

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



# **Academic Program and Course Description Guide**

## **Introduction:**

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

## **Concepts and terminology:**

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

**Course Description:** Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

**Program Vision:** An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

**Program Mission:** Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

**Program Objectives:** They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

**Curriculum Structure:** All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

**Teaching and learning strategies:** They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

## Academic Program Description Form

University Name: ... Baghdad.....

Faculty/Institute: ..... Islamic sciences.....

Scientific Department: . Arabic language.....

Academic or Professional Program Name: . PhD.Arabic Language.....

Final Certificate Name: .. College of Islamic Sciences/Department of Arabic Language.....

Academic System: Semester .....

Description Preparation Date: ٢٠٢٥/١٠/١

File Completion Date: ٢٠٢٥/١٠/١

Signature:



Head of Department Name:

Assist.prof. Bilal Najm Abdel

Khaleq ph.D

Date:

Signature:



Scientific Associate Name:

Prof.. Muhannad

Muhammad Saleh ph.D

Date:

The file is checked by: Bareq Habeeb Sadiq

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:



Approval of the Dean

Prof.DR. Naama Dahesh Farhan

## ١. Program Vision

Creating an effective educational and pedagogical environment aimed at building a teaching generation capable of taking responsibility for shaping future generations, to elevate the reality of the Arabic language in both teaching and usage, and to benefit from modern linguistic theories in its study..

## ٢. Program Mission

Teaching students the sciences of the Arabic language, including grammar, morphology, literature, rhetoric, and prosody, along with some religious sciences such as Quranic studies, Hadith, and recitation.

٢- Preparing distinguished academic and professional staff in the field of Arabic language and literature according to quality standards.

٣- Preparing a conscious graduate who meets the needs of the labor market and the requirements of sustainable development.

٤- Enabling students to leverage information technology to keep pace with cognitive and technological developments in linguistic research and modern teaching methods while preserving the Arab and Islamic intellectual heritage.

٥- Contributing to rectifying the mistakes made by members of the community, regardless of their specializations, through various media outlets.

## ٣. Program Objectives

- Providing educational and media institutions with specialists in the Arabic language, and preparing students capable of practicing effective teaching and keeping up with modern scientific trends in teaching methods and creative teaching skills.

٢- Preparing researchers and specialists in functional writing and linguistic accuracy, possessing the necessary skills to work in the private and public sectors, evaluating the language of researchers in published books and subjecting

it to linguistic rules, improving the linguistic performance of employees, and enabling them to master formal communication style.

ϣ– Conducting linguistic research that serves the language as a means of expressing ideas.

ξ– Developing the community educationally and religiously by providing the scientific advice that the community needs.

ο– Preparing students psychologically and educationally through programs that include voluntary work, language skills, effective communication, and mastering soft skills to enable them to work in educational institutions and local and international civil society organizations.

#### ξ. Program Accreditation

A request for program accreditation has been submitted.

#### ο. Other external influences

There is none.

#### Ϛ. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	ϣ	ϣ	%ϣ.Ϛϩ	
College Requirements	,	,	%,	

<b>Department Requirements</b>	١٠	٢٣	%٣.١٢	
<b>Summer Training</b>	١	٣	%٣.٨٤	
<b>Other</b>				

\* This can include notes whether the course is basic or optional.

<b>V. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
			<b>theoretical</b>	<b>practical</b>
		The science of terminology	٣	
		Linguistic studies	٣	
		Linguistic research methodologies	٢	
		The impact of the Quran on linguistic studies	٢	
		Modern Semantics	٢	
		English language	١	
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
		Linguistic issues	<b>theoretical</b>	<b>practical</b>
		Recent morphological issues	٣	
		Discourse analysis methods	٣	
		Linguistic Orientalism	٢	
		Studies in grammatical methods	٢	
		Scientific research methodology	٢	
		English language	١	

## ٨. Expected learning outcomes of the program

### Knowledge

<p><b>١. Basic cognitive learning outcomes:</b> Basic cognitive learning outcomes: Understanding: Understanding various Arabic texts (literary, scientific, historical, religious, etc.) and comprehending their contents. Analyzing texts and understanding their structure and style. Connecting texts to their historical and cultural context. Critically evaluating texts. Memorization: Memorizing the rules and fundamentals of the Arabic language. Memorizing verses from the Holy Quran, the Noble Prophet's Sunnah, and the sayings of scholars. Memorizing some Arabic literary texts. Application: Applying Arabic grammar rules in writing and speaking.  Analyzing Arabic texts in accordance with Arabic grammar rules. Writing various types of Arabic texts (literary, scientific, historical, religious, etc.).</p> <p><b>٢. Advanced cognitive learning outcomes:</b> Advanced cognitive learning outcomes: Analysis: Analysis of Arabic texts in a literary, scientific, historical,</p>	<p><b>١. Basic cognitive learning outcomes:</b> Basic cognitive learning outcomes: Understanding: The student is able to identify the main ideas in various Arabic texts. The student is able to analyze the structure and style of Arabic texts. The student is able to connect Arabic texts to their historical and cultural context. The student is able to critically evaluate Arabic texts. The student is able to summarize and explain Arabic texts. The student is able to answer questions related to Arabic texts. Memorization: The student is able to write Arabic texts that are correct in terms of grammatical and spelling rules. The student is able to use Arabic grammar rules in writing and speaking. The student is able to analyze Arabic texts applying the rules of the Arabic language. The student is able to memorize some Arabic literary texts. The student is able to recall references from the Holy Quran, the Noble Hadith, and the sayings of scholars. Application: The student is able to write various types of Arabic texts (literary, scientific, historical, religious, etc.). The student is able to deliver speeches and presentations fluently and clearly. The student is able to participate in discussions and dialogues effectively. The student is able to use the Arabic language in various social and professional situations. The student is able to write Arabic texts in a clear and direct style. The student is able to translate Arabic texts into other languages and vice versa.</p> <p><b>٢. Advanced cognitive learning outcomes:</b> Advanced cognitive</p>
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<p>or religious manner.</p> <p>Analyzing the structure and style of Arabic texts.</p> <p>Connecting Arabic texts to their historical and cultural context.</p> <p>Critically evaluating Arabic texts.</p> <p>Evaluation:</p> <p>Evaluating Arabic texts either literarily, scientifically, historically, or religiously.</p> <p>Evaluating the structure and style of Arabic texts.</p> <p>Evaluating the connection of Arabic texts to their historical and cultural context.</p> <p>Evaluation of Arabic texts critically.</p> <p>Research:</p> <p>Research in the field of Arabic language and literature.</p> <p>Writing research and scientific studies in the field of Arabic language and literature.</p> <p>Using various scientific research tools.</p> <p><b>٢. Additional cognitive learning outcomes:</b></p> <p>Additional cognitive learning outcomes:</p> <p>Understanding the characteristics of the Arabic language:</p> <p>Understanding: Understanding the characteristics of the Arabic language in terms of sounds, pronunciation, morphology, syntax, and semantics.</p> <p>Application: Applying the characteristics of the Arabic language in writing and speaking.</p> <p>Understanding Arabic dialects:</p>	<p>learning outcomes:</p> <p>Analysis:</p> <p>The student is able to analyze Arabic texts either literarily, scientifically, historically, or religiously.</p> <p>The student is able to analyze the structure and style of Arabic texts.</p> <p>The student is able to connect Arabic texts to their historical and cultural context.</p> <p>The student is able to critically evaluate Arabic texts.</p> <p>The student is able to write analytical essays about Arabic texts.</p> <p>The student is able to identify the strengths and weaknesses in Arabic texts.</p> <p>Evaluation:</p> <p>The student is able to evaluate Arabic texts either literarily, scientifically, historically, or religiously.</p> <p>The student is able to evaluate the structure and style of Arabic texts.</p> <p>The student is able to evaluate the connection of Arabic texts to their historical and cultural context.</p> <p>The student is able to critically evaluate Arabic texts.</p> <p>The student is able to write evaluative reports on Arabic texts.</p> <p>The student is able to identify the criteria used in evaluating Arabic texts.</p> <p>Research:</p> <p>The student is able to identify research topics in the field of Arabic language and literature.</p> <p>The student is able to collect information and data from various sources.</p> <p>The student is able to analyze information and data using scientific methods.</p> <p>The student is able to write scientific reports and research according to academic standards.</p> <p>The student is able to use various scientific research tools.</p> <p>The student is able to write scientific papers suitable for publication in scientific journals.</p> <p><b>٣. Additional cognitive learning outcomes:</b> Additional cognitive learning outcomes:</p>
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<p>Teaching: Using cognitive learning outcomes in teaching Arabic to students.</p> <p>Scientific research: Using cognitive learning outcomes in scientific research in the field of Arabic language and literature.</p> <p>Translation: Using cognitive learning outcomes in translating texts from and to Arabic.</p> <p>Communication: Using cognitive learning outcomes to communicate effectively with others.</p>	<p>Understanding the characteristics of the Arabic language: The student is able to understand the characteristics of the Arabic language in terms of sounds, pronunciation, morphology, syntax, and semantics.</p> <p>The student is able to apply the characteristics of the Arabic language in writing and speaking.</p> <p>The student is able to write Arabic texts free of linguistic errors.</p> <p>The student is able to use the Arabic language correctly in various situations.</p>
<b>Skills</b>	
<p>• <b>Language skills:</b></p> <ul style="list-style-type: none"> <li>◦ Mastery of Modern Standard Arabic in writing and speaking.</li> <li>◦ Understanding and analyzing various Arabic texts.</li> <li>◦ Writing various types of creative and technical texts.</li> <li>◦ Mastering translation skills from and to Arabic.</li> </ul>	<p>• <b>Academic Skills:</b></p> <ul style="list-style-type: none"> <li>◦ Scientific research in the field of Arabic language and literature.</li> <li>◦ Writing scientific research and studies.</li> <li>◦ Using various scientific research tools.</li> <li>◦ Mastering presentation and public speaking skills.</li> </ul>
<p>• <b>Professional skills:</b></p> <ul style="list-style-type: none"> <li>◦ Teaching at various educational levels.</li> <li>◦ Working in the field of media and journalism.</li> <li>◦ Working in the field of translation and linguistic communication.</li> <li>◦ Working in the field of authorship and publishing.</li> </ul>	<p>• <b>Technical skills:</b></p> <ul style="list-style-type: none"> <li>◦ Using the computer for linguistic research.</li> <li>◦ Using translation and communication programs.</li> <li>◦ Using the internet for learning and communication.</li> </ul>
<b>Ethics</b>	
<p>• <b>Islamic values:</b></p> <ul style="list-style-type: none"> <li>◦ Enhancing religious and</li> </ul>	<p>• <b>Professional values:</b></p> <ul style="list-style-type: none"> <li>◦ Commitment to ethical principles in the workplace.</li> </ul>

