

Party the defunct Baath Description of the crimes of

1.	: Course Name
	Crimes of the defunct Baath Party
2.	: Course Code
	CBAP200
3.	Semester / Year : Annual
	2024-First semester/second stage/2023
4.	Date this description was prepared
	2024/2/1
5.	Available forms of attendance:
	My presence
6.	:(Number of study hours (total)/number of units (total
	units 2 / hours 30
7.	(Name of the course administrator (if more than one name is mentioned
	M. M. Mowafaq Abdullah Fathi
8.	Course objectives
	<ul style="list-style-type: none"> • should know what crime is and what its types are The learner • explain and clarify the crimes committed by the Baath regime in Iraq be able to will • For students to be familiar with international and local laws that criminalize the actions in Iraq carried out by the Baath regime • The student's awareness of the extent of the crimes committed by the Baath regime in Iraq by highlighting those crimes • .give examples of these crimes and the places where they occur be able to should • ocial effects of the crimes committed by the The learner should know the psychological and s Baath regime on the personality of the Iraqi citizen • The learner should know the environmental effects of the crimes committed by the Baath regime on the environment of Iraq • behind by the defunct Baath regime, specifying their The learner will know the graves left location and time of occurrence
9.	Teaching and learning strategies
	- Interactive lecture

- Brainstorming
- Dialogue and discussion
- education -Self

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Semester exam 1 , exam final	Interactive lecture, brainstorming, dialogue -and discussion, self learning	First: The concept of crimes and their categories	A1 : Learn about the concept of crime and its definitions B1 He possesses practical and mental : knowledge and concepts that help him understand the meaning of crimes and their categories 1D Participates with community members and : works to make them aware of the danger of crime to society	2	1
Semester exam 1 , final exam	Interactive lecture, dialogue and discussion, learning-self	The crimes of the Baath regime as documented by the Iraqi Criminal Court Law of 2005	A2 It identifies the most prominent cases dealt : with by the court against the symbols of the defunct Baath regime A3 Specifies the sentences issued by the court : against the convicts E1 Contributes to knowing the texts of Iraqi : according to which sentences were issued laws against convicts	2	2
Semester exam 1 , final exam	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Militarization of society	A4 negative effects resulting Recognizes the : from the militarization of society C1 : Documents the methods used to militarize society	2	3
Semester exam 1 , final exam report	Interactive lecture, brainstorming, dialogue -and discussion, self learning	The Baath regime's position on religion and its violations of Iraqi laws	D2 Writes a report on the political : assassinations of religious scholars A5 The most prominent He remembers : religious scholars who were pursued and arrested because of their hostile position to the Baath regime	2	4
Semester exam 1 , final exam report	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Some decisions regarding political and military violations of the Baath regime Defunct	C2 Lists the most prominent political violations : committed by the defunct Baath regime C3 community members It works to educate : political and military violations of the about the Baath regime Defunct and its negative impact on Iraqi society	2	5
Short test, final test	Interactive lecture, dialogue and discussion, learning-self	Prison and detention places of the Baath regime in Iraq	D3 Shows the locations of secret prisons and : private detention centers in which opponents of the Baath regime were imprisoned	2	6
Semester exam 2 , final exam	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Environmental crimes of regime the Baath	A6 Identify the most prominent environmental : violations committed by the Baath regime in Iraq	2	7
Semester exam 2 , final exam	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Military and radiological pollution and mine explosions Destruction of cities and villages (scorched	C4 Shows the most prominent areas exposed to : military and radioactive contamination, such as of Halabja and Basra the cities A7 Explains the scorched earth policy followed : by the Baath regime against villages and cities	2	8

		(earth policy	.that rejected the defunct Baath regime		
Semester exam 2 , final exam	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Drying the marshes in southern Iraq And bulldozing orchards, palm trees, trees and crops	D 4 Shows the draining of the marshes in : southern Iraq during the Shaabani uprising in 1991 C 5 of bulldozing Explains the operations : palm trees, trees and crops 'orchards	2	9
Semester test 2	Interactive lecture, dialogue and discussion, learning-self	Mass grave crimes	C6 graves committed by the mass Enumerates : the Baath regime in Iraq	2	10
Final test	Interactive lecture, brainstorming, dialogue -and discussion, self learning	The events of 1963 and their relationship to mass graves	A8 and the 1963 Explains the events of : accompanying killings against the regime of their relationship to Abdul Karim Qasim and .mass graves	2	11
Final test	Interactive lecture, brainstorming, dialogue brains -and discussion, self learning	1 The events of 1979 to : and their 1988 relationship to mass graves 2 to 1987 of The events : and their 1988 relationship to mass graves	A9 Classification of mass graves during the : .Iraq war-Iran C7 The events of the Anfal massacre in displays : relationship to mass graves its and 1988-1987	2	12
Final test	Interactive lecture, dialogue and discussion, learning-self	The events of the uprising in Shaabani and its relationship 1991 to mass graves	C8 the events of the Shaabani Documents : uprising in 1991 and the mass graves committed by the Baath regime after its elimination against .its participants	2	13
Short test, final test	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Chronological classification of mass graves and genocide in Iraq from 1963 to 2003	A10 Lists mass graves according to the date of : their occurrence from 1863 until the fall of the .Baath regime in 2003	2	14
Short test, final test	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Mass graves against :1 the Kurds 1983 -Anfal massacre 1987 :2 1988 Cemeteries of the :3 Shaabani uprising in Iraq 1991	C9 Names the locations and numbers of mass : Baath regime against graves committed by the .the Kurds in 1983 C10 Presents the most important events of the : and the university 1988-Anfal massacre in 1987 .cemeteries that accompanied it A11 mass graves Explains the most important : committed by the Baath regime against . participants in the 1991 Shaabaniya uprising	2	15

11. Course evaluation

Relative % weight	Class	(Calendar date (week	Calendar methods	T
5	5	fourth week	Report 1	1
5	5	The fifth week	Report 2	2
5	5	sixth week	(Short test (1 Quiz	3
5	5	The eighth week	(Short test (2 Quiz	4
10	10	tenth week The	(Semester test (1	5
10	10	The fourteenth week	(Semester test (2	6
60	60	Final semester exams	Final test	7
%100	%100	100	the total	

12. Learning and teaching resources	
Crimes of the Baath regime in Iraq, 2023	(Required textbooks (methodology, if any)
.Ihsan Hindi, Military Occupation .1 Jundi Abdul Malik, Criminal Encyclopedia .2 Mass graves in Iraq by Human Rights Watch I saw Watch .3	(Main references (sources
.of Human Rights and Public Liberties Journal . .Antonio Cassese , International Criminal Law.2	Recommended supporting books and references (scientific journals, (...reports
The Iraqi Center for Documentation of Extremist Crimes https://iraqicenter-fdec.org/archives/5146	Electronic references, Internet sites



Subject teache
Assistant Lecturer: Mowafaq Abdullah Fathi



Chairperson of the Scientific Committee

Assist. Prof. Dr.ahmad awad talb



Head of Department

Assist. Prof. Dr.Talal Saeed Hameed



Course Description Form

1. Course Name:					
Educational psychology					
2. Course Code:					
EDPS228					
3. Semester / Year:					
First fall semester 2024-2025					
4. Description Preparation Date:					
2024/9/1					
5. Available Attendance Forms:					
attendance:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 theoretical + 3 practical / 3.5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Hassan Hamed saqer Name: M. M. Mohammed Ahmed Mahal Email:					
8. Course Objectives					
Course Objectives Theory: * Enable the student to understand and understand everything related to educational psychology and its relationship with sociology and agricultural extension science * Employing the principles and fundamentals of Educational Psychology in the process of agricultural extension * Identify the fields of educational psychology and their relationship to the rural community * Identification of learning theories and their interpretation of the indicative learning process * Identify the nature and nature of behavior and how it is formed			* Providing students with the ability to apply the principles of Educational Psychology in guidance work * Choosing the appropriate method of treatment to solve particular problem * How or how to deal and interact with others in the field of counseling * Organization of educational work		
9. Teaching and Learning Strategies					
Strategy Interactive lecture Brainstorming Dialogue and discussion Assignment of tasks and reports		Assign the student to prepare a lecture of his choice and deliver it to the students Assign students to write a report on a topic and discuss it			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	2 theoretical	A1: the student gets acquainted with wh educational psychology is A2: the student is familiar with the fields educational psychology A3: the student defines the goals of educational psychology	educational psychology	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A45: the student memorizes the most frequent topics in the study Educational Psychology	the most frequent topics in the study of Educational Psychology	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
2	2 theoretical	A4: the student describes the natu of knowledge A5: the student explains the source of knowledge A6: the student classifies the type of knowledge	the types of knowledge	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A45: the student identifies the areas use of educational psychology	the areas of use of educational psychology	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
3	2 theoretical	A7: the student gets acquainted with the concept of cognition A8: the student shows the importance of cognition A9: the student shows the stages of t cognitive	the cognitive	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A46: the student explains the basi objectives of Educational Psychology	the basic objectives of Educational Psychology	Dialogue,style brainstormig Interactive lecture, questions Answer	Short exams Assignment of Duty Discussions
4	2 theoretical	A10: the student is familiar with t concept of educational goals A11: the student determines the levels of educational goals A12: the student classifies the educational goals	Educational objectives	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A47: the student knows the steps cognition	the steps of cognition	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
5	2 theoretical	A13: the student gets acquainted with the cognitive field A14: the student uses Bloom's classification of the cognitive sphere	Educational objectives	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A48: the student classifies the types	types of cognition	Dialogue,style	Short exams

		cognition		brainstorming Interactive lecture, questions Answers	Assignment of Duty Discussions
6	2 theoretical	A16: the student explains the skill area with examples A17: the student describes the affective sphere	Educational objectives	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A49: the student comprehends the theory of bottom-up processing	the theory of bottom-up processing	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
7	2 theoretical	A18: the student gets acquainted with the concept of motivation A19: the student does justice to the motives A20: gives examples of types of motivation A21: the student explains the reading and conditions	Behavioral factors (motivations_predispositions)	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A50: the student understands the theory of top-down processing	the theory of top-down processing	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
8	2 theoretical	A22: the student comprehends the concept of responsiveness A23: lists the types of response A24: introduces the concept of reinforcement and its types A25: the student explains the importance of reinforcement	Behavioral factors (responsive_activation)	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A51: the student is familiar with the physiological	changes that occur in adolescents the mental and physiological	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
9	2 theoretical	A26: the student comprehends the concept of the learning process A27: the student determines the stages of the learning process A28: the student understands the factors affecting the learning process	The learning process	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A52: the student discusses the emotional and social changes that occur in adolescents	Emotional and social changes affecting adolescents	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
10	2 theoretical	A29: the student gets acquainted with the concept of behavioral theory A30: the student understands the	behavioral theory in learning	Dialogue,style brainstorming Interactive	Short exams Assignment of Duty

		principles of behavioral theory A31: The student uses the pedagogical applications of behavioral theory		lecture, questions Answers	Discussions
	3 practical	A53: the student abbreviates the types of adolescence	the types of adolescence	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
11	2 theoretical	A32: the student describes the scientific concepts used in behavioral theory A33: the student uses educational applications of cognitive field theory	cognitive field theory	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A54: the student gets acquainted with the concept of personality	The concept of personal	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
12	2 theoretical	A34: the student displays the hierarchical organization of learning patterns A35: uses pedagogical applications learning patterns	Hierarchical theory of learning	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A55: the student explains the factors influencing the formation of personality	the factors influencing formation of personality	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
13	2 theoretical	A36: the student understands the meaning of compatibility A37: the student explains the importance of compatibility A38: the student mentions components of compatibility	compatibility	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A56: the student classifies personality	types Character	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
14	2 theoretical	A39: the student understands what memory is A40: the student defines the memory sections A41: the student makes a list of memory functions	Memory	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A57: writes a report when visiting the science department	Field visit to the Department of psychological and Educational Sciences at the Faculty of education the humanities	Dialogue, style brainstorming Interactive lecture, questions	Short exams Assignment of Duty Discussions

15	2 theoretical	A42: the student describes the concept of the process of remembering A43: the student explains the meaning of forgetting and its relationship to remembering A44: the student is familiar with theory that explained forgetting	Remembering and forgetting	Answers Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A58: he writes a report on a special case he saw on the visit	A field visit to the kindergarten Department and the Special Needs department at the Faculty of basic education	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions

11.Course Evaluation

Relative % weight	Degree	Calendar methods	Calendar methods
2.5	2.5	Fourth week	1 Report
2.5	2.5	The fifth week	2 Report
2	2	The sixth week	Quiz (1) short test
2	2	Fourteenth week	Quiz (2) short test
1	1	Fifteenth week	Quiz (3) short test
7.5	7.5	The sixth week	(1) Quarterly test
7.5	7.5	Eleventh week	(2) Quarterly test
40	40	Final semester exams	Final theoretical test
5	5	Fifteenth week	3 Report
2	2	The third and fifth week	4 Report
1	1	The first week	Quiz (1) Practical short test
0.5	0.5	Fourth week	Quiz (2) Practical short test
1	1	Fourteenth week	Quiz (3) Practical short test
5.5	5.5	13&12&11&10&9&8&6 weeks	homework
20	20	Final semester exams	Final theoretical test
%100	%100	100	Total

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Binding educational psychology
Main references (sources)	Educational philosophy/Ahmed Zaki Saleh Educational psychology / Abdul Majid Sayed Ahmed Mansour
Recommended books and references (scientific journals, reports...)	Educational psychology / Ahmed Zaki Saleh Journal of educational and Psychological Sciences / Faculty of Education
Electronic References, Websites	There is no



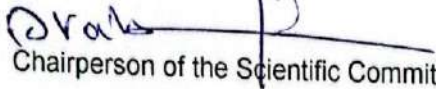
Theoretical subject teacher

M.Hassan Hamid Sager



practical subject teacher

M.M Mohammed Ahmed Mahal



Chairperson of the Scientific Committee

Prof. Dr. Ahmed Awad Talb Altalb



Head of Department

Assist. Prof. Dr. Talal Saeed Hameed

Course Description Form

1. Course Name:					
English Language 2					
2. Course Code:					
ENGL 201					
3. Semester / Year:					
2024/2025					
4. Description Preparation Date:					
Autumn 01/9/2024					
5. Available Attendance Forms:					
presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 Hours 2 Unit					
7. Course administrator's name (mention all, if more than one name)					
Name: L. Mohammed Nadher Mahmood Yamman2013@uomosul.edu.iq					
Name: A.L. Sarmed Hashim Taha sarmed.almaula@uomosul.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> To going on studying the English language in special the scientific language Widening student mind about scientific and literature English vocabularies Helping the students to think and write in English 			
9. Teaching and Learning Strategies					
Strategy		Interactive lecture, brainstorming dialogue and discussion			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2hours Presence	(a1)The student should be able to know the basics of the English language	Definition of the best ways to study English	Electronic lecture videos, posters and other methods related to learning	Exams Reports Discussions quiz
2	2hours Presence	(a2)The student should be able to know the tenses of the English language	Definition of the ways of studying tenses English	Electronic lecture videos, posters and other methods related to learning	Exams Reports Discussions quiz
3	2hours Presence	(a3)The student should be able to know the rules of the	Definition of the best ways to study English	Electronic lecture videos, posters and other methods	Exams Reports Discussions

		English language		related to learning	quiz
4	2hours Presence	(a4)The student should be able to know the basics of the English language	Definition of the best ways to study English	Electronic lecture videos, posters and other methods related to learning	Exams Reports Discussions quiz
5	2hours Presence	(a5)The student should be able to know the basics of the English language	Definition of the best ways to study English	Electronic lecture videos, posters and other methods related to learning	Exams Reports Discussions quiz
6	2hours Presence	(a6)The student should be able to know the basics of the English language	Definition of the best ways to study English	Electronic lecture videos, posters and other methods related to learning	Exams - Reports Discussions quiz
7	2hours Presence	(a7)The student should be able to know the basics of the English language	Definition of the best ways to study English	Electronic lecture videos, posters and other methods related to learning	Exams Reports Discussions quiz
8	2hours Presence	(a8)The student should be able to know the basics of the English language	Definition of the Best ways to study English	Electronic lecture videos, posters and other methods related to learning	Exams Reports Discussions quiz
9	2hours Presence	(a9) The student should be able to know the basics of the English language	Definition of the Best ways to study English.	Electronic lecture videos, posters and other methods related to learning	Exams Reports Discussions quiz
10	2hours Presence	(a10)The student should be able to know the basics of the English language	Definition of the Best ways to study English	Electronic lecture videos, posters and other methods related to learning	Exams Reports Discussions quiz
11	2hours Presence	(a11) The student should be able to know the basics of the English language	Definition of the Best ways to study English.	Electronic lecture videos, posters and other methods related to learning	Exams Reports Discussions quiz
12	2hours Presence	(a12)The student should be able to know the basics of the English language	Definition of the Best ways to study English.	Electronic lecture videos, posters and other methods related to learning	Exams Reports Discussions quiz
13	2hours Presence	(a13)The student should be able to know the basics of the English language	Definition of the Best ways to study English	Electronic lecture videos, posters and other methods related to learning	Exams Reports Discussions quiz
14	2hours Presence	(a14)The student should be able to know the basics of the English language	Definition of the Best ways to study English	Electronic lecture videos, posters and other methods related to learning	Exams Reports

		the basics of the English language	English	other methods related to learning	Discussions quiz
15	2hours Presence	(b1)The student should be able to know the basics of the English language	Definition of the Best ways to study English.	Electronic lecture videos, posters and other methods related to learning	Exams Reports Discussions quiz

11.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

No.	Evaluation Methods	Evaluation Date (Week)	Marks	Relative Weight (%)
1	Quiz (1)	Week 4	Theoretical (5)	5
2	Monthly Exam (1)	Week 6	Theoretical (15)	15
3	Quiz (2)	Week 8	Theoretical (5)	5
4	Monthly Exam (2)	Week 13	Theoretical (15)	15
5	Quest rate.	Seasonal rates are announced at the end of the semester.	Theoretical: (40)	40
6	Final Theoretical Test.	The Week Of Theoretical Exams.	60	60
Total			100	100

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Rapid Review of English Grammar 1957
Recommended books and references (scientific journals, reports...)	New Headway - English course English in agriculture 1985 oxford bookworms
Electronic References, Websites	translate.yandex.com www.reverso.net /The Library Genesis junkybooks / cole13 / pdfdrive



