

Republic of Iraq  
Ministry of Higher Education & Scientific  
Research Supervision and Scientific Evaluation Directorate  
Quality Assurance and Academic Accreditation

Academic Program Specification Form  
The Academic Year 2020-2021

University: University of Anbar  
College: Education College for Woman  
Department: English Language Department  
Date of Form Completion: 2/6/2021

أ.م.د. عبد الوهاب عبد الوهاب  
رئيس قسم اللغة الانكليزية

Dean's Name Date  
Prof. Dr. Nasra Jadwe  
Date: 2 /6/2021

Signature

Dean's Asst. for Scientific Affairs  
Asst. Prof. Dr. Firas Fadhil Ali  
Date: 2/6/2021

Signature

Head of Department  
Asst. Prof. Dr. Ammar Abdul Wahab  
Date: 2/6/2021

Signature

Quality Assurance and University Performance Manager  
Prof. Dr. Ahmed Abdel-Sattar Shallal  
Date: 2/6/ 2021

Signature



## TEMPLATE FOR PROGRAMME SPECIFICATION

### HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

#### PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

1. Teaching Institution	University of Anbar
2. University Department/Centre	College of Education for Women
3. Programme Title	Bachelor Degree
4. Title of Final Award	Bachelor in English
5. Modes of Attendance offered	Courses
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	2/6/2021
9. Aims of the Programme	
1. Preparing female graduates with high scientific and linguistic skills to meet the needs of Iraqi schools and the community in the field of English language education.	
2. Providing the graduates with practical and language skills and preparing them to complete their career in postgraduate studies.	
3. Preparing and training graduates who are able to write scientific and applied	

research in both English and Arabic and publish them in scientific journals.

## 10. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding:

1. The student has the ability to understand and speak the English language
2. The ability to study English literature to understand the culture and society that this literature reflects
3. The ability to translate English texts into Arabic and vice versa
4. The ability to write research papers and articles on various topics in the English language

### B. Subject-specific skills

- B1. Students have the ability to listen to English effectively not only for meaning but also for specific phonetic details.
- B2. Students have the ability to speak with an acceptable level of fluency in English.
- B3. Students have the ability to read various texts in English well.
- B4: Students have the ability to write well in English, and they take into consideration the differences among several written texts.

### C. Thinking Skills

- C1. Enabling students to compare and contrast while acquiring knowledge.
- C2. Enabling students to analyze and synthesize to come up with conclusions.
- C3. Enabling students to think critically so as to be aware of what they learn.

### Teaching and Learning Methods

1. Daily theoretical lectures.
2. Practical lectures in laboratories.
3. Graduation projects for students of the finished stage and their discussion

## Assessment methods

1. Monthly and quarterly written exams.
2. Quick exams (Quizzes).
3. Oral Exams.
4. Online-tasks.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Students have the ability to express themselves and show their potentials.

D2. Students have the ability to compete in the field of business.

D3. Students have the ability to work collaboratively and achieve goals within available time and tools.

D4. Students have the ability to improve their own skills and apply them to serve the community.

## Teaching and Learning Methods

1. Daily theoretical lectures.
2. Practical lectures in laboratories.
3. Graduation projects for students of the finished stage and their discussion

## Assessment Methods

5. Monthly and quarterly written exams.
6. Quick exams (Quizzes).
7. Oral Exams.
8. Online-tasks.

11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
First	<b>EWE1101</b>	Arabic Language	3	Bachelor Degree Requires ( x ) credits
	<b>EWE2101</b>	Human Rights and Democracy	3	
	<b>EWE2102</b>	Computer Science	2	
	<b>EWE2103</b>	Fundamentals of Education	3	
	<b>EWE2104</b>	General Psychology2	2	
	<b>EWE3101</b>	Phonetics 1	2	
	<b>EWE3102</b>	Introduction to Literature (Poetry and Prose)	2	
	<b>EWE3103</b>	English Grammar	3	
	<b>EWE3104</b>	Listening and Speaking1	2	
	<b>EWE3105</b>	Phonetics2	2	
	<b>EWE3106</b>	Composition Writing2	2	
	<b>EWE3107</b>	Reading	2	
	<b>EWE3108</b>	English Grammar 2	3	

	<b>EWE3109</b>	Introduction to Literature (Drama	3
			35
Second			
	<b>EWE2204</b>	Psychology of Growth An	<b>3</b>
	<b>EWE3215</b>	Introduction to ELT	<b>2</b>
	<b>EWE2202</b>	Educational Administration	<b>2</b>
	<b>EWE3203</b>	Morphology	<b>3</b>
	<b>EWE3201</b>	English Phonology1	<b>3</b>
	<b>EWE3202</b>	Short Story	<b>3</b>
	<b>EWE3209</b>	One Act Play	<b>3</b>
	<b>EWE3204</b>	16th C. English Poetry	<b>3</b>
	<b>EWE3206</b>	Advanced Reading	<b>2</b>
	<b>EWE3210</b>	Syntax 2	<b>2</b>
	<b>EWE3205</b>	English Phonology2	<b>2</b>
	<b>EWE3207</b>	An Introduction to Academic Writing	<b>2</b>
	<b>EWE3211</b>	Narrative literature	<b>2</b>
	<b>EWE3212</b>	Elizabethan Drama 2	<b>2</b>
	<b>EWE3213</b>	17th C. English Poetry	<b>2</b>
	<b>EWE3214</b>	Listening and Speaking 1	<b>2</b>

			38
Third			
	<b>EWE2301</b>	Guidance and Psychological Health	2
	<b>EWE2302</b>	Pedagogy and Curriculum	3
	<b>EWE2303</b>	Research Paper	2
	<b>EWE3312</b>	University Grammar of English1	3
	<b>EWE3301</b>	Linguistics1	3
	<b>EWE3302</b>	Victorian Novel 1	3
	<b>EWE3303</b>	Renaissance Drama	3
	<b>EWE3304</b>	Romantic Poetry	3
	<b>EWE3305</b>	Academic writing	2
	<b>EWE3306</b>	University Grammar of English2	3
	<b>EWE3307</b>	Victorian Novel 2	3
	<b>EWE3308</b>	Shakespearean Drama	3
	<b>EWE3309</b>	Victorian Poetry	3
	<b>EWE3310</b>	Listening & speaking 1	2
	<b>EWE3311</b>	Linguistics2	3

			41
Fourth			
	<b>EWE2401</b>	Observation	2
	<b>EWE2402</b>	Tests	2
	<b>EWE2403</b>	Measurement and Evaluation	3
	<b>EWE2404</b>	Practicum	2
	<b>EWE2405</b>	Graduation Project	2
	<b>EWE3401</b>	Grammar 1	3
	<b>EWE3402</b>	Linguistics1	3
	<b>EWE3403</b>	Modern novel 1	3
	<b>EWE3404</b>	Modern Poetry1	3
	<b>EWE3405</b>	modern drama 1	3
	<b>EWE3406</b>	Contemporary Grammar 2	3
	<b>EWE3407</b>	Modern novel 2	3
	<b>EWE3408</b>	Modern Poetry2	3
	<b>EWE3409</b>	Translation 2	2



	<b>EWE3410</b>	Linguistics2	3
	<b>EWE3411</b>	modern drama 2	3
	<b>EWE3412</b>	Advanced listening and speaking	2
			45

### 13. Personal Development Planning

We have an ambition to expand admission for the coming years, introduce new curricula, and establish twinning with other departments to keep pace with recent developments.

### 14. Admission criteria.

- ❖ Admission criterion (setting regulations related to joining the college or institute)
- ❖ Adopting the admission requirements for students in accordance with the regulations of the Ministry of Higher Education and Scientific Research (central admission)
- To pass the personal interview of the department.
- To be fit for a medical examination.
- High school average.
- The absorptive capacity of the college.

### 15. Key sources of information about the programme

The most important sources of information about the program.

- The needs of the Ministry of Education
- Local trends of the governorate
- Studies and questionnaires.

## Curriculum Skills Outline

Please check the boxes corresponding to the individual learning outcomes from the program being evaluated

### Learning outcomes required from the program

General and impartial skills(or) Other skills related to employability and personal development				Reasoning skills				Subject-specific skills				Knowledge and understanding				Secondary / Primary	Name of subject	code	/First year stage
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	41	31	A2	A1				
							√				√			√	√		Arabic Language	EWE1 101	courses
							√				√			√	√		Human Rights and Democracy	EW E21 01	
							√				√			√	√		Computer Science	EW E21 02	
							√				√			√	√		Fundamentals of Education	EW E21 03	
						√	√			√	√			√	√		General Psychology2	EW E21 04	
							√				√				√		Phonetics 1	EW E31 01	

							√				√				√	√		<b>Introduction to Literature (Poetry and Prose)</b>	<b>EW E31 02</b>	
							√				√				√	√		<b>English Grammar</b>	<b>EW E31 03</b>	
											√					√		<b>Listening and Speaking1</b>	<b>EW E31 04</b>	
											√					√		<b>Phonetics2</b>	<b>EW E31 05</b>	
											√					√		<b>Composition Writing</b>	<b>EW E31 06</b>	
							√			√	√				√	√		<b>Reading</b>	<b>EW E31 07</b>	
											√					√		<b>English Grammar 2</b>	<b>EW E31 08</b>	
																		<b>Introduction to Literature (Drama)</b>	<b>EW E31 09</b>	

D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	41	31	A2	A1				Second stage courses
							√			√	√			√	√				Psychology of Growth EWE2204
						√	√			√	√				√				An Introduction to ELT EWE3215
						√	√				√				√				Educational Administration EWE2202
						√	√				√				√				Morphology EWE3203
						√	√				√				√				English Phonology1 EWE3201
							√		√	√	√			√	√				Short Story EWE3202
					√	√	√		√	√	√			√	√				One Act Play EWE3209
						√	√			√	√			√	√				16 <sup>th</sup> C. English Poetry EWE3204
						√	√			√	√			√	√				Advanced Reading EWE3206
							√		√	√	√			√	√				Syntax 2 EWE3210
					√	√	√		√	√	√			√	√				English Phonology2 EWE3205

						√	√			√	√						<b>An Introduction to Academic Writing</b>	<b>EWE3207</b>	
						√	√			√	√						<b>Narrative literature</b>	<b>EWE3211</b>	
							√			√	√						<b>Elizabethan Drama 2</b>	<b>EWE3212</b>	
						√	√			√	√						<b>17<sup>th</sup> C. English Poetry</b>	<b>EWE3213</b>	
							√			√	√						<b>Listening and Speaking 1</b>	<b>EWE3214</b>	

D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	41	31	A2	A1			Third stage	
							√		√	√	√			√	√		<b>Guidance and Psychological Health</b>	<b>EWE2301</b>	<b>Courses</b>
						√	√		√	√	√			√	√		<b>Pedagogy and Curriculum Innovation</b>	<b>EWE2302</b>	
						√	√			√	√			√	√		<b>Curricula of Research Paper</b>	<b>EWE2303</b>	
						√	√			√	√			√	√		<b>University Grammar of English1</b>	<b>EWE3312</b>	
							√		√	√	√			√	√		<b>Linguistics1</b>	<b>EWE3301</b>	
						√	√		√	√	√			√	√		<b>Victorian Novel 1</b>	<b>EWE3302</b>	
						√	√			√	√			√	√		<b>Renaissance Drama</b>	<b>EWE3303</b>	
						√	√			√	√			√	√		<b>Romantic Poetry</b>	<b>EWE3304</b>	
							√			√	√			√	√		<b>writing</b>	<b>EWE3305</b>	
						√	√			√	√			√	√		<b>University Grammar of English2</b>	<b>EWE3306</b>	
							√			√	√			√	√		<b>Victorian Novel 2</b>	<b>EWE3307</b>	
							√		√	√	√			√	√		<b>Shakespearean Drama</b>	<b>EWE3308</b>	
						√	√		√	√	√			√	√		<b>Victorian Poetry</b>	<b>EWE3309</b>	
						√	√			√	√			√	√		<b>Listening &amp; speaking 1</b>	<b>EWE3310</b>	
						√	√			√	√			√	√		<b>Linguistics1</b>	<b>EWE3311</b>	
<b>D4</b>	<b>D3</b>	<b>D2</b>	<b>D1</b>	<b>C4</b>	<b>C3</b>	<b>C2</b>	<b>C1</b>	<b>B4</b>	<b>B3</b>	<b>B2</b>	<b>B1</b>	<b>41</b>	<b>31</b>	<b>A2</b>	<b>A1</b>			<b>Fourth stage</b>	

						√			√	√			√	√		<b>Practicum/</b>	<b>EWE2401</b>	courses
						√	√		√	√			√			<b>Test Design and Assessment</b>	<b>EWE2402</b>	
						√	√			√			√			<b>Measurement and Evaluation</b>	<b>EWE2403</b>	
						√	√			√			√			<b>observation</b>	<b>EWE2404</b>	
						√	√			√			√			<b>Graduation Project</b>	<b>EWE2405</b>	
							√	√	√	√			√	√		<b>Grammar 1</b>	<b>EWE3401</b>	
					√	√	√		√	√	√		√	√		<b>Linguistics1</b>	<b>EWE3402</b>	
						√	√			√	√		√	√		<b>Modern novel 1</b>	<b>EWE3403</b>	
						√	√			√	√		√	√		<b>Modern Poetry1</b>	<b>EWE3404</b>	
							√		√	√	√		√	√		<b>modern drama 1</b>	<b>EWE3405</b>	
					√	√	√		√	√	√		√	√		<b>Contemporary Grammar 2</b>	<b>EWE3406</b>	
						√	√			√	√		√	√		<b>Modern novel 2</b>	<b>EWE3407</b>	
						√	√			√	√		√	√		<b>Modern Poetry2</b>	<b>EWE3408</b>	
							√			√	√		√	√		<b>Translation 2</b>	<b>EWE3409</b>	
						√	√			√	√		√	√		<b>Linguistics2</b>	<b>EWE3410</b>	
							√			√	√		√	√		<b>modern drama 2</b>	<b>EWE34 11</b>	
						√	√			√	√		√	√		<b>Advanced listening and speaking</b>	<b>EWE34 12</b>	



## Course Description Form

### Review of the Academic Program

Scientific Institution	University Of Anbar/ College of Education for Women
1. Department	English Language
2. Course Description Form	First stage\Academic Writing
3. Programs	Lectures
4- Available forms of attendance	Class
4. Course / yearly	First Stage/ second Course
5- Number of study hours(total)	39
6- Date of course preparation	2/6/2021
<b>7-Course Objectives:</b>	
1-Develop the student's ability to understand the characteristics of writing in English Language skillfully.	
2- Encouraging the student to write paragraph and in the next step to write an essay correctly.	
3- Urging the student to write paragraphs, books, essays, and posters to enrich	



the student's ability in writing

4- Raising the educational level of the students and preparing them to teach writing in the future.

