is the geog

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the . nked to the program descriptionavailable learning opportunities. It must be li

College of Basic Education	Educational institution
Geography	Scientific Department / Center
٣ / of the Americas GeographyGeo 332	Course Name/Code
mandatory	Available forms of attendance
Sixth/Third	Semester/Year
hours ٣٠	tal number of study hoursTo
٢٠٢٥/١٢/١٥	Date this description was prepared

Course Objectives
of the Americas Students' knowledge of the geography
Students' knowledge of the surface characteristics and divisions of the Americas
rn how to distinguish between the natural aspects and divisions of the continent, Students will lea and the various economic activities of the population, such as population distribution, agriculture, .mining, and trade, etc

s, and assessmentCourse outcomes, teaching and learning method
Cognitive objectives -A Enabling the student to acquire theoretical knowledge of the geography of North -١ A America Enabling the student to acquire knowledge and understanding of the division of -٢ A . (al units (countriesthe continent according to its politic Enabling the student to acquire knowledge and understanding of the most -٣ A important sources and references for the geography of the New World Enabling the student to acquire knowledge and understanding of the field study -٤ A c to the continentspecifi Enabling the student to acquire the knowledge and understanding to analyze the -٥ A concept of the Kuldler Mountains system and its divisions Enabling the student to acquire knowledge and understanding about the stages of -٦ A of landforms on the continent and the factors affecting them development related objectives of the course -The skills -B Special skills in distinguishing between the Rocky Mountain system and the -١ B Laplash Mountain system interpreting the components of population Special skills in analyzing and -٢ B activities within the continent Special skills in how to apply a drawing of the continent and illustrate some of its -٣ B main features
Teaching and learning methods
lecturing or giving a presentation (demonstration (using the geography lab Practical Students are encouraged to visit the library and consult resources for a geography study .of the New World The field study related to the continent, based on the availability of information in .libraries
methods Assessment
Daily tests with specific questions Assigning grades for homework and class participation Monthly tests with objective and essay questions
based objectives-Affective and value -C caTo interpret and analyze the regional geography of North Ameri -١ A To differentiate between industrial regions, agricultural regions, trade and -٢ Q .transport in the continent Some famous geographical researchers in the field of New World geography -٣ Q

evaluate n distribution in the Explain the geographical phenomena affecting populatio -٤Q continent
Teaching and learning methods
solving method-Problem brainstorming Simulation method Interrogation method
Assessment methods
Written tests to measure the student's ability to think, analyze, and deduce papers about certain countries, including various population studies of Writing research .those countries Daily exams with questions that require critical thinking and deduction Practical tests in theGIS laboratory
ted to employability and personal General and transferable skills (other skills rela -D (development Uses contemporary sources and references -١D Forming a group of students to study and solve some statistical problems about the -٢D most important rivers in the continent of the Americas draw maps related to the geography Utilizing state institutions that -٣ Benefiting from planning centers and the Central Statistical Organization affiliated -٤D with the Ministry of Planning

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes: To enable students to and know understand	Hours	Week
structural	Lecture	General overview of the regional geography of the continent	of the Geography Americas	٢	١
structural	Lecture	Classification of the movements and landforms that resulted from them	tectonic movements that led to the formation of the continent's surface tionssec	٢	٢
structural	Lecture	List of surface sections and their components	The most important parts of the continent's surface	٢	٣
structural	Lecture	ow to utilize the H continent's water resources for various purposes	Water resources on the continent	٢	٤
structural	Lecture	The most densely populated areas in the world	Continent's climate	٢	٥
structural	Lecture	Natural factors and ability to human overcome harsh climatic conditions	The most important factors affecting the climate	٢	٦
structural	Lecture	First month exam	exam	٢	٧
structural	eLectur	The most important human races to which the inhabitants of the continent belong	The continent's inhabitants and their ethnic origins	٢	٨
structural	Lecture	Defining the concept of continental and island geography from a population geography perspective	The most important population migrations that the continent has witnessed	٢	٩
structural	Lecture	ost important The m economic resources serving the continent	Economic activities in the continent	٢	١٠
structural	a lecture	Defining agricultural and industrial regions	Agriculture and the Industry in Americas	٢	١١

structural	Lecture	etermining the D importance of oil extracted from the continent's wells	Mining and the most important energy sources on the continent	٢	١٢
structural	Lecture	Learn about transportation, means of transport, .and general trade	Transport, trade and tourism in the continent	٢	١٣
structural	a lecture	Second month exam	exam	٢	١٤
structural	a lecture	The most important methods of birth control are neutralized	Study of an elected political unit (Canada)	٢	١٥

Infrastructure	
...Textbooks	Required textbooks .١
New World by Dr. Yousef Yahya Geography of the Saadi-Ta'mas and Dr. Saadi Al	(Main references (sources .٢
ion reports... United Nations UNESCO World Organizat reports	a) Recommended books and references (.scientific journals, reports, etc)
Arab Geographers Forum	...b) Electronic references, websites



Course Description

key features and expected learning is a concise summary of the program's The course description whether they have made the most of the available outcomes for the student, demonstrating a link between Furthermore, the course description should provide . learning opportunities . the program description learning and

College of Basic Education	Educational institution
Geography	Center / Scientific Department
/ Geography of Rural SettlementGeo 3326	Course Name/Code

mandatory	Available forms of attendance
Sixth semester / Third year	Semester/Year
٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
:ves : To ensure the student is familiar with the following conceptsCourse objecti	
To provide graduates with knowledge and understanding of geography, its content, schools, teaching methods, and how to use maps and geographic information systems to achieve this, and .date with developments in the field of geography-to-keep them up to	
Preparing qualified university teachers who possess the necessary teaching skills to teach .geography	
al Developing scientific attitudes among students, enabling them to enhance their person .capabilities in their postgraduate studies	
.Students were encouraged to develop and create educational tools for use in teaching geography	
To equip students with the necessary skills to deal with and solve any scientific problem in a . manner sound scientific	

outcomes , teaching and learning methods, and assessment Course
objectives Cognitive rural settlements To give students experience in understanding and its structure a settlement in terms of Introducing students to the patterns and forms of rural and its distribution characteristics and distinguishing them from settlements Identifying the architectural characteristics of rural urban settlements
Students should develop skills in the .the course specific to based objectives -The skills -B wing conceptsfollo Enabling students to study rural settlement and to identify the surface features and physiographic characteristics of the place on the one hand, and to choose locations for settlements for specific .purposes on the other hand s to recognize the variation in human settlement or urbanizationEnabling student Identifying the distribution of human settlements by studying the variation in settlement density and diversity across the diverse environments and natural conditions to which each region is .subject
and learning Teaching methods
At the beginning of the semester, students are informed of the course syllabus and information University theses) and the distribution of topics across .(sources (related books, periodicals, etc :mester, and the assessment methods that will be followed, as followsthe weeks of the se Prepare the lectures according to the sequence mentioned in the course syllabus by using the .)