A.L. Sarmed Hashim Taha

Head Of Department

أ.م.د. طارق محمد

Chairperson of the Scientific Committee

أ.م.د. أحمد عواد طراب

Course Description Form

1. Course Name:
Fruit production
2. Course Code
FRPR208
3. Semester / Year:
First semester/ second stage 2025-2024
4. Description Preparation Date:
1/9/2024
5. Available Attendance Forms:
Attending
6. Number of Credit Hours (Total) / Number of Units (Total)
2 Theoretical + 3 Practical / 3.5
7. Course administrator's name (mention all, if more than one name)
<p>Name: Dr.Yusra Mohammad Salih Email: yusra.ms@uomosul.edu.iq</p> <p>Name: Nagham Salah Salem Email: Nagham.SS@uomosul.edu.iq</p>
8. Course Objectives
<ul style="list-style-type: none"> The learner should be able to determine the needs of fruit trees from environmental conditions The student learns about the stages of growth and maturity that fruits go through Familiarity with different cultivation systems for fruit trees Familiarity with all horticultural service operations to sustain fruit orchards Understanding the basics of tree development and fertilization to obtain ideal trees and fruits Distinguishing between types of trees according to the nature of their growth Familiarity with the information the farmer needs to establish and plan fruit orchards The student's awareness of all methods of propagating fruit trees and the advantages and disadvantages of each of them Determine the appropriate type of Finding solutions to many of the problems faced by producers of fruit trees and fruit orchards A comprehensive study of the needs of the different types of deciduous and evergreen fruit trees and how to preserve them and determine the controls and conditions that must be observed when sustaining them for the longest possible period
9. Teaching and Learning Strategies
<ul style="list-style-type: none"> - Interactive lecture - Brainstorming - Dialogue and discussion - Field Training - Practical exercises - Field project - Self-education

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 Theoretical 3 Practical	<p>theoretical: A1: The student is introduced to fruit science and the divisions of fruit trees.. A2: The student learns about the environmental conditions necessary for the growth of fruit trees, fruit science and the appropriate environmental conditions for fruit trees practical: C3: Uses the information the student needs and what is available to him to master his work</p>	<p>theoretical: fruit science and the appropriate environmental conditions for fruit trees</p> <p>practical: Identifying the practical concepts of fruit science</p>	<p>Interactive lecture, brainstorming, dialogue and discussion, short test, written test, and assignment of an assignment.</p> <p>practical: Assigning practical tasks and reports</p>	Short exams, assignments, discussions
2	2 Theoretical 3 practical	<p>Theoretical: A2: The student is familiar with the types of soil and soil suitable for growing fruit trees</p> <p>practical: C3: Uses the information the student needs and what is available to him to master his work he student learns about fertilizer and its types</p>	<p>theoretical: Establishing and planning the orchard</p> <p>practical: How to identify fruit trees and distinguish between them (varieties, order, family, etc.)</p>	<p>Theoretical: Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion</p> <p>practical: Assigning practical tasks and reports</p>	Short exams, assignments, discussions
3	2 Theoretical 3 practical	<p>theoretical: A2: The student identifies the types of orchards and the conditions for establishing them B1: Choose the appropriate farming system for each type of fruit B1: Calculates the amount of trees needed to plant any</p>	<p>theoretical: Systems and dates for planting fruit trees</p>	<p>Theoretical: Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion</p>	Short exams, assignments, discussions

		<p>orchard</p> <p>C1: Names all fruits by their English, scientific, and family names.</p> <p>practical:</p> <p>Uses the information the student needs and what is available to him to master his work</p> <p>C4: Draws up plans and programs for development in the field of fruit production in accordance with the requirements of the environment and society</p> <p>D1: Acquiring the communication skills necessary to deal with confidence and certainty at the individual and group levels</p>	<p>practical</p> <p>How to practice choosing a site to establish an orchard</p>	<p>practical :</p> <p>Assigning practical tasks and reports</p>	
4	2 Theoretical 3 practical	<p>Theoretical</p> <p>A2: The student is familiar with pruning and breeding methods.</p> <p>A2: The student explains the methods of sexual and vegetative reproduction.</p> <p>practical:</p> <p>C3: Uses the information the student needs and what is available to him to master his work</p> <p>C4: Draws up plans and programs for development in the field of fruit production in accordance with the requirements of the environment and society</p> <p>C5: Successfully balances the investment and use of</p>	<p>theoretical:</p> <p>Sexual and vegetative reproduction have their advantages and disadvantages.</p> <p>practical:</p> <p>Identify the appropriate environmental conditions for growing fruit trees</p>	<p>Theoretical:</p> <p>Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion</p> <p>practical:</p> <p>Assigning practical tasks and reports</p>	<p>Short exams, assignments, discussions</p>

		fruit plants and uses them appropriately for the region in which they are grown A3: It solves the problems of difficulty in growing some fruits B4: Recommend any successful propagation methods for the fruit species			
5	2 Theoretical 3 practical	<p>theoretical: A3: It solves the problems of difficulty in growing some fruits B4: Recommend any successful propagation methods for the fruit species</p> <p>practical: C3: Uses the information the student needs and what is available to him to master his work C4: Draws up plans and programs for development in the field of fruit production in accordance with the requirements of the environment and society D1: Acquiring the communication skills necessary to deal with confidence and certainty at the individual and group levels.</p>	<p>theoretical: How to overcome the problems of fruit tree propagation</p> <p>practical: Practical steps for planning the orchard land..</p>	<p>Theoretical: Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion</p> <p>practical : Assigning practical tasks and reports</p>	Short exams, assignments, discussions
6	2 Theoretical 3 practical	<p>Theoretical: B4: Suggests the method and type of fertilizer added to the type of fruit B4: Determines the nutrient deficiency of the type of fruit</p> <p>practical : C2: Creates new systems for types of orchards by hand, using modern</p>	<p>theoretical: Fertilizing fruit trees, methods, and dates for adding them</p> <p>practical: Drawing the agricultural systems of the orchard.</p>	<p>Theoretical: Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion</p> <p>practical : Assigning practical tasks</p>	Short exams, assignments, discussions

		<p>computer applications, and with the ability to select plants according to the prevailing climatic conditions.</p> <p>C3: Uses the information the student needs and what is available to him to master his work</p> <p>C4: Draws up plans and programs for development in the field of fruit production in accordance with the requirements of the environment and society</p> <p>C5: Successfully balances the investment and use of fruit plants and uses them appropriately for the region in which they are grown.</p>		and reports	
7	2 Theoretical 3 practical	<p>theoretical:</p> <p>A2: The student is familiar with the nature of growth and environmental needs of apple trees.</p> <p>A2: The student is familiar with the most important principles of apple trees.</p> <p>A2: The student is familiar with the methods of planting and caring for apple trees.</p> <p>A2: The student is familiar with methods of setting and breaking fruit seeds and horticultural service operations</p> <p>practical:</p> <p>C2: Creates new systems for types of orchards by hand, using modern computer applications, and with the ability to select plants according</p>	<p>theoretical:</p> <p>Apples, origin and original habitat: environmental conditions and assets used, service operations, cultivation, flowering, pollination, maturity, and control.</p> <p>practical:</p> <p>A scientific visit to one of the private orchards, focusing on agricultural systems.</p>	<p>Theoretical:</p> <p>Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion</p> <p>practical :</p> <p>Assigning practical tasks and reports</p>	Short exams, assignments, discussions

		<p>to the prevailing climatic conditions.</p> <p>C3: Uses the information the student needs and what is available to him to master his work</p> <p>C4: Draws up plans and programs for development in the field of fruit production in accordance with the requirements of the environment and society</p> <p>C5: Successfully balances the investment and use of fruit plants and uses them appropriately for the region in which they are grown</p> <p>D1: Acquiring the communication skills necessary to deal with confidence and certainty at the individual and group levels.</p>			
8	2 Theoretical 3 practical	<p>Theoretical</p> <p>A2: The student is familiar with the nature of growth and environmental needs of olive trees</p> <p>practical :</p> <p>C3: Uses the information the student needs and what is available to him to master his work</p> <p>C5: Successfully balances the investment and use of the pruning process and employs it in a way that is compatible with the processes of crop production and tree coordination.</p>	<p>theoretical: Olives, origin and original habitat: environmental conditions</p> <p>practical: Practical steps for pruning fruit trees</p>	<p>Theoretical: Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion</p> <p>practical : Assigning practical tasks and reports</p>	Short exams, assignments, discussions
9	2 Theoretical 3 practical	<p>theoretical:</p> <p>A2: The student is familiar with methods</p>	<p>theoretical: Olives, service operations, cultivation,</p>	<p>Theoretical: Live lectures, PowerPoint</p>	Short exams, assignments,

		<p>of setting and breaking dormancy for fruit seeds and horticultural service operations for olives</p> <p>practical: C2: He creates new systems for types of orchards by hand, using modern computer applications, and with the ability to select plants according to the prevailing climatic conditions. C3: Uses the information the student needs and what is available to him to master his work A2: It determines the types of fruit trees to be raised, the different breeding methods, and their economic and environmental importance C5: Successfully balances the investment and use of the pruning process and employs it in a way that is compatible with the processes of crop production and tree coordination..</p>	<p>flowering and pollination</p> <p>practical: Practical steps for raising fruit trees</p>	<p>slides, introductory images, direct dialogues and discussion</p> <p>practical : Assigning practical tasks and reports</p>	discussions
10	2 Theoretical 3 practical	<p>Theoretical: A2: The student is familiar with the nature of growth and environmental needs of peach trees.</p> <p>practical : A2: Determines the types of fruit seeds and cultivation methods C3: Uses the information the student needs and what is available to him to master his work C4: Draws up plans and programs for</p>	<p>theoretical: Peaches, origin and original habitat: environmental conditions</p> <p>practical: Practical steps for planting fruit seeds</p>	<p>Theoretical: Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion</p> <p>practical : Assigning practical tasks and reports</p>	Short exams, assignments, discussions

		development in the field of fruit seed cultivation in accordance with environmental, economic and societal requirements C5: Successfully balances the investment and use of the pruning process and employs it in a way that is compatible with the processes of crop production and tree coordination..			
11	2 Theoretical 3 practical	theoretical: A2: The student is familiar with methods of setting and breaking dormancy for fruit seeds and horticultural service operations for peaches practical: practical: A2: Determines the method of vegetative propagation of fruit trees C3: Uses the information the student needs and what is available to him to master his work C5: Successfully balances investment in vegetative propagation methods and employs them appropriately to produce plants.	theoretical: Peaches, service operations, cultivation, flowering, pollination, ripening, and control practical: Practical steps for vegetative propagation of fruit trees	Theoretical: Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion practical : Assigning practical tasks and reports	Short exams, assignments, discussions
12	2 Theoretical 3 practical	theoretical: A2 :The student is familiar with the nature of growth and environmental needs of pomegranate trees practical: A2: Determines the fertilization method for fruit trees C3: Uses the information the student needs and what is available to	theoretical: Pomegranate, origin and original habitat: environmental conditions practical: Practical steps for fertilizing fruit trees	Theoretical: Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion practical: Assigning practical tasks and reports	Short exams, assignments, discussions

		<p>him to master his work</p> <p>C4: Draws up plans and programs for development in the field of fruit tree fertilization in accordance with the requirements of the environment, society, and economic conditions</p> <p>C5: Successfully balances the investment and use of fertilization and its employment in a way that is compatible with fruit production processes</p>			
13	2 Theoretical 3 practical	<p>Theoretical</p> <p>A2: The student is familiar with the nature of growth and environmental needs of pear trees.</p> <p>practical:</p> <p>A2: Determines the method of ripening of fruits of fruit trees</p> <p>C3: Uses the information the student needs and what is available to him to master his work</p> <p>C5: Successfully balances the investment and use of fruit ripening methods in fruit trees and employs them in a way that is appropriate to production processes.</p>	<p>theoretical:</p> <p>Pears, origin and original habitat: environmental conditions</p> <p>practical:</p> <p>Practical steps for signs of ripening and harvesting fruits</p>	<p>Theoretical:</p> <p>Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion</p> <p>practical:</p> <p>Assigning practical tasks and reports</p>	Short exams, assignments, discussions
14	2 Theoretical 3 practicals	<p>theoretical:</p> <p>A2: The student is familiar with the nature of growth and environmental needs of pear trees..</p> <p>practical:</p> <p>C3: Uses the information the student needs and</p>	<p>theoretical:</p> <p>Pears, service operations, cultivation, flowering, pollination, ripening, and control</p> <p>practical:</p> <p>Practical steps for olive cultivation..</p>	<p>Theoretical:</p> <p>Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion</p> <p>practical :</p> <p>Assigning practical tasks</p>	Short exams, assignments, discussions

		<p>what is available to him to master his work</p> <p>C4: Draws up plans and programs for development in the field of olive tree cultivation in accordance with the requirements of the environment, society, and economic resources</p> <p>C5: Successfully balances the investment and use of olive trees and their employment in a way that is compatible with coordination and production processes</p> <p>D2: Dealing with modern technology efficiently that enables him to accomplish his scientific and practical tasks</p>		and reports	
15	2 Theoretical 3 practical	<p>Theoretical Solve the problem</p> <p>practical : The student learns the most important Types of plant environments through a scientific visit A scientific visit to one of the environmental sites.</p>	<p>theoretical: A scientific visit to a nearby site and submit a report on the most important processes in plant environments</p> <p>practical: Writing a report on the most important propagated plants and horticultural operations carried out in the nursery.</p>	<p>Theoretical: Live lectures, PowerPoint slides, introductory images, direct dialogues and discussion</p> <p>practical : Assigning practical tasks and reports</p>	Short exams, assignments, discussions

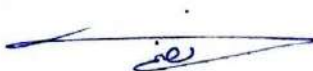
11.Course Evaluation

Evaluation Methods	Evaluation date (week)	Degree	Percentage (%)
Daily spoken examination	Theoretical: 2-15 Practical: 2 – 15	Theoretical 3 Practical 2	5%
Daily written exams	Theoretical: 2-15 Practical: 2 – 15	Theoretical 5 Practical 5	10%
2 semester exams during the semester for both practical and theoretical	Theoretical: 7-13 Practical: 6 – 14	Theoretical 10 Practical 5	15%
Assigning students to prepare reports on study topics	Theoretical: 15 Practical: 15	Theoretical 7 Practical 3	10%
Final exam	Theoretical	Theoretical 40	40%


	Practical	Practical 20	20%
Total		100	100%
12.Learning and Teaching Resources			
Required textbooks (curricular books, if any)	1- Production of evergreen fruits. Dr. Jawad Thanoun Agha 2- Deciduous fruit technology (2017). Prof. Dr. Jassim Mohammed Alwan		
Main references (sources)			
Recommended books and references (scientific journals, reports...)	1- Mesopotamia Agriculture Journal		
Electronic References, Websites	FAO reports, bulletins and studies		



Theoretical lecturer:Dr. Yusra Mohammed Saleh



Practical lecturer :Nagham Salah Salem



Chairperson of the Scientific Committee

Prof. Dr. ahmed awad talb



Head of Department

Assist. Prof. Dr.Talal Saeed Hameed



Industrial crops course description

1. Course Name:					
Industrial crops					
2. Course Code:					
AGEX24_F2041					
3. Semester / Year:					
First semester / second stage / 2023-2024					
4. Description Preparation Date:					
1/9/2024					
5. Available Attendance Forms:					
My presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 theoretical hours / 3 practical hours (75 hours) / 3.5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Dr. Waleed Khalid Shahatha, Saddam Ibrahim Yahya Email: w.khalid83@uomosul.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> Providing the student with theoretical and practical information on how to follow modern methods of industrial crop management. Introducing the student to the importance of industrial crops and places to grow them. Providing the student with theoretical and practical information on managing relevant fields, laboratories and laboratories. 			
9. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> - Interactive lecture - Brainstorming - Dialogue and discussion - Assigning tasks and reporting 			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2Theoretical	Learn about industrial crops and explain the importance of oil crops and their division	Industrial crops	Interactive lecture, brainstorming, dialogue and discussion	Short exams, assignments, discussions
	3practical	Discovers the general characteristics of some crop oils and their uses	Oil crops	Assigning tasks and reporting	
2	2Theoretical	He is familiar with the economic importance of the sesame crop and identifies the soil service, crop and	Sesame crop	Interactive lecture, brainstorming, dialogue and	Short exams, assignments, discussions

		harvesting processes		discussion	
	3practical	Tests the method of extracting oil from seeds of oil crops	Oil	Assigning tasks and reporting	
3	2Theoretical	Understands the economic importance of the sunflower crop and identifies soil service, crop and harvesting processes	Sunflower crop	Interactive lecture, brainstorming, dialogue and discussion	Short exams, assignments, discussions
	3practical	Discover the botanical description and varieties of sesame	Sesame	Assigning tasks and reporting	
4	2Theoretical	He is familiar with the economic importance of the safflower crop and identifies the soil service, crop and harvesting processes	Safflower crop	Interactive lecture, brainstorming, dialogue and discussion	Short exams, assignments, discussions
	3practical	Discover the botanical description and varieties of sunflower	Sunflower	Assigning tasks and reporting	
5	2Theoretical	He is aware of the most important reasons leading to a decrease in the area and productivity of oil crops	Solve problem	Dialogue and discussion	Short exams, assignments, discussions
	3practical	Discover the botanical description and most important varieties of safflower	Safflower	Assigning tasks and reporting	
6	2Theoretical	Understands the economic importance of the soybean crop and identifies soil service, crop, and harvesting processes	Soybean crop	Interactive lecture, brainstorming, dialogue and discussion	Short exams, assignments, discussions
	3practical	Discover the botanical description of soybeans and their aggregates	Soybean	Assigning tasks and reporting	
7	2Theoretical	Understands the economic importance of field pistachio crops and identifies soil service, crop and harvesting processes	Groundnut crop	Interactive lecture, brainstorming, dialogue and discussion	Short exams, assignments, discussions
	3practical	Discover the botanical description of field pistachios	Groundnut	Assigning tasks and reporting	
8	2Theoretical	Understands the economic importance of the rapeseed crop and identifies soil service, crop and harvesting processes	Rapeseed crop	Interactive lecture, brainstorming, dialogue and discussion	Short exams, assignments, discussions
	3practical	Discover the botanical	Rapeseed	Assigning	

		description of rapeseed		tasks and reporting	
9	2Theoretical	Understands the economic importance of the castor crop and identifies the soil service, crop and harvesting processes	Castor crop	Assigning tasks and reporting	Short exams, assignments, discussions
	3practical	Discover the botanical description of castor	Castor	Assigning tasks and reporting	
10	2Theoretical	Recognizes fiber crops, recognizes the economic importance of the cotton crop, and identifies the processes of soil service, yields, and harvesting.	Fiber crops (cotton crop)	Interactive lecture, brainstorming, dialogue and discussion	Short exams, assignments, discussions
	3practical	Discover the botanical description of cotton and its types	Cotton	Assigning tasks and reporting	
11	2Theoretical	Understands the economic importance of the flax crop and identifies soil service, yield, and harvesting processes	Flax crop	Interactive lecture, brainstorming, dialogue and discussion	Short exams, assignments, discussions
	3practical	Discover the botanical description of flax	Flax	Assigning tasks and reporting	
12	2Theoretical	Learn about sugar crops, become familiar with the economic importance of the sugar beet crop, and determine the processes of soil service, yields, and harvesting.	Sugar crops (sugar beet crop)	Interactive lecture, brainstorming, dialogue and discussion	Short exams, assignments, discussions
	3practical	Tests the method of extracting sugar in the laboratory	Sugar	Assigning tasks and reporting	
13	2Theoretical	Understands the economic importance of the sugar cane crop and identifies soil service, yield and harvesting processes	Sugar cane crop	Interactive lecture, brainstorming, dialogue and discussion	Short exams, assignments, discussions
	3practical	Discover the botanical description of sugar beet and growth phases	Sugar beet	Assigning tasks and reporting	
14	2Theoretical	Shows the steps for manufacturing sugar in the factory	Sugar	Interactive lecture, brainstorming, dialogue and discussion	Short exams, assignments, discussions
	3practical	Discover the botanical	Sugar cane	Assigning	


		description of sugar cane		tasks and reporting	
15	2Theoretical	Recognizes narcotic crops, becomes aware of the economic importance of tobacco crop, and identifies the processes of soil service, crops, and harvesting.	Narcotic crops (tobacco)	Interactive lecture, brainstorming, dialogue and discussion	Short exams, assignments, discussions
	3practical	He is aware of the correct and appropriate methods for extracting and separating oil, fiber and sugar from industrial crops	Solve problem	Assigning tasks and reporting	