**9. Learning outcomes and methods of teaching, learning and assessment:**

1- Enable the students to get acquainted with the skill of writing a paragraph then to write an essay.

2- Introducing students to way of writing a paragraph and how they can follow the process of the writing starts from choosing title up to the final form of a paragraph

3- Teaching and encouraging students how to choose the mood of writing or brainstorming whether listing, mapping, or free writing directly.

A - knowledge and understanding:

There are various processes of writing which are choosing a topic, narrowing topic, writing Process, proofread...etc.

B-Subject-specific skills

Writing is an important process in English Language. It develops the Students' Faculty in writing one well divided paragraph such as introduction, development and conclusion.

Teaching and learning methods



Standard method (lecture method) Text method
Evaluation methods
Constructive (formative) calendar represented by daily exams Diagnostic calendar represented by semester and final exams
C- Thinking skills  Urging and encouraging students to write paragraphs of their own and suggesting titles, writing words, sentences, and paragraphs.
Teaching and learning methods:
Urging students to realize the process of writing paragraph in a proper way. Knowing the aesthetics of the English language in the methods and structure of writing and showing meanings, especially brainstorming, gathering ideas, organizing ideas, drafting, reviewing and revising, adding, rewriting. Types of

paragraphs which are narrative, descriptive, personal paragraph, and recipes...etc.

**Methods of Evaluation:**

Do not use traditional teaching methods, but rather try to depend on observation, interview, and trying to understand the ideas of the students because they are the last stage students of the undergraduate study.

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

The ability to correct them linguistically, grammatically, and semantically as well as adjust writing and rewrite and evaluate them, acquire knowledge of modern systems of writing and communication, and acquire knowledge of the characteristics of English writing texts.



## 9. Course Structure

Evaluation method	Teaching method	Name of Unit or subject	Required learning outcomes	Hours	Week
Daily discussion of writing process	Explanation of the process of writing	Introduction about the writing process.		6	February (1-2)
Daily oral and written test	Explain the main division of paragraph	Structure of paragraph		9	March 2-3 1
Daily oral and written test	explain what is meant by descriptive paragraph.	Descriptive paragraph\places and personality		12	March 4\April 1-2-3
Daily oral and written test	Define what is Opinion paragraph and Recipes.	Opinion paragraph and recipes		12	April4May 1-2-3
Final written exam		First course exam, first attempt			



5. Acceptance

<b>9. Infrastructure:</b>	
<i>Academic Writing.</i> Essay and Letter Writing.	Required Reading: Text of the play   ▪ others               ▪
	Private Requirements
The course connections	Social services (including guest lectures, professional training and field studies)
	Previous Requirements
40	Less number of students
60	The largest number of students

**A.I. Najlaa K. Saleh**  
**College of Education for Women**



وزارة التعليم العالي والبحث العلمي  
جهاز الإشراف والتقويم العلمي  
دائرة ضمان الجودة والاعتماد الأكاديمي  
قسم الاعتماد الدولي

## Course Description Form

### Reviewing the Performance of Higher Education Institutions Review of (The Academic Program)

**Teacher of course: Instructor : AFAF SAMI SALIH**  
**Grammar /First Year/ English Department**

<b>This course introduces the basic principles of English grammar and aims at enabling students to use English correctly, appropriately, and flexibly in different communicative situations.</b>	
<b>1 . Educational Institution</b>	<b>1. University of Anbar\College of Education for Women</b>
<b>2. The Department</b>	<b>2- English Department</b>
<b>3. Name of Course</b>	<b>3 - Grammar EWE3103</b>
<b>4- Type of available attendance</b>	<b>4- Classroom</b>
<b>5- Year / Semester</b>	<b>5- 2021-2022 / 1<sup>st</sup> &amp; 2<sup>nd</sup></b>
<b>6 - Number of total hours</b>	<b>6- 45 total hour at Course / 3 hours weekly</b>
<b>7- Time of making this description</b>	<b>7- 4/10/2021</b>
<b>8- Course Objectives</b>	<b>8. COURSE OBJECTIVES</b> By the end of the course, students should be able to: - Know the grammatical rules of English correctly. -Utilize their grammatical knowledge in the communicative use of the English language and in reading and writing different types of literary texts. - Use language appropriately and flexibly in communication.
<b>Methods of Education &amp;</b>	

<b>Learning</b>	
<b>1- Daily Classroom Discussion .</b> <b>2- Short tests every awhile .</b> <b>3- Using Internet in searching for useful information .</b>	
<b>* Methods of Evaluation</b>	
<b>Daily Classroom discussion</b> <b>Short Quizzes</b>  <b>Oral Daily Tests</b> <b>Reports produced concerning curriculum</b> <b>Monthly Tests</b>	
<b>* Evaluative and Emotional Objectives :</b> <b>1- The real participation of students in daily discussions .</b> <b>2- Students' care on dates of course activities during the course .</b> <b>3- Developing the communication between the Teacher and the students .</b> <b>4- Connecting the use of the course with everyday life activities .</b>	
<b>* Methods of Teaching &amp; Learning</b>	
<b>1- Daily Classroom discussion</b> <b>2- Research activities .</b> <b>3- Power point .</b> <b>4- Using the Brainstorming method.</b>	
<b>Methods of Evaluation</b>	
<b>10- General and Qualifying Skills .</b> <b>1- Evaluation of Students' skills in everyday 's activities .</b> <b>2- Evaluation by Monthly Exams .</b> <b>3- Evaluation by research activities .</b>	



COURSE DESCRIPTION					
Method of evaluation	Method of learning	Name of topic or unit	Required Outputs	Hours	Week
Daily Oral Performances & Tests	Communicative approach	Present simple	Studying the theoretical points of the topic and using them communicatively	3	1
Daily Oral Performances & Tests	Communicative approach	present simple continuous	Studying the theoretical points of the topic and using them communicatively	3	2
Daily Oral Performances & Tests	Communicative approach	Present perfect	Studying the theoretical points of the topic and using them communicatively	3	3
Daily Oral Performances & Tests	Communicative approach	Past perfect	Studying the theoretical points of the topic and using them communicatively	3	4
Daily Oral Performances & Tests	Communicative approach	Past continuous	Studying the theoretical points of the topic and using them communicatively	3	1
Daily Oral Performances & Tests	Communicative approach	Past perfect	Studying the theoretical points of the topic and using them communicatively	3	2
Daily Oral Performances & Tests	Communicative approach	Future tense	Studying the theoretical points of the topic and using them communicatively	3	3
Daily Oral Performances & Tests	Communicative approach	Auxiliary verbs	Studying the theoretical points of the topic and using them communicatively	3	4



Daily Oral Performances & Tests	Communicative approach	Perfective aspect	Studying the theoretical points of the topic and using them communicatively	3	1
Daily Oral Performances & Tests	Communicative approach	Progressive aspect	Studying the theoretical points of the topic and using them communicatively	3	2
Daily Oral Performances & Tests	Communicative approach	Linking verbs	Studying the theoretical points of the topic and using them communicatively	3	3
Daily Oral Performances & Tests	Communicative approach	If-conditional	Studying the theoretical points of the topic and using them communicatively	3	4
Daily Oral Performances & Tests	Communicative approach	If- conditional 2	Studying the theoretical points of the topic and using them communicatively	3	1
Daily Oral Performances & Tests	Communicative approach	If- conditional 3	Studying the theoretical points of the topic and using them communicatively	3	2
Daily Oral Performances & Tests	Communicative approach	Pronouns	Studying the theoretical points of the topic and using them communicatively	3	3
Daily Oral Performances & Tests	Communicative approach	Adjectives	Studying the theoretical points of the topic and using them communicatively	3	4
Daily Oral Performances & Tests	Communicative approach	Adverbs	Studying the theoretical points of the topic and using them communicatively	3	1
Daily Oral Performances & Tests	Communicative approach	Conjunction	Studying the theoretical points of the topic and using them communicatively	3	2
Daily Oral Performances & Tests	Communicative approach	Proforms	Studying the theoretical points of the topic and using them communicatively	3	1



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Daily Oral Performances & Tests	Communi cative approach	Passive voice	Studying the theoretical points of the topic and using them communicatively	3	2
Daily Oral Performances & Tests	Communi cative approach	Active voice	Studying the theoretical points of the topic and using them communicatively	3	3
Daily Oral Performances & Tests	Communi cative approach	Adjuncts	Studying the theoretical points of the topic and using them communicatively	3	4
Daily Oral Performances & Tests	Communi cative approach	Disjuncts	Studying the theoretical points of the topic and using them communicatively	3	1
Daily Oral Performances & Tests	Communi cative approach	Participial	Studying the theoretical points of the topic and using them communicatively	3	2
Daily Oral Performances & Tests	Communi cative approach	To- infinitive	Studying the theoretical points of the topic and using them communicatively	3	3
Daily Oral Performances & Tests	Communi cative approach	Bare infinitive	Studying the theoretical points of the topic and using them communicatively	3	4
Daily Oral Performances & Tests	Communi cative approach	Modal verbs	Studying the theoretical points of the topic and using them communicatively	3	1
Daily Oral Performances & Tests	Problem-Solving Method	General Review		3	2
-----	-----	Final Examinations		---	3-4

Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Others
Special requirements (include for example workshops, periodicals, IT software, websites)	Dictionaries+ Cultural Dictionaries + Grammar Books
Community-based facilities (include for example, guest Lectures , internship , field studies)	Audio DVD Download + Chapter Tests

Admissions	
Pre-requisites	
Minimum number of students	30 students in each class
Maximum number of students	50 students in each class



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## Course Description Form

### Review of the Academic Program

Scientific Institution	University Of Anbar/ College of Education for Women
1. Department	English Language
2. Course Description Form	First Class/ Poetry and Prose
3. Programs	Lectures
4- Available forms of attendance	Class
5-Course / yearly	First Year/ First Course
6- Number of study hours(total)	45
7- Date of course preparation	2/9/2020
<b>8-Course Objectives:</b>	
1-Develop the student's ability to understand the characteristics of Elizabethan theater and how to analyze it academically and scientifically.	
2- Encouraging the student to read the theatrical text and analyze it in literary	

and intellectual manner.

3- Urging the student to read critical books related to Elizabethan theatrical texts

4- Raising the educational level of the students and preparing them to teach the literary subject.

**9. Learning outcomes and methods of teaching, learning and assessment:**

- 1- Enabling the students to get acquainted with English theatrical literature
- 2- Introducing students to ancient and modern literary references and sources.
- 3- Teaching and encouraging students how to analyze theatrical texts and find proper ways of understanding.
- 4- Study the characteristics of the Elizabethan theater and realize its positive  
Expanding cultural awareness of English theater literature components

A - knowledge and understanding

B-Subject-specific skills

- Constructive (formative) calendar represented by daily exams1-
- 2-Structural assessment (formative) represented by oral exams
- 3-Structural assessment (formative) represented by oral exams



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.
Constructive (formative) calendar represented by daily exams Diagnostic calendar represented by semester and final exams
C- Thinking skills  Urging and encouraging students to analyze modern theatrical texts in a simplified manner
Teaching and learning methods:
Urging students to realize a love of English and an understanding of the topic of being the first language globally. Knowing the aesthetics of the English language in the methods and structure of speech and showing meanings, especially when analyzing theatrical text from the point of view of the writer and critics.

### Methods of Evaluation:

Do not use traditional teaching methods, but rather try to depend on observation, interview, and trying to understand the ideas of the students because they are the last stage students of the undergraduate study.

#### C-Emotional and value goals

C-1-Preparing the student to be an English language teacher proficient in all aspects of the language.

C-2-The student should be aware of all English language standards through studying literary texts.

C-3- Enriching the cultural and literary side of the student when studying English literature.

C-4-Provide the motivation to achieve a love of English and an

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

The ability to correct them linguistically, adjust reading and audio texts, criticize and analyze them, acquire knowledge of modern systems of dialogue and communication, and acquire knowledge of the characteristics of English literary texts.

