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2025

guideAcademic Program and Course Description

Academic Program Description Form

University Name: University of Maysan
College/Institute: College of Education
Scientific Department: Department of Computers
Academic or Professional Program Title: Bachelor of Education in Computers
Final Degree Title: Bachelor of Science in Computers
Academic System: Annual
Description Date: 1/2025

Signature:
Name of Academic Assistant: Rana Sabeeh Abbood
Date:

Signature:
Name of Department Head: L-Abbas Abdul-Hussein Haddad
Date: 2024-2025

File reviewed by the Quality Assurance and University Performance Division
Name of Director of the Quality Assurance
and University Performance Division: Sami Hattab

Date:

Signature:

Dean's approval

Assoc. Prof. Buraq T. Sh. AL-Mosawi
Applied Physics.

1. Program vision
The department should be a distinguished academic institution in terms of its professors, students, educational curricula, and scientific research, in light of the available capabilities.The tremendous applications, uses and developments that have become a direct challenge that we must keep pace with and develop with, whether through a generation of programming teachers and designers with experience in programming languages and at a high level, or by participating in building good information systems or modifying those systems to suit our needs, as well as inventing new applications, good work and mutual understanding, generation after generation, through balanced education and adherence to the principle of public service.

2. **Program message**
Contributing to achieving the college's goals in education and research to serve the community in the field of information technology in general.By providing and valuing information resources, offering various knowledge, interactive tools, and scientific training, the Computer Science Department seeks to be a leader in the educational, pedagogical, academic, and research fields, in order to be able to provide society with highly qualified programmers and educational teachers who can contribute to building its various institutions. This relies on the availability of a high-level scientific and educational cadre.

3. **Program objectives**
1. The graduate should have modern basic information in the field of computer science.. 2. Preparing cadresQualified specialization in the field of computer science that meets the needs of society. 3. Preparing and graduating a teacher capable of teaching computer science and its related development, and who is eager to complete his postgraduate studies. 4. Working on developing and updating the department's academic plans to keep pace with advanced developments. 5. Increase interest and encouragement in students' social science skills. 6. Modern and appropriate technologies meet the needs of society. 7. Contributing to community service by spreading information awareness and providing specialized scientific studies and consultations.

4. **Program structure**				
comments *	**percentage**	**Study unit**	**Number of courses**	**Program structure**
	9.9%	18	8	**Institutional requirements**

	20.2%	36	9	**College requirements**
	69.9%	124	23	**Department requirements**
			nothing	**Summer training**
				Other

* Notes may include whether the course is core or optional.

5. **Expected learning outcomes of the program**	
knowledge	
Preparing teachers to teach computer subjects in educational institutions at a high quality level	Preparing a teaching staff
Creating a generation that is proficient in the use and applications of computers so that they have the ability to invest	Prepared by a scientific researcher
Through holding courses, workshops or seminars within continuing education	Strengthening scientific cooperation
Through mastering the scientific material and scientific research methods	Providing the opportunity to complete postgraduate studies
Skills	
The student must master basic and advanced programming skills, and acquire skills Basics of the teaching profession in computer fields.	Teaching profession skills
Develop scientific research skills in the field of computer science, and master the required skills. To manage information systems and databases with high efficiency.	Scientific research skills
By preserving the state's resources and sources from depletion in all areas Especially with regard to the use of computers in the educational process.	Sustainable development skills
Developing students' practical skills in the laboratory and mastering the method of educational and psychological dealing Correct inside the lab.	practical skills
values	
In line with the principles of tolerant heavenly religions, customs and traditions, and respect for the institution The institution in which he studies and the institution in which he will work in the future	Developing beneficial values and attitudes

To meet current challenges and develop the educational system	Developing the attitude towards the teaching profession
To limit the misuse of their responsibilities in the scientific and educational field and to promote principles Scientific and ethical foundations.	Establishing teaching principles
For the great role played by computer science applications and uses in serving society.	Explaining the importance of science in serving society

Credit hours		**Course name**	**Course code**	**Year/Level** 2023-2024
practical	**theoretical**			
2	2	mathematics	101CsMa	**First**
2	2	logical design	102CsLd	**First**
2	2	Structured programming	103CsSp	**First**
-	2	Calculator installation	104CsCo	**First**
-	2	discontinuous structures	109CsDs	**First**
-	2	Foundations of education	105CsBB	**First**
-	2	human rights	110CsHR	**First**

-	1	Arabic	107CsAL	**First**
-	1	English language	106CsEL	**First**
-	1	psychology	108CsES	**First**
2	2	theoryCalculative	211CsCt	**Second**
2	1	Data structures	212CsDa	**Second**
2	2	Processors	213CsMp	**Second**
2	2	Databases	218CsSa	**Second**
2	2	Object-oriented programming	219CsOo	**Second**
-	2	numerical analysis	220CsMm	**Second**
-	2	developmental psychology	217CsDP	**Second**
-	2	Research methodology	214CsRM	**Second**
-	2	English language	215CsEL	**Second**
-	1	Educational administration	216CsEM	**Second**
-	1	Baath regime crimes	222CsCB	**Second**
-	1	Language AArabic	223CsAL	**Second**

Summary of the number of theoretical and practical hours				
Credit hours		**Course name**	**Course code**	**Year/Level** 2023-2024
practical	**theoretical**			
2	2	mathematics	101CsMa	**First**
2	2	logical design	102CsLd	**First**
2	2	Structured programming	103CsSp	**First**
-	2	Calculator installation	104CsCo	**First**
-	2	discontinuous structures	109CsDs	**First**
2	2	theoryCalculative	211CsCt	**Second**
2	1	Data structures	212CsDa	**Second**
2	2	Processors	213CsMp	**Second**
2	2	Databases	218CsSa	**Second**
2	2	Object-oriented programming	219CsOo	**Second**
-	2	numerical analysis	220CsMm	**Second**
16	21			

Specialized study materials				
Credit hours		**Course name**	**Course code**	**Year/Level** 2023-2024
practical	**theoretical**			
2	2	mathematics	101CsMa	**First**
2	2	logical design	102CsLd	**First**
2	2	Structured programming	103CsSp	**First**
-	2	Calculator installation	104CsCo	**First**
-	2	discontinuous structures	109CsDs	**First**
2	2	theoryCalculative	211CsCt	**Second**
2	1	Data structures	212CsDa	**Second**
2	2	Processors	213CsMp	**Second**
2	2	Databases	218CsSa	**Second**
2	2	Object-oriented programming	219CsOo	**Second**
-	2	numerical analysis	220CsMm	**Second**

Theoretical lectures- - Laboratory education to acquire practical skills **E-learning** Graduation project and field practice for teaching in schools

6. **Evaluation methods**
• **Weekly, monthly, daily and end of year exams.** • **Practical exams and reports.**

7. **Faculty**						
Faculty members						
Faculty preparation		**Special requirements/skills (if any)**		**Specialization**		**Academic rank**
lecturer	**angel**			**private**	**general**	
	angel angel			information technology Computer Security Number 2	Computer Science Computer Science	teacher
	angel angel			Computer Systems and Networks	Computer Engineering	Assistant Professor

lecturer	angel angel			Information Technology No. 2 Artificial Intelligence Number 2 Artificial intelligence administrative	Computer Science Computer Science Computer Science law	

8. **Acceptance criteria**
Central Admission at the Ministry of Higher Education and Scientific Research

9. **The most important sources of information about the program**
Department website and web

10. Program Development Plan
Continuously updating the content based on modern sources from reputable universities.

Program Skills Map															
Required learning outcomes of the program															
values				Skills				knowledge				Essential or optional?	Course name	Course code	Year/Level 2023-2024
A4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
*				*	*		*			*	*	essential	logical design		First
*	*	*		*		*	*	*	*	*	*	essential	Structured programming		
*	*	*	*	*			*	*	*			essential	Calculator installation		
*	*	*	*	*			*		*	*	*	essential	mathematics		
*	*	*	*	*		*	*	*	*	*	*	essential	discontinuous structures		
*	*	*	*	*	*	*	*					Support	psychology		
*	*	*	*	*	*	*	*					Support	Foundations of education		
*	*	*	*	*		*	*			*	*	Support	Arabic		
*	*	*	*	*	*		*		*		*	Support	human rights		

*****		*****		*****		*****	*****			*****	*****	**Support**	**English language**		
*****			*****	*****				*****	*****			**essential**	**Processors**		Second
*****	*****	*****		*****		*****	*****	*****		*****	*****	**essential**	**numerical analysis**		
*	*	*		*	*	*	*	*			*	essential	**Data structures**		
*	*		*	*	*			*		*	*	essential	**Object-oriented programming**		
	*		*	*	*	*	*	*		*	*	essential	**Databases**		
*			*		*	*	*	*	*		*	essential	**Calculative**		
*	*	*	*	*		*		*	*	*		Support	**Research methodology**		
*		*	*	*		*	*	*			*	Support	**developmental psychology**		
*		*		*		*	*			*	*	Support	**English language**		

*	*	*	*			*	*		*		*	Support	**Baath regime crimes**		

- **Please tick the boxes corresponding to the individual learning outcomes of the programme you are applying for.**

/ Curriculum for the subject / Structured Programming
Department of Computer Science / First Stage

1. Educational institution	University of Maysan / College of Education
2. Scientific department/center	Department of Computer Science
3. Course name/code	Structured programming
4. Available forms of attendance	Actual daily attendance of students according to the lecture schedule
5. Semester/year	annual
6. Number of study hours) . (total	120 hours / (2 theoretical + 2 practical) per week For 30 weeks
7. Date this description . was prepared	2025

8. Course objectives

1. Qualifying the student to teach this subject in middle schools.
2. Identify the beginning of programming correctly, independently of the specificity of the programming language, while consolidating the concepts (C++), emphasizing practical practice through a deeply structured programming language.
3. Teaching the basics of programming, the algorithm for solving a problem, and transferring it to a program in one of the programming languages as a programming language. (C++) Structured procedural language was adopted
4. The course also aims to enable students to acquire programming skills and solve problems programmatically, as well as write applied programs that are useful in the work of various institutions.

9. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

1. The student knows how to accurately describe the steps to solve the problem, which later helps him write programs correctly.
2. The student’s knowledge of the instructions of the C++ language.
3. The student’s knowledge of data types and how to express them programmatically.
4. The student’s knowledge of data entry methods.

/ Curriculum for the subject / Structured Programming
Department of Computer Science / First Stage

5. The student's knowledge of how to process data and how to extract it.

B - The skills objectives of the course

1. Use the appropriate set of instructions to solve the problem.
2. Being able to represent what the student has learned theoretically in a practical way in the laboratory.
3. Being able to draw a flow chart to solve a specific problem.
4. Being able to determine the time taken to implement the algorithm. .

10 Teaching and learning methods

1. Method of delivery and discussion style.
2. Laboratory activities and additional exercises as assignments.
3. Daily and monthly exams.

11. Evaluation methods

1- Conducting daily/monthly/final theoretical and practical tests.
2- Duties.
3- Conducting oral exams.

12 Emotional and value goals

1- Realizing the impact of the computer on the development of human thought and the advancement of science and technology.
2- Appreciate the importance of solving problems programmatically instead of manual solutions.
3- The desire to explore information, solve problems, and derive new information for specific purposes.

13- Teaching and learning methods

1- Presenting traditional solutions to some problems and comparing them with modern solutions.
2- Present some advanced problems and instruct the student to search for them on the Internet.
3- Additional exercises at home and encouraging students to actively participate in solving some class exercises on the board inside the classroom.

Evaluation methods -14

1. Discussion and dialogue.
2. .Reports preparation

15 - General and qualifying transferable skills (other skills related to employability and personal development)

/ Curriculum for the subject / Structured Programming
Department of Computer Science / First Stage

1- That the student is able to employ the knowledge he has acquired.
2- To be able to benefit from knowledge.
3- To acquire teaching skills.
4- Positive thinking.

16- Course structur

the topic	hours	the week
Algorithms & flowcharts	12	3
Introduction of C++ language	4	1
Data types	4	1
General tools of C++ language Arithmetic, logical, relational	12	3
Decrement, and assignment operators of C++ language	4	1
Operators precedence in C++ language & comment	4	1
Variables and constants and reserved words	4	1
Conditional statements	8	2
Loop statements	8	2
Nesting loops	8	2
Jump statement	8	2
1D-Arrays	8	2
2D-Arrays	8	2
C++ Strings	8	2
Functions	12	3
Files	8	2

Sources .17

Required prescribed books	**1. Stanley B. Lippman , Josée Lajoie , and Barbara E. Moo, "C ++ Primer", fourth edition, 2005.** **2. Juan Soulié , "C++ Language Tutorial", 2008.**
Main references	**1. Juan Soulié , "C++ Language Tutorial", 2008.** **2. Juan Soulié , "C++ Language Tutorial", 2008.**

	3. 3. Bäckman , K., 2015. *Structured Programming with C++* . Bookboon

Course Description Form

1. Course Name: Computer Organization
2.Course Code:
2. Season/Year 2024-2025
3.Date of preparation of this description 2-3-2024
4.Forms of attendance available on a daily basis
5. of study hours (total) / Number of units (total) 60 Theoretical 60 Practical
6.The name of the course leader (if more than one name is mentioned)
Name: Hiyam Nadhem Khali Email : hiyam.nk@uomisan.edu.iq

1. Course Objectives

Objectives of the course	**Students acquire positive and purposeful tendencies towards information technology in general and strengthen their desire towards computers. It also develops mental skills that enable the student to utilise the information he learns and the skills he acquired and employ them in serving him as an individual and in serving the goals of society.**

1. Teaching and learning strategies

The strategy	

1. بنية المقرر

Week	Hours	Unit or topic name	Required Learning Outcomes	Method of learning	Assessment method
1	2 theoretical + 2 practical	Representation of numbers and symbols	Learn how to represent numbers	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
2	2 theoretical + 2 practical	Processor Architecture	And the symbols in the calculator	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
3	2 theoretical + 2 practical	Fetch and Execution	How to retrieve information And its implementation	Dialogue method and discussion	Lectures+ Labs

					Daily and monthly exams+ Final Exam
4	2 theoretical + 2 practical	Vectors, registers, arithmetic and logic unit	Identify vectors and registers	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
5	2 theoretical + 2 practical	Control unit	Arithmetic and verbal operations	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
6	2 theoretical + 2 practical	Random access memory read only memory	Identify the unit	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
7	2 theoretical + 2 practical	Virtual memory	Control in the processor	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
8	2 theoretical + 2 practical	Cache memory	The student learns about a memory	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
9	2 theoretical + 2 practical	Input and output system basic's	RAM ROM	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
10	2 theoretical + 2 practical	Hard Disk	Memory recognition	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
11	2 theoretical + 2 practical	CD	Imaginary	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
12	2 theoretical + 2 practical	Input and output devices	The student gets to know	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
13	2 theoretical + 2 practical	, Keyboard Touch screen, mouse	Critical memory	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
14	2 theoretical + 2 practical	printer, display Output	Learn about printers and their types And its components	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
15	2 theoretical +	Model for	Identify the most important	Dialogue method	Lectures+