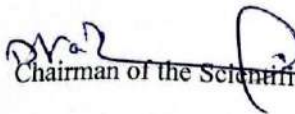
Course Evaluation


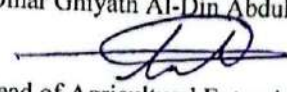
Sequence	Calendar methods	Calendar date (week)	Class	Relative weight %
1	Theoretical final report + practical reports	My theory is week 15 My work week is 1-15	7 theoretical + 6 practical	%13
2	Short test (1)	week (3)	4 theoretical + 2 practical	%6
3	Quiz Midterm Exam (Theoretical + Practical)	week (9)	4 theoretical + 5 practical	%15
4	Short test (2) Quiz	week (12)	10 theoretical + 5 practical	%15
5	Final practical test	Practical exams week	20	%120
6	A theoretical final exam	The week of theoretical exams	40	%40
	The total	100	100%	100%

11.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Oil and sugar crops: Dr. Tawakkol Younis Rizk Hikmat Abdul Ali. Industrial crop cultivation in Iraq: Dr. Abdul Har Ahmed Younis and Mr. Abdul Sattar Abdullah A Karakji.
Main references (sources)	Nothing
Recommended books and references (scientific journals, reports...)	Nothing
Electronic References, Websites	University of Mosul e-learning website


Theoretical subject teacher
Dr. Waleed Khalid Shahatha


Chairman of the Scientific Committee
Dr. Ahmed Awad Talib


Practical subject teacher
Dr. Omar Ghiyath Al-Din Abdul Ghafoor

Head of Agricultural Extension and
Technology Transfer Department
Dr. Talal Saeed Hamid



Course Description Form

1. Course Name:					
Irrigation Technology and drainage					
2. Course Code:					
IRTD231					
3. Semester / Year:					
First semester 2025/2024					
4. Description Preparation Date:					
1/9/2024					
5. Available Attendance Forms:					
In presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 Theoretical +3 Practical / 3.5 Unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Dr. Faris Akram Salih Al-Wazzan Alia Abdul Latif Jassim Email: dr.farisakram@uomosul.edu.iq					
8. Course Objectives					
Course Objectives		1- Preparing students who have the ability to use modern irrigation methods and describe these methods accurately with the possibility of using them within Iraqi soils, which represent calcareous soils... and integrating these methods with drainage networks and disposal of excess water..... 2- Entering the agricultural sector with distinguished efficiency through participation. In irrigation projects, modern irrigation techniques, and the use of the best methods in order to reduce water use within agricultural lands and reduce the risk of salt and desert.. 3- Directing students towards a desire to obtain better experiences when applying for postgraduate studies..			
9. Teaching and Learning Strategies					
Theoretical:			Practical:		
-Interactive lecture -Brainstorming -Dialogue and discussion -Assigning tasks and reporting -Presentations of models of irrigation drainage networks			- Assigning group work to reveal leadership skills - Assigning tasks and reporting for each experiment - He is assigned to prepare a report entitled from his own diligence and prepare it for discussion with Students		
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	2 Theoretical 3 Practical	<p>Theoretical: a1: Explains the concept to the student Irrigation and relationships mathematical</p> <p>practical : a1: Empowering the student to solve Equations</p>	<p>Theoretical: The concept of irrigation and the introduction to irrigation with mathematical relationships between the size and mass of soil components</p> <p>practical : Mathematical relationships for soil components and the equivalent depth of soil water</p>	<p>theoretical: Audio methods style Writing on the board Direct dialogue style</p> <p>practical : Adapt tasks and reports</p>	Conduct daily examinations. Assignment discussions
2	2 Theoretical 3 Practical	<p>theoretical: a2: Explains depth to the student The equivalent and its importance</p> <p>practical : a2: Explains to the student Fundamentals of humidity measurement</p>	<p>theoretical: Equivalent depth derivations with solving mathematical problems</p> <p>practical : Methods for measuring soil moisture</p>	<p>theoretical: Audio methods style Writing on the board Direct dialogue style</p> <p>practical : Adapt tasks and reports</p>	Conduct daily examinations. Assignment discussions
3	2 Theoretical 3 Practical	<p>Theoretical: a3 :Explains the concepts of movement to the student</p> <p>practical : a3: Shows the student the measurement Field capacity</p>	<p>theoretical: Physical concepts of motion and its laws</p> <p>practical : Measuring field capacity permanent wilting point</p>	<p>theoretical: Audio methods style Writing on the board Direct dialogue style</p> <p>practical : Adapt tasks and reports</p>	Conduct daily examinations. Assignment discussions
4	2 Theoretical 3 Practical	<p>Theoretical: a4 Explains to the student Types of pumps agricultura</p> <p>practical : a4: Explains measurement methods using multiple methods</p>	<p>Theoretical: Choosing the type of pump with examples</p> <p>practical : Methods for measuring irrigation water discharge</p>	<p>theoretical: Audio methods style Writing on the board Direct dialogue style</p> <p>practical : Adapt tasks and reports</p>	Conduct daily examinations. Assignment discussions
5	2 Theoretical 3 Practical	<p>Theoretical: b1: Enabling the student to Irrigation water evaluation</p> <p>practical : b1: Shows mathematical applications for weirs</p>	<p>Theoretical: Evaluation of irrigation water quality</p> <p>practical : Irrigation canal design</p>	<p>theoretical: Audio methods style Writing on the board Direct dialogue style</p> <p>practical : Adapt tasks</p>	Conduct daily examinations. Assignment discussions


				and reports	
6	2 Theoretical 3 Practical	Theoretical: a5 : Shows the student the importance of Irrigation efficiencies practical : a5: Empowering understanding competencies Irrigation	Theoretical: Irrigation efficiencies with example practical : Types of irrigation efficiencies with solutions and examples	theoretical: Audio methods style Writing on the board Direct dialogue style practical : Adapt tasks and reports	Conduct daily examinations. Assignment discussions
7	2 Theoretical 3 Practical	Theoretical: b2 : Enabling the student to Understanding evaporation transpiration practical : b2: Explains methods measuring Water consumption	Theoretical: evaporation and transpiration practical : Water requirements measurements	theoretical: Audio methods style Writing on the board Direct dialogue style practical : Adapt tasks and reports	Conduct daily examinations. Assignment discussions
8	2 Theoretical 3 Practical	Theoretical: a6 : Explains to the student The importance of irrigation scheduling practical : a6 : Explains the basics of irrigation scheduling	Theoretical: Irrigation scheduling practical : Methods of scheduling irrigation with solutions and examples	theoretical: Audio methods style Writing on the board Direct dialogue style practical : Adapt tasks and reports	Conduct daily examinations. Assignment discussions
9	2 Theoretical 3 Practical	Theoretical: b3: Shows the student the importance of Water requirement of the crop practical : b3: Empower the student to Calculate the plant's water requirement	Theoretical: Water requirement of the crop practical : Calculate water requirements and solve examples	theoretical: Audio methods style Writing on the board Direct dialogue style practical : Adapt tasks and reports	Conduct daily examinations. Assignment discussions
10	2 Theoretical 3 Practical	Theoretical: b4 : The student can Knowledge of the irrigation cycle practical : b4: Explains to the student the calculation of period between one ritual and another	Theoretical: Irrigation frequency Irrigation cycle practical : Calculating irrigation quantities and irrigation cycle	theoretical: Audio methods style Writing on the board Direct dialogue style practical : Adapt tasks	Conduct daily examinations. Assignment discussions

				and reports	
11	2 Theoretical 3 Practical	Theoretical: b5 : The student shows how Water entry into the soil practical : b5 : Shows the student methods Instantaneous Infiltration tip measurement	Theoretical: Water Infiltration practical : Infiltration measurement	theoretical: Audio methods style Writing on the board Direct dialogue style practical : Adapt tasks and reports	Conduct daily examinations. Assignment discussions
12	2 Theoretical 3 Practical	Theoretical: b6: Explains the importance of water drainage practical : b6 : Shows and understands the drainage of water	Theoretical: Types of agricultural land drainage and drainage networks practical : Water drainage networks	theoretical: Audio methods style Writing on the board Direct dialogue style practical : Adapt tasks and reports	Conduct daily examinations. Assignment discussions
13	2 Theoretical 3 Practical	Theoretical: a7: Enabling the student to Calculate the distance between Trocars practical : a7: Explains methods for calculating the distance of trocars	Theoretical: Determine the distance between trocars and examples practical : Measure the distance between the trocars	theoretical: Audio methods style Writing on the board Direct dialogue style practical : Adapt tasks and reports	Conduct daily examinations. Assignment discussions
14	2 Theoretical 3 Practical	Theoretical: b7: Enabling the student to Trocar maintenance practical : b7: Shows practical maintenance methods	theoretical: Methods of maintaining water drainage networks practical : Maintenance of water drainage channels	theoretical: Audio methods style Writing on the board Direct dialogue style practical : Adapt tasks and reports	Conduct daily examinations. Assignment discussions
15	2 Theoretical 3 Practical	theoretical: b8 Explains the design of trocars and their importance practical: b8 Explains the operation and design of trocars	Theoretical: Methods and design of modern trocars practical : Covered and open trocars	theoretical: Audio methods style Writing on the board Direct dialogue style practical : Adapt tasks and reports	Conduct daily examinations. Assignment discussions

11.Course Evaluation				
Relative weight %	Degree	Calendar appointment (weekly)	Calendar methods	ت
13%	7 Theoretical + 6 practical	Theoretically week (15) Practically week 1-15	Theoretical final report + practical experience reports	1
6 %	4+ Theoretical 2 practical	week (3)	Quiz(1)	2
15%	10 Theoretical+ 5 practical	week (9)	Exam Midterm (Theoretical and practical)	3
6%	4 + Theoretical 2 practical	week (12)	Quiz(2)	4
20%	20	Practical exam week	Final practical test	5
40%	40	Theory exam week	Final theoretical test	6
100%	100		Total	
12.Learning and Teaching Resources				
Required textbooks (curricular books, if any)		Irrigation... Dr. Issam Khudair Al-Hadithi		
Main references (sources)		Irrigation and drainage book by Dr. Laith K		
Recommended books and references (scientific journals, reports...)		SSSJ , WATER J .		
Electronic References, Websites		https://doi.org/10.2136/sssabookser5.1.2ed		


Dr. Faris akram salih Al-Wazzan

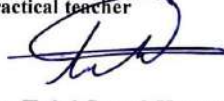
Theoretical teacher


Dr. Ahmad Awad Talib

Head of the scientific committee


Nour Jamal Hussein

Practical teacher


Dr. Talal Saeed Hameed

Head of the Department of agriculture extension



Course Description Form

1. Course Name:					
Principles of Dairy					
2. Course Code:					
PRPD227					
3. Semester / Year:					
First semester (fall) / 2023-2024					
4. Description Preparation Date:					
1/2/2024					
5. Available Attendance Forms:					
Presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 theoretical hours + 3 practical hours (75 hours) / 3.5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: M.D. Saif Ali Mohammed MSc waeadallah hashim					
8. Course Objectives					
Theoretical <ul style="list-style-type: none"> The learner should be able to define the concept of milk and its sensory, chemical and physical characteristics Choosing the suitability of factors affecting milk preservation and methods of controlling milk contamination Differentiate between different systems for preserving milk samples before manufacturing Distinguishing between types of milk, whether cow or buffalo Familiarity with the information the food engineer needs about the components of milk 			Practical <ul style="list-style-type: none"> Enabling the student to become familiar with the most important laboratory methods detecting spoilage of milk and practical experiments for diagnosing types of milk. 		
9. Teaching and Learning Strategies					
Theoretical <ul style="list-style-type: none"> Interactive lecture Brainstorming Dialogue and discussion Assigning reports Conducting monthly and daily examinations 			Practical <ul style="list-style-type: none"> Interactive lecture Discussion, dialogue, brainstorming Conducting laboratory experiments Assigning reports Conducting daily and monthly examinations Presentations of examples of food spoilage due to molds and yeasts He is assigned to prepare a report entitled from his own diligence and prepare it for discussion with the students 		
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2Theoretical 3Practical	THEORETICAL B1: The student	THEORETICAL Milk Definitions -	THEORETICAL audio methods,	Shortexams, assignments,

		evaluates dairy and the positive and negative relationship with the composition of dairy products PRACTICAL: C5: Checks the method of receiving the milk	Factors Affecting milk composition practical : Sampling methods	Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	discussions
2	2Theoretical 3Practical	THEORETICAL C1: The student learns to study and identify all the properties of milk PRACTICAL : B6: Detects sensory tests of milk	THEORETICAL Physical properties of milk practical : Sensory tests and milk judging	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	Shortexams, assignments, discussions
3	2Theoretical 3Practical	THEORETICAL B2: The student learns about examining the chemical composition of fat, lactose, and water PRACTICAL : B7: Measures the percentage of fat in milk	THEORETICAL Water-fat-lactose practical : Estimating the percentage of fat in milk	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	Shortexams, assignments, discussions
4	2Theoretical 3Practical	THEORETICAL A1: The student examines the laboratory analysis and estimation of types of milk proteins PRACTICAL : C6: Discovers methods of milk adulteration	THEORETICAL Protein estimation practical : Milk adulteration and methods for detecting it	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	Shortexams, assignments, discussions
5	2Theoretical 3Practical	THEORETICAL C2: The student analyzes, estimates and studies the chemical composition of milk practical :	theoretical Enzymes - salts Mineral - vitamins practical : Bacteriological examinations of milk	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks	Shortexams, assignments, discussions

		C7: Tests the level of contamination in milk and methods for detecting contamination		and reports	
6	2Theoretical 3Practical	THEORETICAL C3: The student judges the detection of contaminants in milk and milk products practical : B8: Try different types of acidity measurements in milk	THEORETICAL Microbiology in the milk practical : Estimation of milk acidity	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	Shortexams, assignments, discussions
7	2Theoretical 3Practical	THEORETICAL C4: The student studies and reviews infectious diseases and determines their causes practical : B9: Explains the causes of mastitis	THEORETICAL Transmitted diseases Milk road practical : Detection of milk taken from cattle infected with mastitis	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	Shortexams, assignments, discussions
8	2Theoretical 3Practical	THEORETICAL A2: The student see to use mathematical and mathematical equations to adjust milk fat PRACTICAL : B10: It continues to find out which substances increase the stability of milk	THEORETICAL Adjusting the fat percentage in Milk (Pearson box) practical : Milk stability tests	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	Shortexams, assignments, discussions
9	2Theoretical 3Practical	THEORETICAL B3: The student judges the work on determining the routes for receiving and distributing milk PRACTICAL : C8: Discovers how to make yogurt	THEORETICAL Prepare milk in Farm and milk receiving practical : Milk fermentation industry	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	Shortexams, assignments, discussions
10	2Theoretical 3Practical	THEORETICAL A3: The student	THEORETICAL Milk separator	THEORETICAL audio methods,	Shortexams, assignments,

		experiences the use of milk separator device and modern methods for separating milk PRACTICAL: B11: Examines the types of curdiness of milk	and industry Cream practical : Cheese making	Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	discussions
11	2Theoretical 3Practical	THEORETICAL B4: The student experiments with using methods of pasteurizing and sterilizing milk and preserving it for the longest period PRACTICAL: B12: Explains methods of making cream	THEORETICAL Thermal transactions For milk practical : Cream industry	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	Shortexams, assignments, discussions
12	2Theoretical 3Practical	THEORETICAL E1: The student produces cheese, yogurt, and enriched and dried milk PRACTICAL: C10: Discovers how to make butter	THEORETICAL Cheese making And fermented milk practical : Butter industry	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	Shortexams, assignments, discussions
13	2Theoretical 3Practical	THEORETICAL A4: The student leads discussion groups related to milk safety and ways to prevent PRACTICAL: B13: Identify the best way to calculate ice cream mixture	THEORETICAL Report and discuss practical : Calculations for making milk ice cream mixes	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	Shortexams, assignments, discussions
14	2Theoretical 3Practical	THEORETICAL B5: The student identifies health risks and their impact on human health, and the impact of negligence on public health PRACTICAL : C11: Testing the manufacture of milk ice	THEORETICAL A field visit to a dairy factory and submitting a report on the microorganisms common in milk contamination practical : Manufacture of milk ice cream	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	Shortexams, assignments, discussions