.aforementioned information sources .ure in order to prepare themInforming students about the topic of the next lect .۲ .Students are asked to submit papers relating to one or more of the topics under study .۳
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and the second after .۱ ek of the semester. Each exam should consider the mental levels (remembering, the eleventh we understanding, applying, analyzing, synthesizing, and evaluating), with the evaluation grade ance and the of the total achievement, taking into account the student's attend %۴ , accounting for .extent of their daily participation of the grade, is scheduled according to the %۶ , semester exam, which accounts for -of-The end .۲ Ministry's timetable. The questions must cover the entirety of the course content and the mental .(bering, understanding, applying, analyzing, synthesizing, and evaluatinglevels (remem
Assessment methods
It is implicitly included in the course evaluation processes that take place during and at the end of .the semester
er skills related to employability and personal oth) General and transferable skills -D .(development Assigning students to conduct comparative studies between urban and rural settlements -۱D through field visits to those settlements ify rural settlementsUsing maps and modern technologies to geographically ident -۲D Dividing the students into groups to write research papers about rural settlements and to -۳D examine their reality Urging students to consult with relevant departments and institutions regarding the study of -۴D rural settlements Utilizing public references and libraries -۵

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
The builder	Lecture	The concept of rural settlement; the emergence of settlement • Rural settlements develop alrur • Permanent and temporary housing	The emergence of rural settlement	۲	۱
The builder	Lecture	Characteristics, patterns, and • distribution of rural housing • Regional distributions of rural houses	rural housing	۲	۲
The builder	Lecture	A brief history of rural settlement throughout history	The historical nsion of rural dime settlement	۲	۳
The builder	Lecture	Functional classification of rural settlement	Rural settlement classification	۲	۴
The builder	Lecture	•tive economyRural uses in the primi Rural uses in the advanced economy Rural land uses in tropical rainy climate regions	Land uses in rural areas		۵
The builder	Lecture	All the above vocabulary	First month exam	۲	۶
The builder	Lecture	rphological problems of rural Mo •settlements Rural housing morphology rural dwelling shape Rural house design Components of a rural dwelling	Enabling students to understand the morphology of settlements	۲	۷
The builder	Lecture	•Rural settlement distribution patterns ors affecting the distribution of Fact rural settlements	Geographical distribution of rural settlements	۲	۸
The builder	Lecture	•Service relations •agricultural relations Population relations	Rural and urban regional relations	۲	۹
The builder	Lecture	Rural population, age and gender osition, their problems and comp regional connections Regional distributions	rural population	۲	۱۰
The	Lecture	regional connections	rural population	۲	۱۱

builder					
The builder	Lecture	Regional distributions	rural population	٢	١٢
The builder	Lecture	cabulary after the first monthly All vo exam	Second month exam	٢	١٣
The builder	Lecture	Rural residents, Factors influencing the distribution of rural settlements	Iraq	٢	١٤

11. Curriculum Development Plan

The builder	e in The curriculum is developed according to the requirements that emerge .١ .curriculum development at the basic education levels The curriculum is developed in accordance with the requirements that emerge in .٢ .curriculum development within the global system				
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Infrastructure	
Hiti, Geography of Rural Settlement and -Sabri Faris Al Safa for Publishing and -Rural Development, Dar Al .٢٠٠٠ Distribution, Amman, Jordan, aphy of Rural Settlement, Matari, Geogr-Mr. Khaled Al .١٩٩٩ Jeddah, Saudi Arabia, Mohammed Mahmoud, General Features of Rural Settlement Centers, Research and Translation Unit, .١٩٨٨ Kuwait, Mohamed Medhat Gaber, Geography of Rural and .٢٠٠٦ ,Urban Settlement, Angaw Library , Cairo, Egypt Abdul Razzaq Ahmed Saeed, Rural Settlements in Iraq The Rural Village), Educational Studies, Issue Six,) .٢٠٠٩ April	Required textbooks .١
Journal of Urban Geography http://www.ingentaselect.com/rpsv/cw...638/contp1.htm Journal of Research, Policy and Urbanism http://taylorandfrancis.****press.com...issn=0811-1146	References and websites

Course Description

summary of the course's key features and the expected This course description provides a concise learning outcomes for the student, demonstrating whether they have made the most of the . It must be linked to the program description . learning opportunities available

University of MisanCollege of Basic Education /	Educational institution
Geography	Scientific Department / Center
Geography of Transport and Trade(Geo 3328 / () Geography of Geographical Research MethodologyGeo 332)	Course Name/Code
Permanent	Available forms of attendance
Sixth/Third	mester/YearSe
hours ٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
Course Objectives	
Enabling students to learn and teach geography, specializing in transport and trade geography -١ and curriculum geography	
raphical researchGeog	
To enable students to understand and acquire knowledge of geography, especially the -٢ .specializations of transport and trade geography	
Geographical research methodology	
lization of transport and trade Enabling students to use the science of geography, the specia -٣ geography, and research methodology in their lives	
Scientific, professional, personal, and public	
date with the science of geography and its -to-Encouraging and keeping students up -٤ nsport and trade geography and curriculum geographyspecializations, or specializing in tra	
Geographical research	