	2 practical	processor 8088/8088	differences between	and discussion	Labs Daily and monthly exams+ Final Exam
16	2 theoretical + 2 practical	,8088/8086 general-purpose registers, records indexing and Mark, media records	Healers	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
17	2 theoretical + 2 practical	Data transmission	The student gets to know the most important records	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
18	2 theoretical + 2 practical	Programming languages	And media for therapists	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
19	2 theoretical + 2 practical	Compilers, Assembly	The student gets to know	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
20	2 theoretical + 2 practical	Interpreter, translator	Data transfer methods	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
21	2 theoretical + 2 practical	Memory, address data organization	Learn about God's language	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
22	2 theoretical + 2 practical	Memory segmentation,	and high-level languages	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
23	2 theoretical + 2 practical	generation a memory address space(logical and physical address)	The student gets to know translators	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
24	2 theoretical + 2 practical	assembly Set instruction	Assembly	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
25	2 theoretical + 2 practical	Transfer instruction	The student gets to know the interpreter	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
26	2 theoretical + 2 practical	Arithmetic instruction	The translator	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
27	2 theoretical +	Instruction	To get to know the student	Dialogue method	Lectures+

	2 practical	Logical		and discussion	Labs Daily and monthly exams+ Final Exam
28	2 theoretical + 2 practical	Input programming methods	On addressing patterns	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
29	2 theoretical + 2 practical	Output programming methods		Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam
30	2 theoretical + 2 practical	Pipelining Design Techniques	For the student to recognize passages	Dialogue method and discussion	Lectures+ Labs Daily and monthly exams+ Final Exam

11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12.Learning and teaching resources

Required textbooks (methodology, if any)	2003 s'Norton Peter for computers to Introduction
Main references (sources)	THE INTEL MICROPROCESSORS 8086/8088, 80186/80188, 80286, 80386, 80486, Pentium, Pentium Pro Processor, Pentium II, Pentium III, Pentium 4, and Core2 with 64-Bit Extensions Architecture, Programming, and Interfacing Eighth Edition BARRY B. BREY 2009. "Fundamentals of computer organization and architecture" By John wiley & Sons, 2005.
Recommended supporting books and references (scientific journals, reports....)	support.microsoft.com
Electronic references, Internet sites	2003 s'Norton Peter for computers to Introduction

Model Course Description

.121 names The decision
Structures intermittent
.122 symbolThe decision:
109CsDs
.123 the chapter/ year
Annual system 2025
.124 Preparation date This description
2025/2/20
.125 shapes Available attendance
Weekly
126 number watches Academic(Total) number Units(Total)
number watches2) theoretical(Weekly Total60 hours / number Units 4 units
.127 names responsible The decision Academic) if more from name It is mentioned(
Name. Ayman Samir Email: ayman.sameer@uomisan.edu.iq
.128 Course objectives

• **building mathematical background Good For students to divide sciences**Calculators • **Benefit from it in to understand Courses**Computer Science Study • **The decision Represents Applications practical For science**Mathematics in Computer.	**Goals The material Academic**
• **knowledge In concepts Basic For mathematics.** • ρεχογνιζεσ **The student on importance Concepts Public And its relationship With science Calculators.** • Ιδεντιφψ **Most important Roads used in the solution .**	**A- Goals cognitive**
• λεαρν **The student use Ways and different methods in the solution.** • **Prepare qualified cadres To teach a subject mathematics and the computer in educational institutions.** • **Get to know How to connect And merge science mathematics And the computer together**	**for - Goals Skills**
• **Use Skills Scientific and cognitive from during style Dialogue in Topics academy.** • **Consolidation spirit Participation between Students in solution Issues Different And work In spirit team Miniature.** • Χονσολιδατιον **And plant principle that Time is a factor necessary And important.**	**C - Goals Value**

.129 Strategies education and learning	
• strategy**Cooperative education** • **strategy Storm**mental • **strategy solution**problems	**Strategy**

.130 structure The decision

road Evaluation	road learning	name Unity or the topic	Outputs learning Required	watches	week

Exams	recitation+Exa	**Mathematical**	use phrases	**10**	**5-1**
Exams	mples of	**LogicSets Theory**	Get to know**Groups and their types**	**10**	**10-6**
Exams	delivery +Examples	**Relations**	knowledge Relations between	**8**	**14-11**
	recitation +Examples				

		Exam	**Groups and their operations** **Exam**	**2**	**15**
Exams	recitation +Examples	**Maps**	Applications - Types**Applications**	**10**	**20-16**
Exams	recitation +Examples	**Elementary Number Theory**	**Application Installation**	**10**	**25-21**
Exams	recitation +Examples	**Matrices**	**Knowledge of number systems-Division algorithm and its applications**	**8**	**29-26**
		Exam	**Models From the matrix**Matrix algebra **Exam**	**2**	**30**

.131 ratings The decision

Grade distribution from100 according to the tasks assigned to the student, such as daily preparation, daily, oral and monthly exams.
Editorial and reporting....etc.

The course grade is distributed as follows:40) Annual effort 60+ marks Final exam (40 annual effort) theoretical
The effort score is calculated according to the following::

- **Student activityDaily preparation, participation and discussion in the lecture**
- **Daily exams(Written + Oral)**
- **monthly exams**

132 sources learning and teaching

books The decision	books The reporter Required) methodology that I found (

theory and problems of discrete mathematics, by Seymour Lipschutz & Marc Lars Lipson, Schaum's Outline Series, third edition 2007. mathematics foundation of computer science, YN Singh, 2005. Discrete Mathematics and Its Applications, Seventh Edition, Kenneth H. Rosen, AT&T*Laboratories*, 2012.	•	the reviewer President) Sources(
Discrete Mathematics Structure with Application n Trem Sciences, Computer to Baly Manohar,1975. Discrete Mathematics, Richard Johnsonabaugh,Pearson, 2009.	•	booksand recommended supporting referencesMagazinesScientific, reports.... (

DISCRETE STRUCTURES, AMINW I T N O , Revision Notes and Problems 2006. Discrete mathematical structures for computer science by Bernard Colman & Robert C. Busby Discrete mathematics fornew technology, Rowan Garnier & John Taylor (Second Edition 2002).	•	
http://www.math.uvic.ca/faculty/gmacgill/guide http://en.wikibooks.org/wiki/Discrete mathematics Set theory	•	the reviewer electronic, Sites Internet
133.plan development The decision Academic		
addition some New topics For the rapporteuras follows: Functions- Classification of functions, •C haracterization of functions •So • me Important Functions • Recursively defined functions.		

Course description form

1. Course Name: Logic design
2.Course Code:
2. Season/Year 2025
3.Date of preparation of this description 2-3-2025
4.Forms of attendance available on a daily basis
5. of study hours (total) / Number of units (total) 60 Theoretical 60 Practical
6.The name of the course leader (if more than one name is mentioned)
Name: Mohammed Hamdan Yousef Email : mohammed1987hamdan@gmail.com

1. Course objectives

Introduction to the science of logical design Introducing the student to the theoretical and practical skills of the logical design subject and how to design electronic logic circuits And represent it with a calculator. Preparing students to teach this subject to middle and middle school students. Preparing students to work in various private and governmental sectors.	**Objectives of the study subject**

2. Teaching and learning strategies

Presenting theoretical material either through dialogue or displaying it on a screen. Applying theoretical material to the calculator. Assignments and exercises. Theoretical and practical lectures weekly. There are discussion lessons and solving exercises. Assigning the student to prepare periodic reports.	The strategy

3. Course structure

week	Learning method	Name of the unit or topic	Required learning outcomes	hours	Evaluation method
1	Dialogue method And discussion	Chapter One: Number Systems	Chapter One: Number Syster	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam

2	Dialogue method And discussion	Chapter One: Number Systems	Decimal numbers Decimal numbers Fractions of numbers Their weights	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
3	Dialogue method And discussion	Chapter One: Number Systems	Eight numbers exadecimal numbers	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
4	Dialogue method And discussion	Chapter Two: Converting Numbers	Conversion from deci system to other numer systems Binary octal, l handed hexa And vice versa	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
5	Dialogue method And discussion	Chapter Three: Mathematical Operations For numbers	Add and subtract numbers in many ways	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
6	Dialogue method And discussion	Chapter Three: Mathematical Operations For numbers	The first complement and the complement The second and its mathematical operations	2Theoretical + 2practical	Lectures+ Laboratories+

					Daily and monthly exams+ Final exam
7	Dialogue method And discussion	Multiply and divide numbers	Multiply and divide numbers	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
8	Dialogue method And discussion	Chapter Four: Numbers without weights	Knowledge of BCD and BCD numbers EX-3	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
9	Dialogue method And discussion	Chapter Four: Numbers without weights	Binary to Gray	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
10	Dialogue method And discussion	Chapter 5 Boolean algebra	Logic gates And the truth table	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
11	Dialogue method And discussion	Boolean algebra	Simplifying Boolean equatio	2Theoretical +	Lectures+ Laboratories+

				2practical	Daily and monthly exams+ Final exam
12	Dialogue method And discussion	Boolean algebra	Use of logic gates And learn about its types And its outputs	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
13	Dialogue method And discussion	hapter Six Demorcan Laws	Using Demorcan's Laws in Abbreviations	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
14	Dialogue method And discussion	Karnov Map	Learn about adding multiplication Learn about multiplication of groups	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
15	EXAM	EXAM	EXAM	EXAM	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
16	Dialogue method And discussion	Karnov Map	Construct a brief logical syst	2Theoretical +	Lectures+ Laboratories+

				2practical	Daily and monthly exams+ Final exam
17	Dialogue method And discussion	Chapter Seven Logical Analysis For groups	ull adder& half	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
18	Dialogue method And discussion	Chapter Seven Full Adder /Full subtractor	full adder	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
19	Dialogue method And discussion	Chapter Seven Full Adder /Full subtractor	half &full subtractor	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
20	Dialogue method And discussion	Use comparisons	,Using logic gates To compare numbers	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
21	Dialogue method And discussion	Use comparisons	Convert numbers using Logic gates	2Theoretical +	Lectures+ Laboratories+

				2practical	Daily and monthly exams+ Final exam
22	Dialogue method And discussion	Half-Adder	Half-Adder	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
23	Dialogue method And discussion	Decoders	Student knowledge of operations Decryption	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
24	Dialogue method And discussion	Exam	Exam	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
25	Dialogue method discussion	Encoders	Know the student on Encryption operations	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
26	Dialogue method discussion	Multiplexers	Learn how to transfer information in	2Theoretical +	Lectures+ Laboratories+

			Damm or voter	2practical	Daily and monthly exams+ Final exam
27	Dialogue method discussion	DE multiplexer	How to learn in this device On one entry and one exit Multi	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
28	Dialogue method discussion	Memories	Learning on types of memory RAM	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
29	Dialogue method discussion	Memories	Learning types of memory ROM	2Theoretical + 2practical	Lectures+ Laboratories+ Daily and monthly exams+ Final exam
30	Exam	Exam	Exam		

11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12.Learning and teaching resources

1-Digital Logic Fundamentals 9th edition (Thomas L. Floyd)	Required textbooks (methodology, if any)
Digital Logic And Computer Design By M. Morris Mano	Main references (sources)
Translator of basics of logic and computer design	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

Mathematics Course Description Form

1. Course Title: Mathematics
2. Course Code: 101CsMa
3. Semester/Year: Annual
4. Date of Preparation: 5/4/2025
5. Available Attendance Formats: In-person - Weekly
6. Number of Weekly Class Hours (2) and Units (4)
7. Name of Course Supervisor (if more than one name is provided)
Name: Asst. Prof. Dr. Ala' Najim Abdullah Email: mr.ala_najim@uomisan.edu.iq

8. Course Objectives	
Course Objectives	Cognitive Objectives - The student will learn the mathematical rules for solving a specific exercise. - The student will remember specific facts and symbols to perform direct calculations. - The student will recognize the graphical representation of some functions. Skill Objectives - The student will graph functions, for example. - The student will possess the ability to perform mental calculations, estimate answers, and verify their accuracy. - The student applies mathematics in multiple fields.

	Affective and Value-Based Objectives - The student participates in discussions and solves activities during lectures. - The student develops positive attitudes toward mathematics. - The student desires to spend additional time reading mathematics and solving mathematical problems. - The student recognizes the aesthetic aspects of geometric shapes in their environment.

9. Teaching and Learning Strategies	
Strategy	Using various teaching strategies: ● Presentation method and discussion style. ● Additional exercises as homework. ● Scientific books. ● Questioning method. ● Brainstorming method
10. Course Development Plan	
Development	The course was developed by adding some topics useful to students, such as set theory, geometric representation of trigonometric functions, and others, as well as adding diverse and varied examples for most of the specified topics.

11. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1-3	6 Theory	Set Theory, The Intervals, finite intervals, infinite intervals.	Set Theory, The Intervals, finite intervals, infinite intervals.	Lecture, Discussion	Daily and Monthly Exams + Homework
4-5	4 Theory	Functions, Find Domain of Function, Algebra of Functions, Type of Functions	Functions, Find Domain of Function, Algebra of Functions, Type of Functions	Lecture, Discussion	Daily and Monthly Exams + Homework
6-7	4 Theory	Graph of functions, Limits and continuity. Graphing functions, Limits and continuity.	Graph of functions, Limits and continuity. Graphing functions, Limits and continuity.	Lecture, Discussion	Daily and Monthly Exams + Homework
8-10	6 Theory	Trigonometric functions: Trigonometric functions, Limits, Inverse trigonometric functions.	Trigonometric functions: Trigonometric functions, Limits, Inverse trigonometric functions.	Lecture, Discussion	Daily and Monthly Exams + Homework
11-15	10 Theory	Logarithmic Functions: Common and Natural Logarithmic Functions,	Logarithmic Functions: Common and Natural Logarithmic Functions,	Lecture, Discussion	Daily and Monthly Exams + Homework

		Exponential Functions, Hyperbolic Functions.	Exponential Functions, Hyperbolic Functions		
16-20	10 Theory	Derivatives: Differentiation Rules, Chain Rule Derivatives of Trigonometric, Logarithmic, and Exponential Functions.	Derivatives: Differentiation Rules, Chain Rule Derivatives of Trigonometric, Logarithmic, and Exponential Functions.	Lecture, Discussion	Daily and Monthly Exams + Homework
21-25	10 Theory	Integration: Integration Rules Integration of Trigonometric Functions.	Integration: Integration Rules Integration of Trigonometric Functions.	Lecture, Discussion	Daily and Monthly Exams + Homework
26-30	10 Theory	Sequences and Series: Definition of Sequence, Series (Finite and Infinite), Power Series.	Sequences and Series: Definition of a Sequence, Series (Finite and Infinite), Power Series.	Lecture, Discussion	Daily and Monthly Exams + Homework

12. Course Evaluation	
Exams Monthly (40), daily preparation and daily exams (10), and final exams (50).	
13. Learning and Teaching Resources	
Required textbooks (methodology, if available)	(Thomas Calculus, "Including Second-Order Differential Equation", 2005).