<p>cultural awareness.</p> <ul style="list-style-type: none"> <li>◦ Instilling Islamic and moral values in the hearts of students.</li> <li>◦ Promoting moderation and balance.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Mastering teamwork skills.</li> <li>◦ Striving for excellence and creativity in work.</li> </ul>
<p><b>• Human values:</b></p> <ul style="list-style-type: none"> <li>◦ Respect for human rights and freedoms.</li> <li>◦ Promoting a culture of tolerance and peaceful coexistence.</li> <li>◦ Promoting the spirit of social responsibility.</li> </ul>	<p><b>National values:</b></p> <ul style="list-style-type: none"> <li>◦ Love for the homeland and belonging to it.</li> <li>◦ Working to serve the community.</li> <li>◦ Respect for the law and order</li> </ul>

## ٩. Teaching and Learning Strategies

First/ Traditional methods:

- **Lecture:** The lecture method is considered one of the most common traditional methods in education, where the professor explains the course content to the students.
- **Discussion:** Discussions are organized among students on specific topics from the curriculum.
- **Reports and research:** Students are required to write reports or conduct research on specific topics from the curriculum.
- **Exams:** Students' levels are assessed through exams.

Secondly/ Modern methods:

- ١- **Active learning:** This approach focuses on the active participation of students in the learning process through activities and projects.
- ٢- **Cooperative learning:** Students are divided into small groups to work together on completing a specific task.
- ٣- **Play-based learning:** This method uses educational or interactive games to enhance learning. Language games or interactive applications can be designed to learn Arabic grammar, improve writing skills, or enhance vocabulary.

ξ– Dialogic learning: This method encourages students to engage in dialogues and discussions about linguistic topics.

ο– Blended learning: This approach combines traditional classroom learning with online learning. Teachers can use e–learning platforms to deliver content, assignments, and tests, while integrating classroom activities to enhance interaction and communication.

ϒ– Brainstorming: An effective method used in teaching to encourage creativity, generate ideas, and enhance active student participation.

Υ– Flipped learning: In this method, students watch lectures or lessons in advance at home, and then class time is used to discuss ideas, solve problems, and apply skills.

Λ– E–learning: Modern technology is used in the educational process, such as computers and the internet.

ϑ– Inquiry–based learning: This approach encourages students to ask questions, conduct research, and explore linguistic topics independently. Students can conduct research on a specific literary topic or explore the influences of the Arabic language on other cultures.

ϒο– Project–based learning: This method focuses on involving students in real or virtual projects where they learn language skills by applying them in real–life contexts.

ϒϑ– Problem–based learning: This approach focuses on presenting problems or challenges to students and requires them to find solutions through research and analysis.

Thirdly/ Strategies for Developing Language Skills

ϒ. Strategies for Developing Reading Skills: Strategies for Developing Reading Skills:

- SQϒR Strategy: It is a strategy consisting of six steps:
  - ο S: Survey (survey)
  - ο Q: Asking questions (question)

- ۲R: Reading (read), Recitation (recite), Review (review)
- Speed reading strategy: This strategy aims to increase reading speed while maintaining comprehension.
- Oral reading strategy: This strategy aims to improve pronunciation and expression skills.

#### ۲. Strategies for Developing Writing Skills: Strategies for Developing Writing Skills:

- Mind mapping strategy: This strategy helps students organize their thoughts before writing.
- Drafting strategy: This strategy aims to help students write coherent and error-free texts.
- Peer review strategy: This strategy aims to help students improve their writing skills by exchanging texts with their peers and reviewing each other's work.

#### ۳. Strategies for Developing Speaking Skills: Strategies for Developing Speaking Skills:

- Discussion strategy: This strategy aims to help students express their ideas clearly and concisely.
- Presentation strategy: This strategy aims to help students prepare engaging presentations.
- Role-playing strategy: This strategy aims to help students improve their speaking skills by simulating real-life situations.

#### ۴. Listening skills development strategies: Strategies for Developing Listening Skills:

- Active listening strategy: This strategy aims to help students focus on what they hear and better understand the content of the texts.
- Summarizing what has been heard strategy: This strategy aims to help students summarize.

## ١٠. Evaluation methods

- Formative assessment (daily exams, classroom discussions, homework and follow-up, summer assessment)
- Diagnostic assessment (monthly and final exams to issue judgments of success and failure)

## ١١. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
<b>Prof. Naama Dahesh Farhan</b> ph.D	Arabic language	Language			Staff	
Prof. Ali Hilo Hawas ph.D	Arabic language	Language			Staff	
Prof. Muhammad Khudair Mudhahi ph.D	Arabic language	Language			Staff	
Prof. Salman Abbas eabd ph.D	Arabic language	Language			Staff	
Prof.Khaled Aboud Hamoudi ph.D .	Arabic language	Language			Staff	
Prof. Mohamed Farag Tawfiq ph.D	Arabic language	Language			Staff	
Prof. Prof. Abdul Rahman Mardi Allawi ph.D	Arabic language	literature			Staff	
Assist.prof Ahmed Khaled Mahmoud ph.D	Arabic language	Language			Staff	
Assist.prof. Tahani Awad Jassim	English Language	Language			Staff	.
Assist.prof. Bilal Najm Abdel Khaleq ph.D	Arabic language	Language			Staff	
Assist.prof. Bassem Mohamed Hussein ph.D	Arabic language	Language			Staff	

Assist.prof murawij ghani jabaar ph.D	Arabic language	Language			Staff	
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## Professional Development

### Mentoring new faculty members

The professional development plan for new faculty members in the Arabic Language Department at the College of Islamic Sciences is an essential tool to ensure the development of their skills and experiences and to help them integrate into the academic work environment.

This plan usually includes:

١. Mentorship program: Orientation program:

Providing basic information about the university, college, and department.

Providing information about academic programs and requirements.

Providing information about evaluation and assessment systems.

Providing information about opportunities for scientific research and publication.

Providing information about opportunities to participate in conferences and seminars.

Providing information about collaboration opportunities with other universities.

٢. Training program: Training program:

Training on teaching skills.

Training on scientific research skills.

Training on technology use skills in education.

Training on communication skills.

Training on time management skills.

Training on scientific writing skills.

٣. Mentorship program: Mentorship program:

Providing support and advice to new faculty members.

Helping new faculty members solve the problems they may encounter.

Guiding new faculty members towards the resources available at the university.

٤. Evaluation program: Evaluation program:

Evaluating the progress of new faculty members in achieving the plan's objectives.

Providing feedback to new faculty members.