Course outcomes , teaching and learning methods, and assessment
Cognitive objectives -A
ransport Enabling students to acquire knowledge and understanding of the specialization of t -١ A and trade geography and its methodology
Geographical research
Enabling students to acquire knowledge and understanding of the specialization of transport -٢ A

and trade geography and its methodology predictions for the future Modern research and its current developments, and Enabling students to understand and comprehend the teaching methods of the - ٢A specialization of transport and trade geography and the research methodology geographer sp the principles of geography and the Enabling students to understand and gra - ٤A specialization of transport and trade geography and methodology Search Enabling students to understand and comprehend the topics of specialization: transport - ٥A and trade geography and research methodology eography and their educationG
.based objectives specific to the course -The skills -B Understanding, perception, and knowledge of the specialization or course: Geography of - ١B Transport and Trade and Research Methodology geographer Understanding, knowledge, and comprehension of the prescribed geography of transport – ٢B and trade and research methodology in all related matters This includes devices, equipment, maps, and how to use and apply them in their academic and .professional lives Personal and public Understanding, comprehension, and knowledge of the course from the perspective of the - ٣B .professor's teaching of the course topics to the students ٢based, theoretical and practical-based and field-Was it office
ring methodsTeaching and lea
Methods of presentation, questioning , and discussion Office study application The theoretical application of the field study is based on what the students have witnessed in their .academic, public, and private lives o visit libraries, attend seminars and conferences, and read theses and He encouraged students t .dissertations Theses and related fields of study
Assessment methods
Daily tests with multiple and varied questions for the study subjects -١ ility to understand and comprehend the course material Written tests to measure students' ab -٢ and its applications Practical field application through questions that students answer theoretically -٣
based objectives-Affective and value -C Teaching students the curriculum -١A tice of the specialization or course they are taught, both theoretically and Students' prac -٢C practically Making students interested in and fond of the course -٣C Encouraging students to apply their learning, understanding, and comprehension of the -٤Q .heir academic, professional, and personal livescourse material in t
Teaching and learning methods
Methods of presentation, questioning , and discussion Theoretical application of the desk and field teaching method rticles, dissertations , journals, Encouraging students and familiarizing them with books, a .publications, and the internet related to the course topic

Assessment methods
Past and present daily tests and how to answer them -١ Use Interrogation and discussion style and method -٢ theoretically Using the field study method -٣ Conducting monthly or term tests to measure the extent to which students have acquired the -٤ .skills of thinking and geographical analysis of the course Academic
nd personal General and transferable skills (other skills related to employability a -D .(development Enabling students to learn the cognitive understanding of the course -١D Empowering students and teaching them the methods of presentation , questioning , -٢D .discussion, and the teaching process course in their academic, professional, personal, and public Enabling students to use the -٣D lives Students should follow up on current and future developments in the course and be -٤D . encouraged in this direction



Course structure					
Evaluation Method	Teaching method	Name Unit/Topic	Required learning outcomes	Hours	Week
-A Daily -١ quizzes with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance -for Daily -١ quizzes with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance	-A Delivery -١ -٢ Interrogation -٣ Discussion -for Delivery -١ -٢ Interrogation -٣ Discussion	The emergence of transport and trade geography, and the development of the concept of transport geography and its stages	To enable students to understand the cognitive aspects and origins of transport and trade geography, and the development of the concept of transport geography and its stages To enable students to understand the cognitive methodology of geographical research, its basic concepts and approaches	٢	the first
		Geographical research y, its methodolog basic concepts and approaches		٢	
-A Daily -١ quizzes with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance -for Daily -١ quizzes with questions on the topic	-A Delivery -١ -٢ Interrogation -٣ scussionDi -for Delivery -١ -٢ Interrogation -٣	Geographical -A research methods and means: transportation and trade	To enable students to know and understand the means and methods of research in the geography of port and tradetrans	٢	the second
		b) Characteristics of a successful researcher	Enabling students to know and understand the qualities of a successful researcher	٢	

The -۲ method of questioning and discussion Daily -۳ preparation in advance	Discussion				
-A Daily -۱ quizzes with questions on the topic The -۲ method of questioning and discussion Daily -۳ preparation in advance -for Daily -۱ quizzes with questions on the topic The -۲ method of questioning and discussion Daily -۳ preparation in advance	-A Delivery -۱ -۲ Interrogation -۳ Discussion -for Delivery -۱ -۲ Interrogation -۳ Discussion	Research -A methods and approaches for transport and trade geography b) Characteristics of successful research	To enable students to know and understand the means and methods of research in the geography of transport and trade Enabling students to know, understand, and the recognize characteristics of .successful research	۲ ۲	the third
-A Correcting the answers b) Correcting the answers	The -A questions posed b) The questions posed	Monthly exam -A b) Monthly exam	Monthly exam -A b) Monthly exam	۲ ۲	Fourth
-A Daily -۱ quizzes with	-A Delivery -۱ -۲	Geographical -A transport pillars	a) Enabling students to know, and understand, an	۲	Fifth

questions on the topic The -۲ method of questioning and discussion Daily -۳ preparation in advance -for Daily -۱ quizzes with questions on the topic The -۲ method of questioning and discussion Daily -۳ preparation in advance	Interrogation -۲ Discussion -for Delivery -۱ -۲ Interrogation -۲ Discussion	Steps of -B scientific research	comprehend the foundations of transport geography b) Enabling students to understand, know, and comprehend Steps of scientific research	۲	
-A Daily -۱ quizzes with questions on topic the The -۲ method of questioning and discussion Daily -۳ preparation in advance -for Daily -۱ quizzes with questions on the topic The -۲ method of questioning and discussion Daily -۳ preparation in advance	-A Delivery -۱ -۲ Interrogation -۲ Discussion -for Delivery -۱ -۲ Interrogation -۲ Discussion	Geographical -A transport pillars How to write a -B geographical scientific research paper	a) Enabling students to know, understand, and comprehend the foundations of transport geography b) Enabling students to know, understand, and comprehend how to write geographical scientific research	۲ ۲	Sixth

-A Daily -١ quizzes with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance -for Daily -١ quizzes with questions on the topic The -٢ method of questioning and discussion Daily -٣ preparation in advance	-A Delivery -١ -٢ Interrogatio n -٣ Discussion -for Delivery -١ -٢ terrogatioIn n -٣ Discussion The -A questions posed b) The questions posed	Transportation -A patterns Research -B hypotheses and how to write a geographical scientific research paper Monthly exam -A b) Monthly exam	a) Enabling students to know, understand, and comprehend transportation patterns b) Enabling students to know, understand, and comprehend research hypotheses and how to write geographical .scientific research exam Monthly -A b) Monthly exam	٢ ٢ ٢ ٢	Seventh Eighth
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Infrastructure	
Geography of transport and trade, and the geography of .geographical research methodology	Required textbooks .١
Geography of Transport and Trade (Between (Methodology and Application Geography of Geographical Research Methodology	(Main references (sources .٢
nal of Arts (related to The University of Baghdad Jour the course topic), theUniversity of MisanJournal of the College of Education for Humanities, and related .research and reports by faculty members	a) Recommended books and references (.scientific journals, reports, etc)