Main References (Sources)	1. Thomas Calculus, "Including Second-Order Differential Equation", 2005. 2. MATH 221 First Semester CALCULUS, 2009.
Electronic References, Websites	There are many websites related to each required learning outcome.

Course description form

1. Course Name: Foundations of education
2.Course Code:
2. Season/Year 2025-2024
3.Date of preparation of this description 20/2/2025
4.Forms of attendance available on a daily basis: daily
5. of study hours (total) / Number of units (total) 60 Theoretical 60 Practical:1
6.The name of the course leader (if more than one name is mentioned)
Name: sara kazim abdalkaram Email : sarah.kazem@uomisan.edu.iq
8. Course objectives
1- The student understands the meaning of education, its goals and principles, and that education is the basic means to achieve philosophy of the state He also learns about the principles of primitive education. 2- The student differentiates between education and teaching and understands the relationship between education, technology and environment. 3- Make the student feel the value of ancient civilizations that played a prominent role in the progress of societies and explain achievements of some scientists in this field. 44-Learn about the importance of the family in society, and explain its role in building individuals with integrated personalities i aspects. 5- The student understands that education is the basis for the economic process and development. 6- The student learns about modern education and secondary education in Iraq.
9. Teaching and learning strategies
• **Discussion strategy** • **Group work strategy** • **Brainstorming strategy** **• Reciprocal teaching strategy**
10. Course structure

week	Learning method	Name of the unit or topic	Required learning outcomes	Hours	Evaluation method
1.	Lecture and interrogation	It is necessary for the student to know the meaning of education and its goals.	The meaning of education and its goals and necessity	1	Oral assessment, exams and daily assignments
2.	Lecture and interrogation	The student should know the types of education	Educational patterns	1	Oral assessment, exams and daily assignments
3.	Lecture and interrogation	The student should know the difference between education and teaching	The difference between education and teaching	1	Oral assessment, exams and daily assignments
4.	Lecture and interrogation	The student should learn about primitive education.	Primitive education	1	Oral assessment, exams and daily assignments
5.	Lecture and interrogation	The student should learn about education in the Nile Valley and Mesopotamia.	Education in the Nile Valley and Mesopotamia	1	Oral assessment, exams and daily assignments

6.	Lecture and interrogation	The student should learn about ancient schools and their cultural message.	Old schools and their cultural message	1	Oral assessment, exams and daily assignments
7.	Lecture and interrogation	The student should learn about Chinese education.	Chinese education	1	Oral assessment, exams and daily assignments
8.	Lecture and interrogation	The student should be familiar with the examination system in Chinese education.	Examination system in Chinese education	1	Oral assessment, exams and daily assignments
9.	Lecture and interrogation	The student should be familiar with Spartan and Greek education.	Spartan and Greek education	1	Oral assessment, exams and daily assignments
10.	Lecture and interrogation	The student should be familiar with ethnic education.	Ethnic education	1	Oral assessment, exams and daily assignments
11.	Lecture and interrogation	The student should be familiar with the philosophy of Arab education.	Philosophy of Arab education	1	Oral assessment, exams and daily assignments
12.	Lecture and interrogation	The student should learn about the stages of Islamic education. The student should learn about the educational institutions and institutes among Muslims.	Stages of Islamic education	1	Oral assessment, exams and daily assignments
13.	Lecture and interrogation	The student should learn about the stages of Islamic education. The student should learn about the educational institutions and institutes among Muslims.	Educational institutions and institutes among Muslims	1	Oral assessment, exams and daily assignments
14.	Lecture and interrogation	The student should get to know the teachers in Islam	Teachers in Islam	1	Oral assessment, exams and daily assignments
15.	Lecture and interrogation	The student should get to know the notable figures of Islamic educational thought	Islamic Educational Thought Flags	1	Oral assessment, exams and daily assignments
16.	Lecture and interrogation	The student should get to know Ibn Sina, Al-Ghazali, Jabir bin Hayyan	Ibn Sina Al-Ghazali Jabir bin Hayyan	1	Oral assessment, exams and daily assignments
17.	Lecture and interrogation	The student should get to know the social basis of education	The Social Basis of Education	1	Oral assessment, exams and daily assignments
18.	Lecture and interrogation	The student should get to know the role of the family in the educational process	The Role of the Family in the Educational Process	1	Oral assessment, exams and daily assignments
19.	Lecture and interrogation	The student should get to know the role of the family in educational problems	The Role of the Family in Educational Problems	1	Oral assessment, exams and daily assignments
20.	Lecture and interrogation	The student should get to know the relationship between culture and education	The Relationship between Culture and Education	1	Oral assessment, exams and daily assignments
21.	Lecture and interrogation	The student should get to know environmental education and curricula	Environmental Education and Curricula	1	Oral assessment, exams and daily assignments
22.	Lecture and interrogation	The student should get to know Islamic trends	Islamic Trends	1	Oral assessment, exams and daily assignments
23.	Lecture and interrogation	The student should get to know the economic basis of education	The economic basis of education	1	Oral assessment, exams and daily assignments

24.	Lecture and interrogation	The student should becon familiar with the scientifi basis of education	The scientific basis of education	1	Oral assessment, exams and daily assignments
25.	Lecture and interrogation	The student should becon familiar with the national and ethnic foundations	National and nationalist foundations	1	Oral assessment, exams and daily assignments
26.	Lecture and interrogation	The student should becon familiar with the figures c Western educational thought.	Modern education	1	Oral assessment, exams and daily assignments
27.	Lecture and interrogation	The student should becon familiar with the figures c Western educational thought.	Media of Western educational thought	1	Oral assessment, exams and daily assignments
28.					
29.					
30.					

11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12.Learning and teaching resources

University-required vocabulary	
Main References (Sources)	The book (Foundations and Principles of Education) by Faisal Abdul Munshed The book Basics of Education by Khalif Yousef Al-Tarawneh The book Principles of Education by Ahmed Haqi Al-Hilli, Nouri Abbas Abdullah
Recommended supporting books and references (scientific journals, reports...)	The book (Foundations and Principles of Education) by Faisal Abdul Munshed The book Basics of Education by Khalif Yousef Al-Tarawneh The book Principles of Education by Ahmed Haqi Al-Hilli, Nouri Abbas Abdullah
Electronic references, Internet sites	http://mktba.net/library.php?id=13197

English Language Course Syllabus – Computer Education Department

General Information:

College: College of Education
Department: Computer Education
Stage: first Year
Course Title: English Language
Academic Year: 2024–2025
Course Duration: Two Semesters
Weekly Hours: 2 hours
Instructor: [**Fatima Rahim Jabbar]**

General Aims of the Course:

1. Build students' foundational English language skills to support academic study and future professional needs.
2. Equip students with basic grammar and vocabulary essential for understanding and producing technical texts.
3. Enhance students' confidence and competence in reading and writing English in computing-related contexts.
4. Encourage effective communication in both written and spoken English within academic and technical environments.

Course Learning Outcomes (CLOs):

By the end of this course, students will be able to:
1. Understand and apply fundamental English grammar and sentence structures.
2. Read and comprehend general and technical texts related to computing.
3. Use relevant vocabulary in IT and academic contexts.
4. Communicate effectively in written formats such as emails, reports, and summaries.
5. Deliver short technical presentations in English with clarity.

Skill-Based Objectives (Psychomotor Skills):

By the end of the course, students will be able to:
1. Apply correct English grammar in writing clear and accurate technical sentences.
2. Practice reading and analyzing short technical texts related to computer science.
3. Compose professional emails, reports, and short summaries in English.
4. Use appropriate technical vocabulary in spoken and written communication.

5. Deliver structured oral presentations using clear pronunciation and intonation.
6. Participate in pair or group tasks using English for academic discussion.

Teaching and Learning Strategies:

To achieve the intended learning outcomes, the following strategies will be used:
1. Interactive Lectures – to explain grammatical rules and vocabulary in context.
2. Task-Based Learning – through activities like writing reports or emails.
3. Collaborative Learning – pair and group work to enhance communication.
4. Problem-Solving Tasks – using English to discuss and resolve academic problems.
5. Role-Play and Simulations – for practicing real-life communication situations.
6. Multimedia and Technology Integration – using videos, software, and presentations.
7. Peer Review and Feedback – to develop critical thinking and self-correction.

Assessment Methods:

- Class participation and attendance: 10%
- Homework and assignments: 20%
- Quizzes and tests: 30%
- Final written and oral exams: 40%

Course Structure:

Week	Topic	Hours	Notes
1	Introduction to Technical English	2	–
2	Parts of Speech	2	Grammar focus
3	Verb Tenses	2	Past, Present, Future
4	Sentence Structure	2	Simple, compound, complex
5	Vocabulary in IT	2	Basic technical terms
6	Reading Comprehension I	2	Short IT texts
7	Writing Emails	2	Formal/informal

8	Midterm Revision & Practice	2	–
9	Midterm Exam	2	–
10	Passive and Active Voice	2	Grammar application
11	Conditional Sentences	2	Real/unreal conditions
12	Reading Comprehension II	2	Longer texts
13	Writing Reports and Summaries	2	Academic focus
14	Presentation Skills	2	Using slides
15	Final Exam	2	Written + Oral
16	Introduction to Technical English	2	–
17	Parts of Speech	2	Grammar focus
18	Verb Tenses	2	Past, Present, Future
19	Sentence Structure	2	Simple, compound, complex
20	Vocabulary in IT	2	Basic technical terms
21	Reading Comprehension I	2	Short IT texts
22	Writing Emails	2	Formal/informal
23	Midterm Revision & Practice	2	–
24	Midterm Exam	2	–
25	Passive and Active Voice	2	Grammar application

26	Conditional Sentences	2	Real/unreal conditions
27	Reading Comprehension II	2	Longer texts
28	Writing Reports and Summaries	2	Academic focus
29	Presentation Skills	2	Using slides
30	Final Exam	2	Written + Oral

Course Description

1. Course name : **human rights**	
2. Course code:**110CsHR**	
3. semester/year Annual	
4. Date this description was preparedAcademic year (2024-**2025)**	
5. Available attendance forms:presence**daily**	
6. Number of study hours (total) One hour per week **/ Number of units (total) (1)**	
7. Name of the course administrator (if more than one name is mentioned)	
the name M.M. Ali Abdullah Abbas Al-Khazaali **Email: alialkzali165@gmail.co**	
8. Course objectives	
1- **DefinitionThe importance of human rights and their important role in creating a spirit of tolerance and cooperation among members of society to promote civil peace. , And useThe language of dialogue in solving problems instead of using violence.** 2- **ConsolidationThe principle of commitment to the law, knowledge of rights and duties, and not harming others under the pretext of freedom ,Man knows his limits because they end. whenfreedom of others.** 3- **knowledgeThe relationship between human rights, freedom and democracy in accordance with the nature of the society in which one lives.**	**Course objectives**
A-Objectivescognitive **A 1-thatThe student knows the importance of studying human rights..** **A 2 -EmpowermentThe student must be armed with a culture of human rights to create a generation aware of the language of dialogue..** **A 3 -createA student qualified to take his role in society through his knowledge of his rights and duties and how to practice freedom and democracy in a manner that is appropriate. withpeaceful transfer of power .** **for -ObjectivesCourse–specific skills .** **for 1-skillDialogueAnd persuasion.** **for 2 -abilityWorking among people to spread awareness of the culture of human rights.** **for 3 -capacityStudents assess themselves and their understanding of the principle of human rights and how to deal with it..**	

MethodsEducation and Learning

(

Lecture,**Discussion**,**interrogation**,**Discovery**,**educationIntegrated**,**learningact ive**,**UseTechnological innovations**,**applicationThe theoretical aspect is applied to real life situations through attending activities**, **workshops and seminars held by human rights organizations**.,**BelongingFor community human rights organizations and close interaction with humanitarian cases**,**CalendarThe constructor)TestsDaily**, **group discussions(. ,CalendarFinal)TestsQuarterly** ,**worksheet(.**

C-ObjectivesEmotional and value–based

C 1-styleDialogue between the studentAnd the professor.

C 2-Dialogue onForm groups among students .

C 3 -presenceThe professor and his students attend seminars on human rights and discuss mAIt was completedPresented at those seminars .

MethodsEducation and Learning

Lecture(**Traditional**), **discussion**, **questioning**, **cooperative learning**, **blended learning**.

MethodsEvaluation

(**NutritionStudent feedback**,**TestSurprise**)

D -SkillsGeneral and transferable rehabilitation)SkillsOther related to employability and personal development(.

D 1– The student should be armed with a culture of human rights and knowledge to employ it in the service of society..

D 2 -thatBe a role model in the environment in which he lives.

D 3 -thatAcquire the skill of managing dialogue and accepting the differences of others.

D 4– To learn for change and to develop awareness.

9. Teaching and learning strategies:

	Strategy

10. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
	Lecture + Discussion	**A general introduction to th concept of human rights**	The student understands wh he receives in the lecture	1	1
	Lecture + Discussion	human nature	The student understands wh he receives in the lecture	1	2

	Lecture + Discussion	Defining rights and human rights Its characteristics and types	The student understands wh he receives in the lecture	1	3
	Lecture + Discussion	**The roots and development human rights in human history**	The student understands wh he receives in the lecture	1	4
	Lecture + Discussion	**Human rights in ancient civilizations**	The student understands wh he receives in the lecture	1	5
	Lecture + Discussion	Human rights in religions a heavenly laws	The student understands wh he receives in the lecture	1	6
	Lecture + Discussion	The development of the ide of protecting human rights the modern era	The student understands wh he receives in the lecture	1	7
	Lecture + Discussion	Human rights sources	The student understands wh he receives in the lecture	1	8
	Lecture + Discussion	International covenants	The student understands wh he receives in the lecture	1	9
	Lecture + Discussion	International Bill of Huma Rights	The student understands wh he receives in the lecture	1	10
	Lecture + Discussion	**International agreements on human rights** **The human being that Iraq ratified** **Before and after 2003**	The student understands wh he receives in the lecture	1	11
	Lecture + Discussion	interested UN bodies Human rights and protectio mechanisms emanating from the Charter the United Nations	The student understands wh he receives in the lecture	1	12
	Lecture + Discussion	United Nations mechanism charged with protection Human rights arising from Charter	The student understands wh he receives in the lecture	1	13
	Lecture + Discussion	Human duties and responsibilitiesh	The student understands wh he receives in the lecture	1	14
	Lecture + Discussion	Restrictions on the practice human rights	The student understands wh he receives in the lecture	1	15-16
	Lecture + Discussion	Human rights in Iraq	The student understands wh he receives in the lecture	1	17
	Lecture + Discussion	Rights and freedoms in th Constitution The influential Iraqi of 20	The student understands wh he receives in the lecture	1	18
	Lecture + Discussion	Women and Human Righ	The student understands wh he receives in the lecture	1	19
11. Course Evaluation					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.					
12 Learning and Teaching Resources					

VocabularyAs decided by the Ministry within the sectoral committee	Required textbooks (methodology if any)
VocabularyAs decided by the Ministry within the sectoral committee	Main references (sources)
booksand college resources	Recommended supporting books and references (scientific journals, reports...)
LocationsReliable electronic means for providing them with information from reliable sources. **In it**.	Electronic references, websites
additionNew paragraphs for the article, in line with events on the Iraqi, Arab and international levels. And inLight of human rights and what He needs itNow, in conjunction with technological development and the information revolution and its challengesand human rights.	planCurriculum development

Course Description Form / University of Maysan / College of Education / Department of Computer Science / First Stage.