Identifying the training needs of new faculty members.

### Professional development of faculty members

The professional development plan for faculty members in the Arabic Language Department at the College of Islamic Sciences aims to:

١- Developing the skills of faculty members in the field of teaching and scientific research.

٢- Enhancing their competence and effectiveness in performing their tasks.

٣- Elevating the performance level in the department.

٤- Achieving the goals of the college and the university.

The professional development plan includes the following activities:

١. Training activities:

Attending training courses in the field of teaching and learning.

Participation in workshops and scientific conferences.

Obtaining professional certificates in the field of teaching.

٢. Research activities: Research activities:

Conducting scientific research in the field of Arabic language and literature.

Publishing research in peer-reviewed scientific journals.  
 Participation in scientific conferences.  
 ٣. Administrative activities: Administrative activities:  
 Participation in committees and administrative bodies at the college and university.  
 Assuming administrative positions in the department.  
 Participation in the preparation and development of curricula.  
 ٤. Other activities: Other activities:  
 Participation in cultural and social activities.  
 Writing articles and books in the field of Arabic language and literature.  
 Translating Arabic texts into other languages and vice versa.

## ١٢. Acceptance Criterion

- Admission to the college depends on the central admission system adopted by the Ministry of Higher Education and Scientific Research according to the university and institute admission form, balancing the student's preference and overall average.
- Admission to the Arabic Language Department depends on the student's preference, overall average, and their score in the Arabic Language subject in the final exam of the sixth preparatory grade in its scientific, literary, and Islamic branches.

## ١٣. The most important sources of information about the program

- Library resources: printed and electronic sections, and curriculum books
- Electronic lectures
- Workshops
- Seminars
- Conferences
- Websites

## ١٤. Program Development Plan

- The first criterion: Educational institution strategy
١. Conducting workshops and training courses
  ٢. Reviewing the department's vision, mission, and objectives and updating them periodically based

on developments. Reviewing the department's vision, mission, and objectives and updating them periodically according to developments.

The second criterion: Learning resources

١. Raising students' awareness from the early stages about the importance of the library in intellectual nourishment. Raising students' awareness from the early stages about the importance of the library in intellectual nourishment.

٢. Allocating practical lectures and training courses for students on how to benefit from the library. Allocating practical lectures and training courses for students on how to benefit from the library.

٣. Holding the annual free book fair. Holding the annual free book fair.

The third criterion: curricula

١. Developing and periodically updating the curricula. Developing and periodically updating the curricula.

٢- Establishing developmental programs and courses in teaching methods and strategies according to global trends.

The fourth criterion: Scientific research

١. Conduct agreements with Arab, Islamic, and international universities regarding training the teaching staff on modern trends in scientific publishing. Conducting agreements with Arab, Islamic, and international universities regarding training the faculty on modern trends in scientific publishing.

٢. Exchange of letters, theses, and modern resources with Arab institutions and Arabic language departments in Arab and Islamic universities. Exchange of letters, theses, and modern sources with Arab institutions and Arabic language departments in Arab and Islamic universities.

٣. Organizing specialized training courses in English for the department's faculty. Holding specialized English language training courses for the department's faculty.

Criterion Five: Faculty

١. Providing the opportunity for all faculty members to participate in external training courses, seminars, and workshops. Providing the opportunity for all faculty members to participate in training courses, seminars, and external workshops.

٢. Encouraging faculty members to participate in training courses, seminars, and external workshops and awarding them with letters of appreciation for their contributions to these courses. Encouraging faculty members to participate in training courses, seminars, and external workshops, and awarding them letters of appreciation for their contributions to these courses.

٣. Encouraging volunteer work as it fosters national spirit and enhances national belonging. Encouraging volunteer work as it nurtures the national spirit and enhances national belonging.

The sixth criterion: Governance

١. Establish agreements (twinning) with corresponding departments in global and regional universities. Signing (twinning) agreements with counterpart departments in global and regional universities.

٢. Participation of employees and instructors in training courses to develop their administrative capabilities. The participation of employees and instructors in training courses to develop their administrative capabilities.

٣. Openness to related institutions to benefit from their capabilities to develop work. Openness to relevant institutions to benefit from their capabilities for work development.

Criterion Seven: Students

١. Increasing the effectiveness of educational guidance by having the college appoint educational counselors or introducing a group of faculty members to educational guidance courses. Increasing the effectiveness of educational guidance by having the college appoint educational counselors or by including a group of faculty members in educational guidance courses.

٢. The faculty members should follow up with their students, understand the reasons for their

absences or poor performance in the subjects they teach, and provide them with special care to overcome their academic and psychological problems. The teachers' follow-up with their students, understanding the reasons for their absences or weaknesses in the subject they are studying, and providing them with special care to overcome their academic and psychological problems.

٣. Bridging the gap in in-person lectures for students who missed classes by using online education, ensuring their comfort and reassurance, thus enabling the instructor to transform the student from a state of academic setback to a stage of academic excellence. Filling the gap of in-person lectures for students who miss attendance by using e-learning, which provides them with comfort and reassurance, thus the instructor works on transforming the student from a state of academic setback to a stage of academic excellence.

#### Criterion Eight: Community Service

١. Benefit from the Continuing Education Unit at the college to offer free courses in community service. Utilizing the Continuing Education Unit at the college to offer free courses in community service.

٢. Benefiting from the Educational Guidance Unit in organizing seminars and workshops aimed at developing soft skills to serve the community. Utilizing the Educational Guidance Unit to hold seminars and workshops aimed at developing soft skills to serve the community.

٣. Engaging with the Ministry of Labor and Social Affairs by organizing seminars and conferences related to the elderly care home and the care centers for children with special needs. Opening up to the Ministry of Labor and Social Affairs by organizing seminars and conferences related to nursing homes as well as care homes for children with special needs.

#### Criterion Nine: Quality Assurance

١. The participation of all employees in the administrative units who possess sufficient knowledge and appropriate skills in quality assurance and performance evaluation processes. The participation of all employees in the administrative units who possess sufficient knowledge and appropriate skills in quality assurance and performance evaluation processes.

٢. Enhancing the spirit of competition among faculty members to improve their scores in the annual performance evaluation by increasing the scientific activities they undertake and boosting their scientific publications in global journals. Enhancing the spirit of competition among faculty members to improve their scores in the annual performance evaluation by increasing the scientific activities they undertake and boosting scientific publications in global journals.

### Program Skills Outline

				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A <sup>1</sup>	A <sup>2</sup>	A <sup>3</sup>	A <sup>4</sup>	B <sup>1</sup>	B <sup>2</sup>	B <sup>3</sup>	B <sup>4</sup>	C <sup>1</sup>	C <sup>2</sup>	C <sup>3</sup>	C <sup>4</sup>
2026-2025  First semester		The science of terminology	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Linguistic studies	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Linguistic research methodologies	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		The impact of the Quran on linguistic studies	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Modern Semantics	Basic	√	√	√	√	√	√	√	√	√	√	√	√

		English language	Basic	√	√	√	√	√	√	√	√	√	√	√	√
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A <sup>1</sup>	A <sup>2</sup>	A <sup>3</sup>	A <sup>4</sup>	B <sup>1</sup>	B <sup>2</sup>	B <sup>3</sup>	B <sup>4</sup>	C <sup>1</sup>	C <sup>2</sup>	C <sup>3</sup>	C <sup>4</sup>
2026 – 2025 Second semester		Linguistic issues	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Recent morphological issues	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Discourse analysis methods	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Linguistic Orientalism	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Studies in grammatical means	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Scientific research	Basic	√	√	√	√	√	√	√	√	√	√	√	√

		methodology													
		English language	<b>Basic</b>	√	√	√	√	√	√	√	√	√	√	√	√

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description / First Semester