15	2Theoretical 3Practical	THEORETICAL e1 The student A5: The student experiences the types of work steps in dairy factories PRACTICAL: B14: Experiment with making water ice	THEORETICAL A field visit to a food factory and submitting a report on microorganisms common in food contamination practical : Water ice industry	THEORETICAL audio methods, Writing on the board Direct dialogue style PRACTICAL Assigning tasks and reports	Shortexams, assignments, discussions
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11.Course Evaluation

t	Evaluation methods	Evaluation date (one week)	Grade	Relative weight %
1	Final theoretical report + theoretical practical reports	Theoretical 15 weeks Practical 1-15 weeks	7theoretical + 6 practical	13%
2	Short test 1 Quiz	3 weeks	4theoretical + 2practical	6%
3	Midterm exam (theoretical and practical)	9 weeks	10theoretical + 5 practical	15%
4	Short test 2 Quiz	12 weeks	4 theoretical + 2 practical	6%
5	Final practical test	practical exams week	20	20%
6	Final theoretical exam	theoretical exams week	40	40%
			100	100

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Book of principles of dairy science
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Dairy products book 2007
Electronic References, Websites	The World Health Organization and the Food and Drug Administration American



Course administrator's name : Dr. Zaman Nadjimi Fakher

Head of Scientific council : A.Prof. Dr. TALAL SAEED HAMEED

Head of Department :A. Prof. Dr. AHMAD AWAD TALB

Course Description Form

1. Course Name:					
Social statistical					
2. Course Code:					
SOST229					
3. Semester / Year:					
Spring semester/2024-2025					
4. Description Preparation Date:					
1-9-2025					
5. Available Attendance Forms:					
My presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours theoretical and 3 hours practical					
7. Course administrator's name (mention all, if more than one name)					
Name: Name: Asmaa Zuhair Younis Al-Hafidh asmaa_alhafidh@uomosul.edu.iq Email: Lecturer Amina Zuhair Younis Email : aminazuhair@uomosul.edu.iq + Ali Tariq Hamid					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> Enabling the student to know and understand the concept of social statistical Enabling the student to know the procedures concerned with social statistical Enabling students to compare between statistical methods Enabling the student to know the mistake in statistical methods 			
9. Teaching and Learning Strategies					
Theoretical - Interactive lecture - Brainstorming - Dialogue and discussion - scientific visit			Practical - Interactive lecture - Brainstorming - Scientific visit		
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation
1	2 Theoretical	Theoretical: The student should learn about the concept concerned with social statistical	The theoretical concept concerned with social statistical	Lectures, audio media, reports, pictures and other learning methods related	Exams, reports, quizzes, di
2	3 practical	Practical The student should be able to understand t	Practical social statistic		quizzes

		important the soc statistic to t researcher		the lesson	
the s o d	2 Theore al 3 practica	Theoretical the student shou understand t procedures concerned w social statistic Practical The student shou be gains knowledge research	Theoretical Procedures concerned w social statistic Practical Research socie (scientific visit)	Lec res, aud med , repo ts, pict es and othe lear ng met ods rela d the less	Exam repor discu quizz repor discu quizz
the the d	2 Theore al 3 practica	Theoretical the student shou understand t procedures concerned w practical of soc statistic Practical The student shou be able to ident the method usi in sample	Theoretical Procedures applying soc statistic Practical Research samp (scientific visit)	Lec res, aud med , repo ts, pict es and othe lear ng met ods	Exams discus quizzes repor discu quizz

					rela d the less		
ti fo r	2 Theore al 3 practica	Theoretical the student should understand diagnoses of the types of social statistic Practical The student should be able to analyze the types variables and give an example concerned with it	Theoretical Patron of the statistic types Practical Variables		Lec res, aud med , repo ts, pict es and othe lear ng met ods rela d the less		Exam repor discu quizz
F h	2 Theore al 3 practica	Theoretical Scientific visit Practical the student should be over the data different methods	Theoretical Scientific visit Practical Statistical data		Lec res, aud med , repo ts, pict es and othe lear ng met ods rela d the less		Exam repor discu quizz
V	2	Theoretical	Theoretical		Lec		Exam

		Theoretical 3 practical	the student should be able to explain probabilities practical the student should understand the Mean	probability Practical Mean	res, aud med , reports, ts, pictures es and other learning methods related the less	report discu quizz
Seh	2 Theoretical 3 practical	Theoretical the student should understand the correlation between variables Practical the student should understand the Median between data	Theoretical The relationship between variables Practical Mean	Lect res, aud med , reports, ts, pictures es and other learning methods related the less	exam report discu quizz	
V	2 Theoretical 3 practical	Theoretical the student should be able to compare with Mean weighted Mean Practical	Theoretical Mean & weighted Mean Practical Mode	Lect res, aud med , reports	exam report discu quizz	

		the student should understand the finding mode the data		ts, pictures and other learning methods related the less	
N t	2 Theoretical 3 practical	<p>Theoretical the student should understand the procedures measures the data with different measures</p> <p>Practical the student should understand the procedures Range</p>	Theoretical Measure Mean Practical Range	Lectures, audio media, reports, pictures and other learning methods related the less Lectures, audio media, reports, pictures and other	Examination Report Discussion Quiz

					learning methods related to the less		
Theoretical	2 Theoretical 3 practical	Theoretical the student should distinguish between statistical & exchangeable hypothesis Practical the student should understand the difference between classified and non-classified data	Theoretical Hypothesis Practical Variance	Lectures, audio recordings, reports, pictures and other learning methods related to the less		Exam report discussion quizzes	
evaluation	2 Theoretical 3 practical	Theoretical the student should identify the type of a wrong Practical the student should find Standard Deviation	Theoretical The mistake statistic Practical Standard deviation	Lectures, audio recordings, reports, pictures and other learning methods related to the less		Exam report discussion quizzes	

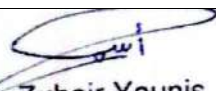
				d the less	
tr ly h	2 Theore al 3 practical	Theoretical the student should understand the procedures of test Practical the student should understand the procedures simple correlation	Theoretical T-Test Practical Standard deviation	Lec res, aud med , repor ts, pict es and othe learn ng met ods relat d the less	Exam repor discu quizz
T r e h	2 Theore al 3 practical	Theoretical the student should understand the compare Means Practical the student should understand the procedures ordinal correlation	Theoretical Comparisons Practical Ordinal correlation	Lec res, aud med , repor ts, pict es and othe learn ng met ods relat d the less	Exam repor discu quizz
fo r	2 Theore	Theoretical the student should	Theoretical Chi- Square	Lec res,	Exam repor

e h	al 3 practical	understand the square Practical the student should understand the probability happened mistakes	Practical Theory probability	aud med , reports, pictures and other learning methods related the less	discu quizz
F e t	2 Theore al 3 practical	Theoretical the student should understand the correlation -Line Practical the student should understand the colleges correlation with statistics	Theoretical Liner Practical Scientific visit	Lec res, aud med , reports, pictures and other learning methods related the less	exam repor discu quizz
Sequence	Calendar methods	Calendar date (one week)	Class	Relative weight	
1	Theoretical final report + practical reports	Nutrition: one week (15) My work: week (15)	7 Theoretical 6 practical	13%	
2	Short test(1)	week (3)	4 Theoretical 2 practical	6%	


3	Midterm test (theoretical and practical)	week (9)	10 Theoretical 5 practical	15%
4	Short test (2)	week(12)	4 Theoretical 2 practical	6%
5	Final practical test	Practical exams week	20	20%
6	Final theoretical test	The week of theoretical exams	40	40%
	the total			100%

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Obligatory lectures on the subject of counseling statistic There is no prescribed book
Main references (sources)	Publishing and Distribution, Amman - Jordan
Recommended books and references (scientific journals, reports...)	Al-Hafiz. Asmaa Zuhair Younis Sharif, 2005, of rural women's knowledge in some agricultural fields and family care and its relationship with socio-economic variables, a field study in the villages of Al-Sayid and Al-Qubba / Nineveh Governorate, Master's thesis, College of Agriculture and Forestry. University of Mosul. Arabic Organization of agricultural development, 2017, manual book , Al-khortoom.
Electronic References, Websites	All websites and links related to social statistics and ways to advance the status of social statistics

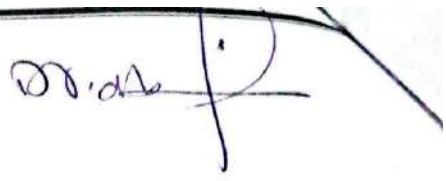

Asmaa Zuhair Younis.

Theoretical subject instructor

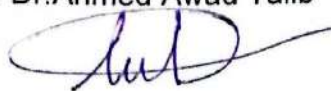

Amna Zuhair
Younis+Ali Tariq Hamid

Practical subject instructor

Chairperson of the Scientific Committee



Prof. Dr. Ahmed Awad Talib



Head of Department

Assist. Prof. Dr. Talal Saeed Hameed



Course Description

1.	Course Title:
	Soil fertility and fertilizers
2.	Course Code :
	SOFF415
3.	Semester / Year:
	First Autumn Semester / Second Stage / 2023-2024
4.	Description Preparation Date:
	1/ 2 / 2024
5.	Available Forms of Attendance:
	Compulsory
6.	Number of Credit Hours (Total) / Number of Units (Total):
	2Theoretical +3Practical / 3.5 units/ 75 hours
7.	Course administrator's name (if more than one name)
	Name: Assist. Dr. Rana Saadallah Aziz Name: Assist. Lecturer Marwan Mahmoud Yassen
8.	Course Objectives
	<ul style="list-style-type: none"> • The student learns about the methods of taking soil samples and preparing them for chemical analysis and soil fertility evaluation. • Enable the student to know the concepts of soil fertility and how to evaluate soil fertility and prepare fertilizer recommendation. • Introducing the student to the methods of detecting different fertilizers and calculating the quantities of added fertilizers and the method and time of their addition. • Introduce the student to the different physiological functions of these elements and their role in plant growth. • Enable the student to identify the sources and images of nutrients and the factors that affect their availability. • Introducing the student to the most important methods of measuring nutrient concentrations in the soil. • Enable the student to diagnose the symptoms of nutrient deficiency and treat them in the appropriate way and time.

9. Teaching and Learning Strategies

- Interactive Lecture
- Brainstorming
- Dialogue and discussion
- Field Training
- Practical exercises
- Field Project
- Self-learning

10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
Semester Exam 1, Final Exam	Interactive lecture, brainstorming, dialogue and discussion, self-learning.	Introduction to the importance of soil fertility, general definitions, the origin and development of science	A1: The student gets to know the importance of soil fertility ,the emergence of soil fertility science and its development	2 Theoretical	1
•Practical quiz 1	Interactive lecture, brainstorming, dialogue and discussion, field training, self-learning.	nitrogen fertilizers, standard specifications, detection of fertilizer , determination of N percentage in manure	B3: The student learns how to detection of urea and ammonium sulfate and estimation of N percentage in fertilizers and their conformity For standard specifications	3 Practical	
Semester Exam 1, Final Exam	Interactive lecture, brainstorming, dialogue and discussion, self-learning.	Growth and the factors affecting it.	A2: The student learns about growth how to measure it and factors affecting him	2 Theoretical	2
Homework	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	phosphate fertilizers, standard specifications, Detection, determination of P ratio in fertilizers	B4: The student can detection Superphosphate and estimation of P the percentag in the fertilizer and its conformity for standard specifications	3 Practical	
Semester Exam 1, Final Exam	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Quantitative relationships between plant and nutrients:.. The equations of Mecherlich and Powell. and Bray's theory for the movement of elements	C1: The student is able to express about plant growth Using growth equations different depending on Nutrient determinant for growth	2 Theoretical	3
Homework	Interactive lecture, brainstorming, dialogue and discussion, field training, self-learning	Potash fertilizers, standard specifications, Detection , determination of K-percentage in fertilizer	B5: The student can fertilizers detection Potash and Appreciation K ratio in fertilizers and its conformity for standard specifications	3 Practical	

Semester Exam1, Final Exam, Report	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Preliminary foundations and concepts in soil fertility Fertilization, a soil medium for plant growth, qualities Soil and its relationship to nutrient availability, the concept of nutrient availability and divisions Nutrients	C2: The student recognizes the impact of pH and soil exchange capacity on the nutrient availability	2 Theoretical	4
•Practical quiz 2	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Taking soil samples from the field and preparing For chemical analysis	B6: The student gets to Know methods of taking the sample and preparing it for chemical analysis	3 Practical	
Semester Exam1, Final Exam, Report	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Nitrogen, its importance for the plant, nitrogen in Soil , nitrogen mineralization , influencing factors, symptoms of nitrogen Deficiency.	A3: The student gets to know the importance of nitrogen and the way it is absorbed and the symptoms of its deficiency and methods Processed and the most important Nitrogen fertilizers	2 Theoretical	5
Homework	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Extraction and determination of available nitrogen in the soil	C4: Familiarizes the student extraction and estimation Nitrogen in a way Kjeldal and how to calculate concentration in different units	3 Practical	
Quiz 1, Final Quiz	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Phosphorus - its importance to the plant and its transformations, factors affecting the conservation phosphorus in the soil, symptoms of phosphorus deficiency	A4: The student gets to know the importance of phosphorus and the way it is absorbed and its transformations within the plant and the symptoms of its deficiency and methods Processed and the most important Phosphate fertilizers	2 Theoretical	6
Homework	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Extraction and determination of available phosphorus in the Soil	C5: Familiarizes the student in ways extraction and estimation method available phosphorus and how to calculate conc. in different units	3 Practical	
Semester Exam2, Final Exam, Report	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Potassium, its importance for the plant, and its transformations, factors affecting it, symptoms of potassium deficiency, Potassium fertilizers	A5: The student knows the importance of potassium and the way it is absorbed and its transformations within the plant, the symptoms of its deficiency and methods Processed	2 Theoretical	7
Homework	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, field project, self-learning	Extraction and determination of available potassium in the soil	C6: Familiarizes the student in ways extraction and estimation method available potassium and how to calculate conc in different units	3 Practical	

Semester Exam 2, Final Exam	Interactive lecture brainstorming, dialogue and discussion, self-learning	Calcium, importance of calcium for plants , factors affecting calcium , symptoms deficiency, calcium fertilizers	A6: The student gets to know the importance of calcium and the way it is absorbed , the symptoms of its deficiency and methods Processed and the most important Calcium fertilizers	2 Theoretical	8
Homework	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Extraction and determination of soluble calcium in soil	C7: The student can estimate soluble calcium with chelating substance	3 Practical	
Semester Exam 2, Final Exam	Interactive lecture, brainstorming, dialogue and discussion, self learning.	Magnesium, the importance of magnesium for the plant, factors Affecting, Symptoms Deficiency, fertilizers	A7: The student gets to know the importance of magnesium and the way it is absorbed , the symptoms of its deficiency , methods Processed and the most important Magnesium fertilizers	2 Theoretical	9
Homework	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Extraction and determination of magnesium dissolved in soil	C8: The student can estimate Magnesium with chelating substance	3 Practical	
Semester Exam2	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Sulfur, the importance of sulfur for plants, cycle sulfur in the soil, sulfur sources ,Symptoms of sulfur deficiency, sulfur fertilizers	A8: The student knows the importance of sulfur and the way it is absorbed and the symptoms of its deficiency and methods Processed and the most important sulfur fertilizers	2 Theoretical	10
Homework	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Extraction and determination of available sulfur in the soil	C9: The student knows the method of appreciation available sulfur in a way turbidity and how to calculate Conc. in different units	3 Practical	
Final Exam	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Microelements, iron,zinc, copper Its importance to the plant, and the symptoms of its deficiency .	A9: The student gets to know the importance of Al-micro nutrient and the symptoms of its deficiency and methods Processed and the most important Fertilizers of micro elements.	2 Theoretical	11
Homework	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	extracting and estimating micro elemental cations - in the soil	C10: The student can estimate micro Element	3 Practical	
Final Exam	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Microelements, manganese and boron and molybdeum, its importance for the plant , the symptoms of its deficiency on the plant	A10 : The student gets to Know the importance of manganese, boron, Molybium and Symptoms deficiency and its most important fertilizers	2 Theoretical	12

Homework	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Extraction and determination of available boron in the soil by hot water method	C11: The student can estimate Boron using Chromatography method	3 Practical	13
Final Exam	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Organic matter in the soil	C3: The student learns about the importance of organic matter for soil and plants and the factors affecting the decomposition	2 Theoretical	
Homework	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Measurement of soil organic matter and calculation of C N	B7: The student gets to know the importance of organic matter For soil, plant and Factors affecting its decomposition	3 Practical	
Quiz2, Final Quiz, Report	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	The student is familiar with the types of hydroponic farms, their design methods, their advantages and disadvantages	B1 The student learns about hydroponic farms	2 Theoretical	14
Practical quiz3	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Preparing nutritional solutions In hydroponic farms	B8: The student can prepare Nutrient solution	3 Practical	
Quiz3, Final Quiz	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Soil Fertility Assessment	B2: The student is familiar with the methods of evaluation soil	2 Theoretical	15
Homework	Interactive lecture, brainstorming, dialogue and discussion, field training, practical exercises, self-learning	Soil fertility assessment by its general characteristics	B9: Enabling the student to judge on soil fertility during its general properties	3 Practical	

11. Course Evaluation

% Relative weight	Grade	Calendar date (week)	Evaluation methods	t
2.5	2.5	Fourth week	Report 1	1
2.5	2.5	Fifth week	Report 2	2
2	2	Sixth week	Quiz (1)	3
2	2	Fourteenth week	Quiz (2)	4
1	1	Fifteenth week	Quiz (3)	5
7.5	7.5	Sixth week	Semester Exam (1)	6
7.5	7.5	The first week is difficult	Semester Exam (2)	7
40	40	Final Semester Exams	Final theoretical test	8
5	5	Week seven	Report3	9
2	2	Fourteenth week	Report4	10
1	1	First week	Practical Quiz (1)	11
0.5	0.5	Fourth week	Practical Quiz (2) Quiz	12
1	1	Fourteenth week	Practical Quiz (3) Quiz	13
5.5	5.5	weeks 14,13,12,11,10,9,8,7,6,5,3	and homework	14
20	20	Final Semester Exams	Final Practical Test	15
%100	% 100	100	Total	