Arabic	1. Course name
107CsAL	2. codeThe decision:
annual	3. the chapter /Year:
2024/2025	4. Date preparedDescription:
Lectures are delivered in person to students according to the schedule announced by the college.	5. AAvailable attendance forms:
30 hours (1 hour per week * 30 weeks)	6. Number of study hours (total) / Number of units (total)
Name: Asst.Lect. Ali Ghazi Mohammed **Ali.ghazi@uomisan.edu.iq**	7. Course Instructor Name(If more than one name is mentioned)
8. Course objectives	
Correcting the tongue and hand from falling into linguistic errors, Preparing qualified linguistic, literary and educational staff for research and teaching in various educational institutions, especially at the primary level.	Course objectives

	Raising a generation that cares about its nation's intellectual and literary heritage		
	Working to preserve the eloquence of the Arabic language		
	Enriching libraries with research and studies by providing serious university theses.		
	Meeting the needs of universities, research centers, and the Ministry of Education for linguistic, literary, and educational specializations.		
	Introducing students to the Arabic heritage of language and literature, as well as proper educational curricula.		

1. Teaching and learning strategies

1. **In-person lectures in classrooms.** 2. **Discussion style, surprise exams and skill development methods.** 3. **Asking intellectual questions or holding a competition between students, stimulating creative thinking and providing clear and quick answers to the problems raised.**	**Strategy**

4. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
In-person semester and daily exams	**In-person lectures**	**The word**	**The student is able to understand the given material.**	**1**	**the first**

In-person semester and daily exams	**In-person lectures**	**Names**	**The student is able to understand the given material.**	1	**the second**
In-person semester and daily exams	**In-person lectures**	**Name tags**	**The student is able to understand the given material.**	**1**	**the third**
In-person semester and daily exams	**In-person lectures**	**verbs**	**The student is able to understand the given material.**	**1**	**Fourth**
In-person semester and daily exams	**In-person lectures**	**Verb signs**	**The student is able to understand the given material.**	**1**	**Fifth**
In-person semester and daily exams	**In-person lectures**	**Letters and their types**	**The student is able to understand the given material.**	**1**	**Sixth**

In-person semester and daily exams	**In-person lectures**	Knowledge	**The student is able to understand the given material.**	1	Seventh
In-person semester and daily exams	**In-person lectures**	Known by Al	**The student is able to understand the given material.**	1	The eighth
In-person semester and daily exams	**In-person lectures**	Plurals and their types	**The student is able to understand the given material.**	1	Ninth
In-person semester and daily exams	**In-person lectures**	Sound masculine plural	**The student is able to understand the given material.**	1	tenth
In-person semester and daily exams	**In-person lectures**	Sound feminine plural	**The student is able to understand the given material.**	1	eleventh
In-person semester and daily exams	**In-person lectures**	plural of broken	**The student is**	1	twelfth

			able to understand the given material.		
In-person semester and daily exams	**In-person lectures**	Plural of few	**The student is able to understand the given material.**	1	thirteenth
In-person semester and daily exams	**In-person lectures**	Pluralism	**The student is able to understand the given material.**	1	fourteenth
In-person semester and daily exams	**In-person lectures**	The dual and its inflectional signs	**The student is able to understand the given material.**	1	fifteenth
In-person semester and daily exams	**In-person lectures**	Doors of the present tense verb	**The student is able to understand the given material.**	1	sixteenth
In-person semester and daily exams	**In-person lectures**	Triliteral and quadriliteral verbs	**The student is able to understand**	1	seventeenth

			the given material.		
In-person semester and daily exams	**In-person lectures**	Verb with one or two letters	**The student is able to understand the given material.**	1	eighteenth
In-person semester and daily exams	**In-person lectures**	Minor and major qalqalah letters	**The student is able to understand the given material.**	1	nineteenth
In-person semester and daily exams	**In-person lectures**	The defective, the defective, and the extended noun	**The student is able to understand the given material.**	1	**Twenty**
In-person semester and daily exams	**In-person lectures**	Dictation	**The student is able to understand the given material.**	1	**twenty-first**
In-person semester and daily exams	**In-person lectures**	Hamzat al-Wasl	**The student is able to understand the given material.**	1	**twenty-second**

In-person semester and daily exams	**In-person lectures**	Hamzat al–Qata'	**The student is able to understand the given material.**	1	**twenty-third**
In-person semester and daily exams	**In-person lectures**	The letters Dad and Tha	**The student is able to understand the given material.**	1	**twenty-fourth**
In-person semester and daily exams	**In-person lectures**	Drawing the hamza	**The student is able to understand the given material.**	1	**twenty-fifth**
In-person semester and daily exams	**In-person lectures**	drawing of the letter alif	**The student is able to understand the given material.**	1	**twenty-sixth**
In-person semester and daily exams	**In-person lectures**	Arabic calligraphy	**The student is able to understand the given material.**	1	**twenty-seventh**
In-person semester and daily exams	**In-person lectures**	Types of Arabic fonts	**The student is**	1	**twenty-eighth**

			able to understand the given material.		
In-person semester and daily exams	**In-person lectures**	A poem of optimism and hope	**The student is able to understand the given material.**	1	**twenty-ninth**
In-person semester and daily exams	**In-person lectures**	Strangers Poem	**The student is able to understand the given material.**	1	**thirty**

5. Course Evaluation

*** Semi-daily and monthly tests**

And surprise exams.

Daily classroom participation

6. Learning and teaching resources

Arabic Language Education and Skills, Dr. Ahmed Ayoub Gerges Arabic Grammar and its Application - Dr. Ahmed Shalaby Arabic Grammar by Abdul Latif Al-Saidi	Required textbooks (methodology if any)

Study of linguistic sound, Dr. Ahmed Mukhtar Omar	
The Complete Poetic Works of Ibrahim Touqan Arabic calligraphy: its origins and development, Dr. Adel Al-Alusi	Main references (sources)
	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites

Course Description

1. Course Title : Developmental and Educational Psychology	
2. Course Code: Developmental and Educational Psychology	
3. Semester / Year : Yearly	
4. Date of preparation of this description : 9/2/2025	
5. Available Forms of Attendance: Daily	
6. Number of credit hours (total) / number of units (total) (60) hours Total / Number of units (4) units	
7. Course administrator's name (if more than one name)	
Name: Eng. Shahd Abbas Oraibi LALean:	
8. Course Objectives	
ourse jectives	**That students be able to study human behavior from birth to the end of olescence through the successive stages of growth in different manifestations (physical, mental, emotional and emotional) with the study of educational sychology as a field of psychology, which is also concerned with the study of human behavior in educational situations.**
9. Teaching and Learning Strategies	
Strategy	• Cooperative Learning Strategy • Problem Solving Strategy • Brainstorming strategy

10. Course Structure

The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	**To know the concept of psychology and its types and the importance of theoretical and applied psychology**	**The concept of developmental psychology – its types and its theoretical and applied importance**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
2	2	**To be able to know the laws of the same growth and how to relate them to each other**	**General laws of growth**	resentation, ecture and discussion	dent evaluation the daily and vritten exam

3	2	**To learn the stages of growth in all its manifestations**	**Stages of growth in all its manifestations and areas of growth**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
4	2	**To identify genetic and environmental factors and how to link them with genetic**	**Factors affecting growth** (**genetic factors**, **environmental factors**)	resentation, ecture and discussion	dent evaluation the daily and vritten exam
5	2	**Learn where the glands in the body**	**Endocrine glands definition**, **importance in regulating growth and behavior and their types**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
6	2	**To know the concept of childhood**	**Childhood** (**definition**, **stages and areas of development**)	resentation, ecture and discussion	dent evaluation the daily and vritten exam
7	2	**To know the manifestations of physical and emotional growth**	**Physical and emotional growth**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
8	2	**To know the manifestations of social growth**	**Social growth**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
9	2	**To know the manifestations of language development**	**Language development**	sentation, lectu discussion	dent evaluation the daily and vritten exam
10	2	**To know the manifestations of mental development**	**Mental** (**cognitive**) **development**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
11	2	**To know the concept of socialization and what is the role of family and friends in upbringing**	**The role of social institutions in socialization** (**family**, **friends**)	resentation, ecture and discussion	dent evaluation the daily and vritten exam
12	2	**To know the role of the school and the means of communication in the age of technology in upbringing**	**The role of social institutions in socialization** (**school**, **means of communication**)	resentation, ecture and discussion	dent evaluation the daily and vritten exam

13	2	**To know the concept of adolescence and the difference between it and puberty and to know the three stages of adolescence and the manifestations of growth in early adolescence**	**Adolescence definition – stages – early adolescence (physical manifestations – emotional mental development – social development)**	resentation, ecture and discussion	Student evaluation in the daily and written exam
14	2	**To introduce the student to the concept of educational psychology**	**The concept of educational psychology and its importance to the educational process and the importance of educational psychology for the teacher**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
15	2	**To familiarize the student with the concept of educational objectives**	**The concept of educational goals, sources of derivation, levels, specifications, formulation of behavioral goals, and classification of educational goals**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
16	2	**To introduce the student to models in educational psychology**	**Factors affecting the effectiveness of the educational process according to the Clausmeyer and Codewin model**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
17	2	**To familiarize the student with research methods in psychology and educational psychology**	**The concept of scientific research methodology The most important methods and methods used in**	resentation, ecture and discussion	dent evaluation the daily and vritten exam

			general psychology and educational psychology		
18	2	**The student should be introduced to the descriptive approach**	**The concept of the descriptive approach Descriptive approach methods**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
19	2	**The student should be introduced to the experimental method**	**The concept of the experimental approach and experimental method variables**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
20	2	**The student should be familiar with the clinical or clinical curriculum**	**The concept of the clinical curriculum**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
21	2	**To introduce the student to the concept of behavior**	**The concept of behavior and the factors affecting behavior**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
22	2	**To introduce the student to the concept of learning**	**The concept of learning and factors affecting learning**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
23	2	**To introduce the student to the concept of motivation and the classification of motives**	**The concept of motivation and the classification of motives**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
24	2	**The student should recognize the role of motivation in learning and the student should recognize the educational functions of motivation**	**The role of motivation in learning, educational functions of motivation**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
25	2	**To identify the strategies for stimulating students' motivation towards learning To identify the**	**Strategies for stimulating students' motivation towards learning,**	resentation, ecture and discussion	dent evaluation the daily and vritten exam

		hierarchical organization of needs	**hierarchical organization of motivation** (**Maslow**)		
26	2	**To introduce the student to learning theories**	**Pavlov's classical conditioning theory and Skinner's procedural learning theory**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
27	2	**The student should understand the transmission of the learning effect**	**The concept of the transmission of the impact of learning and its importance**, **types and theories**, **teaching concepts**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
28	2	**The student should understand the feedback**	**The concept of feedback**, **its importance**, **functions**, **types**, **feedback and programmed education**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
29	2	**The student should understand the distribution of individual differences**	**The concept of individual differences The importance of studying individual differences**	resentation, ecture and discussion	dent evaluation the daily and vritten exam
30	2	student should understand the reasons that ad to individual differences	Causes of individual differences	resentation, ecture and discussion	dent evaluation the daily and vritten exam
11.Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports .... etc					
12Learning and Teaching Resources					
Required textbooks (methodology, if any)			– **Jamal Hussein** (**1983**): **Childhood and Adolescence Psychology**, **Baghdad**, **University of Baghdad**		

	Arifj, Sami (1993): Evolutionary Psychology, Jordan, Amman, Majdalawi House **– Alwan, Fadia (2003): Introduction to Evolutionary Psychology, Cairo, Arab Book Library House**
Main references (sources)	**– Al–Qaisi Raouf Mahmoud (2008): Educational Psychology, Dar Dijla, Jordan.** **– Al–Moussawi, Abbas Noah Suleiman Muhammad (2015): Educational Psychology – Concepts and Principles, 1st Edition, Dar Al–Radwan.** **–Mansour, Abdul Majeed Sayed and others (2015): Educational Psychology, 9th Edition, Al–Abikawi, Riyadh**
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

.1Course name
Data Structures and Algorithms
.23 Course Code
.2semester/year
the firstThe second /2025-2024
.3Date this description was prepared
2025/3/28
.4Available attendance
weekly
.5Study hours (total) / number of units (total)
.6Course instructor nameif moreFrom a name that is mentioned
Name: Karar Ali Hussein Email: karar.ah@uomisan.edu.iq
.7Course objectives

1. Basic Data Concepts o Data definition and types. o How to organize and store it. 2. Data Management System o Database management systems(DBMS). o Handling data effectively. 3. The concept of computing o Understanding computer systems. o Basic principles of computer operation. 4. Concepts related to classifier learning (classified machine learning) o Data classification. o Using algorithms to classify inputs. 5. Linear concepts o Examples: lists, arrays, stacks(Stacks), queues (Queues). 6. Nonlinear concepts o Example: trees(Trees), Graphs. 7. Principles of linked lists o Single, double, and circular lists. 8. Tree diagrams and how to represent them o Information hierarchy.	Course objectives

○ Applications of trees in databases and search engines. 9. programming ○ General concept of programming. ○ Using algorithms and data structures in programming.	