:Internet sites 1- Google 2- Yahoo : erthe review Wikipedia Scientific Encyclopedia	...b) Electronic references, websites
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Curriculum Development Plan
.Adopting modern, scientifically sound books that are relevant to the curriculum Adoption of journals, publications, books, dissertations , and university theses, as well as .and international publications relevant to the course syllabus governmental Information was gathered from seminars and conferences and used in conjunction with the .curriculum, whether the seminars and conferences were university, governmental, or international .the internet to obtain information relevant to the course Using

Stage Four / Chapter Seven Course Description

This course description provides a concise summary of the course's key features and the expected whether they have made the most of the learning outcomes for the student, demonstrating .opportunities Learning .It must be linked to the program description . Available

University of MisanCollege of Basic Education /	Educational institution
y DepartmentGeograph / Cultural Materials	Scientific Department / Center
/ Arabic languageUniv4115	Name / Code
mandatory	Available forms of attendance
Seventh / Fourth	Semester / Year
hours ٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
emic year, the student will be able toCourse objectives : By the end of the acad	
1. Learn Arabic grammar rules in Grammar(Dependent Words): Adjective , Apposition , Emphasis , Conjunction , Indeclinable Noun	
2. Learn Literature(Modern Arabic Literature): n Arabic The literary renaissance in moder literature , poetic schools with a sample poet and their life for each school , prose in modern Arabic literature	

Course outcomes, teaching and learning methods, and assessment
Cognitive objectives -A Knowledge and Understanding -A Enabling students to acquire knowledge and understanding of grammar (dependents): E -¹A .adjective, substitute, emphasis, conjunction, indeclinable noun Enabling students to acquire knowledge and understanding in literature (modern Arabic -²A erary renaissance in modern Arabic literature, the poetic schools with a model of literature): the lit . a poet and his life for each school, prose in modern Arabic literature
Objectives -B Marathi Specific to the course. .Skills in literature - ¹B . mmar topicsSkills related to gra -²B Skills related to modern Arabic prose -³B
Teaching and learning methods
1- Clarification and explanation of the course material How to display the form -² Lecture method -³ learning method-Self -⁴
Assessment methods
1. ests with specific questionsDaily t . Assigning grades for homework and class participation -² .Assigning students the task of completing research papers and reports on the course material -³ . Monthly tests with objective and essay questions -⁴
based objectives-nd valueAffective a -C . To understand the importance of studying the subject and its life applications -¹A . He understands the spiritual meaning of poetry and prose -²A
Teaching and learning methods
1- Explanation and clarification isplay the formHow to d -² learning method-Self -³
Assessment methods
1- Theoretical tests. . Reports and studies -²
General and transferable skills (other skills related to employability and personal development -D). . inologySkills in using references and term -¹D . Skills in collecting and analyzing data on the subject -²D . Skills in interpreting theorems -³D . making skills-Comparison -⁴D . Skills in developing specific concepts about the topic °D

Course structure					
Evaluation Method	Teaching method	Topic Name /	Required learning esoutcom	Hours	Week
Formative assessment	Explanation and clarification	Grammar / Dependent Elements	Learn adjectives	٢	١
Formative entassessm	Explanation and clarification	Grammar / Dependent Elements	Learn the substitution	٢	٢
Formative assessment	Explanation and clarification	Grammar / Dependent Elements	Learn emphasis—verbal and semantic	٢	٣
Formative assessment	Explanation and clarification	Grammar / Dependent Elements	Learn compassion	٢	٤
Formative assessment	Lecture	Grammar / Dependent Elements	Learn about apposition conjunction -	٢	٥
Formative assessment	Lecture	Grammar / Dependent Elements	The indeclinable	٢	٦
First month exam: Various tests and solutions exercises Related to the topic				٢	٧
Formative assessment	Lecture	Literature/ Modern Arabic Literature	nce in Literary Renaissa Modern Arabic Literature	٢	٨
Formative assessment	Lecture	Literature / Modern Arabic Literature	Poetic Schools : The The -Revival School The -Emigrant School Diwan Group	٢	٩
Formative assessment	Lecture	Literature / Modern Arabic Literature	etic schoolsPo Apollo Free Verse -School School	٢	١٠
ive Format assessment	Lecture	Literature / Modern Arabic Literature	Examples from the life of one poet for each school, and ten lines of .his poetry	٢	١١
Formative assessment	Lecture	Literature / Modern Arabic Literature	Examples from the life of one poet for each school, and ten lines of .his poetry	٢	١٢
Formative assessment	Lecture	dern Literature / Mo Arabic Literature	Prose in Literature Modern Arabic: The Short Story and the Novel	٢	١٣
Formative assessment	Show model	Literature / Modern Arabic Literature	Prose in Modern Arabic The Essay –Literature: The Play–	٢	١٤
Second month exam: objective tests				٢	١٥

Infrastructure	
nothing	1. textbooksRequired t
Sada, by Ibn -Nada wa Ball al-Explanation of Qatr al Hisham. .Comprehensive Grammar, Abbas Hassan	2. (Main references (sources
ariansThe writings of the ancient gramm. . Ghalayini , compiler of Arabic lessons-Mustafa Al .Journal of the Iraqi Scientific Academy	a) Recommended books and references: scientific journals , reports (....‘
Arab blog-The website of the Lisan al. .The Comprehensive Library .The Scientific Council website .orkFaseeh Netw-Al	b) Electronic references , ... websites

Curriculum Development Plan
Commitment to sectorality

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the learning opportunities. It must be linked to the program description . **Available**

university Diyala / College of Basic Education	Educational institution
ography DepartmentGe / Educational Materials	Scientific Department / Center
/ Curricula and textbooksColl 4214	Course Name/Code
mandatory	Available forms of attendance
Seventh / Fourth	Semester/Year
hours ٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
he end of the academic year, the student will be able toCourse objectives: By t	
Definition of curricula	
Lists the characteristics of the curricula	