12. Learning and Teaching Resources

Fertilizers and soil fertility - Dr. Saad Allah Al-Nuaimi	Required textbooks (methodology, if any)
Soil fertility and fertilization-d.Kazem Mashhoot Awad	Main references (sources)
Fertilizer technologies and their uses - d. Nouredine Shawky Ali	Recommended books and references (scientific journals, reports...)
Plant physiology . Doctor Abdul azim Kazem	Electronic References, Websites

FAO

Theoretical subject teacher:
Dr. Rana Saadallah Aziz

Chairman of the Scientific Committee:

Prof. Dr. Ahmad Awad Talb

practical subject teacher:
A.T. Marwan Mahmoud Yassen

Head of the Department
Agriculture extension
Dr. Talal Saeed Hameed



Course Description Form

Course Name:					
Adult education					
Course Code:					
EXPE444					
Semester / Year:					
Spring semester/2024-2025					
Description Preparation Date:					
1/2/2025					
Available Attendance Forms:					
Number of Credit Hours (Total) / Number of Units (Total)					
5 hours (2 theoretical + 3 practical) / 3 units					
Course administrator's name (mention all, if more than one name)					
Name: Maher Ibrahim dawood Email: mah_inf@uomosul.edu.iq Rayan ryath Aamena zuheer Ali tareq					
Course Objectives					
Course Objectives			1- Enabling the student to know, understand, assimilate and apply the procedures used in adult education 2- Enabling the student to choose appropriate methods in adult education 3- Enabling the student to know the types of adult education and how to choose the most appropriate one 4- Enable the student to know how to write a report on adult education		
Teaching and Learning Strategies					
Strategy	Audio methods (teaching explanation of the topic) Lecture style and writing on the board Use some visual and hearing aids, if any The method of direct dialogue between the teacher and the student, with the student's evaluation in class participation				
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Introduction and introduction to Adult education and its concept	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

the second	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	The importance of adult education and its purposes	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
the third	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Foundations and principles of adult education	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
the fourth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Formal and non-formal adult education	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Fifth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Adult education goals	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Sixth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Types of adult education	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

Seventh	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	The relationship of adult education with other sciences	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Eighth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Adult Education levels	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Ninth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Adult education theories	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
The tenth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Philosophical schools in adult education	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Eleventh	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Write a report on adult education	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

Twelfth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Review the article	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Thirteenth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Adult education models	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
The fourth p	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Scientific visit	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
the first	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to adult education	Introduction and introduction to adult education and its concept	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

11-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

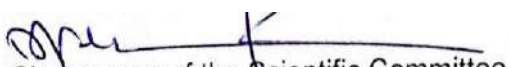
12-Learning and Teaching Resources

Required textbooks (curricular books, if any)	Obligatory adult education lectures Adult education book Agricultural extension principles book
Main references (sources)	Obligatory adult education lectures

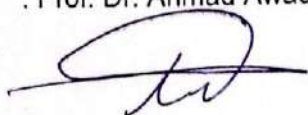
	Adult education book
Recommended books and references (scientific journals, reports...)	Adult education books Messages and theses Research published in scientific journals related to adult education
Electronic References, Websites	https://www.noor-book.com/%D9%83%D8%AA%D8%A7%D8%A8 https://www.dvv-international.de/fileadmin/files/ipe_67_final_arabic.pdf

Practical subject instructor
maher Ibrahim dawood

Theoretical subject instructor
rayan ryath
Amena zuheer
Ali tareq


Chairperson of the Scientific Committee

Prof. Dr. Ahmad Awad Talb



Head of Department

Assist. Prof. Dr. Talal Saeed Hameed

Description of the Arabic language course

1- Course Name					
Arabic					
2- : Course Code					
ARAL102					
3- :Semester/Year					
stage first /Second semester/2023-2024					
4- The date this description was prepared					
1-2-2024					
5- Available attendance forms					
My presence					
6- (hours (total)/number of units (total Number of study					
Two hours / number of units2					
7- (Name of the course administrator (if more than one name is mentioned					
a. M. Dr.. Abeer Tariq Daher Email abee.td@uomsul.edu.iq Marwa Fawzi Muhammad Saleh ..M. Dr					
8- Course objectives					
<ul style="list-style-type: none"> the parts and types of speech The student learns about original and secondary grammatical signs Understands signs the nominative, accusative, and original and subsidiary nominative Understand with the accusative and jussive tools He is familiar cases of imperative verb construction Recognizes wasl and severing-with the most important topics of hamzat al He is familiar 'the difference between an open and a marsupah ta Recognize vertical poetry and free poetry the importance of He knows how to write numbers in writing Learn Distinguish between punctuation marks in writing texts 					
9- Teaching and learning strategies					
<ul style="list-style-type: none"> presenting examples of classical Arabic texts -Interactive lecture specific tasks and preparing reports about them assigning -Brainstorming learning-self -Dialogue and discussion practical exercises - Field training 					
10- Course structure					
the week	hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
1	2 Theoretical	A1 Identifies the : parts of speech and recognizes the types of verbs and their grammatical signs	Sections of speech	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Short interaction
2	2 Theoretical	B1 Mentions the : signs of the verb of	Verb signs of all kinds (past, present, imperative)	Interactive lecture,	test Short interaction

		its types (past, present, imperative)		brainstorming, dialogue and -discussion, self learning	
3	2 Theoretical	A2 the Recognizes : original and secondary parsing marks	Original and secondary parsing marks	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Short interaction
4	2 Theoretical	B2 Determines the : nominative, accusative, and jussive original signs and their signs-substitute sub	The original nominative, accusative, and jussive signs and their substitute signs-sub	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Semester Final test
5	2 Theoretical	A3 Shows the : main prepositional signs and the places where the secondary prepositional signs come	The original prepositional signs and the places in which they appear	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Semester al testFin
6	2 Theoretical	B3 Knows the past : tense and shows signs of its construction	The past tense and its construction marks	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Semester Final test
7	2 Theoretical	C1 Explains the : nature of the present tense verb, its accusative tools, and its accusative tools	The present tense verb, its accusative tools, and its accusative tools	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Short interaction
8	2 Theoretical	B4 Mention cases : of constructing imperative verbs	Cases of imperative verb construction	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Semester Final test
9	2 Theoretical	C2 Shows the : wasl and -hamzat al `qat-the hamzat al	Wasl and -Hamzat al Qat`ah-Hamzat al	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Short interaction
10	2 Theoretical	E1 Determine the : positions of the hamza on the alif, `waw, and yā	Writing the hamza on the alif, waw and yaa	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Short interaction

11	2 Theoretical	C3 Explains the : difference between the open ta' and the marbuta ta'	The open tā' and the marubat tā'	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Semester Final test
12	2 Theoretical	A4 Recognizes : vertical poetry and free verse	Vertical poetry and free verse	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Short interaction
13	2 Theoretical	B4 He mentions a : poem in vertical poetry and a piece in free verse	Poetic applications	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Short interaction
14	2 Theoretical	A5 Learn how to : write numbers in classical Arabic	Numbers and the rules for writing them in Classical Arabic	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Short interaction
15	2 Theoretical	C4 Explains the : most important positions of punctuation marks in writing texts	punctuation marks	Interactive lecture, brainstorming, dialogue and -discussion, self learning	test Semester Final test

11- Course evaluation

T	Calendar methods	(Calendar date (week	Class	Relative % weight
1	Reading Arabic texts	fourth week	2.5	2.5
2	Report1	The fifth week	2.5	2.5
3	Short test (1) Quiz	sixth week	2	2
4	Short test (2) Quiz	The fourteenth week	2	2
5	Short test (3) Quiz	The fifteenth week	1	1
6	Semester test (1)	the sixth week	7.5	7.5
7	Semester test (2)	The eleventh week is difficult	7.5	7.5
8	Final test	Final semester exams	40	40
9	Grammatical applications	The fifteenth week	5	5
10	interaction	The third and fifth week	2	2
11	Short test (1)Quiz	first week The	1	1
12	Short test (2) Quiz	fourth week	0.5	0.5
13	Short test (3) Quiz	The fourteenth week	1	1
14	Read a poem	Weeks 6, 8, 9, 10, 11, 12 and 13	5.5	5.5
15	Final test	Final semester exams	20	20
	the total	100	%100	%100

12- teaching resources Learning and

(any if Required textbooks (methodology	
(Main references (sources	The clear in grammar and parsing / Muhammad Zarqan

	Adequate Grammar / Abbas Hassan
Recommended supporting books and (....references (scientific journals, reports	
Electronic references, Internet sites	

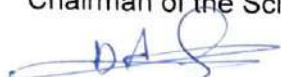


Subject teacher
a. M. Dr. Abeer Tariq Daher



Subject teacher
Marwa Fawzi Muhammad Saleh .M.D

Chairman of the Scientific Committee



Dr. Ahmad Awad Talb

Head of department



Dr. Talal Saeed Hameed



Course Description Form

1. Course Name:					
Computer applications2					
2. Course Code:					
COMA203					
3. Semester / Year:					
Second semester/Second stage/2023-2024					
4. Description Preparation Date:					
2024/2/1					
5. Available Attendance Forms:					
Blended learning (Attendance + Electronic)					
6. Number of Credit Hours (Total) / Number of Units (Total):					
45 working hours/1.5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Ahmed Nazar Hassan Email: ahmadccniit@uomosul.edu.iq					
8. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Teaching the student the fundamentals of utilizing a computer and its apps (Word, Excel), as well as expanding his understanding of these tools to apply the methods and steps needed to use them in analyses of agricultural experiments. Enhancing his service program management, helping him to finish tasks and reports, and fixing any grammatical or language faults that crop up. The learner gains the ability to handle various data kinds, print, prepare statistics, and identify pre-made functions, graphs, chart designs, etc. at the same time. The student can thus read, comprehend, and evaluate program outputs and outcomes, including Excel. On the other hand, the availability of Internet connection has made it imperative that students acquire computer skills and knowledge of essential service applications. 		
9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none"> - Interactive lecture - Brainstorming - Dialogue and discussion - Field Training - Practical exercises - Field project - Self-education 				
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation method

		Outcomes			
1	3 practical	<p>A1: Introducing the student to the Word program and the importance of using it in writing reports and reports in terms of explaining the basic elements that make up its windows as well as understanding its function, including the launch bar, learning how to create a new document and adding text inside, how to store and retrieve information, and learning how to form letters in the Arabic language, And select or select text. The new and deleted version and other definitions such as the font type and how to change its appearance</p>	<p>What is WORD program? The basic elements that make up the rose window</p>	<p>Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.</p>	<p>Quiz, practical test, Homework, semester test, Final test.</p>

2	3 practical	B1: The ability to know, understand and apply equations in a practical way, as well as how to use counters and digital counts, knowledge of documentaries, levels, the importance of spacing principles, as well as paragraph and line spacing, search and replace, and the steps to insert a page and a blank page.	Explanation of the command bar for menus	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
3	3 practical	C1: Ability to know, understand and apply practical application to explain how to insert a table into a document How to convert text into a starting table that can be run on.	Tables and shortcuts in Word	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
4	3 practical	D1: Ability to know, understand and practically apply how to include predictive results to display results and an attractive link, as well as how to insert technical texts and create signatures in the document.	Charts, links and technical texts	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
5	3 practical	D2: Capable of knowledge, understanding and practical application to explain the method of inserting caps and Date, how to prepare the index, and print with file types	Insert, date and print operations	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
6	3 practical	D3: The ability to know, understand and practically apply the image to be inserted from the Internet and recognize its symbols	Processes of inserting an image from the Internet and its patterns	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.

7	3 practical	D4: Able to know, understand and practically apply skeleton inserts, artistic stills and video films	Insert diagrams, snapshots and movies	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
8	3 practical	D5: Able to know, understand and practically apply c insert with evidence and examples as well as write and learn how to convert text into columns and what the margins are for their settings and occasions.	Header, footer, margins and page settings	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
9	3 practical	A1: Able to know, understand and practically apply to explain the basic elements that make up an Excel window, what is dynamic, selection shortcuts, how to edit rows and columns, and the usefulness of the Auto box.	An introductory introduction to Excel	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
10	3 practical	B1: Able to know, understand and apply base rates practically How to add core	Mathematical equations and basic states	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
11	3 practical	C1: Able to know, understand and practically apply the use of functions in Excel	Types of basic functions	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
12	3 practical	D1: Able to know, understand and apply the use of Excel's grammar count function in practice	Conditional counting function	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
13	3 practical	D2: The ability to know, understand and apply special or distinct data in a practical way and replace it with worksheets in Excel.	Search, replace and manage worksheets	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
14	3 practical	D3: Ability to know, understand and apply four fast and reliable ways to deal with a set of data by learning the	Sorting and filtering data	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-	Quiz, practical test, Homework, semester test, Final test.

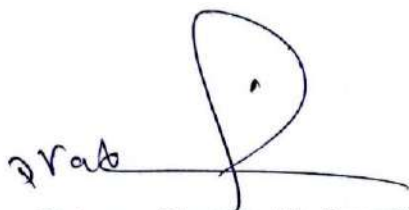
		sorting and filtering methods in Excel.		learning.	
15	3 practical	D4: Able to know, understand and practically apply printable chart insertion and page layout in Excel	Chart and printing	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.

11.Course Evaluation

t	Evaluation methods	Evaluation date (one week)	Grade	Relative weight %
1	Final theoretical report + theoretical practical reports	Theoretical 15 weeks Practical 1-15 weeks	7theoretical + 6 practical	13%
2	Short test 1 Quiz	3 weeks	4theoretical + 2practical	6%
3	Midterm exam (theoretical and practical)	9 weeks	10theoretical + 5 practical	15%
4	Short test 2 Quiz	12 weeks	4 theoretical + 2 practical	6%
5	Final practical test	practical exams week	20	20%
6	Final theoretical exam	theoretical exams week	40	40%
	The total		100	100

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Basic computer and software skills Prof. Dr. Muhammad Bilal Al-Zoghbi Prof. Dr. Ahmed Al-Sharay'a (University of Jordan)
Main references (sources)	1. Introduction to Computer and Information Systems / L.Long / Forth Edition-Prentice-Hall ' 1944. 2.Projects for DOS 6 & Windows 3.1 / Fox ' Metzeelaer and Scharpf / Benjamin / Cummings Pub. 1995. 3. Different websites
Recommended books and references (scientific journals, reports...)	lectures from the university library available to other British universities
Electronic References, Websites	Numerous scientific websites on the web



Chairman of the Scientific Committee:

Dr. Ahmed Awad Taleb



Head of the Department:

Dr. Talal Saeed Hamid



Course Description Form

1. Course Name:					
Plant diseases					
2. Course Code:					
PLDI319					
3. Semester / Year:					
Second semester/third stage, plant protection + second stage, agriculture extension/2023-2024					
4. Description Preparation Date:					
1/2/2024					
5. Available Attendance Forms:					
Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 theoretical hours + 3 practical hours / 3.5					
7. Course administrator's name (mention all, if more than one name)					
Name: Alaa Hamed Mohamed and Ahamed Younis Khalil Email: alaahamed82@uomosul.edu.iq					
8. Course Objectives					
<p>The learner must be able to understand the disease and the information that must be available in naming the pathogens .1</p> <p>Describes plant diseases and identifies the stages of disease development and the relationship of the parasite to the host .2</p> <p>Distinguish between types of plant pathogens .3</p> <p>Full knowledge of the methods by which pathogens attack their plant hosts .4</p> <p>Identify the defenses used by plants against pathogens .5</p> <p>Identify the physiological functions that are affected by pathogen attacks .6</p> <p>Choosing the suitability of environmental factors on the spread of pathogens .7</p> <p>Enumerate the epidemiological aspects of plant disease pathogens .8</p> <p>A comprehensive study of various types of biological, chemical and agricultural control of plant disease pathogens .9</p>					
9. Teaching and Learning Strategies					
<ul style="list-style-type: none"> a. Interactive lecture b. Brainstorming c. Dialogue and discussion d. Field Training e. Practical exercises f. Field project g. Self-learning 					
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation

		Outcomes			method
1	2 hours	A1: The student explains the concept of the history of plant diseases	History of plant diseases	Audio methods. Style Writing on the board	Conductin g oral and written tests. Assigning an assignment . Discussion s
	3 hours	A52: The student should be able to recognize the principles of basic and applied sciences in the plant pathology laboratory and laboratory safety. C6: The student should be able to use laboratory equipment in the laboratory	Plant pathology and laboratory safety laboratory	Assigning tasks and reporting	
2	2 hours	A5: The student explains the importance of plant diseases		Audio methods. Style Writing on the board	Conductin g oral and written tests. Assigning an assignment . Discussion s
	3 hours	A6: The student should be able to recognize the basics of sterilization and the modern methods and techniques used for sterilization B15: The student should be able to recognize the quality and safety standards in sterilization and be free from diseases and pests. C6: The student should be able to use sterilization equipment in the laboratory	Sterilization	Assigning tasks and reporting	
3	2 hours	A10: Gives examples of losses and damages caused by plant diseases	Losses and damage caused by plant diseases	Audio methods. Style Writing on the board	Conductin g oral and written tests.