.8Teaching and learning strategies

• Theoretical lecture • roadQuestionsand discussion • ExamsDaily and monthly • Practical laboratories	Strategy

.9Course structure

Evaluation method	Learning method	nameUnit orthe topic	Learning outcomes Required	watches	week
Weekly exams Monthly and laboratory reports	Presentation + Lab	Data Structures Concept	Show different types of data structures	4 Theoretical + 4 Practical	1+2
Weekly exams Monthly and laboratory reports	Presentation + Lab	Matrices	Understand the concept of matrices and how to represent them	4 Theoretical + 4 Practical	3+4

Weekly exams Monthly and laboratory reports	Presentation + Lab	Determine array storage locations	Matrix storage locations	4 Theoretical + 4 Practical	6+5
Weekly exams Monthly and laboratory reports	Presentation + Lab	queue and stack	The concept of queue and stack	4 Theoretical + 4 Practical	7+8
Weekly exams Monthly and laboratory reports	Presentation + Lab	Stack activities	The most important events taking place on the stack	4 Theoretical + 4 Practical	9+10
Weekly exams Monthly and laboratory reports	Presentation + Lab	Parade activities	Concept of indicators	4 Theoretical + 4 Practical	11+12
Weekly exams Monthly and laboratory reports	Presentation + Lab	Linked lists	The concept of linked lists	4 Theoretical + 4 Practical	13+14
Weekly exams Monthly and laboratory reports	Presentation + Lab	Linked list operations	Operations applied to linked lists	4 Theoretical + 4 Practical	15+16
Weekly exams Monthly and laboratory reports	Presentation + Lab	Non-linear lists	Charts and trees	4 Theoretical + 4 Practical	17+18
Weekly exams Monthly and laboratory reports	Presentation + Lab	Types of charts	Types of charts and methods of representing them	4 Theoretical + 4 Practical	19+20
Weekly exams Monthly and laboratory reports	Presentation + Lab	Types of trees and ways of representing them	Types of trees	4 Theoretical + 4 Practical	21+22

Weekly exams Monthly and laboratory reports	Presentation + Lab	Types of binary trees and methods of representing them	binary trees	4 Theoretical + 4 Practical	23+24
Weekly exams Monthly and laboratory reports	Presentation + Lab	Search and sorting methods and their importance in programming	Search and sort	4 Theoretical + 4 Practical	25+26
Weekly exams Monthly and laboratory reports	Presentation + Lab	Introduction to Graph Data Structures	Chart	4 Theoretical + 4 Practical	27+28
Weekly exams Monthly and laboratory reports	Presentation + Lab	Algorithm design and analysis	Algorithms	4 Theoretical + 4 Practical	29+30

.10Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation.and examsDaily,

oral, and monthly

Editorial, reports...etc.

.11Learning and teaching resources

nothing	Required textbooks(Methodology if any)
Structured programming languageC++ ;Data Structures Basics	Main references (Sources)
	Electronic references, websites

Course Description Form

.22 Course Name
Object-oriented programming
.23 Course Code
CsOo219
.24 semester/year
the firstThe second / 2024
.25 Date this description was prepared
2025/2/18
26. Available forms of attendance
weekly
27. Number of study hours (total) / Number of units (total)
.28 Name of the course administratorif moreFrom a name that is mentioned
name:. Abbas Abdul Hussein Haddad Email: abbas@uomisan.edu.iq
29. Course objectives

• To make students understand the principles of object-oriented programming. • Understand some data structure concepts such as strings.. strings • Understand subroutines and integrate them with object-oriented programming concepts. • Implementing algorithms used to solve programming problems using classes.classes • Understand and apply object-oriented programming concepts such as classes, entities, and encapsulation. • And heredity in its various types and forms. A.GoalsCognitive: • Object-oriented programming foundations • The concept of algorithms • Information needed to write programs B. Skill objectives: • Comparison • Evaluation • Criticism • Application C. Emotional and value-based goals: • Appreciating the greatness of the Creator in making man a being who cares about the scientific aspect. • Appreciating the efforts of scientists in the study of computer science. • Appreciating the efforts of researchersAnd the studentsIn a statement of the importance of programs and software.	Course objectives
.30 Teaching and Learning Strategies	
• Theoretical lecture • roadQuestionsand discussion	Strategy

• ExamsDaily and monthly • Practical laboratories					
.31 Course Structure					
Evaluation method	Learning method	nameUnit orthe topic	Learning outcomes Required	watches	week
Weekly exams Monthly and laboratory reports	Presentation + Lab	Definition of object-oriented programming	Introduction to Object-Oriented Programming	2 Theoretical + 2 Practical	1
Weekly exams Monthly and laboratory reports	Presentation + Lab	Subprograms	Subprograms	2 Theoretical + 2 Practical	2
Weekly exams Monthly and laboratory reports	Presentation + Lab	History and types of programming languages	Methods and types of programming languages	2 Theoretical + 2 Practical	3
Weekly exams Monthly and laboratory reports	Presentation + Lab	Languagesunstructured	Methods and types of programming languages	2 Theoretical + 2 Practical	4
Weekly exams Monthly and laboratory reports	Presentation + Lab	Modular languages	Methods and types of programming languages	2 Theoretical + 2 Practical	5
Weekly exams Monthly and laboratory reports	Presentation + Lab	Entity programming	Methods and types of programming languages	2 Theoretical + 2 Practical	6
Weekly exams Monthly and laboratory reports	Presentation + Lab	RecognitionUnderstanding chainssymbolism	chainssymbolism	2 Theoretical + 2 Practical	7
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding categoriesand entities	CategoriesandEntities	2 Theoretical + 2 Practical	8
Weekly exams Monthly and laboratory reports	Presentation + Lab	How to create entities	Creating entities	2 Theoretical + 2 Practical	9
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding packaging and access to category	Packaging and access to the category	2 Theoretical + 2 Practical	10

Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding packaging and access to category	Packaging and access to the category	2 Theoretical + 2 Practical	11
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding Domain Operationsscope	Scope processscope	2 Theoretical + 2 Practical	12
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding and writing constructions	The buildings	2 Theoretical + 2 Practical	13
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding and writing demolishers	demolishers	2 Theoretical + 2 Practical	14
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding the concept of genetics	heredity	2 Theoretical + 2 Practical	15
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding single-stranded inheritance	single inheritance	2 Theoretical + 2 Practical	16
Weekly exams Monthly and laboratory reports	Presentation + Lab	Applications of single-stranded inheritance	single inheritance	2 Theoretical + 2 Practical	17
Weekly exams Monthly and laboratory reports	Presentation + Lab	Inheritance and protected elements	single inheritance	2 Theoretical + 2 Practical	18
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding complex inheritance	compound inheritance	2 Theoretical + 2 Practical	19
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding multilevel inheritance	multilevel inheritance	2 Theoretical + 2 Practical	20
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding hybrid genetics	hybrid inheritance	2 Theoretical + 2 Practical	21
Weekly exams	Presentation + Lab	Understanding and writing friendly functions	Friendly functions	2 Theoretical	22

Monthly and laboratory reports				+ 2 Practical	
Weekly exams Monthly and laboratory reports	Presentation + Lab	Recognizing Function Overloading	Function overloading	2 Theoretical + 2 Practical	23
Weekly exams Monthly and laboratory reports	Presentation + Lab	Recognizing process overload	Process overload	2 Theoretical + 2 Practical	24
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding and Writing Entity Pointers	Pointers to entities	2 Theoretical + 2 Practical	25
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding pointers to the child entity	Pointers to entities	2 Theoretical + 2 Practical	26
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding examples and applications of indicators	Applications of pointers to entities	2 Theoretical + 2 Practical	27
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding the entity indicator matrix	Entity Indicator Matrix	2 Theoretical + 2 Practical	28
Weekly exams Monthly and laboratory reports	Presentation + Lab	Writing virtual functions	Virtual functions	2 Theoretical + 2 Practical	29
Weekly exams Monthly and laboratory reports	Presentation + Lab	Understanding the abstract class	Data abstraction	2 Theoretical + 2 Practical	30

.32 Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation.and examsDaily, oral, and monthly
Editorial, reports...etc.

.33 Learning and teaching resources

nothing	Required textbooks(Methodology if any)
Robert Lafore, Object Oriented Programming in C++, 2002.	Main references (Sources)
Herber, Schildt, C++: The complete Reference, 1998.	Recommended supporting books and references(Magazinesscientific, Reports....)
/channel/com.youtube.www UC3je0oZ9v0_AaoYm6ap_Xug	Electronic references, websites

Course Description Form

Object-Oriented Programming Course Development Plan:

-1 Adding various examples of subprograms and dealing with several types ofTransactionsFunctions that serve

Principles of object-oriented programming.

-2 Add the topic of the friendly class to the topic of friendly functions and implement various examples in this regard.

-3 Dealing with overloading of functions and operations fromduringFriendly functions.

-4 Working with constructors and destructors in programs that apply the concept of inheritance.

Course description form

1. Course Name: Micro Processors
2. Course Code: 213CsMp
2. Season/Year: Yearly
3. Date of preparation of this description
4. Forms of attendance available daily: Weekly Lectures
5. Number of study hours (total) / Number of units (total) 60 Theoretical 60 Practical: 60 (1 theoretical hour + 2 practical hours) per week / 6 units
6. The name of the course leader (if more than one name is mentioned)
Name: Asst. Lecturer Mohammed Hamdan Yousif Email: mohammed.h.y@uomisan.edu.iq
8. Course objectives
General Objectives Teach students the theoretical fundamentals of processor architecture. Teach students how the processor operates and how it interacts and connects with other computer components. Teach students programming using assembly language. Cognitive Objectives Enable students to understand the architecture of the 8086 processor in detail. Help students recognize assembly language instructions for the processor. Help students understand programming in assembly language. Help students understand how the processor works in general, and the 8086 specifically. Skill-Based Objectives Equip students with the skill of using the EMU 8086 software. Develop students' skills in assembly language programming. Develop the skill of writing interrupt instructions to handle input/output devices. Ensure students can practically implement what they have learned theoretically in the lab. Effective (Value-Based) Objectives Instill habits of precision, accuracy, and organization when writing assembly programs. Help students realize the extent of development and advancement across different generations of microprocessors. Make students aware of the impact of processor development on the speed of scientific and technological progress. Appreciate the importance of using microprocessors.
9. Teaching and learning strategies

	Modified Lecture Discussion

	Brainstorming Practical Application in Laboratories

10. Course structure

Evaluation method	hours	Required learning outcomes	Name of the unit or topic	Learning method	week
Daily Exams + Monthly Assignments	2+2	Teach students processor architecture	Cpu architecture	Lecture + Discussion (Examples) + Lab	.1
Daily Exams + Monthly Assignments	2+2	Teach students bus types in computers and memory types and their properties	Explain the bus system and memory type	Lecture + Discussion (Examples) + Lab	.2
Daily Exams + Monthly Assignments	2+2	Introduction to the architecture and characteristics of the 8086 processor	8086 mp architecture	Lecture + Discussion (Examples) + Lab	.3
Daily Exams + Monthly Assignments	2+2	Introduce students to processor components, including the execution unit	Execution unit	Lecture + Discussion (Examples) + Lab	.4
Daily Exams + Monthly Assignments	2+2	Introduce students to the flag register	Flags register	Lecture + Discussion (Examples) + Lab	.5
Daily Exams + Monthly Assignments	2+2	Introduction to the bus interface unit in processor architecture	Bus interface unit	Lecture + Discussion (Examples) + Lab	.6
Daily Exams + Monthly Assignments	2+2	Explain addressing modes	Addressing modes	Lecture + Discussion (Examples) + Lab	.7
Daily Exams + Monthly Assignments	2+2	Introduce arithmetic instructions	Addressing modes	Lecture + Discussion (Examples) + Lab	.8
Daily Exams + Monthly	2+2	Introduce arithmetic instructions	Arithmetic instruction	Lecture + Discussion (Examples) + Lab	.9

Assignments					
Daily Exams + Monthly Assignments	2+2	Introduce arithmetic instructions	Arithmetic instruction	Lecture + Discussion (Examples) + Lab	.10
Daily Exams + Monthly Assignments	2+2	Introduce arithmetic instructions	Arithmetic instruction	Lecture + Discussion (Examples) + Lab	.11
Daily Exams + Monthly Assignments	2+2	Introduce logic instructions	Logic instruction	Lecture + Discussion (Examples) + Lab	.12
Daily Exams + Monthly Assignments	2+2	Introduce shift and rotate instructions	Shift and rotate instruction	Lecture + Discussion (Examples) + Lab	.13
Daily Exams + Monthly Assignments	2+2	Introduce shift and rotate instructions	Shift and rotate instruction	Lecture + Discussion (Examples) + Lab	.14
Daily Exams + Monthly Assignments	2+2	Introduce control transfer instructions	Transfer control instruction	Lecture + Discussion (Examples) + Lab	.15
Daily Exams + Monthly Assignments	2+2	Introduce control transfer instructions	Transfer control instruction	Lecture + Discussion (Examples) + Lab	.16
Daily Exams + Monthly Assignments	2+2	Explain and handle block memory sequences	Block of mem deals	Lecture + Discussion (Examples) + Lab	.17
Daily Exams + Monthly Assignments	2+2	Teach students programming with string instructions	string instruction	Lecture + Discussion (Examples) + Lab	.18
Daily Exams + Monthly	2+2	Teach students programming with string instructions	string instruction	Lecture + Discussion (Examples) + Lab	.19

Assignments					
Daily Exams + Monthly Assignments	2+2	Explain the stack	stack	Lecture + Discussion (Examples) + Lab	.20
Daily Exams + Monthly Assignments	2+2	Introduce interrupts	interrupt	Lecture + Discussion (Examples) + Lab	.21
Daily Exams + Monthly Assignments	2+2	Teach students the types of interrupts	Interrupt type	Lecture + Discussion (Examples) + Lab	.22
Daily Exams + Monthly Assignments	2+2	Explain how to address input/output devices	i/o port	Lecture + Discussion (Examples) + Lab	.23
Daily Exams + Monthly Assignments	2+2	Teach students how to define and work with arrays and store data in them	array	Lecture + Discussion (Examples) + Lab	.24
Daily Exams + Monthly Assignments	2+2	Teach students how to define and work with arrays and store data in them	array	Lecture + Discussion (Examples) + Lab	.25
Daily Exams + Monthly Assignments	2+2	Teach students how to define and work with arrays and store data in them	array	Lecture + Discussion (Examples) + Lab	.26
Daily Exams + Monthly Assignments	2+2	Introduction to Pentium	procedure	Lecture + Discussion (Examples) + Lab	.27
Daily Exams + Monthly Assignments	2+2		Review of Pentium	Lecture + Discussion (Examples) + Lab	.28
Daily Exams + Monthly	2+2	General Review		Lecture + Discussion (Examples) + Lab	.29

Assignments					
Daily Exams + Monthly Assignments	2+2	General Review		Lecture + Discussion (Examples) + Lab	.30

11. Course evaluation

30 marks for the midterm and daily exams, 10 marks for the midterm and daily practical exams, and 60 for the final exam.