It shows the importance of curricula
.It explains the foundations of curriculum development
1 curriculumAnalyzes the elements of the school
.It compares different types of curricula
The curriculum
.It explains the reasons for developing curricula and their models
The textbook is known in terms of its concept
Lists the most important points of the textbook
The textbook
e outcomes, teaching and learning methods, and assessment
Cognitive objectives -A
Enabling students to acquire knowledge and understanding of the curricula, their characteristics, and their importance -A
Understanding of the foundations of curriculum Enabling students to acquire knowledge and understanding of curriculum development -A
Enabling students to acquire knowledge and understanding of the elements of the school curriculum -A
Enabling students to acquire knowledge and understanding of different types of curricula -A
Enabling students to acquire knowledge and understanding in the field of curriculum evaluation -A
Enabling students to acquire knowledge and understanding of curriculum development, its models and reasons -A
Understanding of the textbookEnabling students to acquire knowledge and understanding of the textbook -A
Objectives -B Marathi Specific to the course.
Compares the old concept and the modern concept of curricula - B
. It shows the foundations for curriculum development - B
sAnalyze the school curriculum into its components -B
. Collects information about the types of school curricula -B
. Explains the reasons for evaluating school curricula -B
. It shows the development of curricula and its models -B
. He writes a research paper about the textbook -B
Learning methodsTeaching and learning
1. Providing students with the fundamentals and topics related to the curriculum
. Clarifying and explaining the subject matter -
.Students should be asked to visit the library and consult school curriculum resources .
.Students' skills by visiting websites to gain additional knowledge of school curriculaImproving students' skills by visiting websites to gain additional knowledge of school curricula -
Using methods of lecturing, questioning, and discussion in some topics that require the method of discussion -
. of discussion
Assessment methods
1. AssessmentsDaily tests with specific questions
. Assigning grades for homework and class participation -
. Assigning students the task of completing research papers and reports -
. Monthly tests with objective and essay questions -

based objectives-Affective and value -C the importance of curriculum theories He understands - 'A It gives importance to the textbook - 'Q Linking curriculum activities to the environment - 'Q .Evaluates activities - 'Q
Teaching and learning methods
.Using the presentation method .onsDrawing diagrams and illustrati .Brainstorming method
Assessment methods
.The analytical exam to measure the student's ability to think, analyze, and deduce - Requesting comparisons between curricula in Iraq and in developed countries - d problems related to curriculaWriting research papers on phenomena an . Daily tests with questions that require intellectual and deductive reasoning -
General and transferable skills (other skills related to employability and personal development -D). .inologySkills in using references and term - 'D .Skills in collecting and analyzing data on the subject - 'D .Skills in utilizing available resources - 'D .Skills in making comparisons about the topic - 'D .Skills in developing specific concepts about the subject °D

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	rsHou	Week
Formative assessment	Discussion and questioning	Curricula	Understanding the concept of curricula, their characteristics, and their importance	٢	١
Formative assessment	Discussion and questioning	Curriculum Foundations	Understanding the opical (philos intellectual) basis	٢	٢
Formative assessment	Discussion and questioning	Curriculum Foundations	Understanding the cultural (social) basis	٢	٣
Formative assessment	Discussion and questioning	Curriculum Foundations	Understanding the al (psychologic developmental) basis	٢	٤
Formative assessment	Discussion and questioning	Elements of the school curriculum	Understands educational objectives , content analysis	٢	٥
month Test of the First questions Article				٢	٦

Formative assessment	Discussion and questioning	Types of curricula	Getting acquainted with the curriculum of the study materials	٢	٧
Formative assessment	Discussion and questioning	Types of curricula	Understanding the activity methodology	٢	٨
Formative assessment	Discussion and questioning	Types of curricula	Understanding the core curriculum	٢	٩
Formative assessment	Discussion and questioning	Curriculum Evaluation	Understanding the concept of curriculum evaluation, its objectives, standards, methods, and steps	٢	١٠
Formative assessment	Discussion and questioning	Curriculum development	Understanding curriculum development and its motivations	٢	١١
Formative assessment	Discussion and questioning	Curriculum development	Understanding the principles of curriculum development and basic or its models of development	٢	١٢
Formative assessment	Discussion and questioning	textbook	Understanding the concept of the textbook and its importance	٢	١٣
Formative assessment	Discussion and questioning	textbook	Getting acquainted with textbook the printed and electronic	٢	١٤
Second month test essay questions				٢	١٥

Infrastructure	
nothing	1. Required textbooks
-Methodology and Book Analysis, Awad Jassim Muhammad Al Tamimi, Ta ١٩٨٠ Tamimi, -The textbook, Awad Jassim Muhammad Al	2. (Main references (sources
-Methodology and Book Analysis, Awad Jassim Muhammad Al Tamimi, ١٩٨٠, Tamimi-The textbook, Awad Jassim Muhammad Al	a) Recommended books and references: scientific journals, reports (....
quality lectures and web hosting-High	b) Electronic references, ...websites

Curriculum Development Plan
The curriculum should include the stages of curriculum development, modern curriculum theories, the need for educational institutions to develop the importance of curriculum development, curricula, and examples of curricula from some developed countries

Course description template

Course Description

the expected This course description provides a concise summary of the course's key features and learning outcomes for the student, demonstrating whether they have made the most of the .opportunities Learning .Available . It must be linked to the program description

College of Basic Education	Educational institution
Geography Department / Educational Materials	entScientific Departm Center /
/ Educational AdministrationColl 4215	Name / Code
mandatory	Available forms of attendance
the chapter Seventh/ Fourth Year	Semester / Year
٣٠	Total number of study hours
1/10/2025	on was preparedDate this descripti
Course objectives: To ensure the student is familiar with the following concepts	
1. Concept Administration and its development, educational administration, school .administration	
2. .nt management theoriesTo become familiar with the most importa	
3. .Identifying the most important functions of management	
4. .The concept of leadership, its development and its most important theories	
5. .Getting acquainted with educational supervision and educational supervision methods	
6- Evaluation in educational supervision (evaluation of the principal, evaluation of the teacher, .(evaluation of the students	
Course Outcomes Methods of teaching, learning, and assessment	
Cognitive objectives -A of management, educational management, and school The student should know the concept -١A . management . The student should know the most important management theories, functions and patterns -٢A The student should know the concept of leadership, educational leadership, and its most -٣A . t theoriesimportant The student should know about educational supervision, its development, and the most -٤A .important methods of educational supervision The student should know about educational evaluation and its importance (the principal , the -٥A .(the students ' teacher	