D-1-An ability to correct linguistically, adjust read and audio texts, criticize and analyze them, acquire knowledge of modern systems of dialogue and communication, and acquire knowledge of the characteristics of the English language.

D-2-It does not use traditional teaching methods, but rather depends on observation, interview, and trying to understand the ideas of the students.

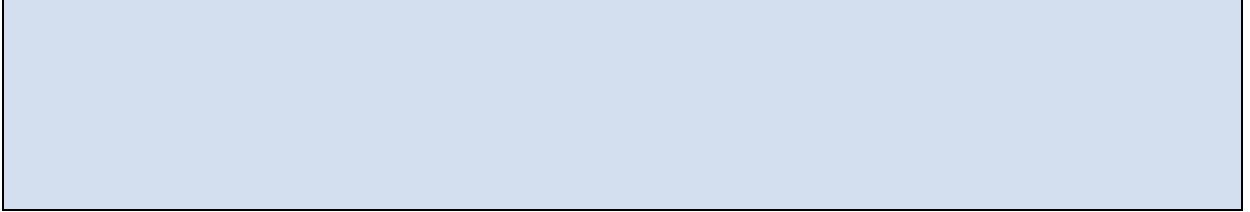
D-3-Develop their mental abilities to perceive the study of theater to develop the ability to speak fluently.

D-4-By studying theater, the student will be prepared to teach literary

paragraphs (stories and reading pieces) in the school curricula for English, and this will enhance her educational capabilities at the teaching stage.



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## 10. Course Structure

Evaluation method	Teaching method	Name of Unit or subject	Required learning outcomes	Hours	Week
Daily oral and written test	Reading text and analyzing method	An Introduction to Literature <b>What are the features of poet and poetry</b>		6	October(1-2)
Daily oral and written test	Reading text and analyzing method	<b>Poetry Devices</b>  <b>Structural Devices</b> <b>Sense Devices</b>		9	October 3-4 November 1
Daily oral and written test	=====	<b>The poem “ Lucy”</b> Critical analysis of the poem <i>Ozymandias:</i>		12	Nov.2-3-4 Dec. 1
Daily oral and written test	=====	<i>The ancient Mariner</i>		15	Dec. 2-3-4 January 1-2
Final written exam		First course exam, first attempt			January 4-3



وزارة التعليم العالي والبحث العلمي

9. Infrastructure:	
Literary critical analysis of Literature	Required Reading: ▪
The course connections	Social services (including guest lectures, professional training and field studies)

4. Acceptance	
	Previous Requirements
40	Less number of students
60	The largest number of students

**Ins.Alaa Muzahim Abdulrazzaq**  
**College of Education for Women**





## Course Description Form

### Reviewing the performance of higher education institutions (review of the academic program)

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve Demonstrating whether he has made maximum use of available learning .opportunities. It must be linked to the description the program

Institution	University of Anbar
Department	Department of English language
Course Title	Pronunciation
Programs involved	
Forms of Attendance Available	Class Attendance, Language Lab
Year/ Semester	First
No. of class hours	45 hours
Date of form preparation	2/6/2020
<p><b>Course Objectives:</b>                  Phonetics is one of the basic and important subjects in the English Language Department. Its objectives are as follows:                  -Teaching audio aims to provide students with basic phonemic concepts, terms, and rules for the phonemic system English.</p> <p>This course, which is taught as a primary resource, is based on the well-known book of Peter Roach - English phonetics and phonology a practical course as well as other resources and the Internet to develop students' listening and pronunciation skills of English sounds, allowing them to easily communicate with others and in the language English. It aims to prepare English language teachers with a leadership spirit to be able to control students during their profession Education in secondary schools by involving them in lectures and group work.</p>	



9. Learning Outcomes and Methods of Teaching, Learning and Assessment:

A. Cognitive Objectives-

A1 Know the elements of the English phonetic system.

A2 Informing students of the latest technical developments that facilitate the process of transmitting the audible word to students, especially laboratories the language.

A3 Expand the student's perceptions of understanding what is heard based on the correct pronunciation- .

A4 Prepare the student scientifically to move to the later stages- .

A5 Know the rules of intonation and how to apply them during speech- .

A6 Know the rules of stress and how to apply them to simple and complex words.

b. Skills objectives of the course- .

B1 Teaching the student how to read correctly that depends on the correct pronunciation of English sounds- .

B2 Teach the student how to analyze words into syllables and syllables into sounds- .

B3 Teaching the student the skill of listening and verbal imitation and then good pronunciation- .

B4 Teaching the student the skill of applying what he learned from the rules of the audio system.

1. Methods of teaching and learning

- Explain the material orally with clarification of the most important points and write them on the board.
- Explaining the rules of tone and intonation in detail during the theoretical lectures and discussing them with the students.
- Motivate the student to participate in the lecture and ask questions.
- Listening to a native speaker in the language lab.
- Giving the student additional resources and encouraging him to read them.
- Giving the student the opportunity to participate in reading using the language laboratory technique.
- Make students write and record what is being explained theoretically or practically.

**B. Evaluation methods**

- Performing monthly exams and questions at the end of the school year.
- Oral questions with students' discussion in class during theoretical lectures.
- Putting quick and short questions in a (Quiz) manner in order to know the extent to which students comprehend the material.
- Asking questions in a lab where English words are read by a native speaker and students are asked to write what they hear phonetically to ensure that they have mastered phonetic typing.
- Make the students discuss among themselves and create the principle of scientific competition among them.
- Encouraging teamwork in terms of distributing them into groups and assigning them tasks that are subject to evaluation

**C. Emotional and value goals**

- Instilling a spirit of optimism and hope for success in the student. -
- Motivating the student to participate and making him understand that failure is the basis of success, so there is no harm in making mistakes in class instead of making mistakes



- Develop the spirit of teamwork among students. -
- C4 Encouraging students to demonstrate their creative energies in speaking in front of groups of their colleagues through plays or -
- Words they recite on certain occasions to apply what they have learned from the rules of pronunciation.

#### **Teaching and learning methods**

- Dividing the theoretical and practical hours on the basis of two theoretical hours in class and one hour practical in the language lab.
- Assigning the student some group activities and duties.
- The degree distribution between participation, attendance and commitment in theory and practice.
- Allocating a percentage of the grade for extra-curricular activities.

#### **D. Evaluation methods**

- Performing monthly and final exams and questions.
- Oral questions with the student's discussion in class.
- Putting quick and short questions in a quiz manner in order to test the student's comprehension.
- Make the students discuss among themselves and create the principle of scientific competition among them.
- Transferred general and qualification skills (other skills related to employability and personal development)
- Training students on discipline and work to perform duties on time.
- Developing students' ability to discuss and argue.
- Developing students' ability to listen and imitate.



1. Course Structure					
Assessing Method	Learning Method	Unit Title	Required Learning Outputs	Hours	Week
Questions and discussion	Theoretical lectures	Introduction: Phonetics and phonology	Distinction between phonetics and phonology with their branches	3	First
Questions and discussion	Theoretical lectures	Dialect, accent, segmental and suprasegmental relation	Distinction between of dialect and accent	3	Second
Questions and discussion	Theoretical lectures	Phoneme, symbols and transcription	Memorizing the phonemic and phonetic symbols for transcription	3	Third
Discussion and listening in the laboratory of language	Theoretical and 1 practical lectures	Revision : description and classification of phonemes	Describing and classifying the phonemes according certain criteria	3	Fourth
Discussion and test	Theoretical lectures and 1 testing	Description of consonants one by one and a monthly exam	Describing the consonants and doing exam	3	Fifth
Discussion and listening in the	Theoretical lectures and 1 testing	Description of vowels	Describing the vowels with reference to the	3	Sixth



laboratory of language		one by one	cardinal vowels		
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	The syllable	Recognizing the definition of syllable phonetically and phonemically with its nature and structure	3	Seventh
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Strong and weak syllables	The distinction between weak and strong syllables. Applying the rules of the syllabic consonants	3	Eighth
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Stress: its nature, its levels, its placement,	Marking stress on the appropriate syllables	3	Ninth
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Simple word stress patterns	Applying the rules of stress on words of two or three syllables	3	Tenth
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Complex word stress patterns	Applying the rules of stress on compound and complex words	3	Eleventh
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Complex word stress patterns	Using the weak forms in certain cases	3	Twelfth
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Weak and strong forms. Conducting a test	Using the weak forms in certain cases	3	Thirteenth
Discussion	Theoretical	Problems in	Recognizing the	3	Fourteenth





and listening in the laboratory of language	lectures and 1 testing	phonemic analysis and problems of assignment	aspects of connected speech		
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Problems in phonemic analysis and problems of assignment	Recognizing the aspects of connected speech	3	Fifteenth

2. Infrastructure								
	<table border="1"> <thead> <tr> <th>Reference</th> <th>Author</th> </tr> </thead> <tbody> <tr> <td>Better English Pronunciation</td> <td>J. D. O'Connor</td> </tr> <tr> <td>English Phonetics &amp; Phonology</td> <td>Peter Roach</td> </tr> </tbody> </table>	Reference	Author	Better English Pronunciation	J. D. O'Connor	English Phonetics & Phonology	Peter Roach	Required Texts Other Reading materials
Reference	Author							
Better English Pronunciation	J. D. O'Connor							
English Phonetics & Phonology	Peter Roach							
Specific Needs		None						
To make visits to secondary schools in order to enhance cooperation between the two ministries and inform students of the educational reality, to implement the application in secondary schools in the service of the community.		Social services (including guest lectures, professional training and field studies)						



## Course Description Form

### Review of the Academic Program

Scientific Institution	University Of Anbar/ College of Education for Women
1. Department	English Language
2. Course Description Form	first Class/reading and writing
3. Programs	Lectures
4- Available forms of attendance	Class
4. Course / yearly	first Year/ First Course
5- Number of study hours(total)	45
6- Date of course preparation	1/10/2021
<b>7-Course Objectives:</b>	
1-Develop the student's ability to understand parts of speech	
2- Develop the student's ability to use nouns, adjectives ,and adverbs correctly	
3- Develop the student's ability to write a correct grammatical sentence	



**9. Learning outcomes and methods of teaching, learning and assessment:**

A - knowledge and understanding  
To understand how to write a good paragraph

B-Subject-specific skills  
The ability to use parts of speech in writing  
The ability to connect sentences  
The ability to comprehend a text  
The ability to recognize topic and supporting sentences.

D- Teaching and learning methods  
lectures

E-Evaluation methods  
Written test/exams

C- Thinking skills  
Enable students to write a good piece of writing.






9. Course Structure					
Evaluation method	Teaching method	Name of Unit or subject	Required learning outcomes	Hours	Week
Daily oral and written test	Reading text and analyzing method	What is a good job		9	October(1-2-3-
Daily oral and written test	Reading text and analyzing method	Why do people immigrate to other countries		12	October 4 November 1-2-3
Daily oral and written test	=====	Why is vacation important		9	Nov. 4 Dec. 1-2
Daily oral and written test	=====	What makes you laugh		12	Dec. 3-4 January 1-2
Final written exam		How do sports make you feel		9	January 4-3

5. Acceptance

<b>9. Infrastructure:</b>	
<i>Skills for success: reading and writing</i>	Required text
	Private Requirements
The course connections	Social services (including guest lectures, professional training and field studies)
	Previous Requirements
40	Less number of students
60	The largest number of students

**Dr. Hind M. Ismail**  
**College of Education for Women**

## Course description

Teacher of course: Instructor Eaman Yaseen Thabit

Morphology 1<sup>st</sup>. Course and Syntax 2<sup>nd</sup> Course /Second Year/ English Department

<b>This course introduces the basic principles of English morphology and syntax from the perspective of generative linguistics. It covers the different processes of word formation including affixation and compounding. The syntax part introduces basic constituent structure as well as some simple syntactic processes illustrating the working of the transformational component in the grammar</b>	
<b>1 . Educational Institution</b>	<b>1. College of Education for Women</b>
<b>2. The Department</b>	<b>2- English Department</b>
<b>3. Name of Course</b>	<b>3 - MORPHOLOGY n 211</b>
<b>4- Type of available attendance</b>	<b>4- Classroom</b>
<b>5- Year / Semester</b>	<b>5- 2021-2022 / 1<sup>st</sup> &amp; 2<sup>nd</sup></b>
<b>6 - Number of total hours</b>	<b>6- 45 total hour at Course / 3 hours weekly</b>
<b>7- Time of making this description</b>	<b>7- 4/11/2021</b>
<b>8- Course Objectives</b>	<b>8. COURSE OBJECTIVES</b> By the end of the course, students should be able to: <ul style="list-style-type: none"><li>▪ Identify the internal structure of English words.</li><li>▪ Distinguish different types of morphemes: derivation vs. Inflection.</li><li>▪ Identify the constituent parts of a sentence: words, phrases and clause</li></ul>
<b>Methods of Education &amp; Learning</b>	

- 1- Daily Classroom Discussion .
- 2- Short tests every awhile .
- 3- Using Internet in searching for useful information .

**\* Methods of Evaluation**

Daily Classroom discussion  
 Short Quizzes  
 Reports produced concerning curriculum  
 Monthly Tests

**\* Evaluative and Emotional Objectives :**

- 1- The real participation of students in daily discussions .
- 2- Students' care on dates of course activities during the course .
- 3- Developing the communication between the Teacher and the students .
- 4- Connecting the use of the course with everyday life activities .