	3 hours	A41: The student should be able to know living organisms and their way of living and feeding B6: The student should be able to know the food media for the development of pathogens C2: The student should be able to distinguish the nature of the nutritional environment for each pathogen	Food media for the development of pathogens	Assigning tasks and reporting	Assigning an assignment · Discussion s
4	2 hours	A41: The student explains the concept of disease in plants	The concept of disease in plants	Audio methods. Style Writing on the board	Conductin g oral and written tests. Assigning an assignment · Discussion s
	3 hours	B11: The student should be able to extract explanatory factors related to plants and diseases C58: The student should be able to master the concepts related to diseases, trees and plants D4: The student should be able to develop his cognitive and professional research capabilities in the field of field diagnosis	Diagnosis of plant diseases	Assigning tasks and reporting	
5	2 hours	B10: The student leads discussion groups on the development of plant diseases and the relationship of the parasite to the host	The development of plant disease and the relationship of the parasite to the host	Audio methods. Style Writing on the board	Conductin g oral and written tests. Assigning an assignment · Discussion s
	3 hours	C1: The student should be able to design scientific experiments to isolate pathogens from plant parts B32: The student	Isolation of pathogens from plant parts	Assigning tasks and reporting	

		should be able to collect and analyze data under laboratory conditions E5: The student should be able to take responsibility for completing the work efficiently and carefully			
6	2 hours	B15: The student explains the stages of disease development	Stages of plant disease development	Audio methods. Style Writing on the board	Conducting oral and written tests.
	3 hours	C1: The student will be able to design scientific experiments to isolate pathogens from seeds B32: The student should be able to collect and analyze data under laboratory conditions	Isolation of pathogens from seeds	Assigning tasks and reporting	Assigning an assignment Discussions
7	2 hours	B17: The student explains how pathogens attack plant hosts	How pathogens attack plant hosts	Audio methods. Style Writing on the board	Conducting oral and written tests.
	3 hours	C1: The student will be able to design scientific experiments to isolate pathogens from soil and water B32: The student should be able to collect and analyze data under laboratory conditions	Isolation of pathogens from soil	Assigning tasks and reporting	Assigning an assignment Discussions
8	2 hours	B38: The student concludes how to enzymatically analyze the contents of a plant cell	Enzymatic hydrolysis of plant cell contents	Audio methods. Style Writing on the board	Conducting oral and written tests.
	3 hours	C1: The student will be able to design scientific experiments to purify pathogens from plants, soil and	Purification of pathogens from plants, seeds and soil	Assigning tasks and reporting	Assigning an assignment Discussions

		water B32: The student should be able to collect and analyze data under laboratory conditions for the process of purifying the pathogen			
9	2 hours	C3: The student learns about plant defenses against pathogen attacks	How plants defend themselves against pathogen attacks	Audio methods. Style Writing on the board	Conductin g oral and written tests.
	3 hours	A10: The student should be able to understand the classification of pathogens (fungi, viruses, nematodes, bacteria) and insect and animal pests and the resulting damage in affecting plants and their production. B32: The student should be able to collect and analyze data under field conditions for plant signs and symptoms C8: The student describes the effect of pathogens on physiological processes in plants	Disease symptoms and signs	Assigning tasks and reporting	Assigning an assignment · Discussion s
10	2 hours	C8: The student describes the effect of pathogens on physiological processes in plants	The effect of pathogens on physiological processes in plants	Audio methods. Style Writing on the board	Conductin g oral and written tests. Assigning an assignment · Discussion s
	3 hours	A54: The student should be able to explain scientific principles and methods in quantitative and qualitative measurement of diseases	Measuring pathogenicity	Assigning tasks and reporting	Conductin g oral and written tests. Assigning an assignment · Discussion

		<p>B10: The student should be able to predict plant diseases and investigate the field population, rate and severity of infection.</p> <p>B47: The student should be able to solve problems using mathematical methods to measure the rate and severity of injury</p>			s
11	2 hours	C6: The student learns about the environmental factors that affect the development of plant diseases	The effect of environmental factors on the development of diseases the plant	Audio methods. Style Writing on the board	<p>Conducting oral and written tests. Assigning an assignment</p> <p>Discussions</p>
	3 hours	<p>A41: The student should be able to explain the structure of disease-causing organisms in terms of cells, tissues, organs and their functions and explain the divisional characteristics of the pathogen.</p> <p>B6: The student should be able to distinguish the structure of disease-causing organisms in terms of cells, tissues, and organs, their functions, and the interactions that occur in them.</p>	Phenotypic and morphological characteristics of pathogens	Assigning tasks and reporting	
12	2 hours	C11: The student writes a report on the epidemiology of plant diseases	Epidemiology of plant diseases	Audio methods. Style Writing on the board	<p>Conducting oral and written tests. Assigning an assignment</p> <p>Discussions</p>
	3 hours	A10: The student should be able to understand the division of pathogens (fungi, viruses, nematodes, bacteria) and their forms under the microscope.	Preparing glass slides to diagnose the pathogen	Assigning tasks and reporting	

		<p>C2: The student should be able to diagnose pathogens and differentiate between them under a microscope</p> <p>B1: The student should be able to practice different thinking skills in diagnosing causes</p>			
13	2 hours	D4: The student discusses methods of controlling plant diseases	Control of plant diseases	Audio methods. Style Writing on the board	Conducting oral and written tests.
	3 hours	<p>C12: The student should be able to apply modern microscope techniques and their types</p> <p>C2: The student should be able to diagnose pathogens using a microscope</p>	Optical microscope	Assigning tasks and reporting	Assigning an assignment · Discussions
14	2 hours	D7: The student discusses methods of controlling plant diseases	Control of plant diseases	Audio methods. Style Writing on the board	Conducting oral and written tests.
	3 hours	<p>C1: The student should be able to design scientific experiments by applying modern techniques for research related to pesticides</p> <p>A26: The student should be able to enumerate the chemical groups of pesticides and test them in the laboratory</p> <p>B32: The student should be able to collect and analyze data under laboratory conditions for pesticides</p>	Laboratory evaluation of fungicides	Assigning tasks and reporting	Assigning an assignment · Discussions
15	2 hours	E1: The student discusses methods of controlling plant	Control of plant diseases	Audio methods. Style Writing on the board	Conducting oral and written

		diseases			tests.
	3 hours	<p>B32: The student should be able to collect and analyze data under field conditions for pesticides</p> <p>A26: The student should be able to enumerate the chemical groups of pesticides and test them in the field</p> <p>B15: The student should be able to recognize quality and safety standards in the use of pesticides in the field</p>	Evaluation of fungicides in the field	Assigning tasks and reporting	<p>Assigning an assignment</p> <p>Discussions</p>

11.Course Evaluation

12.Learning and Teaching Resources

Required textbooks (curricular books, any)	Book (General Plant Diseases - Abdul Hamid Khaled Khudair)
Main references (sources)	<p>The book (Plant Diseases - Facilitator Majeed Jarhis, Raqeeb Akef Ani, and Iyad Abdel-Wahed Al-Hiti)</p> <p>Book (Plant Diseases - Jihad Muhammad Al-Habaa and Mahmoud Shaker Mustafa - Arab Republic of Egypt)</p>
Recommended books and references (scientific journals, reports...)	<p>Plant Diseases Book (written by Dr. George Agrios, University of Massachusetts, Boston</p> <p>United States of America - Translated by Dr. Mahmoud Musa Abu Arqoub</p>
Electronic References, Websites	Home Feed ResearchGate

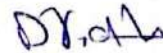
Theoretical teacher. Dr. Alaa Hamed Muhammad



Practical teacher. Saleh Ahmed Eesa



Chairman Scientific Committee: Prof.Dr. Ahmed AWad



Head of the Department: Dr. Tala Saeed Hamid



Course description form

1. Name of the course					
Production of poultry					
1. Course Code					
POPR233					
2. Course Code					
First fall semester 2023-2024					
3. Date this description was prepared					
2024 /2/1					
4. Available attendance forms					
My presence					
5. Number of study hours (total)/number of units (total)					
2 theoretical + 3 practical / 3.5 units					
5. Name of the course administrator (if more than one name is mentioned)					
Name: A.P.dr:Anwar Muhammad Younis Email:dr.anwaralhmed@uomosul.edu.iq Name: Raghad Ismail Saeed Email:					
6. Course objectives					
theoretical: -1Enable the student to identify poultry and their types and classification. -2For the student to recognize the importance of poultry production. -3Teaching the student the correct scientific foundations for raising and producing poultry. -4Enabling the student to know how to make the most of production Poultry.			practical: -1Introducing the student to the types of poultry and their breeds. -2Teaching the student how to manage it. 3- Teaching the student modern means of production.		
7. Teaching and learning strategies					
			theoretical: 1-Interactive lecture. 2-Explanation and clarification. 3-Brainstorming. 4-Dialogue and discussion		
8. Course structure					
the week	Hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
the first VI	2Theoretical 3Practical	theoretical: - A1 The student learns about the classification of	theoretical: - A1 poultry classification practical:	Theoretical: visual and auditory methods Explanation	Exams Assignment of duty discussions

		poultry practical: -B6 among poultry classification	- B6 poultry classification	and dialogue style Practical: Assigning tasks and reporting	
the second	2Theoretical Practical3	My theory: - A2 The student learns about hatching and its methods practical: -B7 The student is familiar with incubating and caring for chicks	theoretical: - A2 Hatching and its methods practical: -B7 Incubation and care of chicks	Theoretical: visual and auditory methods Explanation and dialogue style Practical: Assigning tasks and reporting	Exams Assignment of duty discussions
the third	2Theoretical Practical3	theoretical: - a3 The student understands the selection of eggs and preparing them for hatching practical: -b8 The student reveals the chemical composition of eggs and the factors affecting it	theoretical: - a3 Selecting eggs and preparing them for hatching practical: -b8 Chemical composition of eggs and factors affecting them	Theoretical: visual and auditory methods Explanation and dialogue style Practical: Assigning tasks and reporting	Exams Assignment of duty discussions
the fourth	2Theoretical 3Practical	:theoretical a4 The student - learns about the formation of an egg :practical b9 The student is - familiar with the biochemical characteristics of the white and the yolk	theoretical: - a4 Egg formation practical: -b9 Biochemical characteristics of the white and the yolk	Theoretical: visual and auditory methods Explanation and dialogue style Practical: Assigning tasks and reporting	Exams Assignment of duty discussions
Fifth	2Theoretical 3Practical	theoretical: - b1 The student is familiar with hatching and the factors related to the ability to hatch practical: - b10 The student is familiar with the important notes	theoretical: - b1 Hatching and factors related to hatching ability practical: -b10 Important notes to be taken into account when housing poultry	Theoretical: visual and auditory methods Explanation and dialogue style	Exams Assignment of duty discussions

		that must be taken into account when housing poultry		Practical: Assigning tasks and reporting	
VI	2Theoretical 3Practical	:theoretical a5 The student - understands the nursery and the factors affecting its success :practical -b11 The student is familiar with poultry housing and its types	:theoretical a5 Nursery and - the factors affecting its success :practical -b11 Poultry housing and its types	For my theory: visual and auditory methods Explanation and dialogue style Practical: Assigning tasks and reporting	Exams Assignment of duty discussions
Seventh	2Theoretical 3Practical	theoretical: - b2 The student is aware of the factors that must be available in the residence practical: -b12 The student is familiar with the tools used in poultry houses	theoretical: - b2 Factors that must be present in the dwelling practical: -b12 Tools used in poultry houses	Theoretical: visual and auditory methods Explanation and dialogue style Practical: Assigning tasks and reporting	Exams Assignment of duty discussions
VIII	2Theoretical 3Practical	:theoretical a6 The student - learns about eggs and the characteristics associated with egg production :practical c1 The student - identifies the creation of appropriate conditions for poultry	:theoretical a6 Eggs and the - characteristics associated with egg production :practical -c1 Creating suitable conditions for poultry	For my theory: visual and auditory methods Explanation and dialogue style Practical: Assigning tasks and reporting	Exams Assignment of duty discussions
Ninth	2Theoretical 3Practical	theoretical: - b3 The student is familiar with the factors that affect egg production practical: -C2 The student distinguishes the technological breeding of laying hens and the	theoretical: - b3 Factors affecting egg production practical: -c2 Technological rearing of laying hens and reproduction of light species	Theoretical: visual and auditory methods Explanation and dialogue style Practical:	Exams Assignment of duty discussions

		reproduction of light species		Assigning tasks and reporting	
The tenth	2Theoretical 3Practical	:theoretical b4 The student is - familiar with meat production and growth :practical -c3 The student explains the breeding of heavy types	theoretical: - b4 Meat production and growth practical: -c3 Breeding heavy species	Theoretical: visual and auditory methods Explanation and dialogue style Practical: Assigning tasks and reporting	Exams Assignment of duty discussions
eleventh	2Theoretical 3Practica			Theoretical: visual and auditory methods Explanation and dialogue style Practical: Assigning tasks and reporting	Exams Assignment of duty discussions
twelveth	2Theoretical 3Practica	theoretical: - a7 The student remembers the poultry farms practical: -c4 The student explains the hygiene and disinfection program to receive a new meal	theoretical: - a7 poultry farms practical: - c4 Cleanliness and disinfection program to receive a new meal	Theoretical: visual and auditory methods Explanation and dialogue style Practical: Assigning tasks and reporting	Exams Assignment of duty discussions
Thirteenth	2Theoretical 3Practica	theoretical: - b5 The student reveals the nutrition of broiler chickens practical: - b13 The student is familiar with managing meat chickens	theoretical: - b5 Feeding broiler chickens practical: -b13 Management of broiler chickens	Theoretical: visual and auditory methods Explanation and dialogue style Practical: Assigning tasks and reporting	Exams Assignment of duty discussions

fourteenth	2Theoretical 3Practica	theoretical: - a8 The student learns about managing and caring for laying hens practical: - b14 The student is familiar with the causes of egg breakage and ways to control it	theoretical: - a8 Management and care of laying hens practical: -b14 Causes of egg breakage and ways to control them	Theoretical: visual and auditory methods Explanation and dialogue style Practical: Assigning tasks and reporting	Exams Assignment of duty discussions
Fifteenth	2Theoretical 3Practica	theoretical: - a9 The student learns about water birds practical: - b15 The student is familiar with some diseases resulting from education	theoretical: - A9 Waterfowl practical: - b15 Some diseases resulting from breeding	Theoretical: visual and auditory methods Explanation and dialogue style Practical: Assigning tasks and reporting	Exams Assignment of duty discussions


9. Course evaluation

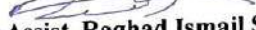
	Calendar methods	Calendar date (week)	Class	Relative weight %
1	Theoretical final report + practical experience reports	My theory is week 15 My work week is 1-15	7 theoretical + 6 practical	%13
2	Quis (1) اختبار قصير	week (3)	4theoretical + 2 practical	%6
3	Midterm test (theoretical and practical)	week (9)	10 theoretical + 5 practical	%15
4	Short test (1) Quis	week (12)	4theoretical + 2 practical	%6
5	Final practical test	Practical exam week	20	20%
6	Final theoretical test	Theory exam week	40	40%
	total		100	100%


10. Learning and teaching resources

(Required textbooks (methodology, if any	Book of scientific foundations in the care and production of poultry birds Poultry management book
(Main references (sources	

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


Lecturer Ahmed Mohamed Thabet
Theoretical subject teacher


Lecturer Assist. Raghad Ismail Saeed
practical subject teacher


Head of the Agricultural Extension and
Technology Transfer Department
Talal Saeed Hamid


Chairman of the Scientific Committee

Ahmed Awad Talib



Principles of Agricultural Economics :Course description

: Course Name .1					
Principles of agricultural economics					
: Course Code .2					
PAEC115					
Annual : Year / Semester .3					
Date this description was prepared .4					
2025/1/2					
: Available forms of attendance .5					
My presence					
:(Number of study hours (total)/number of units (total .6					
Theoretical hour/3, 2.5 units					
(Name of the course administrator (if more than one name is mentioned .7					
Agha-M . Dr. Uqba Muhammad Nouri Al					
Course objectives .8					
<ul style="list-style-type: none"> • principles of economics be able to learn the concept of should • Know the reasons that led to the emergence of economics • Understanding the relationships that govern the demand for various types of goods • Know the factors affecting the supply of agricultural commodities • nce between the supply of goods and the demand for Learn how to achieve a bala • them in the markets • 					
Teaching and learning strategies .9					
<ul style="list-style-type: none"> - Interactive lecture - Brainstorming - and discussion Dialogue - Practical exercises - education -Self 					
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	outcomes Required learning	hours	the week
Semester exam 1, final exam	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Economic definitio/concepts of economics/economic analysis and	Learn about the concept of economics :A1 Possesses practical and mental knowledge and :B1 in understanding economic concepts that help concepts	3 Theoretical	1

		its types			
Semester exam 1, final exam	Interactive lecture, brainstorming, dialogue -and discussion, self learning	The economic problem/methods of economic research/economic system and economic policy	«Determines what the economic problem is :A2	3 Theoretical	2
Semester exam 1, final exam	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Principles of demand and consumer behavior/definition of demand/consumer behavior/consumer equilibrium/maximizing satisfaction	The student learns about consumer behavior in :A2 .maximize his satisfaction achieving his desire to	3 Theoretical	3
Semester test 1, final , test report	Interactive lecture, brainstorming, dialogue -discussion, self and learning	Income consumption curve/price consumption curve/income effects and substitution effects	Demand determines the price consumption :A2 curve and the effect of income on consumption	3 Theoretical	4
Semester test 1, final , test report	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Elasticities of demand	Learn to draw and calculate elasticities of :C1 demand	3 Theoretical	5
Short test, final test	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Supply and equilibrium price/definition of /supply	and the law Learn about the concept of supply :A2 of supply	3 Theoretical	6
Semester exam 2, final exam	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Supply elasticities	Learn to draw and calculate elasticities of supplyC 2	3 Theoretical	7
Semester exam 2, final exam	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Equilibrium price/equilibrium price changes	The student learns how equilibrium occurs in :A3 the agricultural commodity market	3 Theoretical	8
Semester exam 2, final exam	Interactive lecture, brainstorming, dialogue -and discussion, self learning	patterns/pure Market competition/monopoly/oligopoly/monopolistic competition	The student learns about the types of markets :A4	3 Theoretical	9
Semester test2	Interactive lecture, dialogue brainstorming, d -and discussion, self learning	Production/definition of production/productive resources/the relationship between resources and production/the relationship between resources and production	The student studies the production function :A2 relationships between final and productive production and production factors	3 Theoretical	10
Final test	Interactive lecture,	Factors affecting the	Identifies the most important factors that affect :A2	3	11


	dialogue ,brainstorming -and discussion, self learning	shift of the supply curve	the supply curve of agricultural commodities	Theore tical	
Final test	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Production function/isometric production curves	Learn about the types of production functions :A2	3 Theore tical	12
Final test	Interactive lecture, brainstorming, dialogue -and discussion, self learning	Production costs/definition of costs/types of costs/cost curves	Determines the types of production costs and :A2 .production cost functions the types of	3 Theore tical	13
Short test final test	Interactive lecture, brainstorming, dialogue -and discussion, self learning	run cost -Short run cost -curves/long curves	The student learns the types of cost function A1 curves	3 Theore tical	14