B- Objectives Marathi The course aims to equip students with skills related to the following concepts. . Educational Administration - १B . Educational Leadership - २B . Educational supervision - ३B . Educational Evaluation - ४B
aching methodsTe and learning
At the beginning of the semester, students are informed of the course syllabus and information sources (related books , periodicals, dissertations) , and the syllabus is distributed over the weeks ith the assessment methods that will be followed , as follows of the semester , along w: Prepare the lectures according to the sequence mentioned in the course syllabus by using the . १ . aforementioned information sources . n order to prepare them Informing students about the topic of the next lecture i . २ . Students are asked to submit papers relating to one or more of the topics under study . ३
Assessment methods
1. Conduct two semester exams, the first after the fifth week of the semester and the second after week of the semester. Each exam should consider the mental levels (remembering , the eleventh of the total achievement, %६ • applying , exploring) , with the assessment grade accounting for rticipationtaking into account the student's attendance and the extent of their daily pa. of the achievement, is scheduled according %१ • semester exam, which accounts for -of-The end . १ to the Ministry's timetable. When setting the questions, the comprehensiveness of the course . exploration) are taken into consideration • content and the mental levels (recall , application
C- Based Objectives : That the student be able to-Affective and Value . Defining the most important skills of a successful educational leader - १A . anagerDefining the most important skills of a successful m - २Part . Defining the type of successful educational leadership and management - ३Q . Identifying the best methods of evaluation in educational supervision - ४C
Teaching and learning methods
ills are taught directly and explicitly, The direct instruction method is usually used, where sk . reinforced with management examples for the basic education stages
Assessment methods
It is implicitly included in the course evaluation processes that take place during and at the end of . the semester
Skills - D General and Rehabilitational Transferable (other skills related to employability and personal development). . Employing the acquired skills in teaching the most important management skills to students - १D - ement and presenting their disadvantages and Choosing examples or models of manag - २ . advantages . Evaluating the extent to which students have acquired assessment skills - ३D Constructing special tests to identify the most important skills that students have acquired - ४D . through the course

Course structure					
Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning	concept Administration, Educational Administration, School AdministrationA With examples	concept Administration, Educational Administration, School Administration With examples	٢	١
Formative assessment	Discussion and questioning	Theories of Educational Management	Management theories educational		٢
Formative assessment	Discussion and questioning	Educational n JobsAdministratio	Educational Administration Jobs		٣
Formative assessment	Discussion and questioning	Educational management styles	Educational management styles		٤
Formative assessment	ion Discuss and questioning	Leadership: its concept and evolution	Leadership: its concept and evolution		٥
Formative assessment	-	Monthly test	Monthly test		٦
Formative assessment	Discussion and questioning	Key leadership theories	Key leadership theories		٧
Formative assessment	Discussion and questioning	Some models of leadership behavior, their concept, and their types	Some models of leadership behavior, their heir concept, and t types		٨
Formative sssessmenta	Discussion and questioning	Educational supervision and its development	Educational supervision and its development		٩
Formative assessment	Discussion and questioning	Types and methods of educational supervision	Types and methods of educational supervision		١٠
Formative assessment	-	Monthly test	Monthly test		١١
Formative	Discussion	uation in Eval	Evaluation in		١٢

assessment	and questioning	educational supervision	educational supervision		
Formative assessment	Discussion and questioning	Evaluation of the principal, teacher, and students	Evaluation of the principal, teacher, and students		١٣
			Final review		١٤
Formative assessment	Discussion and questioning	Final exam	Final exam		١٥

Infrastructure	
Nothing	1. Required textbooks
Educational administration: its concept, theories, and methods Nabih-ajat Abdullah AlDr. Salah Abdel Hamid Mustafa, Dr. N	2. (Main references (sources
.Utilize periodicals and resources relevant to the course	a) Recommended books and references (scientific journals, (reports (....'
of Utilizing the international information network as a source known information	b) Electronic references, ...websites

Curriculum Development Plan
1. The curriculum is developed according to the changes and developments that occur in society. The curriculum is developed in accordance with the requirements that appear in curriculum .٢ . n the global systemdevelopment i

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected he learning outcomes for the student, demonstrating whether they have made the most of t . It must be linked to the program description . learning opportunities available

College of Basic Education	Educational institution
Geography	Scientific Department / Center
/ Political Geography Geo4332	Course Name/Code

mandatory	nceAvailable forms of attenda
Seventh/Fourth	Semester/Year
٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared

:Course objectives : To ensure the student is familiar with the following concepts

phythe concept of political geogra Understanding -١

the components of state formation (factors of state Training students to distinguish between -٢
(formation, the concept of the state, classification of states in terms of their power capabilities

in other Theories of state power boutTraining students to use the acquired information a -٣
geographical studies

To increase students' scientific and cultural knowledge by encouraging them to memorize and -٤
borders . Political apply information related to

nd assessmentCourse outcomes , teaching and learning methods, a

Cognitive objectives -A

Enabling students to acquire knowledge and understanding of the general framework of -١
.geography

Enabling students to acquire knowledge and understanding of the general framework of -٢A
geopolitics

dents to gain knowledge and understanding of the subject of political geographyEnabling stu -٣A

based objectives specific to the course. Students should develop skills in the -The skills -B
following concepts

in the field of political boundaries Writes a research paper, and writes research and studies -١B

It preserves the types of political boundaries, their characteristics, and the processes that form -٢B
.them

Students learn to distinguish between types of political borders -٣B

Teaching methods and learning

ginning of the semester, students are informed of the course syllabus and information At the be
sources (related books, periodicals, etc.). University theses) and the distribution of topics across

:llowed, as followsthe weeks of the semester, and the assessment methods that will be fo

Prepare the lectures according to the sequence mentioned in the course syllabus by using the .١
.aforementioned information sources

.Informing students about the topic of the next lecture in order to prepare them .٢

.d to submit papers relating to one or more of the topics under studyStudents are aske .٣

Assessment methods

Conduct two semester exams, the first after the fifth week of the semester and the second after the eleventh week of the semester. Each exam will consider the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the assessment grade of the total achievement. The student's attendance and daily participation will account for 40% of the assessment grade. If students do not attend lectures at 50% assessment grade may be taken into consideration. The assessment grade, is scheduled according to the semester exam, which accounts for 60% of the end of the semester. The questions must cover the entirety of the course content and the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating).
based objectives: that the student be able to- Affective and value -C f The students appreciate the efforts of the scholars. Political geography, for the purpose of facilitating its study Students discuss political problems between countries -2 - 3 The students express their opinion Political theories and laws between countries
Teaching and learning methods
Lecture or presentation -1 Interrogation -2 onDiscussi -3
Assessment methods
It is implicitly included in the course evaluation processes that take place during and at the end of the semester -1 Using assessment through objective tests -2 toryUsing practical tests (field simulations) in the geography labora
General and transferable skills (other skills related to employability and personal -D .(development Enabling students to write a research paper on political geography -1 fluence the formation of Developing students' ability to analyze the factors and processes that in -2 political relations Enabling students to use maps, graphs, and diagrams in analyzing geopolitical topics -3