**\* Methods of Teaching & Learning**

- 1- Daily Classroom discussion
- 2- Research activities .
- 3- Power point .
- 4- Using the Brainstorming method.

**Methods of Evaluation**

**10- General and Qualifying Skills .****1- Evaluation of Students' skills in everyday 's activities .****2- Evaluation by Monthly Exams .****3- Evaluation by research activities .****11- The Course Syllabus**

<b>Week</b>	<b>Hours</b>	<b>Name of topic or unit</b>	<b>Required Outputs</b>	<b>Method of Learning</b>	<b>Method of Evaluation</b>
<b>1</b>	<b>3</b>	<b>Definitions of Morphology and Morphemes</b>	<b>Studying the theoretical points of the topic .</b>	<b>Practical &amp; Theoretical</b>	<b>Daily &amp; Oral Test</b>
<b>2</b>	<b>3</b>	<b>TYPES OF MORPHEMES, FREE &amp; BOUND MORPHEME, BASES</b>	<b>Studying the theoretical points of the topic .</b>	<b>Practical &amp; Theoretical</b>	<b>Daily &amp; Oral Test</b>
<b>3</b>	<b>3</b>	<b>DIFFICULTIES IN MORPHEMIC ANALYSIS, INFLECTIONAL AFFIXES</b>	<b>Studying the theoretical points of the topic .</b>	<b>Practical &amp; Theoretical</b>	<b>Daily &amp; Oral Test</b>
<b>4</b>	<b>3</b>	<b>DERIVATIONAL SUFFIXES, NOUN SUFFIXAL HOMOPHONES ,</b>	<b>Studying the theoretical points of the topic .</b>	<b>Practical &amp; Theoretical</b>	<b>Daily &amp; Oral Test</b>
<b>5</b>	<b>3</b>	<b>NOUN FEMININE FORMS DIMINUTIVE FORMS</b>	<b>Studying the theoretical points of the topic .</b>	<b>Practical &amp; Theoretical</b>	<b>Daily &amp; Oral Test</b>
<b>6</b>	<b>3</b>	<b>IMMEDIATE CONSTITUENTS, MONTHLY EXAM</b>	<b>Studying the theoretical points of the topic .</b>	<b>Practical &amp; Theoretical</b>	<b>Daily &amp; Oral Test</b>
<b>7</b>	<b>3</b>	<b>ALLOMORPHS , REPLACIVE ALLOMORPHES</b>	<b>Studying the theoretical points of the topic .</b>	<b>Practical &amp; Theoretical</b>	<b>Daily &amp; Oral Test</b>
<b>8</b>	<b>3</b>	<b>HOMOPHONES , WORDS , TYPES OF WORDS</b>	<b>Studying the theoretical points of the topic .</b>	<b>Practical &amp; Theoretical</b>	<b>Daily &amp; Oral Test</b>
<b>9</b>	<b>3</b>	<b>PROCESSES OF WORD FORMATIUN</b>	<b>Studying the theoretical points of the topic .</b>	<b>Practical &amp; Theoretical</b>	<b>Daily &amp; Oral Test</b>
<b>10</b>	<b>3</b>	<b>PROCESSES OF WORD FORMATIUN</b>	<b>Studying the theoretical points of the topic .</b>	<b>Practical &amp; Theoretical</b>	<b>Daily &amp; Oral Test</b>



11	3	FORM CLASSES	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
12	3	FORM CLASSES	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
13	3	PARTS OF SPEECH	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
14	3	COURSE REVIEW	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
15	3	COURSE REVIEW	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
		FINAL COURSE EXAM			
1	3	SYNTAX DEFINITION , BASIC CONCEPTS	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
2	3	BASIC SENTENCE PATTERNS	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
3	3	BASIC SENTENCE PATTERNS	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
4	3	BASIC SENTENCE PATTERNS	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
5	3	functions	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
6	3	three modes of classification	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
7	3	FORM CLASSES	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
8	3	MONTHLY EXAM	Studying the theoretical	Practical & Theoretical	Daily & Oral Test

			points of the topic .		
9	3	POSITIONAL CLASSES	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
10	3	POSITIONAL CLASSES	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
11	3	POSITIONAL CLASSES	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
12	3	FORMS , FUNCTIONS AND POSITIONS OF SYNTACTIC COMPONENTS	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
13	3	FORMS , FUNCTIONS AND POSITIONS OF SYNTACTIC COMPONENTS	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
14	3	COURSE REVIEW	Studying the theoretical points of the topic .	Practical & Theoretical	Daily & Oral Test
15		FINAL COURSE TEST			

<b>12- REFERNCES</b>	
<b>1- An introductory English Grammar.</b>	
<b>The morphology of English</b>	
<b>1- <a href="http://www.sparknotes.com/SparkNotes">www.sparknotes.com/SparkNotes</a></b> <b>2- <a href="https://www.cliffsnotes.com/GRAMMAR">https://www.cliffsnotes.com/GRAMMAR</a></b>	

<b>13- THE PLAN FOR DEVELOPING THE COURSE SYLLABUS</b>
<b>1- GIVING STUDENTS OPPORTUNITIES IN WRITING PAPERS IN MORPHOLOGY &amp; SYNTAX</b> <b>2- SUGGESTING DEVELOPING THE COURSE THROUGH NEW WORK AND NEW TOPICS .</b>

## Course Description Form

### Course Description

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

<b>1. Educational Institution</b>	Ministry of Higher Education and Scientific Research
<b>2. Scientific Department / Center</b>	Department of English Language
<b>3. Course name/code</b>	Narrative Literature
<b>4. Forms of attendance available</b>	
<b>5. Semester/year</b>	Second / Second Stage
<b>6. Number of hours of study (total)</b>	48
<b>7. The date this description was prepared</b>	2-6-2021

## **8. Course objectives:**

1. Encouraging and motivating students to read and understand literary criticism and novels.
2. Developing the students' skills, in terms of speaking, listening and writing English Language.
3. Providing the Ministry of Education with specialized staff in teaching language for secondary school.

## **9. Course outcomes and methods of teaching, learning and assessment**

### **a. Cognitive goals**

1. Students will be able to analyze the characters in the novel
2. The ability of students to mention the events of the novel starting from the literary plot and the meaning
3. The students will summarize the goals and meaning of writing the novel
4. The students will have the ability to infer through his study of the literary text
5. To enable the student to be able to analyze and criticize literary texts

### **b. Skill-specific objectives of the course**

1. Conducting discussion sessions with students
2. Strengthening students' ability to criticize as well as literary analysis through voice conversations
3. Use of audio and speech equipment in the audio lab

## **10. Teaching and learning methods**

1. Lectures
2. Worksheets
3. discussing studies and research papers using the internet.

#### **11.Evaluation methods**

1. Daily and midterm exams
- 2- activities and reports
- 3- practical exams
- 4- Final Exam

#### **C- Emotional and value goals**

1. To make the learner behave in the correct educational and cultural behavior towards the topics through the information they learn.
2. Consolidating the moral values and principles of the learner
3. Make the learner behave in an emotional way towards people

#### **Teaching and learning methods**

Lectures  
Worksheets  
discussing studies and research papers using the internet.

#### **Evaluation methods**

1. Daily and midterm exams
- 2- activities and reports
- 3- practical exams
- 4- Final Exam

D - Transferred general and qualifying skills (other skills related to employability and personal development).

1. Developing and acquiring scientific knowledge of modern systems of communication and dialogue
2. The ability to correct the language of literary and reading texts
3. Developing the ability to analyze and literary criticism
- 4-conquest the knowledge of the characteristics of the English language

## 12.Course structure

Week	Hours	Required learning outcomes	Unit name / or subject	education method	Evaluation method
1	3		Introduction to The Narrative Literature	Lectures	Exams + Activities
2	3		Definition and Characteristics of The Narrative Literature	Lectures	Exams + Activities
3	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
4	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
5	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
6	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
7	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
8	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
9	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
10	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
11	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
12	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
13	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
14	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
15	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities
16	3		Discussion and Criticism of The Literature	Lectures	Exams + Activities

### **13. Infrastructure of the course**

<b>1- Required prescribed books</b>	The Old Man and The Sea
<b>2 main references (sources)</b>	
a. Recommended books and references (scientific journals, reports, ....)	
b electronic references, websites...	Sparknotes , Litcharts, Prepscholar

### **14. course development plan**

Urging students to write literary research in order to develop their literary ability to analyze and criticize, motivating and increasing their passion for reading and developing language.





## Course Description Form

### Reviewing the performance of higher education institutions (review of the academic program)

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve Demonstrating whether he has made maximum use of available learning .opportunities. It must be linked to the description the program

Institution	University of Anbar
Department	Department of English language
Course Title	Phonetics & Phonology
Programs involved	
Forms of Attendance Available	Class Attendance, Language Lab
Year/ Semester	Second/ First Semester
No. of class hours	45 hours
Date of form preparation	2/6/2020
<p>Course Objectives:                  Phonetics is one of the basic and important subjects in the English Language Department. Its objectives are as follows:                  -Teaching audio aims to provide students with basic phonemic concepts, terms, and rules for the phonemic system English.</p> <p style="padding-left: 40px;">This course, which is taught as a primary resource, is based on the well-known book of Peter Roach - English phonetics and phonology a practical course as well as other resources and the Internet to develop students' listening and pronunciation skills of English sounds, allowing them to easily communicate with others and in the language English. It aims to prepare English language teachers with a leadership spirit to be able to control students during their profession Education in secondary schools by involving them in lectures and group work.</p>	

#### 9. Learning Outcomes and Methods of Teaching, Learning and Assessment:

##### A. Cognitive Objectives-

A1 Know the elements of the English phonetic system.

A2 Informing students of the latest technical developments that facilitate the process of transmitting



the audible word to students, especially laboratories the language.  
 A3 Expand the student's perceptions of understanding what is heard based on the correct pronunciation- .  
 A4 Prepare the student scientifically to move to the later stages- .  
 A5 Know the rules of intonation and how to apply them during speech- .  
 A6 Know the rules of stress and how to apply them to simple and complex words.  
 b. Skills objectives of the course- .  
 B1 Teaching the student how to read correctly that depends on the correct pronunciation of English sounds- .  
 B2 Teach the student how to analyze words into syllables and syllables into sounds- .  
 B3 Teaching the student the skill of listening and verbal imitation and then good pronunciation- .  
 B4 Teaching the student the skill of applying what he learned from the rules of the audio system.

1. Methods of teaching and learning

- Explain the material orally with clarification of the most important points and write them on the board.
- Explaining the rules of tone and intonation in detail during the theoretical lectures and discussing them with the students.
- Motivate the student to participate in the lecture and ask questions.
- Listening to a native speaker in the language lab.
- Giving the student additional resources and encouraging him to read them.
- Giving the student the opportunity to participate in reading using the language laboratory technique.
- Make students write and record what is being explained theoretically or practically.

**B. Evaluation methods**

- Performing monthly exams and questions at the end of the school year.
- Oral questions with students' discussion in class during theoretical lectures.
- Putting quick and short questions in a (Quiz) manner in order to know the extent to which students comprehend the material.
- Asking questions in a lab where English words are read by a native speaker and students are asked to write what they hear phonetically to ensure that they have mastered phonetic typing.
- Make the students discuss among themselves and create the principle of scientific competition among them.
- Encouraging teamwork in terms of distributing them into groups and assigning them tasks that are subject to evaluation

**C. Emotional and value goals**

- Instilling a spirit of optimism and hope for success in the student. -
- Motivating the student to participate and making him understand that failure is the basis of success, so there is no harm in making mistakes in class instead of making mistakes
- Develop the spirit of teamwork among students. -
- C4 Encouraging students to demonstrate their creative energies in speaking in front of groups of their colleagues through plays or -
- Words they recite on certain occasions to apply what they have learned from the rules of pronunciation.

**Teaching and learning methods**

- Dividing the theoretical and practical hours on the basis of two theoretical hours in class and one hour practical in the language lab.