### ١/ Terminology

<b>١. Course Name:</b>					
<b>Terminology</b>					
<b>٢. Course Code:</b>					
<b>٣. Semester / Year:</b>					
Doctorate / first semester ٢٠٢٥/٢٠٢٦					
<b>٤. Description Preparation Date:</b>					
١٠/٩/٢٠٢٥					
<b>٥. Available Attendance Forms:</b>					
In person + electronic					
<b>٦. Number of Credit Hours (Total) / Number of Units (Total)</b>					
٤٥ hours / ٤٥ units					
<b>٧. Course administrator's name (mention all, if more than one name)</b>					
Name: Prof .Ali Hilo Hawas. Ph.D					
Email: <a href="mailto:ali.hilo@ircoedu.uobaghdad.edu.iq">ali.hilo@ircoedu.uobaghdad.edu.iq</a>					
<b>٨. Course Objectives</b>					
Course Objectives	<ul style="list-style-type: none"> <li>١- Definition of terminology in terms of its origin and characteristics</li> <li>٢- Introducing the theories of terminology</li> <li>٣- Enabling students to know the schools of terminology and its curricula</li> <li>٤- Review the sources of the term in Arab heritage</li> <li>٥- Defining the means of generating the term</li> <li>٦- Explaining the problems of the traditional term and the modern term</li> <li>٧- Defining the impact of translation and Arabization on the term</li> </ul>				
<b>٩. Teaching and Learning Strategies</b>					
Strategy	<ul style="list-style-type: none"> <li>١- Discussion - Role playing</li> <li>٢- Cooperative learning</li> <li>٣- Brainstorming</li> <li>٤- Problem solving</li> <li>٥- Discussions</li> <li>٦- Using educational techniques</li> </ul>				
<b>١٠. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٣	Definition terminology	Terminology: its origins and characteristics		
٢	٣	Introducing the theories of terminology	Theories of terminology: general classical		

			<b>terminology - special theory</b>		
۲	۳	<b>Knowledge of the schools of terminology and its curricula</b>	<b>Schools of terminology: Austro-German School (Foster) - Czechoslovak School (Prague School) - Soviet School (Moscow School) - French School - British School.</b>		
۴	۳	<b>Introducing terminology methods</b>	<b>Methods of terminology: the philosophical approach, the objective approach</b>		
۵	۳	<b>Introducing terminology methods</b>	<b>Methods of terminology: linguistic method, textual method, historical method</b>		
۶	۳	<b>Defining the sources of the term</b>	<b>Sources of the term in heritage: First: Traditional dictionaries: A/ General heritage dictionaries. B/ Traditional subject dictionaries (specialized subject dictionaries, general subject dictionaries) Second: poetry. Third: Scientific books</b>		
۷	۳	<b>Defining the means of generating the term</b>	<b>Means of term generation: derivation, metaphor, borrowing</b>		
۸	۳	<b>Defining the means of generating the term</b>	<b>Means of term generation: sculpture, installation, substitution</b>		
۹	۳	<b>Enabling students to distinguish between</b>	<b>Terminology: (terminology, terminology)</b>		

		<b>terminology and terminology</b>	<b>industry)</b>		
١٠	٣	<b>Reviewing the problems of the term and pointing out its shortcomings</b>	<b>The problem of the term in heritage</b>		
١١	٣	<b>Reviewing the problems of the term and pointing out its shortcomings</b>	<b>The problem of modern linguistic terminology</b>		
١٢	٣	<b>Explaining the impact of Arabization on generating the term</b>	<b>Arabization of the term</b>		
١٣	٣	<b>Explaining the effect of translation in generating the term</b>	<b>Translation of the term</b>		
١٤	٣	<b>Learn about the concept of standardization and standardization in terminology</b>	<b>Standardization and standardization in terminology</b>		
١٥	٣	<b>Final exam</b>	<b>Final exam</b>		

#### **١. Course Evaluation**

Distribution of the grade according to the tasks assigned to the student, such as daily preparation, daily and oral exams, the pursuit exam, writing reports, etc.

The end of the course exam consists of ٣٠, divided into attendance, discussion, writing the report, and the written exam... Then the end-of-course exam consists of ٧٠, so the total is ١٠٠.

#### **٢. Learning and Teaching Resources**

**Books specialized in terminology**

- ١- Terminology - Introduction to Terminology, Dr. Ali Al-Qasimi
- ٢- Scientific terminology in the Arabic language, Dr. Raja Wahid Dowidi
- ٣- Linguistic terminology and establishing the concept, Dr. Khalifa Al-Misawy
- ٤- Arabic linguistic terminology and controlling methodology, Dr. Ahmed Mukhtar Omar
- ٥- The general methodology for translating terms and standardizing their standardization, Dr. Muhammad Rashad Al-Hamzawi
- ٦- On terminology and the language of science, Dr. Mahdi Saleh Sultan
- ٧- Arabic terminology - structure and representation, Dr. Khaled Al-Ashhab
- ٨- Terminology - Principles and

	<b>Techniques, Marieclaud Lom, translated by: Rima Baraka</b>
<b>Recommended supporting books and references (scientific journals, reports....)</b>	<b>١. Journal of the College of Islamic Sciences / University of Baghdad (all issues). ٢. Master's theses and doctoral theses within the Arabic language/language specialty</b>
<b>Electronic references, Internet sites</b>	<b>Scientific Researcher website on the Google search engine</b>

## ٢/ Modern linguistics

<b>١. Course Name:</b>					
Modern linguistics					
<b>٢. Course Code:</b>					
<b>٣. Semester / Year:</b>					
Semester					
<b>٤. Description Preparation Date:</b>					
٢٠٢٥/١١/٣					
<b>٥. Available Attendance Forms:</b>					
<b>٦. Number of Credit Hours (Total) / Number of Units (Total)</b>					
٤٥ hours. three units.					
<b>٧. Course administrator's name (mention all, if more than one name)</b>					
Name: Dr.. Bilal Najm Abdul Khaleq Email: belal.abd@cois.uobaghdad.edu.iq					
<b>٨. Course Objectives</b>					
<b>Course Objectives</b>	<b>١. Teaching graduate students the subject of theoretical and applied linguistic</b> <b>Teaching graduate students the subject of theoretical and applied linguistics.</b>  <b>٢/ Recognizing integrated linguistic studies.</b> <b>٣/ Analysis of languages, discourses, and texts.</b>				
<b>٩. Teaching and Learning Strategies</b>					
<b>Strategy</b>		Strategies: Cooperative Learning			
<b>١٠. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

		Outcome s			
Fi t	३	Ph in La ua	Introduction to Linguistics	Lectures	Exams Written and oral And reports and research
Se o			Theoretical linguistics		
T r			Applied linguistics		
F r			Historical linguistics		
F h			Comparative linguistics		
Si h			Descriptive linguistics		
Se e h			Behavioral linguistics		
E h			Generative linguistics		
N t			Transformation linguistics		
T t			Functional linguistics		
Y			Text linguistics		
			Pragmatics		
			Argumentative linguistics		
			Pragmatics		
			Sociolinguistics		

١١			Paraphrase text		
١١					
١١					
١١					
<b>١١. Course Evaluation</b>					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc					
<b>١٢. Learning and Teaching Resources</b>					
Required textbooks (curricular books any)	There is none				
Main references (sources)	Book (Lectures in Linguistics)				
Recommended books and references (scientific journals, reports...)	Linguistics books in general and relevant journals				
Electronic References, Websites	Al-Noor Library and various linguistics websites				

### ٣/ Linguistic research methodologies

<b>١. Course Name:</b>
Linguistic research methodologies
<b>٢. Course Code:</b>
<b>٣. Semester / Year:</b>
The first course for the year ٢٠٢٥-٢٠٢٦
<b>٤. Description Preparation Date:</b>
١ / ١١ / ٢٠٢٥

٥. Available Attendance Forms:

In-person and electronic

٦. Number of Credit Hours (Total) / Number of Units (Total)

Fifteen academic units

٧. Course administrator's name (mention all, if more than one name)

Name: Ahmed khalid

Email: Ahmed.Abd @cois.uobaghdad.edu.iq

٨. Course Objectives

<b>Course Objectives</b>	<p>١ – Developing students’ mental talents by introducing them to the sciences related to linguistics.</p> <p>٢ – Developing the student’s pride in his linguistic heritage and linking modern studies to his linguistic heritage.</p> <p>– Deepening the researcher’s knowledge of modern studies and how to invest in them and identify their positives and negatives.</p>
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٩. Teaching and Learning Strategies