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	The required learning outcomes are to enable students to know and understand the definition	Hours	Week
Class participation and daily quiz	Lecture	The concept of political geography	The concept of political geography	۲	۱
Class participation and daily quiz	Lecture and questioning	The foundations of state formation (factors in state formation, the concept of (the state	The foundations of state formation (factors in state formation, the concept of the (state	۲	۲
Class participation and daily quiz	Lecture and discussion	Ranking of countries potential according to their power	Ranking of countries according to their potential power	۲	۳
Class participation and daily quiz	Lecture	The foundations of state power and their impact on its political weight (natural (resources	The foundations of state power and their impact on its political weight (natural (resources	۲	۴
Class participation and daily quiz	Presentation and discussion	Human resources, economic resources	Human resources, economic resources	۲	۵
		First month exam	First month exam	۲	۶
Class participation and daily quiz	Presentation and questioning	border Politics (concept) border Political , Types (border (Political	border Politics (concept) border Political , Types (border (Political	۲	۷
Class participation and daily quiz	Presentation and discussion	Theories of State Power: An Introduction Mackinder's Theory -۱	Theories of State Power: An Introduction Mackinder's Theory -۱	۲	۸
Class participation and daily quiz	tation Presen and discussion	Mahan's theory	Mahan's theory	۲	۹
Class participation and daily quiz	Presentation and questioning	Seversky's theory	Seversky's theory	۲	۱۰
Class participation and daily quiz	Presentation and questioning	Modern theories	Modern theories	۲	۱۱
		Second month exam	Second month exam	۲	۱۲
Class	Presentation	problems Applied (	problems Applied (	۲	۱۳

rticipatipa on and daily quiz	and questioning	Problems) Political contemporary The case Palestinian - ١	Problems) Political contemporary The case Palestinian - ١		
Class participati on and daily quiz	Presentation and questioning	problem Discrimination racist	problem Discrimination racist	٢	١٤
Class participati n and o daily quiz	Presentation and questioning	Discussion of reports	Discussion of reports	٢	١٥

Infrastructure	
-----	Required textbooks . ١
	(Main references (sources . ٢
	a) Recommended books and references (.scientific journals, reports, etc)
he official website Wikipedia) The free encyclopedia, t) of the Iraqi Geological Survey	...b) Electronic references, websites

Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in curriculum . ١ .development at the basic education levels ce with the requirements that emerge in curriculum The curriculum is developed in accordan . ٢ .development within the global system

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected or the student, demonstrating whether they have made the most of the learning outcomes f . It must be linked to the program description . learning opportunities available

College of Basic Education	Educational institution
Geography	Scientific Department / Center
/ Urban Geography Geo4333	ame/CodeCourse N

mandatory	Available forms of attendance
Seventh/Fourth	Semester/Year
٣٠	Total number of study hours
٢٠٢٥/١٢/١٥	Date this description was prepared
Course Objectives : By the end of the semester, the student will be able to	
1- Understanding the concept of urban geography	
2- Training students to differentiate between types of cities, as well as between rural and urban areas	
3- To accustom students to using the information acquired from the subject of urban geography in other geographical studies	
4- To increase students' scientific and cultural wealth by encouraging them to apply some information related to urban geography in their urban environments	

Course outcomes, teaching and learning methods, and assessment
Cognitive objectives Enabling students to gain knowledge and theoretical understanding of the city Enabling students to acquire knowledge and theoretical understanding of urban structure - of city classifications To enable students to gain knowledge and theoretical understanding - Enabling students to acquire theoretical knowledge and understanding Urban morphology - To enable students to acquire knowledge and theoretical understanding of the comparison - between the city and its region
Skills objectives : Students will develop the following skills specific to the course Practical application to a city using GIS maps
Teaching and learning methods
At the beginning of the semester, students are informed of the course syllabus and information books, periodicals, dissertations), and the syllabus is distributed across the weeks sources (related to the semester, along with the assessment methods that will be followed, as follows 1- Prepare the lectures according to the sequence mentioned in the course syllabus by using the aforementioned information sources 2- Informing students about the topic of the next lecture in order to prepare them 3- Students are asked to submit papers relating to one or more of the topics under study
Assessment methods
1- Conduct two semester exams, the first after the fifth week of the semester and the second after the eleventh week of the semester. Each exam should consider the mental levels (remembering, evaluation grade understanding, applying, analyzing, synthesizing, and evaluating), with the evaluation of the total achievement, taking into account the student's attendance and the percentage accounting for

extent of their daily participation of the grade, is scheduled according to the % semester exam, which accounts for -of-The end timetable. The questions must cover the entirety of the course content and the mental Ministry's (levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating
: Affective objectives: The student should be able to -C .orts of experts in classifying cities in order to facilitate their studyHe appreciates the eff .He praises the role of scientists in developing city classification His opinion on the city he lives in is shown in the classification
Teaching and learning methods
ods, some traditional such as lectures, and some modern such as workshops, Various meth .discussion panels, and the use of geographic technologies in gaining understanding and learning
Assessment methods
hat take place during and at the end of It is implicitly included in the course evaluation processes t .the semester Using objective assessment through objective tests) Using laboratory testsGIS geography lab)
General and transferable skills (other skills related to employability and personal -D .(development es available sources and referencesUs The internet is used

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Thematic lecture	The geographical importance of cities	Understanding the importance of urban geography	۲	۱
Formative assessment	Thematic lecture	Objectives of studying urban geography	Identifying the objectives of studying urban geography	۲	۲
Formative assessment	discussion	Location and types	Identifying the site and its types	۲	۳