1. Course Structure					
Assessment method	Learning method	Unit/Section	Required Learning Outputs	Hours	Week
Questions and discussion	Theoretical lectures	Introduction: Phonetics and phonology	Distinction between phonetics and phonology with their branches	3	First
Questions and discussion	Theoretical lectures	Dialect, accent, segmental and suprasegmental relation	Distinction between of dialect and accent	3	Second
Questions and discussion	Theoretical lectures	Phoneme, symbols and transcription	Memorizing the phonemic and phonetic symbols for transcription	3	Third
Discussion and listening in the laboratory of language	Theoretical and 1 practical lectures	Revision : description and classification of phonemes	Describing and classifying the phonemes according certain criteria	3	Fourth
Discussion and test	Theoretical lectures and 1 testing	Description of consonants one by one and a monthly exam	Describing the consonants and doing exam	3	Fifth
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Description of vowels one by one	Describing the vowels with reference to the cardinal vowels	3	Sixth
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	The syllable	Recognizing the definition of syllable phonetically and phonemically with its nature and structure	3	Seventh
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Strong and weak syllables	The distinction between weak and strong syllables. Applying the rules of the syllabic consonants	3	Eighth
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Stress: its nature, its levels, its placement,	Marking stress on the appropriate syllables	3	Ninth
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Simple word stress patterns	Applying the rules of stress on words of two or three syllables	3	Tenth

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



Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Complex word stress patterns	Applying the rules of stress on compound and complex words	3	Eleventh
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Complex word stress patterns	Using the weak forms in certain cases	3	Twelfth
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Weak and strong forms. Conducting a test	Using the weak forms in certain cases	3	Thirteenth
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Problems in phonemic analysis and problems of assignment	Recognizing the aspects of connected speech	3	Fourteenth
Discussion and listening in the laboratory of language	Theoretical lectures and 1 testing	Problems in phonemic analysis and problems of assignment	Recognizing the aspects of connected speech	3	Fifteenth

2. Infrastructure			
	Reference	Author	Required Texts Other Reading materials
	English phonetics and phonology a practical course by 1. (1968) The sound pattern of English, New York: Harper and Row. 2. (1969) Prosodic Systems and Intonation in English, Cambridge. 3. Better English pronunciation	Peter Roach  1. Chomsky, N. and Halle, M. 2. Crystal, D. 3. J.D O'Connor	
Specific Needs			None
To make visits to secondary schools in order to enhance cooperation between the two ministries and inform students of the educational reality, to implement the application in secondary schools in the service of the community.			Social services (including guest lectures, professional training and field studies)

# TEMPLATE FOR COURSE SPECIFICATION

## HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

### COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	University of Anbar
2. University Department/Centre	College of Education for Women
3. Course title/code	<b>EWE3204- 16<sup>th</sup> and 17<sup>th</sup> century poetry</b>
4. Programme(s) to which it contributes	Bachelor
5. Modes of Attendance offered	
6. Semester/Year	Semesters
7. Number of hours tuition (total)	30
8. Date of production/revision of this specification	
9. Aims of the Course	
English literature represents a large proportion of the four-year courses and is of great importance in the development of students' abilities To formulate the English language to the fullest and use it in understanding and comprehending all kinds of literature It aims to prepare English language teachers who are familiar with the basics of language and literature and able to deliver information to students with high confidence and skill. Develop their culture because studying English literature is mainly related to culture, history, arts, and others.	

## 10. Learning Outcomes, Teaching ,Learning and Assessment Method

### A- Knowledge and Understanding

- A1. Understanding the stages of development of poetry
- A2. understanding what poems reflects
- A3.
- A4.
- A5.
- A6 .

### B. Subject-specific skills

- B1. Reading
- B2. Comprehension
- B3.

### Teaching and Learning Methods

- 1. Lectures
- 2. papers
- 3. Online Studies

### Assessment methods

- 1 midterm exam
- 2 Activity
- 3 practical exam
- 4 final exam

### C. Thinking Skills

Ability to interact with sources and references

The ability to identify historical periods and their poets

The ability to criticize the poem

Ability to provide analysis of poems

The ability to infer and compare

### Teaching and Learning Methods

## Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1.
- D2.
- D3.
- D4.

## 11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2		16 <sup>th</sup> , 17 <sup>th</sup> century poetry	Lectures	Activities + exam
2	2			Lectures	Activities + exam
3	2			Lectures	Activities + exam
4	2			Lectures	Activities + exam
5	2			Lectures	Activities + exam
6	2			Lectures	Activities + exam
7	2			Lectures	Activities + exam
8	2			Lectures	Activities + exam
9	2			Lectures	Activities + exam
10	2			Lectures	Activities + exam
11	2			Lectures	Activities + exam
12	2			Lectures	Activities + exam
13	2			Lectures	Activities + exam
14	2			Lectures	Activities + exam
15	2			Lectures	Activities + exam

## 12. Infrastructure

<p>Required reading:</p> <ul style="list-style-type: none"> <li>· CORE TEXTS</li> <li>· COURSE MATERIALS</li> <li>· OTHER</li> </ul>	<p>Selected poems</p> <p>16<sup>th</sup> century poetry</p> <p>17<sup>th</sup> century poetry</p>
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Special requirements (include for example workshops, periodicals, IT software, websites)	
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	



## Course Description Form

### Review of the Academic Program

Scientific Institution	University Of Anbar/ College of Education for Women
1. Department	English Language
2. Course Description Form	Second Class/ Select Readings
3. Programs	Lectures
4- Available forms of attendance	Class
5-Course / yearly	Second Year/ First Course
6- Number of study hours(total)	45
7- Date of course preparation	2/6/2021
<b>8-Course Objectives:</b>	
1-Develop the student's ability to read English passages and how to analyze them academically and scientifically.	
2- Encouraging the student to read the English passages and analyze them in by Comprehension .	

3- Urging the student to find new vocabularies related to the passages of the course book.

4- Raising the educational level of the students and preparing them to teach English language.

### **9. Learning outcomes and methods of teaching, learning and assessment:**

- 1- Enable the students to get acquainted by studying new passages every lecture.
- 2- Introducing students to ancient and modern literary references and sources.
- 3- Teaching and encouraging students how to analyze the passages of the texts and find proper ways of understanding.

A - knowledge and understanding

B-Subject-specific skills

Teaching and learning methods:

- 1-How to read and analyze the text during the lecture
- Focus on the student's daily participation during the electronic lecture
- 2-The method of discussions during the electronic lecture in the electronic class
- 3-
- 4-Ask questions about the passage during the lecture

Standard method (lecture method)

Text method



Evaluation methods

.

Constructive (formative) calendar represented by daily exams  
Diagnostic calendar represented by semester and final exams

C- Thinking skills

Urging and encouraging students to analyze modern theatrical texts in a simplified manner

Teaching and learning methods:

Urging students to realize a love of English and an understanding of the topic of being the first language globally.  
Knowing the aesthetics of the English language in the methods and structure of speech and showing meanings, especially when analyzing the reading by finding new vocabularies and understanding the text.

Methods of Evaluation:

Do not use traditional teaching methods, but rather try to depend on observation, interview, and trying to understand the ideas of the students to discover their abilities of expressing and comprehension.

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

The ability to correct them linguistically, adjust reading and audio texts, criticize and analyze them, acquire knowledge of modern systems of dialogue and communication, and acquire knowledge of the Reading passage.

## 9. Course Structure

Evaluation method	Teaching method	Name of Unit or subject	Required learning outcomes	Hours	Week
Daily oral and written test	Reading text and analyzing method	Reading passages of chapters 1,2,3,		6	October(1-2
Daily oral and written test	Reading text and analyzing method	Reading passages of chapters 4,5,6		9	October 3-4 November 1
Daily oral and written test	=====	Reading passages of chapters 7,8,9		12	Nov.2-3-4 Dec. 1
Daily oral and written test	=====	Reading passages of chapters 10,11,12		15	Dec. 2-3-4 January 1-2
Final written exam		First course exam, first attempt			January 4-3

4. Acceptance

<b>9. Infrastructure:</b>	
<i>Select Readings by Linda Lee + Jean Bernard</i>	Required Reading: Text of the play           ▪ others                       ▪
	Private Requirements
The course connections	Social services (including guest lectures, professional training and field studies)
	Previous Requirements
40	Less number of students
60	The largest number of students

**Ins. Alaa Muzahim Abdulrazzaq  
College of Education for Women**

## Course Description Form

### Course Description

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

<b>1. Educational Institution</b>	Ministry of Higher Education and Scientific Research
<b>2. Scientific Department / Center</b>	Department of English Language
<b>3. Course name/code</b>	Short Story
<b>4. Forms of attendance available</b>	
<b>5. Semester/year</b>	First/ Second stage
<b>6. Number of hours of study (total)</b>	48
<b>7. The date this description was prepared</b>	2-6-2021

## **8. Course objectives:**

1. Encouraging and motivating students to read and understand literary criticism and short story.
2. Developing the students' skills when in terms of speaking, listening and writing English Language.
3. Providing the Ministry of Education with specialized staff in teaching language for secondary school.

## **9. Course outcomes and methods of teaching, learning and assessment**

### **a. Cognitive goals**

1. Students will be able to analyze the characters in the short story.
2. The ability of students to mention the events of the short story starting from the literary plot and the meaning
3. The students will summarize the goals and meaning of writing the short story.
4. The students will have the ability to infer through his study of the literary text
5. To enable the student to be able to analyze and criticize literary texts

### **b. Skill-specific objectives of the course**

1. Conducting discussion sessions with students
2. Strengthening students' ability to criticize and literary analysis through voice conversations
3. Use of audio and speech equipment in the audio lab

## **10. Teaching and learning methods**

1. Lectures
2. Worksheets
3. discussing studies and research papers using the internet.



## **11.Evaluation methods**

1. Daily and midterm exams
- 2- activities and reports
- 3- practical exams
- 4- Final Exam

### **C- Emotional and value goals**

1. To make the learner behave in the correct educational and cultural behavior towards the topics through the information they learn.
2. Consolidating the moral values and principles of the learner
3. Make the learner behave in an emotional way towards people

### **Teaching and learning methods**

Lectures  
Worksheets  
discussing studies and research papers using the internet.

### **Evaluation methods**

1. Daily and midterm exams
- 2- activities and reports
- 3- practical exams
- 4- Final Exam

D - Transferred general and qualifying skills (other skills related to employability and personal development).

1. Developing and acquiring scientific knowledge of modern systems of communication and dialogue
2. The ability to correct the language of literary and read texts
3. Developing the ability to analyze and literary criticism
4. Gaining knowledge of the characteristics of the English language

## 12.Course structure

Week	Hours	Required learning outcomes	Unit name / or subject	education method	Evaluation method
1	3		Introduction of Short Stories	Lectures	Exams + Activities
2	3		Definition and Elements of short story	Lectures	Exams + Activities
3	3		Comparison between short story and novel	Lectures	Exams + Activities
4	3		Discussion and criticism of the literary text	Lectures	Exams + Activities
5	3		Discussion and criticism of the literary text	Lectures	Exams + Activities
6	3		Discussion and criticism of the literary text	Lectures	Exams + Activities
7	3		Discussion and criticism of the literary text	Lectures	Exams + Activities
8	3		Discussion and criticism of the literary text	Lectures	Exams + Activities
9	3		Discussion and criticism of the literary text	Lectures	Exams + Activities
10	3		Discussion and criticism of the literary text	Lectures	Exams + Activities
11	3		Discussion and criticism of the literary text	Lectures	Exams + Activities
12	3		Discussion and criticism of the literary text	Lectures	Exams + Activities
13	3		Discussion and criticism of the literary text	Lectures	Exams + Activities
4	3		Discussion and criticism of the literary text	Lectures	Exams + Activities
15	3		Discussion and criticism of the literary text	Lectures	Exams + Activities
16	3		Discussion and criticism of the literary text	Lectures	Exams + Activities

### 13. Infrastructure of the course

<b>1- Required prescribed books</b>	Collection of Short Stories (Aziz Almutalibi)
<b>2 main references (sources)</b>	
a. Recommended books and references (scientific journals, reports, ....)	The Happy Prince The Doll's House Open Window Cat in The Rain Black Cat
b electronic references, websites...	Sparknotes , Litcharts, Prepscholar

### 14. course development plan

Urging students to write literary research in order to develop their literary ability to analyze and criticize, motivating and increasing their passion for reading and developing language.



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## Course Description Form

### Review of the Academic Program

Scientific Institution	University Of Anbar/ College of Education for Women
1. Department	English Language
2. Course Description Form	Third stage\Academic Writing: A Handbook for International Students.
3. Programs	Lectures
4- Available forms of attendance	Class
4. Course / yearly	Third Stage/ second Course
5- Number of study hours(total)	36
6- Date of course preparation	2/6/2021
<b>7-Course Objectives:</b>	
1-Develop the student's ability to understand the characteristics of process of writing in English Language skillfully.	
2- Encouraging the student to write an essay.	

3- Urging the student to write essays, report, paper, thesis, project and novel to enrich the student's ability in writing

4- Raising the educational level of the students and preparing them to teach writing in the future.

5- Encouraging the students to write short paper or report about society, economic and political issues.

**9. Learning outcomes and methods of teaching, learning and assessment:**

- 1- Enable the students to get acquainted with the skill of writing an essay.
- 2- Introducing students to way of writing an essay and how they can follow the process of the writing starts from choosing title up to the final form of an essay.
- 3- Teaching and encouraging students how to choose the mood of writing or brainstorming whether listing, mapping, or free writing directly.

**A - knowledge and understanding:**

There are various essays either short or long essay. There are different divisions of essay, paper, dissertation and article. What are the types of sentences such as simple and complex sentences?

The importance of developing critical reading process as a means for writing.

**B-Subject-specific skills**

Writing is an important process in English Language. It develops the Students' Faculty in writing well divided essay such as introduction, development and conclusion.



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Teaching and learning methods
Standard method (lecture method) Text method
Evaluation methods
Constructive (formative) calendar represented by daily exams Diagnostic calendar represented by semester and final exams
C- Thinking skills  Urging and encouraging students to read critically different sources to write critical essays of their own and suggesting titles, ideas, and argumentative opinion.
Teaching and learning methods:

Urging students to realize the process of writing essays, report, paper, thesis and project in a proper way.

Knowing the aesthetics of the English language in the methods and structure of writing and showing meanings, especially brainstorming, gathering ideas, organizing ideas, drafting, reviewing and revising, adding, rewriting. Types of essays which are narrative, descriptive, opinion, personal paragraph, and recipes...etc.

#### Methods of Evaluation:

Do not use traditional teaching methods, but rather try to depend on observation, interview, and trying to understand the ideas of the students because they are the mature stage students of the undergraduate study.