<b>Strategy</b>	<p>١ - Introducing students to the depth of research in linguistics topics.</p> <p>٢ - Explaining the interactions of other sciences with linguistics and crystallizing them.</p> <p>- Explaining and studying contemporary linguistic approaches and how to apply them in modern studies</p>
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١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Definition of linguistics	Concepts and terms in language	My presence	PostsAnd exam
٢	٢	Linguistics philology	Comparison between the two	My presence	PostsAnd exam

			terms		
٣	٢	The nature of language and speech  And tongue, the function of language	Definition of terms	My presence	PostsAnd exam
٤	٢	Psycholinguistics and the linguistic taboo	Concepts of the nature of psycholinguistics	My presence	PostsAnd exam
٥	٢	Applied linguistics	Sciences related to linguistics	My presence	PostsAnd exam
٦	٢	History of Linguistic Studies.	Beginning of study of Linguistics	My presence	PostsAnd exam
٧	٢	Descriptive approach	Its foundations, origins and fields	My presence	PostsAnd exam
٨	٢	Arabic grammar and descriptive approach	How applicable is it to the Arabic language?	My presence	PostsAnd exam
٩	٢	Standard approach	Introducing him	My presence	PostsAnd exam
١٠	٢	Historical method its nature and characteristics	Definition of it and how to treat linguistic sciences through it	My presence	PostsAnd exam
١١	٢	The need of Arabic for the historical method	The relationship between history and Arabic grammar	My presence	PostsAnd exam
١٢	٢	The comparative method, its origins and fields	Definition of it and explanation of its fields	My presence	PostsAnd exam
١٣	٢	The need for the comparative approach in Arabic	Treatment of linguistic and grammatical phenomena according to the comparative approach	My presence	PostsAnd exam
١٤	٢	The transformational	Introducing him	My presence	PostsAnd exam

		approach, its features and its impact on Arabic grammar			
١٥	٢	Contrastive approach	Its nature and relation to comparative	My presence	PostsAnd exam
<b>١١. Course Evaluation</b>					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc					
<b>١٢. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)		Linguistic Research Methods between Heritage and Modernity Dr. Nimah Ra Al-Azzawi			
Main references (sources)		Linguistics Dr. Mahmoud Al-Saaran Stud in Linguistics Dr. Ramadan Abdel Tawab			
Recommended books and references (scientific journals, reports...)		Linguistics Dr. Ahmed Alam El-Din El-Geno			
Electronic References, Websites					

#### ٤/ The impact of the Holy Quran on linguistic studies

١١.	Course Name: The impact of the Holy Quran on linguistic studies.
١٢.	Course Code:
١٣.	Semester / Year: Second course / ٢٠٢٥ AD
١٤.	Description Preparation Date: ٢٠٢٥ / ١١ / ٢
١٥.	Available Attendance Forms: ٢ hours per week.
١٦.	Number of Credit Hours (Total) / Number of Units (Total): ٣٠ hours
١٧.	Course administrator's name (mention all, if more than one name)

Name: Prof. Dr. Mohammed Khader Madhi  
m.khdair@cois.uobaghdad.edu.iq

#### ١٨. Course Objectives

<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• .....</li> <li>• <b>Knowing the grammatical styles.</b></li> <li>• <b>Distinguishing between these constructive and informative styles.</b></li> <li>• <b>Knowing the characteristics of the styles.....</b></li> <li>• .....</li> </ul>
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#### ١٩. Teaching and Learning Strategies

<b>Strategy</b>	<p>١- Cooperative learning strategy by having students give mini-lecture.</p> <p>٢- Using brainstorming to answer various open-ended questions.</p> <p>٣- Using technology in teaching such as educational software and electronic resources.</p> <p>٤- Discussion strategy, which is using discussion in the form of questions.</p>
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#### ٢٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First –	٧ hours	The Holy Quran and its importance on grammar	About the concept of	In-person online study	Homework Discussion Exams
Second –	=	language and spelling book	styles	=	=
Third –	=	The pillars of reading,	Informative and	=	=
Fourth –	=	drawing of Quran, its rules	performative styles	=	=

Fifth –	=	and its cause	Imperative	=	=
	=	The origins	style	=	=
Sixth	=	readers.	Prohibitive	=	=
	=	The irregu	style	=	=
Seventh	=	reading and	Exclamation	=	=
	=	relationship	style	=	=
Eighth	=	dialects.	Interrogative	=	=
	=	The langua	style	=	=
Ninth		before	Interrogative	=	=
		revelation of	style	=	=
Tenth		Holy Quran.	Call style	=	=
		The language	Praise and	=	=
Eleventh		the Quran.	blame style	=	=
		Examples	Seeking hel	=	=
Twelfth		Quranic	and	=	=
		expression.	lamentation	=	=
Thirteenth		Languages	style	=	=
		the Holy Qura	Informative	=	=
Fourteenth		Linguistic	styles	=	=
		miracle.	Oath style	=	=
Fifteen		Pause	Exam	=	=
		beginning	Wish style	=	=
		its impact	Review	=	=
		meaning.			
		Books on			
		meanings of			
		Quran and th			
		impact			
		others.oth			

## ۲۱. Course Evaluation

Distributing the score out of ۱۰۰ according to the tasks assigned to the student such as

daily preparation, daily oral, monthly, or written exams, reports .... etc	
<b>٢٢. Learning and Teaching Resources</b>	
Required textbooks (curricular books, if any)	Studies of the methods of the Holy Quran Muhammad Abdul Khaliq Udayma
Main references (sources)	Al-Burhan in the sciences of the Quran - Zarkashi
Recommended books and references (scientific journals, reports...)	The Quranic text from the sentence to world
Electronic References, Websites	Binthabt.alrilm.net

## ◦/ Semantics

<b>١. Course Name:</b>	
Semantic	
<b>٢. Course Code:</b>	
<b>٣. Semester / Year:</b>	
First semester ٢٠٢٥/٢٠٢٦	
<b>٤. Description Preparation Date:</b>	
٠١/١٠/٢٠٢٥	
<b>٥. Available Attendance Forms:</b>	
Daily attendance in classrooms	
<b>٦. Number of Credit Hours (Total) / Number of Units (Total)</b>	
٢ hours ٢ units	
<b>٧. Course administrator's name (mention all, if more than one name)</b>	
Name: Assist. Prof murawij ghani jabaar Email: <a href="mailto:mrouge@cois.uobaghdad.edu.iq">mrouge@cois.uobaghdad.edu.iq</a>	
<b>٨. Course Objectives</b>	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Developing Scientific Thinking Skills in Elementary School Students.</li> <li>• Building a Generation of Knowledge Pioneers to Avoid Mistakes in Pronunciation and Language.</li> <li>• Keeping Educational Institutions Up-to-Date</li> </ul>

with Modern Grammatical Developments.

- Developing Thinking Patterns and Analytical Thinking Skills in Elementary School Students.
- Broadening Students' Horizons, Enriching Their Knowledge, and Preparing Them to Keep Pace with Cultural Development.
- Working as a Team.

### ٩. Teaching and Learning Strategies

<b>Strategy</b>	Lectures Effective discussions Reports and research Oral and written tests
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### ١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Firstly second the third Fourthly Fifth sixth Seventh eighth Ninth The tenth Tenth eleventh twelfth Thirteenth fourteenth Fifteenth	٢٠ clock	<ul style="list-style-type: none"> <li>• Semantics: term, definition, concept, and its roots in the linguistic heritage</li> <li>• Semantics and modern linguistics</li> <li>• Philosophical theories in the analysis of meaning (philosophical approaches to the study of meaning)</li> <li>• First: the indicative theory</li> <li>• Second: Conceptual theory</li> <li>• Third: The theory of use.</li> <li>• Linguistic theories in semantic analysis (linguistic approaches to the study of meaning)</li> <li>• First: contextual theory.</li> <li>• Second: behavioral theory.</li> <li>• Third: Generative theory.</li> <li>• Fourth: The theory of semantic fields.</li> <li>• Fifth: Analytical theory</li> </ul>	Introducing students to Western theories in analyzing and studying its comprehensive implications for semantic phenomena, examining the opinions of scholars on semantic issues, and trying to link them to the linguistic lesson in general and modern Arabic.	Lectures Participation in giving lectures	Oral exam And the written exam

		(formative analysis of meaning). <ul style="list-style-type: none"> <li>• Problems of (common) meaning</li> <li>• Tandem</li> <li>• Opposites</li> </ul>			
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### ١١. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc  
 .( (Daily preparation: ٥ marks / Daily exam: ٥ marks / Written exam: ١٥ marks)

### ١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Semantics, Ahmed Mukhtar Omar
Main references (sources)	<ul style="list-style-type: none"> <li>• Applied Semantics, Hadi Nahr</li> <li>• Arabic Semantics, Fayez Al-Daya</li> <li>• Semantics, F. Palmer</li> </ul>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> <li>• Principles of Linguistics, Ahmed Muhammad Qaddour</li> <li>• Lectures on Linguistics, Fawzi Al-Shayeb</li> <li>• Introduction to the sciences of semantics and communication, Muhammad Muhammad Yunus</li> </ul>
Electronic References, Websites	Websites of the International Information Network concerned with linguistic studies

## ٦/ English Language

١. Course Name: English Language

٢. Course Code: English- PhD Program

٣. Semester / Year: Course Program

٤. Description Preparation Date: ١- ١١-٢٠٢٥

٥. Available Attendance Forms: Doctorate Degree

٦. Number of Credit Hours (Total) / Number of Units (Total): ٣٠ hours

٧. Course administrator's name (mention all, if more than one name)

Name: Assist. Prof. Tahani Awad Jasim  
 Email: [tahaniawad@cois.uobaghdad.edu.iq](mailto:tahaniawad@cois.uobaghdad.edu.iq)

### ٨. Course Objectives

**Course Objectives:**

١. Familiarize students with English grammatical structures and lexis.
٢. Improve students' four English skills including listening, speaking, reading and writing.

