## **Course Description Form**

12-th Cyster Produces	
1. Course Name:	No. of LONG Language Control States and Control Sta
Seminars	
2. Course Code:	
SEMN404	
10 on 10	
3. Semester / Year:	
First semester 4th Year /2023-2024	
4. Description Preparation Date:	
1/2 /2023	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number	r of Units (Total)
2 theoretic / 1 units	
7. Course administrator's name (mention	n all, if more than one name)
Name: Ali HamoodThanoon Email: dr.alithar	noon@uomosul.edu.iq
8. Course Objectives	
1- Enable the student to understand and understand how to choose the title of the seminar	
2- Enabling the student to know the most importar	
ways to compile topics for writing a seminar	
3- Enabling the student to understand how to choo	
the topic of the seminar	
4- Empowering the student with the ability to write seminar report	
5- The student can judge the importance of the	
seminar topic by analyzing the vocabulary of the	*
topic	
6- Enable the student to learn how to collect source	
for writing a seminar report  9. Teaching and learning strategies	
1- Interactive lecture	جامعة الموصل
2- Brainstorming	المنابات المنابعة المنابعة والمعابات المنابات المنابات المنابع
3- Dialogue and discussion	
4- Field training 5- Practical exercises	
6- Field project	🎖 قسم وقاية النبات 🖔
7- Self-learning	705 TUZ
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 theoretic	b1: The student explains the resources needed to choose his seminar title	How to choose a topic seminar	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	Short test
2	2 theoretic	c1: The student discusses the parts of writing vocabulary for the seminar	How to choose sources and the way of writing	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	Short test
3	2 theoretic	b2: The student reviews the supported features to best demonstrate his or her seminar presentation his or her research presentation	Preparing presentations	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	Short test
	2 theoretic	a1: The student learns about the things that make the way he delivers his seminar simple, understandable, and clear and clear	Method of elocution	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	Short test
	1	c2: The student cites examples of the most important results obtained in his seminar	Discuss and answer questions	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	Short test



7	2 theoretic  2 theoretic	c3: The student identifies the most important scientific points that support his seminar  c3: The student identifies the most important scientific points that support his seminar	Seminar discussion Seminar discussion	Interactive lecture, brainstormin g, dialogue and discussion, self-learning Interactive lecture, brainstormin	Student evaluation Student evaluation
-				g, dialogue and discussion, self-learning	
8	2 theoretic	c3: The student identifies the most important scientific points that support his seminar	Seminar discussion	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	Student evaluation
	2 theoretic	c3: The student identifies the most important scientific points that support his seminar	Seminar discussion	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	Student evaluation
	2 theoretic	c3: The student identifies the most important scientific points that support his seminar	Seminar discussion	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	Student evaluation

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11	2 theoretic	c3: The student identifies the most important scientific points that support his seminar	Seminar discussion	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	Student evaluation
12	2 theoretic	c3: The student identifies the most important scientific points that support his seminar	Seminar discussion	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	evaluation
13	2 theoretic	c3: The student identifies the most important scientific points that support his seminar	Seminar discussion	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	Student evaluation
14	2 theoretic	c3: The student identifies the most important scientific points that support his seminar	Seminar discussion	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	Student evaluation
15	2 theoretic	c3: The student identifies the most important scientific points that support his seminar	Seminar discussion	Interactive lecture, brainstormin g, dialogue and discussion, self-learning	Student evaluation

## 11. Course Evaluation

Calendar methods	Evaluation date (one week)	Grade Relative weight %
A report signed by the supervisor regarding the percentage of completion	The third week	و كلية الزراعة والخابات (

Visit the students project and evaluate	The sixth week		
p.edon rate		5	5
A report signed by the supervisor	Week nine		5
completion percentage of		3	
Visit the students project and evaluate	(T) 101		
Tare completion rate	The twelfth week	5	5
Discussing the students research	The fifteenth week	80	
the total	GROWN SELECTION	100	100%

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Different lectures
Main references (sources)	-
Recommended books and references (scientific	-
journals, reports)	



Theoretical subject teacher: Dr. Ali Hamood Thanoon

Electronic References, Websites

Head of the Scientific Committee: Prof. Dr. Juhayna Idris Muhammad Ali

Head of Department: Dr . Firas Kazem Al-Jubouri