12. Learning and teaching resources

	Richard Blum, professional assembly Language, Wiley Publishing, Inc., 2005. THE INTEL MICROPROCESSORS 8086/8088,80186/80188,80286,80386, 80486, Pentium, Pentium Pro Processor, Pentium II, Pentium III, Pentium 4, and Core2 With 64-bit Extensions Architecture, Programming, and Interfacing Eighth Edition BARRY B. BREY 2009 Walter A. Triebel," The 8086 microprocessor architecture, software, and interfacing techniques", prentice hall, 1985
Course Development Plan	

Make a comparison between the processor and a more advanced processor to understand how processors have evolved
Add more details about microprocessor pins
Explore the development of instructions in a more advanced processor

Course description form

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

1-Educational institution	University of Misan / College of Education
2-Scientific Department / Stage	Department of Computer science / Second level
3-Course name/code	Computer science
4-Available attendance forms	Attendance hours are according to the schedule announced in Class
5-Academic system	Annual course
6-Number of study hours (total)	120hours ‘4 hours per week *30 per week
7-Date this description was prepared	4/12/2024
8- Name: Email:	Nabeel Mahdy Hadaad Nabeel.mahdy@uomisan.edu.iq

8. Course objectives

1- Distinguishing between students between database Data base technology has a great impact on the increasing use of computer

2- To qualify and train students on the database system in order to simplify and facilitate access to data through central control

3- To qualify and train students to create database tables in a design manner in order to analyze and create any system in the future.

4- Students' ability to analyze the system according to functions in order to create the drug system in the future.

5- Students learn to create Internet applications and link the Internet with other tables for the necessary data requirements.

6- Students are able to use SQL & Microsoft Access

9. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

1) The student on the concept of databases and their classifications

2 The student using Microsoft Access and SQL

3) The student applying the SQL program

4) The student applying the Microsoft Access program.

5) The student applying a program to create reports & inquiries.

6) Introducing the student to the methods of using ready-made tables for databases and their benefits.

B -The skills objectives of the course

1) T students with how to use the computer.

2) To provide students with how to use SQL installation and operating system.

3) To provide students with how to use Microsoft Access 2016 programs.

4) To provide students with the skill of creating and using reports.

Teaching and learning methods

In-person lectures.

Discussion style.

Auxiliary video lectures on the teacher's YouTube channel.

Evaluation methods

1) Daily Quiz and monthly attendance tests

2) Assigning the student to academic tasks for which he will be rewarded

3) Assigning the student to prepare reports on computer application topics

General goals

1-The student should show interest in the explanation the teacher provides of the subject.

2-The student must have sufficient conviction about the importance of the material he is receiving.

3-That the student is able to organize the data he has to solve mathematical problems.

4-The student should be able to discuss and justify solutions to mathematics problems and suggest some other possible solutions to the problem.

Teaching and learning methods

1-Education using modern educational methods.

2-Teaching using competitions, which stimulate the spirit of enthusiasm among students.

3-Learning by making the student a teacher to enhance his self-confidence.

4-Learning through brainstorming among students.

Evaluation methods

1. The method of discussion and dialogue between the student and the teacher.

2. Observation method.

3. Attendance exams.

Targeted skills:

1-Using the acquired information in the field of life

2-Personal development through linking traditional education and e-learning.

3-Building the personality of a competent mathematics teacher who can transfer his experiences to students in the future.

4-Preparing the student scientifically and educationally according to solid scientific foundations.

11. Course vocabulary					
Weeks	Hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
1	4 hours	The student is able to understand the given material	Database (DB) Database Design and Data Redundancy	Lecture and discussion	Quarterly and daily exams
2	4 hours	The student is able to understand the given material	Explain about Record, field, Table, Database	Lecture and discussion	Quarterly and daily exams
3	4 hours	The student is able to understand the given material	Purpose of Database Systems: (Why DB?), Inconsistency can be avoided	Lecture and discussion	Quarterly and daily exams
4	4 hours	The student is able to understand the given material	-Redundancy can be reduced, - Standards can be enforced , -Redundancy can be reduced	Lecture and discussion	Quarterly and daily exams
5	4 hours	The student is able to understand the given material	-Security restriction, -Security restriction can be applied, Database Admin	Lecture and discussion	Quarterly and daily exams
6	4 hours	The student is able to understand the given material	- Data Integrity, - Entity Integrity, - Domain Integrity, - Referential integrity	Lecture and discussion	Quarterly and daily exams
7	4 hours	The student is able to understand the given material	-Data Independence, -Database Administrator DBA, -Data Abstraction	Lecture and discussion	Quarterly and daily exams
8	4 hours	The student is able to understand the given material	-Database Schema, -Physical Database Schema	Lecture and discussion	Quarterly and daily exams

			-Logical Database Schema		
9	4 hours	The student is able to understand the given material	-Database Management System -DBMS Overview Characteristics s Real-world entity	Lecture and discussion	Quarterly and daily exams
10	4 hours	The student is able to understand the given material	-Relation-based Tables -Isolation of data and application -Less redundancy Consistency	Lecture and discussion	Quarterly and daily exams
11	4 hours	The student is able to understand the given material	-Query Language -ACID Properties, Multiuser&Concurrent Access, -Multiple views.	Lecture and discussion	Quarterly and daily exams
12	4 hours	The student is able to understand the given material	-Kind of Users -Administrators -Designers -End Users	Lecture and discussion	Quarterly and daily exams
13	4 hours	The student is able to understand the given material	-DBMS – Architecture 1-tier architecture 2-tier Architecture **3**-tier Architecture	Lecture and discussion	Quarterly and daily exams
14	4 hours	The student is able to understand the given material	-Database (Data) Tier -Application (Middle) Tier -User (Presentation) Tier	Lecture and discussion	Quarterly and daily exams
15	4 hours	The student is able to understand the given material	-Entity-Relationship Model -Entity-Relationship (ER) -Entities and their attributes -Relationships among entities.	Lecture and discussion	Quarterly and daily exams

16	4 hours	The student is able to understand the given material	-Kind of Relationships -One to one -One to many -Many to one Many to many	Lecture and discussion	Quarterly and daily exams
17	4 hours	The student is able to understand the given material	-Primary key in DBMS Foreign key in -DBMS -Composite key in DBMS -Candidate Key in DBMS	Lecture and discussion	Quarterly and daily exams
18	4 hours	The student is able to understand the given material	-ER Diagram -Data flow diagrams (DFDs), -Multi-way relationship set R -Convert the ER diagram into relational tables	Lecture and discussion	Quarterly and daily exams
19	4 hours	The student is able to understand the given material	-Normalization Kind of Normalization -First Normal Form (1NF). -Second Normal Form (2NF). -Third Normal Form (3NF)	Lecture and discussion	Quarterly and daily exams
20	4 hours	The student is able to understand the given material	-Normalization is used for mainly three purposes, -Eliminating redundant (useless) data. - Ensuring data dependencies make sense i.e data is logically stored. -Simplifying	Lecture and discussion	Quarterly and daily exams

			the process of insertion, deletion and updating DB.		
21	4 hours	The student is able to understand the given material	-Problems without Normalization, -Insertion Anomaly, -Updating Anomaly Deletion Anomaly	Lecture and discussion	Quarterly and daily exams
22	4 hours	The student is able to understand the given material	-What is Partial Dependency (PD) -Transitive Dependency (TD) -1NF Dependency Diagram. -2NF Removing partial dependency	Lecture and discussion	Quarterly and daily exams
23	4 hours	The student is able to understand the given material	-Structure Query -Language (SQL) -Data Retrieval (SELECT):	Lecture and discussion	Quarterly and daily exams
24	4 hours	The student is able to understand the given material	Some operator used with WHERE condition	Lecture and discussion	Quarterly and daily exams
25	4 hours	The student is able to understand the given material	-System -Computer system -Information Technology (IT) Information System	Lecture and discussion	Quarterly and daily exams
26	4 hours	The student is able to understand the given material	-Systems Analysis and Design -Systems analysts -Systems Development Methods	Lecture and discussion	Quarterly and daily exams

27	4 hours	The student is able to understand the given material	Structured Analysis -Systems development -life cycle (SDLC), -Understand The Business	Lecture and discussion	Quarterly and daily exams
28	4 hours	The student is able to understand the given material	-Business process modelling -Business Profile Business Process	Lecture and discussion	Quarterly and daily exams
29	4 hours	The student is able to understand the given material	-Systems Development Life Cycle (SDLC -Waterfall Model -Planning phase. -Analysis phase -Design phase.	Lecture and discussion	Quarterly and daily exams
30	4 hours	The student is able to understand the given material	Implementation -phase. -Data Conversion Strategies (System Changeover): -Operation, Support, Security, and Maintenance Phase	Lecture and discussion	Quarterly and daily exams

Helping sources	
Required prescribed books	System Analysis & Database book (second edition) Authors:Hector Garcia Molina, Jeffrey D.Uliman, and Jennifer Widom
Main references (sources)	Other sources: Systems Analysis and Design" by Alan Dennis, Barbara Haley Wixom, and David Tegarden Database System Concepts" by Abraham Silberschatz, Henry Korth, and S. Sudarshan
A- Recommended books and references (magazines). Scientific reports, articles)	Microsoft Access 2016 book by Sherine Al-Masry
B - Electronic references	https://books-library.net/free-167753289-download

12. Course development plan

1-Developing the academic vocabulary for the current curriculum by deleting some paragraphs and adding others

Course Description Form

Course Name	Numerical Analysis
Course Code	220CsMm
Semester / Year	Annual
The history of preparation of this description	14-5-2025
Available Attendance Forms	Daily class time - (lectures + lab)
Number of Credit Hours (Total)/ Number of Units	90 hours (1 theoretical + 2 practical) per week 4 units
Course administrator name	Assoc. Prof. Dr. Ala' Najim Abdullah Email: mr.ala_najim@uomisan.edu.iq
Course Objectives	• Introducing students to the numerical methods of advanced mathematics • Enable the student to solve advanced equations as well as work application programs useful in the work of various institutions. • Study of inclusion and interpolation, study of numerical calculus, study of numerical solutions of ordinary differential equations.

Course Outcomes and Methods of Teaching, Learning and Assessment

A- Knowledge Objectives

1) The student should remember the information and laws given in the course.

2) The student should understand the topics of the course and the mathematical problems related to them.

3) The student should be able to apply what he has learned in solving mathematical problems.

4) The student should be able to analyze the text of the question and arrange the information to benefit from it in the solution and obtain correct results.

5) The student should install problems related to the topics of the course and then reach a correct solution.

6) The student should have ideas about the course material and know how to devise the appropriate laws to solve it.

B - Course skills objectives

1) The student must demonstrate the required mathematical laws related to the vocabulary of the course.

2) The student should use the appropriate laws to solve each issue.

3) The student should be fluent in linking topics that can be linked within the vocabulary of the course.

4) The student should distinguish between the uses of theorems and laws during the solution.

Teaching and learning methods

Video lectures and face-to-face lectures.

Discussion style.

Supporting lectures within the electronic classroom (Google Classroom) as well as from the teacher's YouTube channel.
Evaluation methods
1. Daily tests (Quiz) in attendance. 2. Assigning the student to study tasks that are rewarded 3. Assigning the student to make reports within the topics of mathematics.
General Objectives 1) The student should show interest in the teacher's explanation of the subject. 2) The student should have sufficient conviction about the importance of the material he receives. 3) The student should be able to organize the data he has to solve mathematical problems. 4) The student should be able to discuss and justify solutions to mathematical problems and propose some other possible solutions to the problem
Teaching and learning methods
1. Education using electronic programs and the method of discussion between the student and the teacher and support for points of view. 2. Education using scientific competitions, as it works to move the spirit of enthusiasm among students 3. Learning by making the student a teacher to enhance his self-confidence 4. Learning by brainstorming among students
Evaluation methods

1. The method of discussion and dialogue between the student and the teacher 2. Observation style 3. Attendance exams (practical and theoretical).
Course skills objectives: 1) Performance skills by involving students in the lesson and discussion and presenting their suggestions and opinions. 2) Cognitive skills through the work of a worksheet related to the requirements of their study based on books in the college library and sober websites. 3) Self-assessment processes for students and determining their levels through discussion and attendance. 4) Practical skills through the practical application of methods and algorithms related to data protection and networks. 5) The student acquires the skill of teaching in the sciences related to information security and network protection

Teaching and Learning Strategies (**Strategy**)	Introduction to Numerical Analysis, Number Modeling, Error Analysis, Calculation Errors, Relative Error, Absolute Error, Percentile Error, Matrices, Matrix Properties, Matrix Inverses, Factor Method Assistant in Inverses and Transformations, Operations on Matrices, Systems of Linear Equations, Numerical Solutions of Systems of Linear Equations, Gaussian Omission, Gaussian Elimination Jordan, Kramer's Rule. Numerical Solutions of Nonlinear Equations, Graphical Method, Half-Termination Method, Breaker Method, Method Newton, Induction and Interpolation, Finite Difference Factors, Forward Differences, Backward Differences, Newton's Formulas for Internal Interpolation, Lagrange's Interpolation Formula Internal, numerical integration, Simpson formula, trapezoidal formula.

Course Structure

The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1Theoretical, 2Practical	Introduction to Numerical Analysis	Preparing the student to write programs	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
2	1Theoretical, 2Practical	Errors and types of errors (error Absolute and relative error)	Preparing the student to write programs	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
3	1Theoretical, 2Practical	Introduction to numerical solutions for a system Linear Equations - Kaos Method To throw	Application of Kaos method to throw program	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
4	1Theoretical, 2Practical	Kaus-Jordan Method	Kaos Method Application Program-Jordan	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
5	1Theoretical, 2Practical	LUand Golsky analysis + Algorithm	Application of Gulsky analysis	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
6	1Theoretical, 2Practical	Orthogonality of matrices and vectors	Application of Orthogonality of Matrices and vectors	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
7	1Theoretical, 2Practical	Solving Equations Using Methods Iterative (Jacobi method + Jacobi method Kaos Seidel)	Jacobi method application program	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
8	1Theoretical, 2Practical	Introduction to Numerical Solutions of Equations Non-linear + method of	Kaos-Seidel method application program	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory

		locating Roots			
9	1Theoretical, 2Practical	Method of halving periods + method False position	Application of the halving method Intervals + Software Application Method False position	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
10	1Theoretical, 2Practical	Newton's method + point method Steadfast	Writing Newton's method program + writing Solid Point Method Program	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
11	1Theoretical, 2Practical	Cutter method	Writing a cutter method program	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
12	1Theoretical, 2Practical	Calculate roots for polyroots,	Writing a Root Calculator Program For polyroots	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
13	1Theoretical, 2Practical	Introduction to Systems Third Party Equations Linear + Point Method Systems Nonlinear Equations	Application of the steadfast point method For the system of nonlinear equations	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
14	1Theoretical, 2Practical	Newton's method	Application of Newton's Method- Newton's Method Developer	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
15	1Theoretical, 2Practical	Newton's developed method	Application of Newton's developed method	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
16	1Theoretical, 2Practical	Introduction to Numerical Analysis	Preparing the student to write programs	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory

17	1Theoretical, 2Practical	Introduction to inclusion and completion	Application of insertion and completion	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
18	1Theoretical, 2Practical	Multiple Lakrange Limits + Differences Expired	Program for multinomial application Lakrang	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
19	1Theoretical, 2Practical	Progressive Finite Spreads + Drawdown Ended Spreads	Expired Spread Application Program Progressive and regressive	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
20	1Theoretical, 2Practical	Relativity differences	Relative Differences Application Program	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
21	1Theoretical, 2Practical	Adjustment I aged	Apply an aging adjustment	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
22	1Theoretical, 2Practical	Least Quadratic Theorem	Application of the theory of least squares	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
23	1Theoretical, 2Practical	Numerical differentiation	Application of Numerical Differentiation	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
24	1Theoretical, 2Practical	Numerical integration-semi-method Pervert	Writing a trapezoidal method program	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
25	1Theoretical, 2Practical	Simpson method	Writing a Simpson Method Program	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory

26	1Theoretical, 2Practical	Kaos method	Application of the Kaos method	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
27	1Theoretical, 2Practical	Rombrk Integration	Writing a program for an integration application Rombrk	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
28	1Theoretical, 2Practical	Introduction to Numerical Solutions of Equations Differential	Apply numerical solutions to equations Differential	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
29	1Theoretical, 2Practical	Tyler Road	Tyler Road Application Program	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory
30	1Theoretical, 2Practical	Renka Kota method	Renka Kota method application program	Presentation + Meet Direct in the hall and use Blackboard + Lab	Monthly exams + reports Laboratory

Course Evaluation	Distributing the score out of 100according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports .... etc The pursuit (50) degrees consists of (35 theoretical + 15 practical) and (50) degrees of the final exam.
Learning and Teaching Resources	·Introduction to Numerical Analysis (Dr. Ahmed Saleh Al-Alusi, Dr. Adel Ranil Al-Bayani ·Applied engineering and numerical analysis / Dr. Hassan Majeed Hassoun and Mahmoud Atallah Mashkour
Main references (sources)	1-Applied Numerical Analysis, by R. L. Burden, J. D. Faires, Brooks/Cole, Cengage Learning, *USA*, 2015. 2- An Introduction to Programming and Numerical Methods in

	MATLAB, by S.R. Otto & J.P. Denier, Springer-Verlag *London* Limited, 2005.
Electronic References, Websites	www.springer- Numerical partial differential equations 4.com/ 978-0-387-23619-3, Websites that deal with mathematics .