### ٩. Teaching and Learning Strategies

**Strategy**

١. Class discussion
٢. Debates
٣. Presentation
٤. Short quizzes

### ١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١-٢	٢	Improve students' four skills	<b>Education and Learning</b>	Class discussion, debates & presentation	Exams, quizzes & class assignments
٣-٤	٢	Improve students' four skills	<b>Innovations in Health and Medicine</b>	Class discussion, debates & presentation	Exams, quizzes & class assignments
٥-٦	٢	Improve students' four skills	<b>Urban Planning</b>	Class discussion, debates & presentation	Exams, quizzes & class assignments
٧-١٠	٢	Improve students' four skills	<b>Water, Food and Energy</b>	Class discussion, debates & presentation	Exams, quizzes & class assignments
١١-١٢	٢	Improve students' four skills	<b>Free Trade and Fair Trade</b>	Class discussion, debates & presentation	Exams, quizzes & class assignments
١٣-١٥	٢	Improve students' four skills	<b>Free Trade and Fair Trade</b>	Class discussion, debates & presentation	Exams, quizzes & class assignments

### ١١. Course Evaluation

١. Daily presentation and participation: ١٠ Marks
٢. Monthly Exams: ٣٠ Marks
٣. Final Course Exam: ٦٠ Marks

### ١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<b>Philpot, S. &amp; Curnick, L. (٢٠١١) Headway Academic Skills: Reading, Writing &amp; Study Skills. Level ٣. Oxford: OUP.</b>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<a href="https://www.co.uk/tv/mind_your_language/">https://www.co.uk/tv/mind_your_language/</a>

## Course Description / Second Semester

### ١/ Linguistic issues

١. Course Name:					
Linguistic issues					
٢. Course Code:					
٣. Semester / Year:					
٢٠٢٥ / ٢٠٢٦					
٤. Description Preparation Date:					
٢٠٢٥/١١/٣					
٥. Available Attendance Forms:					
Daily attendance in classrooms					
٦. Number of Credit Hours (Total) / Number of Units (Total)					
Total hours: ٧					
Total number of units: ٤					
٧. Course administrator's name (mention all, if more than one name)					
name: Dr. . Basem Mohamed Hussein					
Email: Bassem.ali@cois.uobaghdad.edu.iq					
٨. Course Objectives					
Course Objectives			Familiarizing oneself with the most important linguistic issues in Arabic.		
			Knowing the opinions of linguists on specific topics.		
٩. Teaching and Learning Strategies					
Strategy		Live lectures			
		Effective discussions			
		Reports and research			
		Oral and written exams			
١٠. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

١	٢		Inclusion in Arabic	Live lectures The explanation the board	Daily tests Written exams
٢	٢		The tense of the according to linguists jurists	Live lectures The explanation the board	Daily tests Written exams
٣	٢		he tense of the according to modern linguists and Orientalist	Live lectures The explanation the board	Daily tests Written exams
٤	٢		The issue of grammatical case	Live lectures The explanation the board	Daily tests Written exams
٥	٢		The grammatical agent	Live lectures The explanation the board	Daily tests Written exams
٦	٢		Grammatical case endings	Live lectures The explanation the board	Daily tests Written exams
٧	٢		Language arbitrariness intentionality	Live lectures The explanation the board	Daily tests Written exams
٨	٢		Intentional language.	Live lectures The explanation the board	Daily tests Written exams
٩	٢		Arabic prescriptive and descriptive	Live lectures The explanation the board	Daily tests Written exams
١٠	٢		Descriptive Grammar	Live lectures The explanation the board	Daily tests Written exams
١١	٢		The poetic necessity among the ancients	Live lectures The explanation the board	Daily tests Written exams
١٢	٢		Poetic necessity among modern poets	Live lectures The explanation the board	Daily tests Written exams
١٣	٢		The Arabized and Borrowed	Live lectures The explanation the board	Daily tests Written exams
١٤	٢		Linguistic borrowing	Live lectures The explanation the board	Daily tests Written exams
١٥	٢		Research discussions Live lectures Explanation on the board Daily tests Written exams	Live lectures The explanation the board	Daily tests Written exams

### ١١. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc

### ١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Commentaries on Ibn Malik's Alfiyyah
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Main references (sources)	Sibawayh's Book, Al-Muqaddimah by Al-Mubarrad, Al-Ustun Grammar by Ibn al-Sarraj
Recommended books and references (scientific journals, reports...)	The Melodious Guide to the Book of Syntax by Ibn Hisham
Electronic References, Websites	Dr. Mohammed Saeed Al-Ghamdi's website

## ٢/ Recent morphological studies

١. Course Name:	
Recent morphological studies	
٢. Course Code:	
٣. Semester / Year:	
semester / the second semester	
٤. Description Preparation Date:	
٢٠٢٥/١١/٣	
٥. Available Attendance Forms:	
Daily attendance in classrooms	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
(٣) hours per week (٤٥) during the semester	
٧. Course administrator's name (mention all, if more than one name)	
Name: Dr. : salman abbas abed Email: dr.salman@cois.uobaghdad.edu.iq	
٨. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>• Developing scientific thinking among undergraduate students.</li> <li>• Building a generation of knowledge pioneers who believe in the necessity of promoting the concepts of coexistence and harmony.</li> <li>• Keeping pace with educational institution that adhere to authentic Islamic principles their curricula.</li> <li>• Developing thinking patterns among undergraduate students and enhancing the analytical intellectual capacity.</li> </ul>

- Expanding students' horizons, enrich their knowledge, and preparing them to keep pace with cultural development.

## ٩. Teaching and Learning Strategies

<b>Strategy</b>	<p>The most important modern teaching strategies:</p> <ul style="list-style-type: none"> <li>• Brainstorming strategy</li> <li>• Modeling learning strategy.</li> <li>• Group work strategy.</li> <li>• Discussion strategy.</li> <li>• Educational bag strategy.</li> <li>• Project-based strategy.</li> <li>• Discovery learning strategy.</li> <li>• Inductive teaching strategy.</li> <li>• Contract-based learning strategy.</li> <li>• E-learning strategy.</li> <li>• Think, Discuss, Share Strategy.</li> <li>• Strategy of practical field training.</li> <li>• Self-learning strategy</li> </ul> <p>Reports</p> <p>Oral and written tests</p>
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## ١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٣	General terms	Morphology, inflection structure, form...	Lecture Discussion	Daily test Monthly test
٢	٣	The methods of ancient morphology	Linking phonetics morphology in the curricula	Lecture Discussion	Daily test Monthly test
٣	٣	The methodology of modern schools in morphology	Differences in ideas in terms of morphology	Lecture Discussion	Daily test Monthly test
٤	٣	The morphological tense according to scholars	The relationship between time and morphology	Lecture Discussion	Daily test Monthly test
٥	٣	Morphological variation	Restricted and unrestricted	Lecture Discussion	Daily test Monthly test
٦	٣	Morphological interference	The overlap of simple derived forms	Lecture Discussion	Daily test Monthly test D test

					Monthly test
٧	٣	Morphological collocation	The correlation between derived and the simple forms	Lecture Discussion	Daily test Monthly test
٨	٣	Morphological probability indicators	What words can in different meanings	Lecture Discussion	Daily test Monthly test
٩	٣	Morphological induction	The process of analyzing words in terms of abundance and scarcity.	Lecture Discussion	Daily test Monthly test
١٠	٣	The morphological term (١)	The establishment of morphological terminologies	Lecture Discussion	Daily test Monthly test
١١	٣	Morphological terminology(٢)	The establishment of morphological terminologies	Lecture Discussion	Daily test Monthly test
١٢	٣	Contemporary morphological issues	Discussion of morphological terms among modern scholars	Lecture Discussion	Daily test Monthly test
١٣	٣	Morphological parsing	Clarification of positions of words in similar grammatical cases	Lecture Discussion	Daily test Monthly test
١٤	٣	The general morphology in Holy Quran	How to address simple morphological forms in Holy Quran	Lecture Discussion	Daily test Monthly test
١٥	٣	The brevity morphology	How to summarize simple morphological forms	Lecture Discussion	Daily test Monthly test

### ١١. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc

Distribution of the grade out of ١٠٠ according to the tasks assigned to the student: such as daily preparation, daily, oral, monthly, and written exams, and reports, etc. etc.