Practical course of writing by suggesting different titles to write essays, reports, plans for thesis and research but avoiding plagiarism.

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

The ability to correct the error of writing linguistically, grammatically, and semantically as well as adjust writing and rewrite and evaluate them, acquire knowledge of modern systems of writing and communication, and acquire knowledge of the characteristics of English writing essays, reports, projects and papers.



9. Course Structure					
Evaluation method	Teaching method	Name of Unit or subject	Required learning outcomes	Hours	Week
Daily\ discussion of writing process and writing as practical activity	Explanation of the process of writing	Introduction about reading as critical process for writng.1- 2A up to 1-6,7 paraphrasing and summarizing \How to quote and write references\combining sources\organizing paragraph\introductio n and conclusion	The students are able to know the new process of writing which is a critical writing such as paper, essays, thesis and the source of gathering ideas.	6	February (1- 2)
Daily\ written test Practical activity to suggest different titles, ideas and opinions.	Define and explain what is meant by argumentativ e and discussion essay writing	Elements of writing\Augment and discussion and show the technique and conjunction of these kind of writing.	Practical course of writing	9	March 1-2-3
Daily\ written test	explain what is meant by writing of cause-and- effect essay. And define	Cause and Effect\ Cohesion	Practical course of writing	6	March4 April 1



	cohesion and its influence on the process of writing				
Daily\ written test	Interpret what is meant by comparison\ what is the technique of writing and forms of comparison\ how to include definition mood in writing an essay.	Comparison\ Definitions	To teach the students how to write about differences and similarities between items	9	April -2-3-4
Daily\ written test	Define Accuracy and show other process to achieve accuracy such as article, abbreviation, punctuations...etc.	Accuracy in Writing	Practical course of writing	6	May 1-2
Final written exam		First course exam, first attempt			



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 قسم الاعتماد الدولي

9. Infrastructure:	
<i>Academic Writing. A Handbook for International Students</i> Essay and Letter Writing.	Required Reading: Text of the play ▪ others ▪
	Private Requirements
The course connections	Social services (including guest lectures, professional training and field studies)

5. Acceptance	
	Previous Requirements
40	Less number of students
60	The largest number of students

A.I. Najlaa K. Saleh  
 College of Education for Women





وزارة التعليم العالي والبحث العلمي  
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قسم الاعتماد الدولي

## Course Description Form

### Review of the Academic Program

Scientific Institution	University Of Anbar/ College of Education for Women
1. Department	English Language
2. Course Description Form	Third Class/Elizabethan Drama
3. Programs	Lectures
4- Available forms of attendance	Class
5-Course / yearly	Third Year/ First Course
6- Number of study hours(total)	45
7- Date of course preparation	2/6/2021
<b>8-Course Objectives:</b>	
1-Develop the student's ability to understand the characteristics of Elizabethan theater and how to analyze it academically and scientifically.	

2- Encouraging the student to read the theatrical text and analyze it in literary and intellectual manner.

3- Urging the student to read critical books related to Elizabethan theatrical texts

4- Raising the educational level of the students and preparing them to teach the literary subject.

**9. Learning outcomes and methods of teaching, learning and assessment:**

1- Enabling the students to get acquainted with English theatrical literature

2- Introducing students to ancient and modern literary references and sources.

3- Teaching and encouraging students how to analyze theatrical texts and find proper ways of understanding.

4-Study the characteristics of the Elizabethan theater and realize its positive  
Expanding cultural awareness of English theater literature components

A - knowledge and understanding

B-Subject-specific skills

Constructive (formative) calendar represented by daily exams1-

2-Structural assessment (formative) represented by oral exams

3-Structural assessment (formative) represented by oral exams



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قسم الاعتماد الدولي

.
Constructive (formative) calendar represented by daily exams Diagnostic calendar represented by semester and final exams
C- Thinking skills Urging and encouraging students to analyze modern theatrical texts in a simplified manner
Teaching and learning methods:
Urging students to realize a love of English and an understanding of the topic of being the first language globally.

Knowing the aesthetics of the English language in the methods and structure of speech and showing meanings, especially when analyzing theatrical text from the point of view of the writer and critics.

#### Methods of Evaluation:

Do not use traditional teaching methods, but rather try to depend on observation, interview, and trying to understand the ideas of the students because they are the last stage students of the undergraduate study.

#### C-Emotional and value goals

C-1-Preparing the student to be an English language teacher proficient in all aspects of the language.

C-2-The student should be aware of all English language standards through studying literary texts.

C-3- Enriching the cultural and literary side of the student when studying English literature.

C-4-Provide the motivation to achieve a love of English and an

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

The ability to correct them linguistically, adjust reading and audio texts, criticize and analyze them, acquire knowledge of modern systems of dialogue and communication, and acquire knowledge of the characteristics of English literary texts.

D-1-An ability to correct linguistically, adjust read and audio texts, criticize and analyze them, acquire knowledge of modern systems of dialogue and communication, and acquire knowledge of the characteristics of the English language.

D-2-It does not use traditional teaching methods, but rather depends on observation, interview, and trying to understand the ideas of the students.

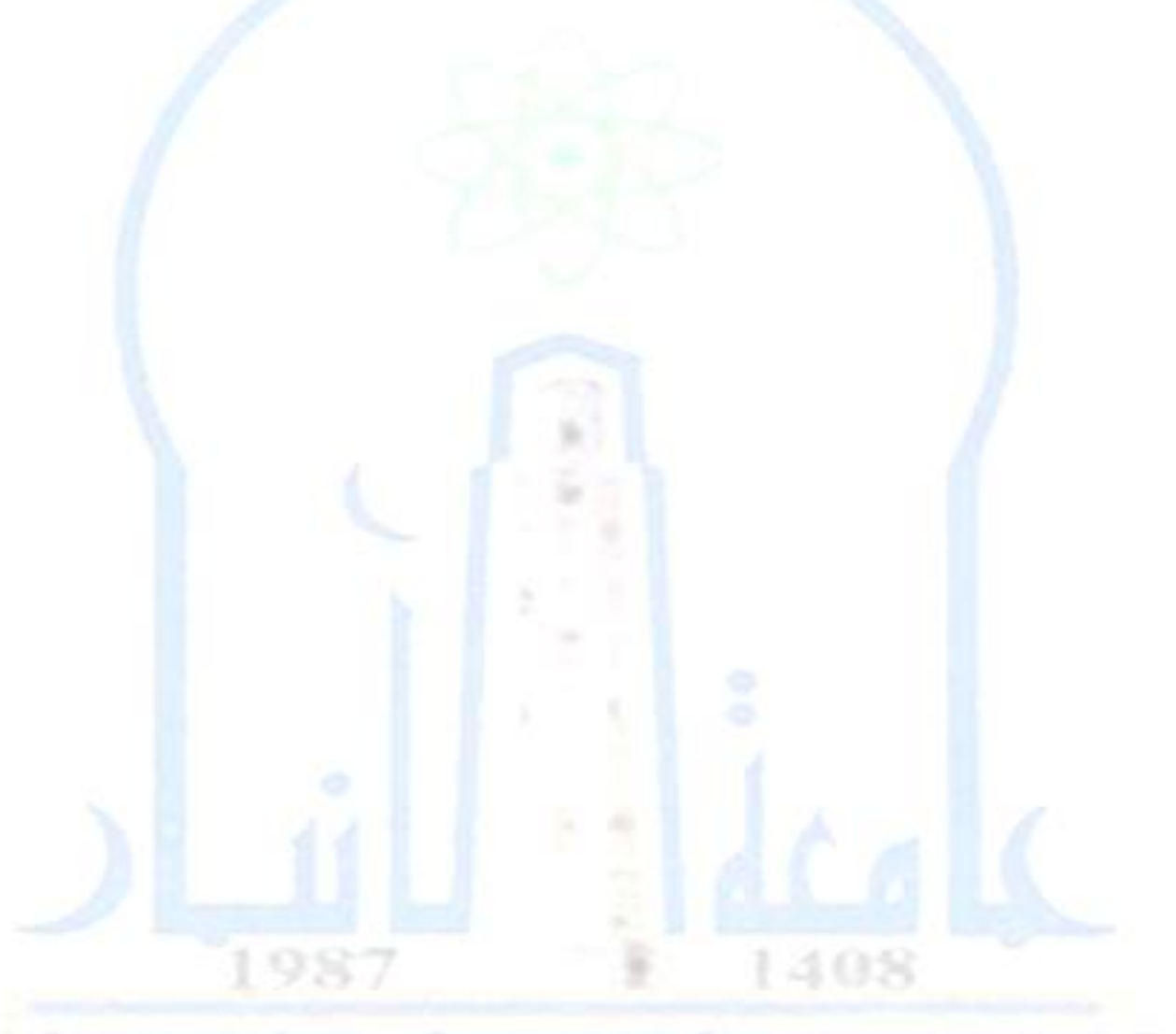
D-3-Develop their mental abilities to perceive the study of theater to develop the ability to speak fluently.

D-4-By studying theater, the student will be prepared to teach literary



وزارة التعليم العالي والبحث العلمي  
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قسم الاعتماد الدولي

paragraphs (stories and reading pieces) in the school curricula for English, and this will enhance her educational capabilities at the teaching stage.





## 10. Course Structure

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of Unit or subject</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily oral and written test	Reading text and analyzing method	Introduction about the a Elizabethan theater		6	October(1-2
Daily oral and written test	Reading text and analyzing method	Shakespeare's play Hamlet"		9	October 3-4 November 1
Daily oral and written test	=====	Literary analysis for Hamlet act one and two		12	Nov.2-3-4 Dec. 1
Daily oral and written test	=====	Literary analysis for act three, four, five		15	Dec. 2-3-4 January 1-2
Final written exam		First course exam, first attempt			January 4-3



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9. Infrastructure:	
Literary critical analysis of Hamlet	Required Reading: Text of the play           ▪ others                       ▪
<a href="https://literariness.org/2020/07/26/analysis/t-Hamlets-of-william-shakespeares-tHamle">https://literariness.org/2020/07/26/analysis/t-Hamlets-of-william-shakespeares-tHamle</a> <a href="https://www.litcharts.com/lit/">https://www.litcharts.com/lit/</a>	Private Requirements
The course connections	Social services (including guest lectures, professional training and field studies)

4. Acceptance	
	Previous Requirements
40	Less number of students
60	The largest number of students

Ins.Alaa Muzahim Abdulrazzaq  
College of Education for Women



## Course Description Form

Reviewing the performance of higher education institutions review of the academic program)(

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve Demonstrating whether he has made maximum use of available learning opportunities. It must be linked to the description the program.

1. Teaching Institution	University of Anbar
2. University Department/Centre	College of Education for Women/ English Department
3. Course title/code	Language and linguistics
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	obligatory
6. Semester/Year	Semester 1st
7. Number of hours tuition (total)	2 hours
8. Date of production/revision of this specification	May 2021 / 2nd
9. Aims of the Course	
1. Presenting a clear synopsis about the basics of conversing and attentive listening via learning reading skill	
2. Assisting students to recognize some popular linguistic concepts	
3. Encouraging students to discuss some issues in their texts	
4. Encouraging student to participate in pairs or in groups	
5. Finding out students interests toward certain points in their text to encourage individual improvement in learning English and using the language in realistic situations	

## 10. Learning Outcomes, Teaching ,Learning and Assessment Methode

A- A1.Knowledge and Understanding  
Improvement of students' skills and  
knowledge in learning English  
language

A2. Improving the student's ability in reading and listening to native speakers

A3. Defining western civilization so as to make students have acquaintance with  
via their text

A4. To improve students ability to write correct language and speak fluently

B. Subject-specific skills

B1. To improve students  
ability in linguistic  
analysis

B2.To improve their critical thinking

B3. To improve their ability to respond intelligibly

Teaching and Learning Methods

1. Discussing the objectives with students in a communicative way

2. The use of word documents, Pdf files, weekly reports and Google meet.

3. The use of voice prints and videos available about certain texts

Assessment methods

1. Daily Quiz

2. Oral test

3. Monthly Exam

C. Thinking Skills

C1. Encouraging  
students to  
discuss, argue,  
and criticize  
creatively.

C2. Giving students confidence to express themselves

D. General and Transferable Skills (other skills relevant to employability and personal development)  
 D1. Improving critical thinking  
 D2. Conversing in certain situations to communicate their own ideas  
 D3.