Course Description Form

Computational theory	Course name	1
	Course code	2
2024-2025	academic year	3
2025	Description preparation date	4
Saffy	Available attendance forms	5
2 hours per week/ 2 units	Number of study hours/ Number of units	6
Asst.Lect. Mustafa Saleh Mohsen mustafa@uomisan.edu.iq	Course Instructor Name	7
Affective objectives: To enable the student to:that: He appreciates the role of computational theory in dealing with languages. .1 Appreciates the role of scientists in developing computational theory. .2 He shows interest in studying Klein's theory. .3 Skill objectives: To enable the student to:that: Draws theDFA .1 Draws theNFA .2 Draws theTG .3 Value objectives: Making the student able tothat: Knows Klein's theory. .1 Knows Chomsky's theory. .2 Knows theDFA	Course objectives	8
• Classroom lectures. • Electronic class. • Extracurricular duties. • Daily and monthly exams.	Teaching and learning strategies	9

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week		
Homework	a lecture	Introduction to computer theory Regular Expressions	Enabling the student to understand	2	1	Course structure	10
Homework				2	2		
Homework				2	3		
Homework				2	4		
Homework				2	5		

Daily exam homework Daily exam homework Homework Daily exam homework Homework Daily exam homework Homework Homework Daily exam homework Homework Homework Daily exam homework Daily exam homework Homework		Solving problems and examples Finite Automata DFA & NFA 1st monthly exam Converting NFA to DFA Transition Graphs Solving problems and examples Kleene's Theorem part 1 Kleene's Theorem prrt2 Kleene's Theorem part 3 Solving problems and examples (2nd) monthly exam Context-Free Grammars Trees Regular Grammars Chomsky Normal Form CFG to CNF Solving problems and examples (3rd) monthly exam Pushdown Automata CFG = PDA Context-Free Languages Non-Context-Free Languages Solving problems and examples Parsing	the material And solve the required questions	2	6		
				2	7		
				2	8		
				2	9		
				2	10		
				2	11		
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				2	29		
				2	30		

		Turing Machines Solving problems and examples monthly exam (4th)					
Grade distribution out of 100 60% monthly exams-10% daily exams 10% daily preparation and participation in activities 10% duties-10% reports						Course Evaluation	11
	Required textbooks (methodology if available)					Learning and teaching resources	12
INTRODUCTION TO COMPUTER THEORY, Daniel IA Cohen, 2nd edition	Main references (sources)						
INTRODUCTION TO THE THEORY COMPUTATION, Michael Sipser	Recommended supporting books and references (scientific journals, reports, etc.)						
	Electronic references, websites						

Course description form

1. Course Name: Secondary Education and Educational Administration
2.Course Code: Second stage -computers
2. Season/Year : annual
3.Date of preparation of this description 2024-2025
4.Forms of attendance available on a daily basis: daily
5. of study hours (total) / Number of units (total) 60 Theoretical 60 Practical: 2 hours
6.The name of the course leader (if more than one name is mentioned): nothing
Name: Azhar Abd ALwahab Email : azhar.abdulwahab@uomisan
8. Course objectives - Introducing students to the importance of education and secondary education, types of secondary schools, and experiences of some countries in the world in secondary education. - Introducing students to the objectives, elements, characteristics, and fields of administrations ((educational-educational-school). - Introducing students to administrative leadership. - Introducing students to educational supervision. - Introducing students to the overall quality of education, and the role of supervision in achieving quality education. - Introducing students to the relationship between school and society. - Enabling students to secondary education, administration, educational administration, educational administration, school administration, classroom management, educational supervision, quality of education, and school relationship. - Identifying modern trends in educational administration.
9. Teaching and learning strategies

- What is the definition of each of education, secondary education, educational administration, educational management, school dministration, administrative leadership, educational supervision, and quality of education? A2- What is educational administration (centralization and decentralization). A3- What are the principles of educational administration and the factors affecting it? A4- What is educational administration and its fields?	Subject objectives

)- What is school management (its goals - components - elements - ?patterns - characteristics A6- What is educational supervision (its importance - goals - ?(methods - types - advantages - functions 7- What is comprehensive quality in education (goals - elements - ?(standards - benefits - obstacles to its application .Skill objectives for the course -2 Assigning students to conduct research reports related to the - .subject's vocabulary Directing questions to students related to the subject of the study - -:Emotional and value objectives -3 - Assigning students to write reports according to the curriculum's .vocabulary A2- Assigning students to obtain data and information related to .some curriculum's vocabulary A3- Giving them some external questions related to the curriculur vocabulary.	

10. Course structure

week	Learning method	Name of the unit or topic	Required learning outcomes	hours	Evaluation method
1.	Lecture, Questions and Discussion	Education and secondary education and its objective	The student learns about education, secondary education and their importance	2	Oral exams Oral exams
2.	Lecture, Questions and Discussion	Experiences of some countries in the world in secondary education, part one	The student learns about successful secondary education experiences.	2	Oral exams
3.	Lecture, Questions and Discussion	Completing the experiences of some countries in the world in secondary education	The student learns about successful secondary education experiences.	2	Oral exams
4.	Lecture, Questions and Discussion	The concept of management, management and types	The student learns about management	2	Oral exams
5.	Lecture, Questions and Discussion	Educational administration (central and decentralized)	Learn about educational administration and it Types	2	Oral exams
6.		First month exan first semester		2	
7.	Lecture, ask questions, discuss and participate.	Educational administration ar its fields.	The student learns about educational administration.	2	Oral exams

8.	Lecture, ask questions, discuss them and participate in preparing reports on the subject.	School administration (i objectives and components).	The student learns about school administration.	2	Oral exams and writing a report on the subject
9.	Lecture, ask questions, discuss th Lecture, Questions and Discussion em and participate	School administration (i elements and patterns)	Forming a comprehensive pictu of school manageme	2	Oral exams
10.	Lecture, Questions and Discussion	Characteristics o school management		2	Oral exams
11.		Second month exam first semes		2	
12.	Lecture, Questions and Discussion	Duties of the school principal	The student learns th tasks (duties) of the school principal.	2	Oral exams
13.	Lecture, ask questions, discuss them and participate in preparing reports on the subject.	School Principal Specifications and Skills	The student learns about the specificatic and skills of the scho principal.	2	Oral exams
14.	Lecture, Questions and Discussion	Educational leadership.	The student learns th meaning of leadershi in its various forms.	2	Oral exams
15.	Lecture, Questions and Discussion	Educational supervision.	The student learns about supervision as relates to his field as educator.	2	Oral exams
16.		First exam, second semester		2	
17.	Lecture, Questions and Discussion	The importance a objectives of educational supervision	The student learns th importance of supervision.	2	Oral exams and writing a report on the subject
18.	Lecture, Questions and Discussion	Educational supervision methods	The student learns about the different types of methods.	2	Oral exams
19.	Lecture, Questions and Discussion	Types of educational supervision	The student will hav an idea about its different types.	2	Oral exams

20.	Lecture, Questions and Discussion	Advantages of educational supervision	The student learns about its features.	2	Oral exams
21.	Lecture, Questions and Discussion	Educational supervision jobs	The student learns about the most important functions.	2	Oral exams
22.		Second semester second exam		2	
23.	Lecture, ask questions, discuss them and participate in preparing reports on the subject.	Total Quality in Education	Recognizes the need quality in education	2	Oral exams and writing a report on the subject
24.	Lecture, Questions and Discussion	Total Quality Objectives in School	recognizes the goals	2	Oral exams
25.	Lecture, Questions and Discussion	Total Quality Leadership in School and its Elements	He recognizes the ne for quality leadership	2	Oral exams
26.	Lecture, Questions and Discussion	Total Quality Standards	The student learns th there are standards fo educational quality t must be adhered to.	2	Oral exams
27.	Lecture, Questions and Discussion	The relationship between supervision and t quality of education, and th obstacles to its implementation	The student recogniz the relationship between supervision and the quality of education.	2	Oral exams
28.	Lecture, Questions and Discussion	The role of educational supervision in achieving comprehensive quality.	The student learns about the role of supervision in achieving quality.	2	Oral exams
29.	Lecture, Questions and Discussion	Benefits of applying quality concepts	Know if quality has benefits that are necessary to implement.	2	Oral exams
30.	Lecture, Questions and Discussion	School and Society	The student learns about the importance the relationship between them and th reasons for the weakness of the relationship between them.	2	Oral exams

11. Course evaluation	
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc. Each (monthly exam of 20 + 5 activities (participation + preparing reports + educational assignments)	
12.Learning and teaching resources	
Required textbooks (methodology if any)	Management curricula, educational administration, leadership, supervision and quality of education.
Main References (Sources)	Secondary Education -1 Administration and Supervision, Dr. Ali Hattab - Dr. Youssef Yaqoub. 2015 Principles of Educational -2 Administration and Supervision, .Abdullah Al-Saad, 2018 3-Educational Leadership, Dr. Sami Abdel Fattah Raouf 2018
Recommended supporting books and references (scientific journals, reports, etc.)	Academic Journal of Research and Studieshttps;\\www.acjrs.com Scientific Gateway for Research and Studieshttps;\\www.sciegate.com.
Electronic references, websites	https;\\www.noor-book.com

English Language Course Syllabus – 2nd Year – Computer Education Department

General Information:

College: College of Education
Department: Computer Education
Stage: Second Year
Course Title: English Language
Academic Year: 2024–2025
Course Duration: Two Semesters
Weekly Hours: hours
Instructor: [**Fatima Rahim Jabbar**]

General Aims of the Course:

1. Build students' foundational English language skills to support academic study and future professional needs.
2. Equip students with basic grammar and vocabulary essential for understanding and producing technical texts.
3. Enhance students' confidence and competence in reading and writing English in computing-related contexts.
4. Encourage effective communication in both written and spoken English within academic and technical environments.

Course Learning Outcomes (CLOs):

By the end of this course, students will be able to:
1. Understand and apply fundamental English grammar and sentence structures.
2. Read and comprehend general and technical texts related to computing.
3. Use relevant vocabulary in IT and academic contexts.
4. Communicate effectively in written formats such as emails, reports, and summaries.
5. Deliver short technical presentations in English with clarity.

Skill-Based Objectives (Psychomotor Skills):

By the end of the course, students will be able to:
1. Apply correct English grammar in writing clear and accurate technical sentences.
2. Practice reading and analyzing short technical texts related to computer science.
3. Compose professional emails, reports, and short summaries in English.
4. Use appropriate technical vocabulary in spoken and written communication.

5. Deliver structured oral presentations using clear pronunciation and intonation.
6. Participate in pair or group tasks using English for academic discussion.

Teaching and Learning Strategies:

To achieve the intended learning outcomes, the following strategies will be used:
1. Interactive Lectures – to explain grammatical rules and vocabulary in context.
2. Task-Based Learning – through activities like writing reports or emails.
3. Collaborative Learning – pair and group work to enhance communication.
4. Problem-Solving Tasks – using English to discuss and resolve academic problems.
5. Role-Play and Simulations – for practicing real-life communication situations.
6. Multimedia and Technology Integration – using videos, software, and presentations.
7. Peer Review and Feedback – to develop critical thinking and self-correction.