١. The pursuit grade out of (٣٠) is divided as follows:

A. The first month's exam of (١٠). B. Daily preparation with attendance from (٢٠).

J. The second month's exam of (١٠). Dr. Daily preparation with attendance from (٢٠).

٢. The final exam grade of (٧٠).

### ١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Reviving Morphology... Rida Hadi Hassoun Al-Aqeedi
Main references (sources)	<ul style="list-style-type: none"> <li>• The Secret of the Art of I'raab by Ibn Jinni</li> <li>• Al-Lami' in Arabic by Ibn Jinni</li> <li>• Explanation of Al-Shafiya by Ibn al-Hajib by Al-Rasi Al-Istrabadi</li> <li>• The meanings of structures in Arabic ... Dr. Fadel Al-Samarani</li> </ul>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> <li>• Journal of the College of Islamic Sciences / University of Baghdad and Al-Mustansiriya (all issues)</li> <li>• Master's theses and doctoral dissertations in the field of morphology</li> </ul>
Electronic References, Websites	<ul style="list-style-type: none"> <li>• Google Scholar website.</li> <li>• Research Gate website.</li> <li>• Google Scholar.</li> <li>• Scopus website.</li> <li>• LinkedIn site.</li> <li>• Scientific Output Digital Repository / University of Baghdad</li> </ul>

### ٤/ Linguistic Orientalism

١٣.	Course Name:
	Linguistic Orientalism
١٤.	Course Code:
	PhD – Arabic Language
١٥.	Semester / Year:
	My chapter (second chapter)
١٦.	Description Preparation Date:
	٢/١١/٢٠٢٥
١٧.	Available Attendance Forms:
	Daily
١٨.	Number of Credit Hours (Total) / Number of Units (Total)
	Hours (٢) per week / Units (٢)
١٩.	Course administrator's name (mention all, if more than one name)
	Name Mohamed Farag Tawfik: Email: <a href="mailto:mohammed.hammoud@cois.uobaghdad.edu.iq">mohammed.hammoud@cois.uobaghdad.edu.iq</a>
٨- Course Objectives	
Course Objectives.	<ul style="list-style-type: none"> <li>• ١- Developing scientific thinking among gradu students.</li> <li>• ٢- Building a generation of knowledge pioneers v believe in the necessity of promoting the conce of coexistence and harmony.</li> <li>• ٣- Keeping pace with educational institutions t believe in authentic Islamic principles in th curricula.</li> <li>• ٤- Developing thinking patterns among gradu students and developing their analytical intellectu ability.</li> <li>• ٥- Expanding students' horizons, enriching th information, and qualifying them to keep pace v</li> </ul>

	<p style="text-align: center;"><b>cultural development.....</b></p> <p style="text-align: center;">• .....</p>
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**٩- Teaching and Learning Strategies**

<b>Strategy</b>	<p style="text-align: center;">The inductive method The discussion method The inductive method The use of modern technologies and some electronic information sources such as libraries and electronic programs.</p>
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**١٠- Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	٢	Orientalism: Definition, History and Origins	Orientalism: Definition, History and Origins	Lecture and discussion	Daily test
the second	٢	Orientalist schools/ English school. French school	Orientalist schools/ English school. French school	Lecture and discussion	Daily test
the third	٢	The German School, Other Orientalist Schools + The Russian School from New Addition to Orientalism_ Anwar Zenati from pp. ١١٦-١٢٠	The German School, Other Orientalist Schools + The Russian School from New Addition to Orientalism_ Anwar Zenati from pp. ١١٦-١٢٠	Lecture and discussion	Daily test
Fourth	٢	Orientalist motives / religious motive, scientific motive, colonial motive	Orientalist motives / religious motive, scientific motive, colonial motive	Lecture and discussion	Daily test
Fifth	٢	Political motive, economic motive	Political motive, economic motive	Lecture and discussion	Daily test
Sixth	٢	Orientalist means / book writing,	Orientalist means / book writing,	Lecture and discussion	Daily test

		publishing houses, magazines, university teaching chair	publishing houses, magazines, university teaching chair		
Seventh	٢	Orientalist means / conferences, using missionary campaigns for students	Orientalist means / conferences, using missionary campaigns for students	Lecture and discussion	Daily test
The eighth	٢	Islamic thought/the positive effects of schools	The impact of Orientalism on Arab	Lecture and discussion	Daily test
Ninth	٢	Orientalists and Islamic Studies / Attitude towards Islam, Attitude towards the Qur'an	Orientalists and Islamic Studies / Attitude towards Islam, Attitude towards the Qur'an	Lecture and discussion	Daily test
Tenth	٢	Orientalists and Islamic Studies / The Position on the Prophet's Biography	Orientalists and Islamic Studies / The Position on the Prophet's Biography	Lecture and discussion	Daily test
eleventh	٢	The position of orientalists on the authenticity of Arabic grammar	The position of orientalists on the authenticity of Arabic grammar	Lecture and discussion	Daily test
twelfth	٢	The impact of Orientalism on Arabic literature	The impact of Orientalism on Arabic literature	Lecture and discussion	Daily test
thirteenth	٢	Manifestations of the influence of Orientalism on Arabic literature / Taha Hussein as an example	Manifestations of the influence of Orientalism on Arabic literature / Taha Hussein as an example	Lecture and discussion	Daily test
fourteenth	٢	The trend rejecting the work of orientalists	The positions of Arab thinkers on Orientalist studies \	Lecture and discussion	Daily test
fifteenth	٢	Analytical and critical trend	Arab thinkers' positions on Orientalist studies / ٢	Lecture and discussion	Daily test

#### ١١- Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc

#### ١٢- Learning and Teaching Resources

ientalism between truth and deception / scientific introduction to the study of Orientalism

**quired textbooks (curricular books, if any)**

ientalism: Definition, Schools, and ects / Dr. Muhammad Farouk Al- Nabhan / Morocco	<b>Main references (sources)</b>
ster's theses, doctoral dissertations and specialized publications	<b>Recommended books and references (scientific journals, reports...)</b>
entific researcher website on google search engine	<b>Electronic References, Websites</b>

### o/ Studies in grammatical methods

٢٠.	Course Name: Studies in grammatical methods
٢١.	Course Code:
٢٢.	Semester / Year: Second course / ٢٠٢٥ AD
٢٣.	Description Preparation Date: ٢٠٢٥ / ١١ / ٢
٢٤.	Available Attendance Forms: ٧ hours per week.
٢٥.	Number of Credit Hours (Total) / Number of Units (Total): ٣٠ hours
٢٦.	Course administrator's name (mention all, if more than one name) Name Prof. Dr. Khaled Aboud Hamoudi khalid.a.h@ihcoedu.uobaghdad.edu.iq
٢٧.	Course Objectives
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• .....</li> <li>• <b>Knowing the grammatical styles</b></li> <li>• <b>Distinguishing between these constructive and informative styles.</b></li> <li>• <b>Knowing the characteristics of these styles.....</b></li> <li>• .....</li> </ul>
٢٨.	Teaching and Learning Strategies

<b>Strategy</b>	<p>١- Cooperative learning strategy by having students give a mini-lecture.</p> <p>٢- Using brainstorming to answer various open-ended questions.</p> <p>٣- Using technology in teaching such as educational software and electronic resources.</p> <p>٤- Discussion strategy, which is using discussion in the form of questions.</p>
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#### ٢٩. Course Structure

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
First –	٧hour	The student will possess the scholarly ability to analyze Arabic grammatical styles and identify the syntactic characteristics and semantic functions of texts.	Study of different linguistic styles in Arabic from a pre-grammatical perspective.	Lecture and Discussion	Daily and Monthly Examination
Second –	٧hour	The student will be able to distinguish between different syntactic patterns and analyze their impact on meaning within the text structure.	Distinguishing between various syntactic patterns and analyzing their impact on meaning.	Lecture and Discussion	Daily and Monthly Examination