### 11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2	Unit 1	What is linguistics?	Lectures questions, and discussion	Writing assignment, Daily exercises, Participation of students
2	2	Unit 1	What is linguistics?	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
3	2	Unit 1	What is linguistics?	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
4	2	Unit 2	What is language and its features?	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
5	2	Unit 2	What is language and its features?	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
6	2	Unit 2	What is language and its features?	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
7	2	Unit 3	The study of language		

### 11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
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8	2	Unit 3	The study of language	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
9	2	Unit 3	The study of language	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
10	2	Unit 3	The study of language	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
11	2	Unit 3	The study of language	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
12	2	Unit 7	The study of meaning	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
13	2	Unit 7	The study of meaning	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
14	2	Unit 9	Pragmatics	Lectures , discussion	Writing assignment, Daily exercises, Participation of students
15	2	Unit 9	Pragmatics	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	<i>Aitchison, Jean (2004) .Teach Yourself Linguistics. Cambridge: Cambridge University Press</i>  Others
Special requirements (include for example workshops, periodicals, IT software, websites)	<b>Dictionaries+ Cultural Dictionaries + Linguistic Books</b>

Community-based facilities (include for example, guest Lectures , internship , field studies)	<b>Audio DVD Download + Chapter Tests with new reading passages www.oup.com</b>
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<b>13. Admissions</b>	
Pre-requisites	
Minimum number of students	60 students in each class
Maximum number of students	75 students in each class





## Course Description Form

### Review of the Academic Program

Scientific Institution	University Of Anbar/ College of Education for Women
1. Department	English Language
2. Course Description Form	Third Class/methods of teaching
3. Programs	Lectures
4- Available forms of attendance	Class
4. Course / yearly	Third Year/ First Course
5- Number of study hours(total)	45
6- Date of course preparation	1/10/2021
<b>7-Course Objectives:</b>	
1-Develop the student's ability to understand methods of teaching.	
2- Develop the student's ability to understand principles of teaching	
3- Develop the student's ability to understand techniques of teaching	



**9. Learning outcomes and methods of teaching, learning and assessment:**

A - knowledge and understanding  
To understand how to use different methods in teaching

B-Subject-specific skills  
The ability to use different techniques in teaching  
The ability to recognize the principles in teaching  
The ability to understand and use the suitable method  
The ability to correct the students' errors  
The ability to communicate with students using the target language

D- Teaching and learning methods  
lectures

E-Evaluation methods  
Written test/exams

C- Thinking skills  
Enable students to recognize types of teaching methods and be able to apply them correctly



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## 9. Course Structure

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of Unit or subject</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily oral and written test	Reading text and analyzing method	Types of methods		9	October(1-2-3-
Daily oral and written test	Reading text and analyzing method	Communicative language teaching		12	October 4 November 1-2-3
Daily oral and written test	=====	Teaching language elements		9	Nov. 4 Dec. 1-2
Daily oral and written test	=====	Orientation to teaching as a profession		12	Dec. 3-4 January 1-2
Final written exam		Preparation for teaching		9	January 4-3



9. Infrastructure:	
<i>Techniques and principles in language teaching</i>	Required text
	Private Requirements
The course connections	Social services (including guest lectures, professional training and field studies)

5. Acceptance	
	Previous Requirements
40	Less number of students
60	The largest number of students

# TEMPLATE FOR COURSE SPECIFICATION

## HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

### COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	University of Anbar
2. University Department/Centre	College of Education for Women
3. Course title/code	Victorian Novel- <b>EWE3307</b>
4. Programme(s) to which it contributes	Bachelor
5. Modes of Attendance offered	
6. Semester/Year	Semesters
7. Number of hours tuition (total)	45
8. Date of production/revision of this specification	
9. Aims of the Course	
	1. Develop the student's ability to speak fluently.
	2. Develop the student's ability to read and analyze the literary text.
	3. Urging the students to read the books of the English novelist and critics.

## 10. Learning Outcomes, Teaching ,Learning and Assessment Methode

### A- Knowledge and Understanding

- A1. Understanding the stages of development of fiction
- A2. understanding what the novel reflects
- A3.
- A4.
- A5.
- A6 .

### B. Subject-specific skills

- B1. Reading
- B2. Comprehension
- B3.

### Teaching and Learning Methods

- 1. Lectures
- 2. papers
- 3. Online Studies

### Assessment methods

- 1 midterm exam
- 2 Activity
- 3 practical exam
- 4 final exam

### C. Thinking Skills

- 1 The ability to correct the language and adjust the read and audio texts and criticize them. -
- 2 Acquire knowledge of modern systems of dialogue and communication. -
- 3 Acquire knowledge of the characteristics of the English language.

### Teaching and Learning Methods

### Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1.
- D2.
- D3.
- D4.

### 11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3		Rise of novel	Lectures	Activities + exam
2	3		Victorian England	Lectures	Activities + exam
3	3		Hard Times	Lectures	Activities + exam
4	3			Lectures	Activities + exam
5	3			Lectures	Activities + exam
6	3			Lectures	Activities + exam
7	3			Lectures	Activities + exam
8	3			Lectures	Activities + exam
9	3			Lectures	Activities + exam
10	3			Lectures	Activities + exam
11	3			Lectures	Activities + exam
12	3			Lectures	Activities + exam
13	3			Lectures	Activities + exam
14	3			Lectures	Activities + exam
15	3			Lectures	Activities + exam

### 12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Charles Dickens – Hard Times
Special requirements (include for example workshops, periodicals, IT software, websites)	



Community-based facilities (include for example, guest Lectures , internship , field studies)	
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13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	

# TEMPLATE FOR COURSE SPECIFICATION

## HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

### COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	University of Anbar
2. University Department/Centre	College of Education for Women
3. Course title/code	Novel- <b>EWE3307</b>
4. Programme(s) to which it contributes	Bachelor
5. Modes of Attendance offered	
6. Semester/Year	Semesters
7. Number of hours tuition (total)	45
8. Date of production/revision of this specification	
9. Aims of the Course	
	1. Develop the student's ability to speak fluently.
	2. Develop the student's ability to read and analyze the literary text.
	3. Urging the students to read the books of the English novelist and critics.

## 10. Learning Outcomes, Teaching ,Learning and Assessment Methode

### A- Knowledge and Understanding

- A1. Understanding the stages of development of fiction
- A2. understanding what the novel reflects
- A3.
- A4.
- A5.
- A6 .

### B. Subject-specific skills

- B1. Reading
- B2. Comprehension
- B3.

### Teaching and Learning Methods

- 1. Lectures
- 2. papers
- 3. Online Studies

### Assessment methods

- 1 midterm exam
- 2 Activity
- 3 practical exam
- 4 final exam

### C. Thinking Skills

- 1 The ability to correct the language and adjust the read and audio texts and criticize them. -
- 2 Acquire knowledge of modern systems of dialogue and communication. -
- 3 Acquire knowledge of the characteristics of the English language.

### Teaching and Learning Methods

### Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1.
- D2.
- D3.
- D4.

### 11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3		American Novel	Lectures	Activities + exam
2	3		Scarlet Letter	Lectures	Activities + exam
3	3			Lectures	Activities + exam
4	3			Lectures	Activities + exam
5	3			Lectures	Activities + exam
6	3			Lectures	Activities + exam
7	3			Lectures	Activities + exam
8	3			Lectures	Activities + exam
9	3			Lectures	Activities + exam
10	3			Lectures	Activities + exam
11	3			Lectures	Activities + exam
12	3			Lectures	Activities + exam
13	3			Lectures	Activities + exam
14	3			Lectures	Activities + exam
15	3			Lectures	Activities + exam

### 12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Charles Dickens – Hard Times
Special requirements (include for example workshops, periodicals, IT software, websites)	

Community-based facilities (include for example, guest Lectures , internship , field studies)	
--	--

13. Admissions	
Pre-requisites	
Minimum number of students	
Maximum number of students	



**Academic Program Specification Form**  
**For The Academic Accreditation**  
**Writing Research Papers A Practical Guide**  
**By Bailey/ Powell/Shuttle**

Scientific Institution	University Of Anbar/ College of Education for Women
1. Department	English Language
2. Course Description Form	<b>Writing Research Papers A Practical Guide By Bailey/ Powell/Shuttle worth</b>
3. Programs	Lectures
4- Available forms of attendance	Class
4. Course / yearly	third Year/ First Course
5- Number of study hours(total)	45
6- Date of course preparation	2/6/2021
<b>7-Course Objectives:</b>	
1-Develop the student's ability to understand the main steps of writing research	
2- Encouraging the student to present simple research bythemselves	
3- Urging updated methods to write research	
4- encouraging students to discuss other research.	



**9. Learning outcomes and methods of teaching, learning and assessment:**

- 1- Enable the students to get acquainted with the modern English texts.
- 2- Introducing students to ancient and modern literary references and sources.
- 3- Teaching and encouraging students how to analyze poetic texts and find proper ways of understanding.

A - knowledge and understanding

B-Subject-specific skills

Teaching and learning methods

Standard method (lecture method)  
Text method

Evaluation methods

Constructive (formative) calendar represented by daily exams  
Diagnostic calendar represented by semester and final exams



C- Thinking skills

Urging and encouraging students to use different style of writing

Teaching and learning methods:

Urging students to realize a love of English and an understanding of the topic of being the first language globally.

Knowing the aesthetics of the English language in the methods and structure of speech and showing meanings, especially when analyzing different methods of writing like MLA and APA

Methods of Evaluation:

Do not use traditional teaching methods, but rather try to depend on observation, interview, and trying to understand the ideas of the students because they are the last stage students of the undergraduate study.

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

The ability to

write the research paper provides valuable experience. It forces you to develop an informed conclusion about your topic. Moreover, the writing itself provides experience in constructing and presenting an extended in depth argument based on a complex of information.







9. Course Structure					
Evaluation method	Teaching method	Name of Unit or subject	Required learning outcomes	Hours	Week
\\ Chapter One Daily oral and written test	: Introduction to The Research Paper Process	General Introduction		3	1
Daily oral and written test	<b>Writing Research Papers A Practical Guide By Bailey/ Powell/Shuttle worth</b>	Q1-Why Write a Research Paper? (What are the reasons of writing a research paper?)			2
Daily oral and written	<b>Identifying Sources</b>	<b>Gathering Support</b>			3
Daily oral and written	<b>PRIMARY SOURCES)</b>	<b>(ex. A novel or a play on which we do research</b>			5
Daily oral and written test	<b>SECONDARY SOURCES)</b>	<b>ex. An article written about the novel or the play</b>			6
Daily oral and written	<b>Thesis Statement:</b>	samples			7
Daily oral and written	<b>Choosing a Topic for a Thesis Paper</b>	<b>samples</b>			8
written test	<b>RELEVANT MATERIAL</b>	<b>samples</b>			9

Daily oral and written	<b>RELIABLE MATERIAL</b>	<b>Samples and done examples</b>			10
Daily oral and written	<b>WHY TAKE NOTES?</b>	<b>Samples and done examples</b>			11
Daily oral and written tes	<b>PARAPHRASE NOTE CARD</b>	<b>Samples and done examples</b>			12
written test		REVISION			13
		FINAL EXAMINATION			14 15



9. Infrastructure:	
Ten Twentieth century poets	Required Reading: Text of the play others
Norton Anthology to English Literature	Private Requirements
The course connections	Social services (including guest lectures, professional training and field studies)

5. Acceptance	
	Previous Requirements
30	Less number of students
50	The largest number of students

**Prof. Asmaa Khalaf Madlool (PhD)**  
**College of Education for Women**



## Course Description Form

### Review of the Academic Program

Scientific Institution	University Of Anbar/ College of Education for Women
1. Department	English Language
2. Course Description Form	Fourth Class/Modern English Drama
3. Programs	Lectures
4- Available forms of attendance	Class
4. Course / yearly	Fourth Year/ First Course
5- Number of study hours(total)	45
6- Date of course preparation	2/6/2021
<b>7-Course Objectives:</b>	
1-Develop the student's ability to understand the characteristics of modern theater and how to analyze it academically and scientifically.	
2- Encouraging the student to read the theatrical text and analyze it in literary and intellectual manner.	
3- Urging the student to read critical books related to modern English theatrical	

texts

4- Raising the educational level of the students and preparing them to teach the literary subject.

**9. Learning outcomes and methods of teaching, learning and assessment:**

1- Enable the students to get acquainted with the modern English theater.

2- Introducing students to ancient and modern literary references and sources.

3- Teaching and encouraging students how to analyze theatrical texts and find proper ways of understanding.

A - knowledge and understanding

B-Subject-specific skills

Teaching and learning methods

Standard method (lecture method)

Text method

Evaluation methods



Constructive (formative) calendar represented by daily exams  
Diagnostic calendar represented by semester and final exams

C- Thinking skills

Urging and encouraging students to analyze modern theatrical texts in a simplified manner

Teaching and learning methods:

Urging students to realize a love of English and an understanding of the topic of being the first language globally.  
Knowing the aesthetics of the English language in the methods and structure of speech and showing meanings, especially when analyzing theatrical text from the point of view of the writer and critics.

Methods of Evaluation:

Do not use traditional teaching methods, but rather try to depend on observation, interview, and trying to understand the ideas of the students because they are the last stage students of the undergraduate study.

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

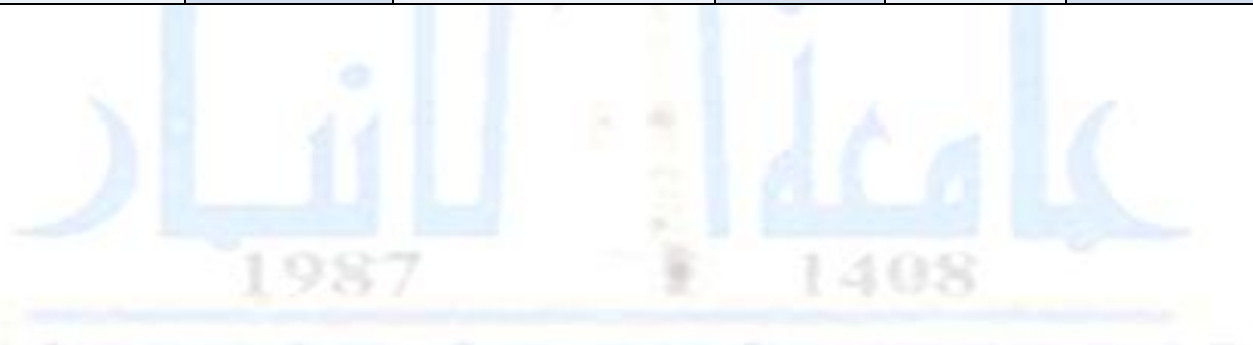
The ability to correct them linguistically, adjust reading and audio texts, criticize and analyze them, acquire knowledge of modern systems of dialogue and communication, and acquire knowledge of the characteristics of English literary texts.