Assessment Methods:

- Class participation and attendance: 10%
- Homework and assignments: 20%
- Quizzes and tests: 30%
- Final written and oral exams: 40%

Course Structure:

Week	Topic	Hours	Notes
1	Introduction to Technical English	2	–
2	Parts of Speech	2	Grammar focus
3	Verb Tenses	2	Past, Present, Future
4	Sentence Structure	2	Simple, compound, complex
5	Vocabulary in IT	2	Basic technical terms
6	Reading Comprehension I	2	Short IT texts
7	Writing Emails	2	Formal/informal

8	Midterm Revision & Practice	2	–
9	Midterm Exam	2	–
10	Passive and Active Voice	2	Grammar application
11	Conditional Sentences	2	Real/unreal conditions
12	Reading Comprehension II	2	Longer texts
13	Writing Reports and Summaries	2	Academic focus
14	Presentation Skills	2	Using slides
15	Final Exam	2	Written + Oral
16	Introduction to Technical English	2	–
17	Parts of Speech	2	Grammar focus
18	Verb Tenses	2	Past, Present, Future
19	Sentence Structure	2	Simple, compound, complex
20	Vocabulary in IT	2	Basic technical terms
21	Reading Comprehension I	2	Short IT texts
22	Writing Emails	2	Formal/informal
23	Midterm Revision & Practice	2	–
24	Midterm Exam	2	–
25	Passive and Active Voice	2	Grammar application

26	Conditional Sentences	2	Real/unreal conditions
27	Reading Comprehension II	2	Longer texts
28	Writing Reports and Summaries	2	Academic focus
29	Presentation Skills	2	Using slides
30	Final Exam	2	Written + Oral

Course Description

1. Course name : Baath Party crimes in Iraq
2. Course code:
3. semester/year : 2023 - 2024
4. Date this description was prepared:3/24/2024
5. Available attendance forms:
6. Number of study hours (total) / Number of units (total)
7. Name of the course administrator (if more than one name is mentioned)

the name: Mohammed Fadel Mohammed Email:mohammed fadhel@uomisan.edu.iq

8. Course objectives

- Identifying crimes committed by the Baath Party regime - Creating greater awareness among students to reject all forms of injustice - Defining the civil rights enjoyed by Iraqi citizens	**Course objectives**

9. Teaching and learning strategies

- Training the student on the skill of discussion and speaking by following the student-teacher dialogue method Or use study circles.	Strategy

10. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Assignments and tests	a lecture	Introducing students to the most important ideas related to each word mentioned.	theoretica	1	1
Assignments and tests	a lecture	The student learns:Crime sections	theoretica	1	2
Assignments and tests	a lecture	The student learns about: types of crimes	theoretica	1	3
Assignments and tests	a lecture	The student learns about: the decisions of t Supreme Criminal Court.	theoretica	1	4
Assignments and tests	a lecture	The student learns about: psychological crimes and their effects.	theoretica	1	5
Assignments and tests	a lecture	The student learns:Mechanisms of psychological crimes	theoretica	1	6

Assignments and tests	a lecture	The student learns about: social crimes	theoretica	1	7
Assignments and tests	a lecture	The student learns about: the Baath regime position on religion.	theoretica	1	8
Assignments and tests	a lecture	The student learns about: the militarization society.	theoretica	1	9
Assignments and tests	a lecture	exam	theoretica	1	10
Assignments and tests	a lecture	The student learns about: the end of Iraqi la The student learns about: pictures of humar rights violations in Iraq	theoretica	1	11
Assignments and tests	a lecture	The student learns about: the prisons and detention centers of the Baath regime.	theoretica	1	12
Assignments and tests	a lecture	The student learns about: the environmenta crimes of the Baath regime in Iraq.	theoretica	1	13
Assignments and tests	a lecture	The student learns about: radioactive war pollution	theoretica	1	14
Assignments and tests	a lecture	The student learns about: the destruction of cities and villages.	theoretica	1	15
Assignments and tests	a lecture	The student learns about: draining marshes	theoretica	1	16
Assignments and tests	a lecture	The student learns about: orchard clearing	theoretica	1	17
Assignments and tests	a lecture	The student learns about: crimes of mass graves	theoretica	1	18
Assignments and tests	a lecture	The student learns about: the events of the genocide cemeteries.	theoretica	1	19
Assignments and tests	a lecture	The student learns about: the chronological classification of university cemeteries	theoretica	1	20
Assignments and tests	a lecture	The student learns about: the events of 196	theoretica	1	21
Assignments and tests	a lecture	The student learns about: The Abad Cemet from 1963 to 1979	theoretica	1	22
Assignments and tests	a lecture	The student learns about: the events of the year 1980 to 1988	theoretica	1	23
Assignments and tests	a lecture	The student learns about: the events of 199	theoretica	1	24
Assignments and tests	a lecture	The student learns about: the locations of mass graves	theoretica	1	25
Assignments and tests	a lecture	The student learns about: The crime of the Barzani Kurds	theoretica	1	26
Assignments and tests	a lecture	The student learns about: the Halabja crime The student learns about: the crime of the Shaaban uprising.	theoretica	1	27
Assignments and tests	a lecture	The student learns about: mass grave sites	theoretica	1	28

11. Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

12 Learning and Teaching Resources

Baath regime crimes in Iraq	Required textbooks (methodology if any)
The Iraqi Constitution of 2005 AD.	Main references (sources)

	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course Description FormUniversity of Maysan/Faculty of Education / Computer Science Department

Second Stage

Arabic	1. Course name
	2. codeThe decision:
annual	3. the chapter /Year:
2024/2025	4. Date preparedDescription:
Lectures are delivered in person to students according to the schedule announced by the college.	5. AAvailable attendance forms:
30 hours (1 hour per week * 30 weeks)	6. Number of study hours (total) / Number of units (total)
Name: Asst.Lect. Ali Ghazi Mohammed **Ali.ghazi@uomisan.edu.iq**	7. Course Instructor Name(If more than one name is mentioned)
8. Course objectives	
Correcting the tongue and hand from falling into linguistic errors, Preparing qualified linguistic, literary and educational staff for research and teaching in various educational institutions, especially at the primary level.	Course objectives

Raising a generation that cares about its nation's intellectual and literary heritage	
Working to preserve the eloquence of the Arabic language	
Enriching libraries with research and studies by providing serious university theses.	
Meeting the needs of universities, research centers, and the Ministry of Education for linguistic, literary, and educational specializations.	
Introducing students to the Arabic heritage of language and literature, as well as proper educational curricula.	

1. Teaching and learning strategies

1. **In-person lectures in classrooms.** 2. **Discussion style, surprise exams and skill development methods.** 3. **Asking intellectual questions or holding a competition between students, stimulating creative thinking and providing clear and quick answers to the problems raised.**	**Strategy**

4. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
In-person semester and daily exams	**In-person lectures**	**nominal sentence**	**The student is able to understand the given material.**	**1**	**the first**

In-person semester and daily exams	**In-person lectures**	**Kan and its sisters**	**The student is able to understand the given material.**	1	**the second**
In-person semester and daily exams	**In-person lectures**	**In and its sisters**	**The student is able to understand the given material.**	**1**	**the third**
In-person semester and daily exams	**In-person lectures**	**La negating the genus**	**The student is able to understand the given material.**	**1**	**Fourth**
In-person semester and daily exams	**In-person lectures**	**Verb signs**	**The student is able to understand the given material.**	**1**	**Fifth**
In-person semester and daily exams	**In-person lectures**	**past tense**	**The student is able to understand the given material.**	**1**	**Sixth**

In-person semester and daily exams	**In-person lectures**	present tense verb	**The student is able to understand the given material.**	1	Seventh
In-person semester and daily exams	**In-person lectures**	The nasb of the present tense verb	**The student is able to understand the given material.**	1	The eighth
In-person semester and daily exams	**In-person lectures**	Building the present tense verb	**The student is able to understand the given material.**	1	Ninth
In-person semester and daily exams	**In-person lectures**	imperative verb	**The student is able to understand the given material.**	1	tenth
In-person semester and daily exams	**In-person lectures**	actor	**The student is able to understand the given material.**	1	eleventh
In-person semester and daily exams	**In-person lectures**	The object	**The student is**	1	twelfth

			able to understand the given material.		
In-person semester and daily exams	**In-person lectures**	Selections from poetic texts	**The student is able to understand the given material.**	1	thirteenth
In-person semester and daily exams	**In-person lectures**	Al-Mutanabbi's Nuniyah	**The student is able to understand the given material.**	1	fourteenth
In-person semester and daily exams	**In-person lectures**	Al-Qushayri's eye	**The student is able to understand the given material.**	1	fifteenth
In-person semester and daily exams	**In-person lectures**	Village Market / Abdul Wahab Al-Bayati	**The student is able to understand the given material.**	1	sixteenth
In-person semester and daily exams	**In-person lectures**	Selections from Arabic Prose	**The student is able to understand**	1	seventeenth

			the given material.		
In-person semester and daily exams	**In-person lectures**	The wet nurses (Taha Hussein)	**The student is able to understand the given material.**	1	eighteenth
In-person semester and daily exams	**In-person lectures**	punctuation marks	**The student is able to understand the given material.**	1	nineteenth
In-person semester and daily exams	**In-person lectures**	Original and secondary diacritical marks	**The student is able to understand the given material.**	1	**Twenty**
In-person semester and daily exams	**In-person lectures**	In linguistic correction	**The student is able to understand the given material.**	1	**twenty-first**
In-person semester and daily exams	**In-person lectures**	Introduction to Dictation	**The student is able to understand the given material.**	1	**twenty-second**

In-person semester and daily exams	**In-person lectures**	Hamzat al–Qat` and al–Wasl	**The student is able to understand the given material.**	1	**twenty-third**
In-person semester and daily exams	**In-person lectures**	The letters Dad and Tha	**The student is able to understand the given material.**	1	**twenty-fourth**
In-person semester and daily exams	**In-person lectures**	Drawing the hamza	**The student is able to understand the given material.**	1	**twenty-fifth**
In-person semester and daily exams	**In-person lectures**	drawing of the letter alif	**The student is able to understand the given material.**	1	**twenty-sixth**
In-person semester and daily exams	**In-person lectures**	Quranic stories	**The student is able to understand the given material.**	1	**twenty-seventh**

In-person semester and daily exams	**In-person lectures**	The story of the Prophet Joseph, peace be upon him	**The student is able to understand the given material.**	1	**twenty-eighth**
In-person semester and daily exams	**In-person lectures**	The story of the People of the Cave	**The student is able to understand the given material.**	1	**twenty-ninth**
In-person semester and daily exams	**In-person lectures**	Surah Ad-Duha	**The student is able to understand the given material.**	1	**thirty**

5. Course Evaluation

* **Semi-daily and monthly tests**

And surprise exams.

Daily classroom participation

6. Learning and teaching resources

Arabic Language Education and Skills, Dr. Ahmed Ayoub Gerges Arabic Grammar and its Application - Dr. Ahmed Shalaby	Required textbooks (methodology if any)

Arabic Grammar by Abdul Latif Al-Saidi Study of linguistic sound, Dr. Ahmed Mukhtar Omar	
The Complete Poetic Works of Ibrahim Touqan Arabic calligraphy: its origins and development, Dr. Adel Al-Alusi	Main references (sources)
	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites

Course Description

1. Course Title : Developmental Psychology					
2. Course Code:					
3. Semester / Year :2024/2025					
4. Date of preparation of this description :12/2/2025					
5. Available forms of attendance: Lectures are delivered in person to students according to the schedule announced in the department					
6. Number of study hours (total) / number of units (total) * 60 hours (2 hours per week * 30 weeks)					
7. Course administrator's name (if more than one name)					
Name: Eng. Hawra Hashem Naima ALAEmile:					
8. Course Objectives					
Course Objectives			1_ Definition of Developmental Psychology 2_ Statement of the stages of linguistic development 3_ Definition of the stages of cognitive development of humans 4_ Know the stages of human development 5_ Distinguish between branches of developmental psychology		
9. Teaching and Learning Strategies					
Strategy			1_ Face-to-face lectures in the classrooms 2_ The method of discussion and exchange of views to break psychological barriers and reach the right opinion 3_ Asking intellectual questions or brainstorming to develop their abilities and ability to discuss		
10. Course Structure					
The week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1	Two hours	The student can understand	Developmental psychology - definition -	Face-to-face lectures	Quarterly, daily and

		the material given	importance - the meaning of growth		attendance exams
2	Two hours	The student can understand the material given	General principles of growth, stages of growth	Face-to-face lectures	Quarterly, daily and attendance exams
3	Two hours	The student can understand the material given	Factors affecting growth Genetic factors	Face-to-face lectures	Quarterly, daily and attendance exams
4	Two hours	The student can understand the material given	Environmental factors	Face-to-face lectures	Quarterly, daily and attendance exams
5	Two hours	The student can understand the material given	Research Methods in Developmental Psychology Transverse Longitudinal	Face-to-face lectures	Quarterly, daily and attendance exams
6	Two hours	The student can understand the material given	Experimental correlation	Face-to-face lectures	Quarterly, daily and attendance exams
7	Two hours	The student can understand the material given	Childhood stages - definition and importance	Face-to-face lectures	Quarterly, daily and attendance exams
8	Two hours	The student can understand the material given	Childhood	Face-to-face lectures	Quarterly, daily and attendance exams

9	Two hours	The student can understand the material given	Physical growth and mental development	Face-to-face lectures	Quarterly, daily and attendance exams
10	Two hours	The student can understand the material given	Linguistic and social development	Face-to-face lectures	Quarterly, daily and attendance exams
11	Two hours	The student can understand the material given	Congenital and emotional development	Face-to-face lectures	Quarterly, daily and attendance exams
12	Two hours	The student can understand the material given	The role of social upbringing institutions for children and the family	Face-to-face lectures	Quarterly, daily and attendance exams
13	Two hours	The student can understand the material given	The role of child and school socialization institutions	Face-to-face lectures	Quarterly, daily and attendance exams
14	Two hours	The student can understand the material given	Peers and media	Face-to-face lectures	Quarterly, daily and attendance exams
15	Two hours	The student can understand the material given	Adolescence - its definition - its importance - its stages	Face-to-face lectures	Quarterly, daily and attendance exams
16	Two hours	The student can understand the material given	Physical development, mental and cognitive development	Face-to-face lectures	Quarterly, daily and attendance exams
17	Two hours	The student can understand	Social, emotional and moral development	Face-to-face lectures	Quarterly, daily and

		the material given			attendance exams
18	Two hours	The student can understand the material given	The adolescent and society	Face-to-face lectures	Quarterly, daily and attendance exams
19	Two hours	The student can understand the material given	Teenagers, peers and media	Face-to-face lectures	Quarterly, daily and attendance exams
20	Two hours	The student can understand the material given	The adolescent and the profession The importance of work in the life of a teenager	Face-to-face lectures	Quarterly, daily and attendance exams
21	Two hours	The student can understand the material given	Its importance is choosing a profession and the factors affecting it and its compatibility with it	Face-to-face lectures	Quarterly, daily and attendance exams
22	Two hours	The student can understand the material given	Teenage trends and tendencies	Face-to-face lectures	Quarterly, daily and attendance exams
23	Two hours	The student can understand the material given	The importance of tendencies and trends	Face-to-face lectures	Quarterly, daily and attendance exams
24	Two hours	The student can understand the material given	Factors affecting their attitudes and tendencies	Face-to-face lectures	Quarterly, daily and attendance exams
25	Two hours	The student can understand the	Some teenage problems	Face-to-face lectures	Quarterly, daily and attendance exams

		material given			
26	Two hours	The student can understand the material given	Academic delay	Face-to-face lectures	Quarterly, daily and attendance exams
27	Two hours	The student can understand the material given	Aggressive behavior	Face-to-face lectures	Quarterly, daily and attendance exams
28	Two hours	The student can understand the material given	Adolescent delinquency	Face-to-face lectures	Quarterly, daily and attendance exams

11.Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports .... etc	
12Learning and Teaching Resources	
Required textbooks (methodology, if any)	Developmental Psychology, Ghorab, Hisham Ahmed (2015)
Main references (sources)	1_ Psychology of childhood and adolescence, Al-Alusi, Jamal Hussein (1983) 2_ Evolutionary Psychology, Arifeg, Sami (1993) 3_ Introduction to the science of evolution, Alwan, Fadia (2003) 4_ The psychology of growth, Anani, Hanan Abdel Hamid (2003) 5_ Developmental psychology _ from childhood to old age, parasite, compliance Zain al-Din (2004)
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	