Third –	hour	The student will acquire methodological skills to analyze complex syntactic structures and determine their stylistic and semantic functions in texts.	Analysis of complex syntactic structures, including long intertwined, stylistically intricate sentences.	Lecture and Discussion	Daily and Monthly Examination
Fourth –	hour	The student will be capable of studying and critically comparing Arabic grammatical schools, identifying their bases and methodological differences and their effect on grammatical interpretation.	Study and comparison of Arabic grammatical schools (Kufi-Basri, Kufi-Basri).	Lecture and Discussion	Daily and Monthly Examination
Fifth –	hour	The student will be able to analyze differences in grammatical interpretation in contentious issues and clarify their impact on structure and meaning.	Analysis of differences in grammatical interpretation of various issues (subordinate fronting and delaying, and grammatical dependencies).	Lecture and Discussion	Daily and Monthly Examination
Sixth	hour	The student will acquire the ability to study	Examination of approaches to classical	Lecture and Discussion	Daily and Monthly Examination

		classical grammarians approaches analyze the methods interpreting rules applying the to texts.	linguists and grammarians (al-Fara', Sibawayh, and Ibn Hisham).		
Seventh	1 hour	The student will be capable of linking grammatical structure style and semantics, analyzing the effect syntactic construction the rhetorical meaning texts.	Grammar, style, and semantics:	Lecture and Discussion	Daily and Monthly Examination
Eighth	1 hour	The student will be able to analyze the relationship between syntactic structure and rhetorical semantic meaning across different texts.	Linking syntactic structure rhetorical semantic meaning.	Lecture and Discussion	Daily and Monthly Examination
Ninth	1 hour	The student will acquire the ability to explain the impact of grammatical style on text comprehension and	The influence of grammatical style interpretation and text reading.	Lecture and Discussion	Daily and Monthly Examination

		interpretive reading.			
Tenth	1 hour	The student will be capable of tracing the historical development of grammatical theories and analyzing the effect of historical shifts on the interpretation and style.	Historical development of grammatical theories over time.	Lecture and Discussion	Daily and Monthly Examination
eleventh	1 hour	The student will be able to compare classical and modern grammar and analyze methodological and stylistic differences between them.	Comparison between classical and modern grammar and contemporary trends in descriptive linguistics and stylistic analysis.	Lecture and Discussion	Daily and Monthly Examination
twelfth	1 hour	The student will analyze the transition of grammatical style from the sentence level to the text level.	Transition of grammatical style from the sentence level to the text level.	Lecture and Discussion	Daily and Monthly Examination
thirteenth	1 hour	The student will acquire the ability to analyze the role of syntactic	Role of syntactic structures in achieving	Lecture and Discussion	Daily and Monthly Examination

		structures achieving textual cohesion and understanding the effect of linking, reference, ellipsis, and coordination in texts.	textual cohesion (linking, reference, ellipsis, and coordination)		
fourteenth	1 hour	The student will be capable of analyzing declarative and directive styles and interpreting their communicative functions in context.	Analysis of declarative and directive styles with respect to their communicative function.	Lecture and Discussion	<b>Daily and Monthly Examination</b>
fifteenth	1 hour	The student will be able to explain the impact of grammatical deviation on guiding meaning and analyzing its effect on text comprehension.	Impact of grammatical deviation on guiding meaning and understanding the text.	Lecture and Discussion	<b>Daily and Monthly Examination</b>

### ٣٠. Course Evaluation

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

### ٣١. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Grammatical Methods Presentation Application - Dr. Mohsen Ali Attia
Main references (sources)	Detailed Explanation - Ibn Yaish
Recommended books and references (scientific journals, reports...)	Grammatical Methods Applied Grammar Book - Muhammad Abd al-Shafi Makkawi

## ٦/ Scientific research methodology

### ١. Course Name:

Scientific research methodology

### ٢. Course Code:

### ٣. Semester / Year:

٢٠٢٥/٢٠٢٦

### ٤. Description Preparation Date:

٣/١١/٢٠٢٥

### ٥. Available Attendance Forms:

Daily attendance in classrooms

### ٦. Number of Credit Hours (Total) / Number of Units (Total)

٣٠ hours

٦٠ units

### ٧. Course administrator's name (mention all, if more than one name)

Name: Dr . Abdul Rahman Mardi Allawi

Email: abdulrahman@cois.uobaghdad.edu.iq

### ٨. Course Objectives

- To understand the concept of scientific research
- Students should understand the difference between methodology and method.
- Students should understand the importance of scientific research.
- Students should study a brief overview of the mechanism for selecting the appropriate title
- Students should learn the structure of rigorous scientific research.
- Students should learn the mechanism of selecting a reputable journal.
- Students should learn how to avoid plagiarism.

### ٩. Teaching and Learning Strategies

#### Strategy

Lectures

Effective discussions  
 Reports  
 Oral and written exams

1.1. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		<p>Understanding the importance of rigorous scientific research, knowing the difference between methodology and methods and understanding the mechanism for selecting the appropriate title. Also mastering the precise structure of scientific research. Also learn the mechanism for selecting a prestigious journal. Also learn how to avoid plagiarism through electronic plagiarism</p>	<p>- The mechanism for writing a solid research (thesis) title.</p> <p>- The concept of research and the conditions for the researcher.</p> <p>- Choosing and defining the topic.</p> <p>-The principles of writing theses in the style of reputable universities and their structure.</p> <p>(Organization and categorization)</p> <p>Rules for writing the literature review chapter based on previous</p>	Lectures	The exam

		<p>detection software.</p>	<p>software.</p> <p>Methodology for writing a rigorous research paper (Research Title).</p> <p>Methodology for Writing a Rigorous Research Paper. (Conclusion).</p> <p>Methodology for writing a rigorous research paper (The introduction)</p> <p>-Methodology for writing a rigorous research paper (Results and conclusions).</p> <p>Methodology for writing a rigorous research paper (Sources).</p> <p>Methodology for writing a rigorous research paper..</p> <p>(Requirements</p>		
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			<p>for submitting the research to the international journal).</p> <p>Criteria for selecting a reputable journal.</p> <p>Revising and organizing the research before submitting to the journal to increase acceptance chances (external review).</p> <p>Revising and organizing the research before submitting it to the journal to increase acceptance chances (internal review).</p> <p>Methods for responding to reviewers' comments received from the journal.</p> <p>Types of citations and how to avoid</p>	
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			plagiarism		
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<b>١١. Course Evaluation</b>	
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc	
<b>١٢. Learning and Teaching Resources</b>	
Required textbooks (curricular books, if any)	The Literary Research Methodology / by Dr. Ahmed Jassim Al-Najdi The Methodology of Scientific Research for University Students Thuraya Malhas
Main references (sources)	Literary Research / Dr. Shawqi Deif Scientific Research Methodologies/ Dr. Abdul Rahm Badawi
Recommended books and references (scientific journals, reports...)	The Method of Literary Research Dr. Ali Jawad Al-Taher Research Methods / Arab Fahmy Said
Electronic References, Websites	

### ٧/ English Language

<b>٣٢. Course Name: English Language</b>
<b>٣٣. Course Code: English- PhD Program</b>
<b>٣٤. Semester / Year: Course Program</b>
<b>٣٥. Description Preparation Date: ١٦-١١-٢٠٢٥</b>
<b>٣٦. Available Attendance Forms: Doctorate Degree</b>
<b>٣٧. Number of Credit Hours (Total) / Number of Units (Total): ٣٠ hours</b>
<b>٣٨. Course administrator's name (mention all, if more than one name)</b> Name: Assist. Prof. Tahani Awad Jasim Email: <a href="mailto:tahaniawad@cois.uobaghdad.edu.iq">tahaniawad@cois.uobaghdad.edu.iq</a>

٣٩. Course Objectives					
Course Objectives		١. Familiarize students with English grammatical structures and lexis. ٢. Improve students' four English skills including listening, speaking, reading and writing.			
٤٠. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> <li>٥. Class discussion</li> <li>٦. Debates</li> <li>٧. Presentation</li> <li>٨. Short quizzes</li> </ul>			
٤١. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١-٢	٢	Improve students' four skills	<b>Conserving the past</b>	Class discussion, debates & presentation	Exams, quizzes & class assignments
٣-٤	٢	Improve students' four skills	<b>Wonders of the modern world</b>	Class discussion, debates & presentation	Exams, quizzes & class assignments
٥-٦	٢	Improve students' four skills	<b>Olympic business</b>	Class discussion, debates & presentation	Exams, quizzes & class assignments
٧-١٠	٢	Improve students' four skills	<b>Trends</b>	Class discussion, debates & presentation	Exams, quizzes & class assignments
١١-١٢	٢	Improve students' four skills	<b>Communication and technology</b>	Class discussion, debates & presentation	Exams, quizzes & class assignments
١٣-١٥	٢	Improve students' four skills	<b>Communication and technology</b>	Class discussion, debates & presentation	Exams, quizzes & class assignments
٤٢. Course Evaluation					
١. Daily presentation and participation: ١٠ Marks					
٢. Monthly Exams: ٣٠ Marks					
٣. Final Course Exam: ٦٠ Marks					
٤٣. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Philpot, S. & Curnick, L. (٢٠١١) <b>Headway Academic Skills: Reading, Writing &amp; Study Skills. Level ٣. Oxford: OUP.</b>		
Main references (sources)					
Recommended books and references					

(scientific journals, reports...)	
Electronic References, Websites	<a href="https://www.co.uk/tv/mind_your_language/">https://www.co.uk/tv/mind_your_language/</a>