## 9. Course Structure

Evaluation method	Teaching method	Name of Unit or subject	Required learning outcomes	Hours	Week
Daily oral and written test	Reading text and analyzing method	Introduction about the development of the modern drama		6	October(1-2
Daily oral and written test	Reading text and analyzing method	Bernard Shaw's contributions in English drama +modern drama characteristics		9	October 3-4 November 1
Daily oral and written test	=====	Literary analysis for <i>Arms and the Man</i> , Act One		12	Nov.2-3-4 Dec. 1
Daily oral and written test	=====	Literary analysis for act two and three		15	Dec. 2-3-4 January 1-2
Final written exam		First course exam, first attempt			January 4-3



5. Acceptance

<b>9. Infrastructure:</b>	
<i>Arms and the Man</i> by George Bernard Shaw	Required Reading: Text of the play ▪ others ▪
	Private Requirements
The course connections	Social services (including guest lectures, professional training and field studies)
	Previous Requirements
40	Less number of students
60	The largest number of students

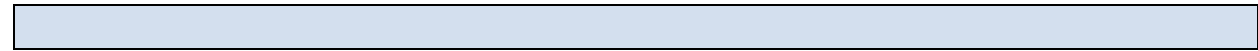
**Prof. Hamid H. Abed (PhD)**  
**College of Education for Women**



## Course Description Form

### Review of the Academic Program

Scientific Institution	University Of Anbar/ College of Education for Women
1. Department	English Language
2. Course Description Form	Fourth Class/communicative grammar
3. Programs	Lectures
4- Available forms of attendance	Class
4. Course / yearly	Fourth Year/ First Course
5- Number of study hours(total)	45
6- Date of course preparation	1/10/2021
<b>7-Course Objectives:</b>	
1-Develop the student's ability to understand types of nouns.	
2- Develop the student's ability to understand aspects, tenses, and time	
3- Develop the student's ability to understand types of verbs.	



<b>9. Learning outcomes and methods of teaching, learning and assessment:</b>
A - knowledge and understanding To understand English grammar
B-Subject-specific skills The ability to speak and write correct sentences. The ability to recognize concepts time, and tense The ability to understand and use prepositions The ability to understand adverbs of frequency The ability to understand adverbs of manners
D- Teaching and learning methods  lectures
E-Evaluation methods  Written test/exams
C- Thinking skills  Enable students to recognize types of nouns and verbs and write correct sentences.



وزارة التعليم العالي والبحث العلمي  
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قسم الاعتماد الدولي




## 9. Course Structure

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of Unit or subject</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily oral and written test	Reading text and analyzing method	concepts		9	October(1-2-3
Daily oral and written test	Reading text and analyzing method	Time, tense, and aspects		12	October 4 November 1-2-3
Daily oral and written test	=====	Time-when		9	Nov. 4 Dec. 1-2
Daily oral and written test	=====	frequency		12	Dec. 3-4 January 1-2
Final written exam		Manner, means, and instrument		9	January 4-3



9. Infrastructure:	
<i>A communicative grammar</i>	Required text
	Private Requirements
The course connections	Social services (including guest lectures, professional training and field studies)

5. Acceptance	
	Previous Requirements
40	Less number of students
60	The largest number of students

## Course Description Form

Reviewing the performance of higher education institutions (Review of the Academic Program)

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve demonstrating whether he has made maximum use of available learning opportunities. It must be linked to the description the program.

**Teacher of the course: DR. AFAF SAMI SALIH**

1. Teaching Institution	University of Anbar
2. University Department/Centre	College of Education for Women/ English Department
3. Course title/code	Linguistics 2/ EWE3311
4. Programme(s) to which it contributes	
5. Modes of Attendance offered	Obligatory
6. Semester/Year	1 <sup>st</sup> &2 <sup>nd</sup>
7. Number of hours tuition (total)	3 hours
8. Date of production/revision of this Specification	May 2021

### 9. Aims of the Course

At the end of the course , students are able to:

- have a broad view and understanding of linguistics and its relation to language;
- acquire theoretical linguistic and analytical skills for recognizing and describing the various levels of language;
- achieve thorough knowledge and practice, competence and skills in analyzing various linguistic structures.
- identify the levels of linguistic description.
- systematically analyze the linguistic structure of any language.



## 10. Learning Outcomes, Teaching ,Learning and Assessment Method

A- A1.Knowledge and Understanding  
Improvement of students 'skills and  
knowledge in learning English  
language

A2. Improving the student's ability in reading and listening to native speakers

A3. Defining western culture so as to make students have acquaintance with via  
their text

A4. To improve students ability to write correct language and speak fluently

B. Subject-specific skills

B1. To improve the  
students' ability in  
linguistic analysis

B2.To improve the students' critical thinking

B3. To improve their ability to respond intelligibly

Teaching and Learning Methods

1. Discussing the objectives with students in a communicative way

2. The use of weekly reports.

3. The use of voice prints and videos available about certain texts

Assessment methods

1. Daily Quiz

2. Oral test

3. Monthly Exam

C. Thinking Skills

C1. Encouraging  
students to  
discuss, argue,  
and criticize  
creatively.

C2. Giving students the confidence to express themselves.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Improving the students' critical thinking

D2. Conversing in certain situations to communicate their own ideas

## 11. Course Structure

Week	Hours	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3	Semantics	Lectures questions, and discussion	Writing assignment, Daily exercises, Participation of students
2	3	Semantics	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
3	3	Semantics	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
4	3	Pragmatics	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
5	3	Pragmatics	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
6	3	Pragmatics	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students

## 11. Course Structure

Week	Hours	Unit/Module or Topic Title	Teaching Method	Assessment Method
7	3	Discourse Analysis	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
8	3	Discourse Analysis	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
9	3	Discourse Analysis	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
10	3	First Language Acquisition	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
11	3	First Language Acquisition	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
12	3	First Language Acquisition	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
13	3	Mid –Year Vocation	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students

## 11. Course Structure

Week	Hours	Unit/Module or Topic Title	Teaching Method	Assessment Method
14	3	Second Language Acquisition	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
15	3	Second Language Acquisition	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
16	3	Second Language Acquisition	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
17	3	Language and Culture	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
18	3	Language and Culture	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
19	3	Language and Culture	Lectures , asking questions, and discussion	Writing assignment, Daily exercises, Participation of students
20	3	General Discussion	Lectures , discussion	Writing assignment, Daily exercises, Participation of students
21	3	Final Examination		of students

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	The Study of Language by George Yule
Special requirements (include for example workshops, periodicals, IT software, websites)	Dictionaries+ Cultural Dictionaries + Linguistic Books
Community-based facilities (include for example, guest Lectures , internship , field studies)	Audio DVD Download + Chapter Tests with new reading passages <a href="http://www.oup.com">www.oup.com</a>

13. Admissions	
Pre-requisites	
Minimum number of students	70 students in each class
Maximum number of students	80 students in each class



وزارة التعليم العالي والبحث العلمي  
جهاز الإشراف والتقويم العلمي  
دائرة ضمان الجودة والاعتماد الأكاديمي  
قسم الاعتماد الدولي

## Course Description Form

### Review of the Academic Program

Scientific Institution	University Of Anbar/ College of Education for Women
1. Department	English Language
2. Course Description Form	Fourth Class/American Novel
3. Programs	Lectures
4- Available forms of attendance	Class
5-Course / yearly	Third Year/ First Course
6- Number of study hours(total)	45
7- Date of course preparation	2/6/2021
<b>8-Course Objectives:</b>	
1-Develop the student's ability to understand the characteristics of the American novel and how to analyze it academically and scientifically.	
2- Encouraging the student to read the text of the novel and analyze it in literary and intellectual manner.	

3- Urging the student to read critical books related to American novels

4- Raising the educational level of the students and preparing them to teach the literary subject.

**9. Learning outcomes and methods of teaching, learning and assessment:**

1- Enabling the students to get acquainted with American literature

2- Introducing students to ancient and modern literary references and sources.

3- Teaching and encouraging students how to analyze novels and find proper ways of understanding.

4- Study the characteristics of American Literature and realize its positive  
Expanding cultural awareness of components American literature

A - knowledge and understanding

B-Subject-specific skills

Constructive (formative) calendar represented by daily exams 1-  
2-Structural assessment (formative) represented by oral exams  
3-Structural assessment (formative) represented by oral exams



Constructive (formative) calendar represented by daily exams  
Diagnostic calendar represented by semester and final exams

### C- Thinking skills

Urging and encouraging students to analyze modern novels in a simplified manner

### Teaching and learning methods:

Urging students to realize a love of English and an understanding of the topic of being the first language globally.  
Knowing the aesthetics of the English language in the methods and structure of speech and showing meanings, especially when analyzing novels from the point of view of the writer and critics.

### Methods of Evaluation:

Do not use traditional teaching methods, but rather try to depend on observation, interview, and trying to understand the ideas of the students because they are the last stage students of the undergraduate study.

### C-Emotional and value goals

C-1-Preparing the student to be an English language teacher proficient in all aspects of the language.

C-2-The student should be aware of all English language standards through studying literary texts.

C-3- Enriching the cultural and literary side of the student when



studying English literature.

C-4- Provide the motivation to achieve a love of English

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

The ability to correct them linguistically, adjust reading and audio texts, criticize and analyze them, acquire knowledge of modern systems of dialogue and communication, and acquire knowledge of the characteristics of English literary texts.

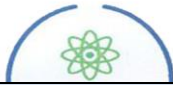
D-1-An ability to correct linguistically, adjust read and audio texts, criticize and analyze them, acquire knowledge of modern systems of dialogue and communication, and acquire knowledge of the characteristics of the English language.

D-2-It does not use traditional teaching methods, but rather depends on observation, interview, and trying to understand the ideas of the students.

D-3-Develop their mental abilities to perceive the study of Novel to develop the ability to speak fluently.

D-4-By studying novels , the student will be prepared to teach literary

paragraphs (stories and reading pieces) in the school curricula for English, and this will enhance her educational capabilities at the teaching stage.



## 10. Course Structure

Evaluation method	Teaching method	Name of Unit or subject	Required learning outcomes	Hours	Week
Daily oral and written test	Reading text and analyzing method	The plot of Scott F. Fitzgerald The Great Gatsby and most important quotations of the chapters		6	
Daily oral and written test	Reading text and analyzing method	Explanations of the most important symbols in The Great Gatsby		9	
Daily oral and written test	=====	Literary analysis and discussions of the Themes of The Great Gatsby		12	
Daily oral and written test	=====	Literary analysis for the most important themes in The Great Gatsby		15	
Final written exam		First course exam, first attempt			



4. Acceptance

<b>9. Infrastructure:</b>	
Literary critical analysis of The Great Gatsby	Required Reading: Text of the Novel      ■ others                      ■
<a href="https://www.sparknotes.com">https://www.sparknotes.com</a>	Private Requirements
The course connections	Social services (including guest lectures, professional training and field studies)
	Previous Requirements
40	Less number of students
60	The largest number of students

**Ins.Fanan Abdulkader Salman  
College of Education for Women**

**Subject: Modern Poetry for Two Courses**

**Gade;4<sup>th</sup> stage**

**Instructor: Asmaa Khalaf Madloul**

Hours	Subject of the First Course	Week
3	<b>General Introduction to the modern Age (1900-1960)</b>	1
	The main movements of modern English poetry	2
	<b>Imagist School</b>	3
	T. S. Eliot "The Love Song of Alfred J. Prufrock	4
	T. S. Eliot "The Love Song of Alfred J. Prufrock	5
	<b>Symbolist movement</b>	6
	W.B. Yeats' "Easter 1913"	7
	W.B. Yeats' "Easter1913"	8
	W.B. Yeats's "Sailing to Byzantium"	9
	"Sailing to Byzantium"	10
	<b>Georgian School</b>	11
	Walter de la Mare's "The Listeners"	12
	Walter de la Mare's "The Listeners" "	13
	<b>The Socialist School</b>	14
	W. H. Auden `s Musée de Beaux Arts(1939)	15

Contact Hours	Subject of the Second course	Week
3	General Introduction to the contemporary poetry	1
	General Introduction to the contemporary poetry	2
	<b>War Poetry</b>	3
	Wilfred Owens "Strange Meeting	4
	Wilfred Owens "Strange Meeting"	5
	<b>The Neo- Romantic School</b>	6
	Dylan Thomas "Fern Hill"	7
	Dylan Thomas "Fern Hill"	8
	<b>The Movement School</b>	9
	Philip Larkin "At Grass"	10
	Philip Larkin	11

	"Church Going"	
	Philip Larkin "Church Going"	12
	<b>The Extremist Art School</b>	13
	Ted Hughes "The Causality"	14
	Ted Hughes "Thought Fox"	<b>15</b>
	Revision	<b>16</b>