Formative assessment	Learning teams	The internal structure of the city	Understanding the internal structure of the city	٢	٤
Formative assessment	Various objective questions	First month exam	First month exam	٢	٥
Formative assessment	panel discussion	Theories that explained the internal structure of the city	at Identifying the theories that explain the internal structure of the city	٢	٦
Formative assessment	a lecture	City classification	Understanding city classifications	٢	٧
Formative assessment	Discussion and questioning	City morphology	Understanding the morphology of the city	٢	٨
Formative assessment	laboratory	Applications on Iraqi cities	Applications on Iraqi cities	٢	٩
Formative assessment	laboratory	Applications on Arab cities	Applications on Arab cities	٢	١٠
Formative assessment		Second month exam	Second month exam	٢	١١
Formative assessment	laboratory	The relationship between the city and its region	The relationship between the city and its region	٢	١٢
Formative assessment	laboratory	Applications using GIS	Applications using GIS	٢	١٣
Formative assessment		Discussion of reports	Discussion of reports	٢	١٤
Formative assessment		Discussion of reports	Discussion of reports	٢	١٥

Infrastructure	
	Required textbooks . ١
Hiti and Dr. -Geography of Cities / Dr. Sabri Faris Al Saleh Faleh Hassan	(sources) Main references . ٢
Geography of Cities / Dr. Gamal Hamdan	a) Recommended books and references (.scientific journals, reports, etc)
er for Urban and Regional Planning, Website of the Cent (and the free encyclopedia (Wikipedia	...b) Electronic references, websites

Curriculum Development Plan	
The curriculum is developed according to the requirements that emerge in curriculum . ١ .development at the basic education levels s developed in accordance with the requirements that emerge in curriculum The curriculum i . ٢ .development within the global system	

Course description template

This course description provides a concise summary of the course's key features and the expected es for the student, demonstrating whether they have made the most of the learning outcom . available learning opportunities . It must be linked to the program description

College of Basic Education	17. Educational institution
Geography	18. Scientific Department / Center
٤ / Geographical ThoughtGeo433	19. rse Name/CodeCou
mandatory	20. Available forms of attendance
Seventh/Fourth	21. Semester/Year
hours ٣٠	22. Total number of study hours

٢٠٢٥/١٢/١٥	23. Date this description was prepared
24. Course Objectives	
4- I thought Students' knowledge of geographica	
5- Students' knowledge of the geographical thought of ancient civilizations	
6- Students' knowledge of old and modern geographical schools	

Course outcomes , teaching and learning methods, and assessment
Cognitive objectives -A udent to acquire theoretical knowledge of geographical thought and Enabling the st -١A its schools Enabling the student to acquire knowledge and understanding of the classification -٢A of geographical schools of thought and their pioneers nowledge and understanding of the most Enabling the student to acquire k -٣A important sources and references for geographical thought Enabling the student to acquire knowledge and understanding of the field study -٤A ze and Enabling the student to acquire the knowledge and understanding to analy -٥A interpret ancient geographical discoveries Enabling the student to gain knowledge and understanding about the development -٦A of the science of geography
.based objectives specific to the course -The skills -B g between geographical schools of thoughtSpecial skills in distinguishin – ١B Special skills in analyzing and interpreting the components of geographical – ٢B thought Special skills in how to study the geographical thought methodology specific to – ٣B each of the old schools
earning methodsTeaching and l
lecturing or giving a presentation (Practical demonstration (using the geography lab Students are encouraged to visit the library and consult the resources for studying .geographical thought Field study
Assessment methods
h specific questionsDaily tests wit Assigning grades for homework and class participation Monthly tests with objective and essay questions
based objectives-Affective and value -C To explain and analyze the research method in geographical thought -١A .e between ancient civilizations and what they have achievedTo differentiat -٢Q Some famous geographical researchers in the field of geographical thought -٣Q evaluate Explains the geographical phenomena discovered by scientists through travel -٤Q literature
learning methods Teaching and

solving method-Problem brainstorming Simulation method
Assessment methods
Written tests to measure the student's ability to think, analyze, and deduce Writing research papers about some countries that incorporate geographical thought and are diverse Daily exams with questions that require critical thinking and deduction
General and transferable skills (other skills related to employability and personal development) Uses contemporary sources and references - 1D of students to study one of the ancient civilizations and what it achieved Forming a group - 2D Utilizing state institutions related to maps to increase and diversify students' knowledge - 3D Utilizing documentation centers and libraries that contain manuscripts and historical material that confirm and document the achievements of those civilizations - 4D



Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes : To enable students to know and understand	Hours	Week
structural	Lecture	Geographical thought in ancient civilizations	Geographical thought in ancient civilizations	٢	١
structural	Lecture	Geographical thought in ancient Egyptian civilization	Geographical thought in ancient Egyptian civilization	٢	٢
structural	Lecture	Geographical thought in ancient Iraqi civilization	Geographical thought in ancient Iraqi civilization	٢	٣
structural	Lecture	Geographical thought in ancient Roman civilization	Geographical thought in ancient Roman civilization	٢	٤
structural	Lecture	Geographical thought in ancient Chinese civilization	Geographical thought in ancient Chinese civilization	٢	٥
structural	Lecture	Geographical thought in ancient civilization	Geographical thought in ancient civilization	٢	٦
structural	Lecture	Geographical thought among the Greeks	Geographical thought among the Greeks	٢	٧
structural	Lecture	Geographical thought in modern geographical schools	Geographical thought in modern geographical schools	٢	٨
structural	Lecture	Geographical thought in the German school	Geographical thought in the German school	٢	٩
structural	Lecture	Geographical thought in the French school	Geographical thought in the French school	٢	١٠
structural	laboratory	Geographical thought in the English school and its pioneers	Geographical thought in the English school and its pioneers	٢	١١
structural	Lecture	Geographical thought in the contemporary Arab school	Geographical thought in the contemporary Arab school	٢	١٢
structural	Lecture	Modern and contemporary geographical	Modern and contemporary geographical	٢	١٣

		oughtth	thought		
structural	field	Trends in modern and contemporary geographical thought	Trends in modern and contemporary geographical thought	٢	١٤
		exam		٢	١٥

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ought and Methodology books... Geographical Th -Research Methods by Dr. Saadi Muhammad Saleh Al Saadi	Required textbooks .١
Stages of development of geographical thought by Dr. Dibs-Mamdouh Shaaban Al	(Main references (sources .٢
	a) Recommended books and references (.scientific journals, reports, etc)
	...tronic references, websitesb) Elec

Curriculum Development Plan
1. The curriculum is developed according to the changes and developments that occur in society.

The curriculum is developed in accordance with the requirements that appear in curriculum .٢
. evelopment in the global systemd