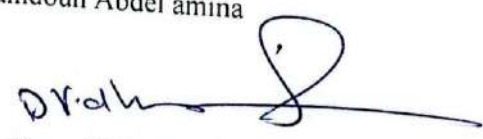
Short test final test	Interactive lecture, brainstorming, dialogue -and discussion, self learning	General Review		3 Theore tical	15
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Course evaluation .11				
Relative % weight	Class	(Calendar date (week	Calendar methods	T
2.5	2.5	fourth week	Report 1	1
2.5	2.5	The fifth week	Report 2	2
2	2	the sixth week	Quiz (Short test (1	3
2	2	The fourteenth week	Quiz (Short test (2	4
1	1	The fifteenth week	Quiz (Short test (3	5
7.5	7.5	the sixth week	(Semester test (1	6
7.5	7.5	The eleventh week is difficult	(Semester test (2	7
40	40	Final semester exams	test Final theoretical	8
5	5	The fifteenth week	Scientific discussion	9
2	2	The third and fifth week	My evaluation	10
1	1	The first week	Quiz (Practical short test (1	11
0.5	0.5	fourth week	Quiz (Short practical test (2	12
1	1	The fourteenth week	Quiz (test (3 Short practical	13
5.5	5.5	Weeks 6, 8, 9, 10, 11, 12 and 13	Live drawings and homework	14
20	20	Final semester exams	Final practical test	15
%100	%100	100	the total	

Learning and teaching resources .12	
labi, Talal Mahmoud. 1990. Garden engineering and design. Publications of the .University of Mosul. Iraq	if any Required textbooks (methodology
Hasnawi, Karim Mahdi. 1989. Principles of Economics. -Al .University of Baghdad Principles of Economics . .Sayed Ali, Abdel Moneim. 1984 Baghdad University Najafi, Salem Muhammad Tawfiq. 1999. Principles of -Al . Agricultural Economics. University of Al Mosul -	(Main references (sources
nothing	Recommended supporting books and references (scientific journals,

	(....reports
nothing	references, Internet sites Electronic


Theoretical subject teacher: Ilah Hamdoun Abdel amina


Head of the Scientific Committee : Dr.Pro. AHMAD AwAAD TALIB


Head of the Department: Prof. Dr. Talal Saeed Hameed



Course Description Form

1. Course Name:	
Principles of agricultural extension	
2. Course Code:	
PAEX206	
3. Semester / Year:	
The second spring semester /2024 -2025	
4. Description Preparation Date:	
1 / 2 / 2025	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 theoretical + 3 practical / 3.5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: zahraa meiser sultan Email: : zahraa.albaaso@uomosul.edu.iq	
8. Course Objectives	
Course Objectives Introducing students to the importance agricultural extension Introducing students to the objectives agricultural extension Enabling students to understand and know t agricultural extension system Introducing students to the principles agricultural extension Introducing students to the philosophy agricultural extension	Enabling students to recognize the most important guidance objectives and how to formula them Enabling students to become familiar with the agricultural extension system
9. Teaching and Learning Strategies	
Strategy Lecture Group discussion Assigning the student prepare a report Brainstorming method to a the question	Lecture Group discussion Assigning the student to prepare a report Training the student to give examples and dra diagrams
10. Course Structure	

Course Description Form

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 Theoretical 3 practical	My theory: (a1) The student gets to know the concept of Agricultural guidance Practice: (a13) The student explains about Agricultural extension	Theoretical: Introduction to agricultural extension and the concept of agricultural extension Practical: Preparation of reports on agricultural extension	My theory: lecture the blackboard Audio aids Practical: Assignment report	Short exams Duties
2	2 Theoretical 3 practical	My theory: (a2) For the student to get to know Agricultural extension qualifications For the student to get to know Qualifications of the extension specialist (a3) Practical: for the student to acquire Agricultural extension qualifications (b8)	My theory: Qualifications of agricultural guide extension specialist practical: training students to practice the duties of guide through assignments	My theory: lecture the blackboard Audio aids Practical: Assignment tasks and reporting	Short exams Duties
3	2 Theoretical 3 practical	My theory: (a4) The student explains the importance of Agricultural guidance To summarize the student Agricultural extension philosophy (a5) Practical: The student draws a diagram The philosophy of agricultural extension (b9)	My theory: The importance of agricultural extension and the philosophy of agricultural extension Practical: Assignment students to prepare reports on importance of agricultural extension	My theory: lecture the blackboard Practical: Audio aids Assignment tasks and reporting	Short exams Duties
4	2 Theoretical 3 practical	My theory: (a6) The student classifies levels of Indicative objectives For the student to get to know Characteristics of indicative objectives (a7) Practical: to practice drafting Indicative objectives (b10)	My theory: Agricultural extension objectives characteristics and levels Practical: Training students to formulate indicative objectives	My theory: lecture the blackboard Audio aids My work: assignment With practical exercises	Short exams Duties
5	2 Theoretical 3 practical	My theory: (b1) The student should be able to Determine the principles of agricultural extension The student draws a diagram of the relationship between agricultural extension and local authorities (b2) Practical: to practice using Forms and drawings to understand the principles of agricultural extension (b11)	My theory: Principles of agricultural extension Practical: Use of illustrations of agricultural extension principles for selected points that highlight relationships with private governmental organizations	My theory: lecture the blackboard Audio aids My work: assignment With illustrations And practical report	Short exams Duties
6	2 Theoretical 3 practical	My theory: (a8) To give the student an example of Sources of social change	My theory: Social change in the field of agriculture	My theory: lecture the blackboard	Short exams Duties

Course Description Form

		For the student to distinguish between levels Social change (c4) Practical: To classify the student Sources and levels of change (c1)	its levels and causes My work: preparing reports on social change Assigning assignments on causes of social change	Audio aids Practical: Assigning tasks and reporting	
7	2 Theoretical 3 practical	My theory: (b3) The student must be able To present the characteristics of adult education To be able to apply the principles of adult education (b4) Practical: The student must practice Principles and characteristics of adult education (b12)	My theory: Adult education, its characteristics and principles Practical: Train students to formulate adult education goals	My theory: lecture the blackboard Audio aids My work: assignments With practical exercises	Short exams Duties
8	2 Theoretical 3 practical	My theory: (a9) The student explains the stages of the process Adoption Practical: The student applies stages Adoption process (b13)	Theoretical: Adoption and its stages Practical: Preparing reports on adoption agricultural extension	My theory: lecture the blackboard Audio aids Practical: Assigning tasks and reports	Short exams Duties
9	2 Theoretical 3 practical	My theory: (b5) The student should distinguish between types of communication The student explains the elements of the guidance communication process Practical: The student categorizes elements of communication with illustrations (b14)	Theoretical: Communication in agricultural extension, its types and elements Practical: Class assignments and assignment of fees elements of the communication process Assigning student practice role-play to carry out the tasks of communication elements	My theory: lecture the blackboard Audio aids My work: assignments With illustrations Assigning tasks and reports	Short exams Duties
10	2 Theoretical 3 practical	My theory: (c3) The student should distinguish between types of communication The student explains the elements of the guidance communication process (a10) Practical: The student categorizes elements of communication with illustrations (c5)	Theoretical: Communication in agricultural extension, its types and elements Practical: Class assignments and assignment of fees elements of the communication process Assigning student practice role-play to carry out the tasks	My theory: lecture the blackboard Audio aids Practical: Assigning tasks and reports	Short exams Duties

Course Description Form

			of communica elements		
11	2 Theoreti 3 practic	My theory: (a11) To give the student an example of Types of agricultural extension methods Practical: The student classifies ea Indicative method according to ty (c6)	Theoretical: agricultural extens methods and their types Practical: Displayi examples of illustrations and posters for individ communication methods Show examples field clarifications	My theory: lecture the blackboard Audio aids My work: assignm Preparing posters Tasks and reports	Short exams Duties
12	2 Theoreti 3 practic	My theory: (b6) The student should be able to Use leadership metrics Practical: The student applies everything Measure separately (b15)	Theoretical: Leadership, its elements, and leadership standar Practical: Preparin reports on leadersh in agricultural extension Give examples leadership standar	My theory: lecture the blackboard Audio aids Practical: Assign reports and tasks	Short exams Duties
13	2 Theoreti 3 practic	My theory: (a12) The student gets to know the conc Guidance management Practical: for the student to practic Guidance management tasks (b16)	Theoretical: Management, its concept and functi Practical: Assign students to c assignments on h to prepare a poster administration task	My theory: lecture the blackboard Audio aids Practical: Assign duties	Short exams Duties
14	2 Theoreti 3 practic	My theory: (b7) The student should be able to Applying the principles of indicati planning Practical: for the student to train Planning the extension Program (b17)	Theoretical: Indicative planning its concept and principles Practical: Prepar reports on extens planning	My theory: lecture the blackboard Audio aids Practical: Assignin tasks And reports	Short exams Duties
15	2 Theoreti 3 practic	My theory: (d1) The student should be able to Acquiring counseling skills Practical: The student must practic Skills for guiding tasks during visit (d2)	My theory: Organizing a scientific visit to t Nineveh Agricultu Directorate Practical: Stud watch the guida tasks during the vi	My theory: lecture Audio aids My work: report o the visit	Short exams Duties

11. 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


	Calendar methods	Calendar date (one week)	Class	Relative weight
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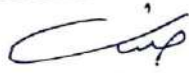
Course Description Form


1	Final theoretical report + practical report	My theory is week 15 My work week is 1-15	7 theoretical + 6 practical	13%
2	Quiz (1)	Week (3)	4 theoretical + 2 practical	6%
3	Midterm Exam	Week (9)	10 theoretical + 5 practical	15%
4	Quiz (2)	Week (12)	4 theoretical + 2 practical	6%
5	Final practical test	Practical exams week	20	20%
6	Final theoretical test	week of theoretical exams	40	40%
	Total		100	100

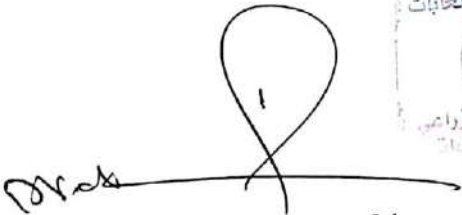
12. Learning and Teaching Resources

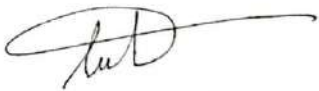
Required textbooks (curricular books, if any)	Agricultural extension book - lectures on agricultural extension principles
Main references (sources)	Introduction to agricultural extension book Agricultural extension science
Recommended books and references (scientific journals, reports...)	-----
Electronic References, Websites	FAO is the Food and Agriculture Organization of United Nations


Theoretical subject teacher
Assistant Professor. Zahraa meiser sultan


Practical subject teacher
Lecturer Duha mustafa abd


Lecturer Assistant
Ali Mohammed jasim


Scientific Committee Chairman of the
Assistant Professor Dr. Ahmed Awad Talb


Head of Department
Assistant Professor Dr. Talal Saeed Hameed



Course Description Form Computer applications3

1. Course Name:					
Computer applications3					
2. Course Code:					
COMA301					
3. Semester / Year:					
Second semester/third stage/2025-2024					
4. Description Preparation Date:					
1/9/2024					
5. Available Attendance Forms:					
Blended learning (Attendance + Electronic)					
6. Number of Credit Hours (Total) / Number of Units (Total):					
3 practical hours/1.5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Mohammed Moath Abdulgani Email: albakri2@uomosul.edu.iq					
8. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> Enabling the student to become familiar with the statistical program SPSS and its applications in agricultural experiments. Enabling the student to know and understand programs in the SPSS language and apply the steps and procedures followed to use the SPSS statistical program in analyzes of agricultural experiments. Enabling the student to write programs in the SPSS language for various agricultural and scientific experiments. Providing the student with the skills of dealing with data types when writing programs in SPSS. Enabling the student to correct grammatical and linguistic errors that appear when implementing programs written in SPSS. Enabling the student to read, understand and interpret the results and outputs of implementing programs written in SPSS.. 		
9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none"> - Interactive lecture - Brainstorming - Dialogue and discussion - Field Training - Practical exercises - Field project - Self-education 				
10. Course Structure					
Wee	Hours	Required	Unit or subject name	Learning method	Evaluation

k		Learning Outcomes			method
1	3 practical	A1: The student should be able to know and understand the nature and objectives of statistics	What is Statistics Science? Descriptive statistics: Statistics Inferential: Community Population: Census: Statistical metrics First: Measures of Central Tendency Second: Measures of absolute dispersion	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
2	3 practical	B1: Able to understand SPSS windows, the purpose of each window, and how to deal with them.	Run and familiarize yourself with the SPSS program Program windows Getting to know the program windows.	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
3	3 practical	C1: Able to understand the types of files that SPSS deals with and know the basic steps and rules in analyzing data and executing basic commands in SPSS.	Retrieve data and files: save the file: Add, modify and control variables Add a variable or view: Cancel a variable, view, or state Search for a case search for value.	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
4	3 practical	D1: Able to know, understand, and practically apply sorting and arranging observations and finding their sequential ranks in the SPSS program.	Sort observations command sort cases Ranking of observations according to a specific variable: Using the IF function with Compute	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
5	3 practical	D2: The student should be able to know, understand and practically apply the Compute command and use it to create a new variable using an arithmetic expression, equation or function and use the IF function with Compute	Compute. command Create a new variable using an arithmetic expression or an equation Create a new variable using a function	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
6	3 practical	D3: The student should be able to know, understand, and practically apply to find a frequency distribution table and draw a histogram.	Descriptive statistics and histograms of data (1) Histogram and Frequencies + Scientific visit	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
7	3 practical	D4: The student should be able to know, understand,	(2) Descriptive Statistics + Semester exam 1	Interactive lecture, brainstorming, dialogue	Quiz, practical test, Homework,

		and apply practical measures to find descriptive statistics.		and discussion, practical exercises, and self-learning.	semester test, Final test.
8	3 practical	D5: The student should be able to know, understand, and practically apply the use of the graph and its types	Chart Learn about several types of chart Graph	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
9	3 practical	A2: The student should be able to know and understand hypothesis testing, the terminology used in it, and the steps for hypothesis testing.	Test of hypotheses 1- Statistical hypothesis 2- The level of significance or the level of probability 3- Statistical test function 4- Probability value (Sig. or P-value): -Steps for testing hypotheses	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
10	3 practical	D6: The student should be able to know, understand, and practically apply the T-test when testing hypotheses related to a single mean.	First: T-test in the case of testing hypotheses related to one mean.	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
11	3 practical	D7: The student should be able to know, understand, and practically apply to test the differences between two independent combined averages	Second: Tests of differences between two independent combined averages.	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
12	3 practical	D8: The student should be able to know, understand, and practically apply to test the differences between the means of two populations from related samples	Third: Tests of differences between the averages of two groups of related samples. + Semester exam 2	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
13	3 practical	D9: The student should be able to know, understand, and practically apply one-way analysis of variance	Analysis of Variance (ANOVA) One-Way ANOVA	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
14	3 practical	D10: The student should be able to know, understand, and practically apply to find the simple linear correlation and the correlation coefficient	Simple Linear Correlation Correlation Coefficient.	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz, practical test, Homework, semester test, Final test.
15	3 practical	D11: The student should be able to know, understand,	Simple Linear Regression	Interactive lecture, brainstorming, dialogue and discussion,	Quiz, practical test, Homework,

		and practically apply how to find simple linear regression		practical exercises, and self-learning.	semester test, Final test.
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11.Course Evaluation

t	Evaluation methods	Evaluation date (one week)	Grade	Relative weight %
1	Final theoretical report + theoretical practical reports	Theoretical 15 weeks Practical 1-15 weeks	7theoretical + 6 practical	13%
2	Short test 1 Quiz	3 weeks	4theoretical + 2practical	6%
3	Midterm exam (theoretical and practical)	9 weeks	10theoretical + 5 practical	15%
4	Short test 2 Quiz	12 weeks	4 theoretical + 2 practical	6%
5	Final practical test	practical exams week	20	20%
6	Final theoretical exam	theoretical exams week	40	40%
	The total		100	100

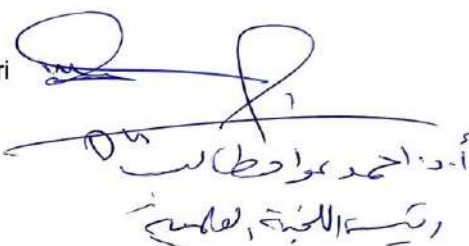
12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	A curriculum was prepared by computer professors at the college based on the SPSS software guide.
Main references (sources)	<ul style="list-style-type: none"> - A Handbook of Statistical Analyses using SPSS by Sabine Landau and Brian S. Everitt 2004 - IBM SPSS Statistics 22 Core System User's Guide by IBM – 2013. - Data analysis using the statistical program SPSS, written by Dr. Firas Rashad Al-Samarrai.
Recommended books and references (scientific journals, reports...)	- Your guide to the statistical program SPSS Prepared by Saad Zaghloul Bashir.
Electronic References, Websites	https://www.SPSS.com/en_sg/training/offers/free-training.html https://video.SPSS.com/detail/videos/how-to-tutorials https://www.udemy.com/course/SPSS-programming-for-beginners https://SPSScrunch.com/courses/SPSS-base-programming-for-absolute-beginners-free-version/

subject teacher: Mohammed Moath Albakri

Chairman of the Scientific Committee:

Head of the Department:



أ. د. أحمد عواظ
رئيس اللجنة العلمية



Course Description Form

1. Course Name:					
English Language 3					
2. Course Code:					
ENGL300					
3. Semester / Year:					
autumn/2024					
4. Description Preparation Date:					
01/02/2024					
5. Available Attendance Forms:					
Presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 Hours 2 Unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Mohammed Riyadh Mohammed Email: mohammed.alhmdany@uomosul.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> To going on studying the English language in special the scientific language Widening student mind about scientific and literature English vocabularies Helping the students to think and write in English 			
9. Teaching and Learning Strategies					
Strategy		Making use of the electronic available methods alike auditory or the visual in addition to the white board			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2hours Presence	(a1) The student should be able to know the basics of the English language	Kinds of sentences.	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz
2	2hours Presence	(a2) The student should be able to know the tenses of the English language	English tenses/ introduction.	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz
3	2hours Presence	(a3) The student should be able to know the rules of	Simple tense/ with diagrams.	Electronic lectures, videos, posters and other methods	Exams Reports Discussion

		the English language		related to learning	quiz
4	2hours Presence	(a4)The student should be able to know the basics of the English language	Progressive tense/with diagrams.	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz
5	2hours Presence	(a5)The student should be able to know the basics of the English language	Perfect tense./ with diagrams.	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz
6	2hours Presence	(a6)The student should be able to know the basics of the English language	Perfect progressive tense/with diagrams.	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz
7	2hours Presence	(a7) The student should be able to know the basics of the English language	verb to be	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz
8	2hours Presence	(a8) The student should be able to know the basics of the English language	Parts of English nouns.	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz
9	2hours Presence	(a9)The student should be able to know the basics of the English language	Active and passive voice in English.	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz
10	2hours Presence	(a10)The student should be able to know the basics of the English language	The scientific subject (preparatory reading).	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz
11	2hours Presence	(a11)The student should be able to know the basics of the English language	Re-reading for more comprehension.	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz
12	2hours Presence	(a12)The student should be able to know the basics of the English language	Studying scientific terms.	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz
13	2hours Presence	(a13)The student should be able to know the basics of the English language	Studying the scientific terms.	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz
14	2hours Presence	(a14)The student should be able to know the basics of	Studying the scientific terms.	Electronic lectures, videos, posters and other methods	Exams Reports Discussion

		the English language		related to learning	quiz
15	2hours Presence	(b1)The student should be able to know the basics of the English language	Translation into Arabic.	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussion quiz

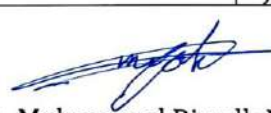

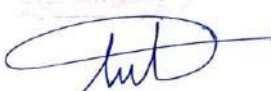
11.Course Evaluation



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

No.	Evaluation Methods	Evaluation Date (Week)	Marks	Relative Weight (%)
1	Quiz (1)	Week 4	Theoretical (5)	5
2	Monthly Exam (1)	Week 6	Theoretical (15)	15
3	Quiz (2)	Week 8	Theoretical (5)	5
4	Monthly Exam (2)	Week 15	Theoretical (15)	15
5	Quest rate.	Seasonal rates are announced at the end of the semester.	Theoretical: (40)	40
6	Final Theoretical Test.	The Week Of Theoretical Exams.	60	60
Total			100	100

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Rapid Review of English Grammar 1957
Recommended books and references (scientific journals, reports...)	New Headway - English course English in agriculture 1985 oxford bookworms
Electronic References, Websites	translate.yandex.com www.reverso.net /The Library Genesis junkybooks / cole13 / pdfdrive




 Head Of Department
 ٢٠١١-٢٠١٢



 Chairperson of the Scientific
 Committee
 ٢٠١١-٢٠١٢

Course Description Form

1. Course Name:	
Extension communication	
2. Course Code:	
COMM334	
3. Semester / Year:	
Autumn semester/ 2025-2024	
4. Description Preparation Date:	
1 / 9/ 2024	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 theoretical + 3 practical / 3.5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Dhuha Mostafa abd al-faraje Email: Dhuha_76@uomosul.edu.iq millimeter. Ali Muhammad Jassim Email: amina zuhair Email:amina Zuhair@uomosul.edu	
8. Course Objectives	
Course Objectives Theoretical: 1- Introducing students to the importance of guidance communication methods 2- Introducing students to the elements of communication and their scheme 3- Enabling students to understand, know and apply the procedures used in the agricultural extension communication process 4- Introducing students to how to conduct the agricultural extension communication process.	Practical Enabling students to recognize the importance of counseling communication methods Empowering students with how to conduct verbal and non-verbal communication and the basic rules that support it
9. Teaching and Learning Strategies	
Strategy Lecture Group discussion Assigning the student to prepare a report Brainstorming method ask the question	Lecture Group discussion Assigning the student to prepare a report Training the student to give examples and draw diagrams

Course Description Form

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 Theoretical	<p>My theory: The student gets to know the concept of communication, its forms and types</p> <p>a1</p> <p>Practical: The student gets to know the means of communication</p>	<p>Theoretical: Communication concept Its forms Its types Practical: wasayil alaitisal</p>	<p>My theory: lecture the blackboard Audio aids</p>	<p>Short exam Duties</p>
2	2 Theoretical	<p>The student should be able to plan the elements of the communication process. The student should recognize the rates by which a person receives information according to the senses</p> <p>A2 B1</p> <p>Practical: The student understands components of communication process</p>	<p>My theory: Communication elements</p> <p>Practical: Components of communication process</p>	<p>My theory: lecture the blackboard Audio aids</p>	<p>Short exam Duties</p>
3	2 Theoretical	<p>My theory: The student should be able to distinguish between formal communication and informal communication and be able to employ forms of communication and explain the extent of their impact on farmers</p> <p>a3 c1</p> <p>Practical: The student should distinguish between verbal and non-verbal communication</p>	<p>My theory: Types of communication in general Practical: Types of communication means</p>	<p>My theory: lecture the blackboard</p>	<p>Short exam Duties</p>

Course Description Form

4	2 Theoretic	<p>My theory: The student should be able to explore the feelings coming from the guide, which is a cover for another type of feeling. He should be able to classify the means of listening and understand the conditions of listening. a4 b2</p> <p>Practical: The student should distinguish between communication models</p>	<p>My theory: Listening and listening</p> <p>Practical: Communication forms</p>	<p>My theory: lecture the blackboard Audio aids</p> <p>My work: assignments With</p>	Short exam Duties
5	2 Theoretic	<p>The student should be able to identify the forms of verbal messages and the forms of feelings and sensations, differentiate between listening and listening, and apply the conditions of good listening to his current reality. a5 c2</p> <p>Practical: The student should be able to apply diagrams and drawings to contact forms</p>	<p>My theory: Verbal communication</p> <p>Practical: Benefits of using models</p>	<p>My theory: lecture the blackboard Audio aids</p> <p>My work: assignments With illustrations And practical reports</p>	Short exam Duties
6	2 Theoretic	<p>My theory: The student should be able to apply his method in dealing with non-verbal expressions with the mentor, understand non-verbal communication and response, and give a brief overview of verbal and non-verbal responses. A6 b3</p> <p>Practical: The student</p>	<p>My theory: Non-verbal communication</p> <p>Practical: Elements of successful communication situations</p>	<p>My theory: lecture the blackboard Audio aids</p>	Short exam Duties

Course Description Form

		understands considerations of both source and the recipient			
7	2 Theoretical	<p>My theory: The student must identify the relationship between verbal behavior and non-verbal behavior, and the student must be able to give an example of each method in which non-verbal behavior supports those verbal messages.</p> <p>B4 c3</p> <p>Practical: For the student to become familiar with individual guidance methods</p>	<p>My theory: The relationship between verbal and non-verbal behavior</p> <p>Practical: Individual guidance methods</p>	<p>My theory: lecture the blackboard Audio aids My work: assignments With</p>	Short exam Duties
8	2 Theoretical	<p>My theory: The student should understand the importance of effective communication and its conditions and be able to classify the stages and conditions of effective communication. a7</p> <p>Practical: The student should distinguish between the office visit method and the personal letter method</p>	<p>Theoretical: Effective Communication</p> <p>Practical: Individual guidance methods</p>	<p>My theory: lecture the blackboard Audio aids</p>	Short exam Duties
9	2 Theoretical	<p>My theory: For the student to classify the rules that help to persuade others and to explain the conditions that must be observed to persuade others. a8 b5</p> <p>Practical: The student must be able to prepare an office visit registration</p>	<p>Theoretical: Persuasive communication</p> <p>Group guidance methods</p>	<p>My theory: lecture the blackboard Audio aids My work: assignments With illustrations Assigning tasks and reports</p>	Short exam Duties

Course Description Form

		card			
10	2 Theoretic	<p>My theory: The student should be able to draw a Maslow diagram in the list of five needs, which represent the characteristics that help the sender persuade the receiver, and the student should recognize the characteristics of the receiver that affect the persuasion of the sender message. a9 b6</p> <p>Practical: The student gets to know the field d</p>	<p>Theoretical: Persuasive communication</p> <p>Practical: Group guidance method</p>	<p>My theory: lecture the blackboard Audio aids</p>	Short exam Duties
11	2 Theoretic	<p>My theory: The student should determine what distinguished the most developed villages, recognize the concept of empathy, and be able to explain the reason for the failure of dissemination campaigns that lead to unexpected results. a10 b7 c4</p> <p>Practical: The student should distinguish between the methods of presentation on radio and television</p>	<p>Theoretical: Communication qualities of agricultural extension workers</p> <p>Practical: Public guidance routes</p>	<p>My theory: lecture the blackboard Audio aids</p> <p>My work: assignment Preparing posters Tasks and reports</p>	Short exam Duties
12	2 Theoretic	<p>My theory: The student understands extension communication, explain the basic skills that an agricultural extension worker must possess, and tests his interests as an agricultural extension</p>	<p>Theoretical: Guidance communication</p> <p>Practical: Public guidance routes</p>	<p>My theory: lecture the blackboard Audio aids</p>	Short exam Duties

Course Description Form

		worker to be able to prepare a good message. a11 c5 Practical: The student gets to know how to use the instructional exhibit.			
13	2 Theoretical	My theory: The student should distinguish the factors influencing feedback and identify the most important factors influencing the success of the guidance communication process. A12 c6 Practical: The student should be able to prepare instructional posters	Theoretical: Guidance communication Practical: Public guidance routes	My theory: lecture the blackboard Audio aids	Short exam Duties
14	2 Theoretical	My theory: The student should classify the obstacles to communication and explain the reason for the ineffectiveness of the means of communication used to convey the message. a13 b8 Practical: The student gets to know the characteristics of communication models	My theory: Communication barriers Practical: Model properties	My theory: lecture the blackboard Audio aids	Short exam Duties
15	2 Theoretical	Theoretical: The student acquires communication skills through the scientific visit. d1	theoretical: Entrance to guidance services Practical: Scientific	My theory: lecture Audio aids My work: report on the visit	Short exam Duties

Course Description Form

		Practical: The student acquires communication methods through the scientific visit	visit		
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11. 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


	Calendar methods	Calendar date (one week)	Class	Relative weight
1	Final theoretical report	My theory is week 15	7 theoretical + 6 practica	13%
2	Quiz (1)	Week (3)	4 theoretical + 2 practical	6%
3	Midterm Exam	Week (9)	10 theoretical + 5 practical	15%
4	Quiz (2)	Week (12)	4 theoretical + 2 practical	6%
5	Final practical test	Practical exams week	20	20%
6	Final theoretical test	week of theoretical exams	40	40%
	Total		100	100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The book (Agricultural Communication and Media) by Dr. Najm al-Din Abdullah Salim
Main references (sources)	Lectures on guiding communication methods by Dr. Ali Ahmed Ghadeeb
Recommended books and references (scientific journals, reports...)	----- Journalistic art technology Dr. Farid Mustafa

Course Description Form


	Principles of agricultural extension by Dr. Zaki Hassan tonight
Electronic References, Websites	Agricultural media and its role in developing rural society by Rasoul Abdul Ali Abbas



Instructor of Theoretical subject:

Duha Mostafa Abd


Instructor of Practical Subject:

Ali Mohammad Jasim


Amina zuher yunis


Chairperson of the Scientific Committee

Assist. Prof. Dr. ahmed awad talb


Head of Department

Assist. Prof. Dr. Talal Saeed Hameed



Course Description Form

1. Course Name:					
Dynamic groups					
2. Course Code:					
GRDY336					
3. Semester / Year:					
First fall semester 2024-2025					
4. Description Preparation Date:					
2024/9/1					
5. Available Attendance Forms:					
Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 theoretical 3+practical / 3.5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: M.Hassan Hamed Saqer Name: M.M Amara Younis Hussain Email:					
8. Course Objectives					
Course Objectives Theory: _ Enable the student to understand and absorb everything related to the dynamics Groups and their relationship with agricultural extension _ The student can familiarize himself with the dynamic movement of groups _ The student can identify what groups are Composition and composition _ Enable the student to understand the meaning of cohesion and its relationship with the group The student can understand the concept of social interaction And its relationship to group dynamics			practical: _ Enable the student to be familiar with the methods of induction in the group dynamics The student can classify the types of groups _ The student determines appropriate measures of group cohesion		
9. Teaching and Learning Strategies					
Strategy Theory _ Interactive lecture _ Brainstorming _ Dialogue and discussion _ Assignment of tasks and reports			_ Instruct the student to prepare a lecture of his choice and deliver it to the students Assign students a task to work as a team _ Instruct students to write a report on a topic and discuss it		
10. Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning method	Evaluation method

		Outcomes	name		
	2theoretical	2A: the student gets acquainted with the concept of Group dynamics 3A: the student describes a relations Group dynamics in psychology The meeting	Group dynamic	Style of dialogu Brainstorming Interactive lecture,question and answers	Short exams Assignment of Duty Discussions
	3practical	46A: the student know the details Field study	Methods research on gro dynamics	Style of dialogu Brainstorming Interactive lecture,question and answers	Short exams Assignment of Duty Discussions
	2 theoretical	4A the student compares the group dynamics Internal& external 6A the student mentions the benefits Group dynamics	Dynamic group movement	Style of dialogu Brainstorming Interactive lecture,question and answers	Short exams Assignment of Duty Discussions
	3practical	47A describes the study By natural experimentation	methods of research in group dynamics	Style of dialogu Brainstorming Interactive lecture,question and answers	Short exams Assignment of Duty Discussions
	2 theoretical	7A the student knows what a group is 8A the student draws up list of characteristics of the group 9A the student explains the importance of the group	what is the group and its composition	Style of dialogu Brainstorming Interactive lecture,question and answers	Short exams Assignment of Duty Discussions
	3practical	48A gives examples of domain experimentation	methods research in group dynamics	Style of dialogu Brainstorming Interactive lecture,question and answers	Short exams Assignment of Duty Discussions
	2theoretical	10A the student understands the meaning of motives 11A the student determines the relationship of motivation to the individual and the Group	motives	Style of dialogu Brainstorming Interactive lecture,question and answers	Short exams Assignment of Duty Discussions
	3practical	49A the student learns how to do practical experimentation	methods of research in group dynamics	Style of dialogu Brainstorming Interactive lecture,question and answers	Short exams Assignment of Duty Discussions
	2 theoretical	13A the student comprehends the concept of group cohesion 15A the student draws a list of factors leading to increased cohesion	group cohesion	Style of dialogu Brainstorming Interactive lecture estions and answer	Short exams Assignment of Duty Discussions

	3practical	50A the student is familiar with the concept of reference groups	reference groups	Style of dialogue Brainstorming Interactive lecture estions and answer	Short exams Assignment of Duty Discussions
	2 theoretical	16A the student gets acquainted with the concept of need 17A the student explains the importance of the need for the individual and the group	needs	Style of dialogue Brainstorming Interactive lecture estions and answer	Short exams Assignment of Duty Discussions
	3practical	51A the student shows methods of influencing reference group in behavior	reference groups	Style of dialogue Brainstorming Interactive lecture estions and answer	Short exams Assignment of Duty Discussions
	2 theoretical	19A the student understands what self-concept is 20A draws up a list of types of self-concept	self-concept	Style of dialogue Brainstorming Interactive lecture estions and answer	Short exams Assignment of Duty Discussions
	3practical	52A the student uses the conversations of members to measure	measures of group cohesion	Style of dialogue Brainstorming Interactive lecture estions and answer	Short exams Assignment of Duty Discussions
	2 theoretical	22A the student writes a brief summary of the concept of values 23A the student shows the importance of values 24A the student lists the types of values	values	Style of dialogue Brainstorming Interactive lecture estions and answer	Short exams Assignment of Duty Discussions
	3practical	53A the student generalizes the measures of friendship	measures of group cohesion	Style of dialogue Brainstorming Interactive lecture estions and answer	Short exams Assignment of Duty Discussions
	2 theoretical	25A: the student understands the meaning of social communication 26A: the student shows the importance of social communication 27A: makes a list of communication patterns	social communication	Style of dialogue Brainstorming Interactive lecture estions and answer	
	3practical	54A: how to write	assessment of	Style of dialogue	

		evaluation questions	social interaction	Brainstorming Interactive lecture questions and answers	
	2 theoretical	28A: defines social mobility 29A: the student describes the construction of social mobility 30A: the student classifies the criteria of social mobility	social mobility	Style of dialogue Brainstorming Interactive lecture questions and answers	
	3 practical	55A: determines the extent of participation in social interaction	assessment of social interaction	Style of dialogue Brainstorming Interactive lecture questions and answers	
	2 theoretical	31A: the student gets acquainted with the concept of social interaction 32A: the student shortens social interaction 33A: the student is familiar with the forms of social interaction	social interaction	Style of dialogue Brainstorming Interactive lecture questions and answers	
	3 practical	56A: the student uses motivation for social work		Style of dialogue Brainstorming Interactive lecture, questions and answers	
	2 theoretical	34A: the student understands the behaviorists' interpretation of social interaction 35A: the student shows Newcomb's interpretation of social interaction	exploratory theories of social interaction	Style of dialogue Brainstorming Interactive lecture, questions and answers	
	3 practical	57A: the student gives examples of use of rewards in the team	the successful team	Style of dialogue Brainstorming Interactive lecture, questions and answers	
	2 theoretical	37A: the student explains what social relationships are 38A: the student identifies cases of social relations 39A: the student discusses the importance of social relations	social relations	Style of dialogue Brainstorming Interactive lecture, questions and answers	
	3 practical	58A: the student gives examples of group in terms of the power of influence	types of groups	Style of dialogue Brainstorming Interactive lecture questions	


				and answer	
	2 theoretical	40A: the student is familiar with the concept of decision-making 41A: the student discusses how to implement the decision 42A: the student describes the problems facing decision-making	decision making	Style of dialogue Brainstorming Interactive lecture Questions and answer	
	3 practical	59A: the student describes the collective in terms of the nature of composition	type of output	Style of dialogue Brainstorming Interactive lecture Questions and answer	
	2 theoretical	43A: the student knows the team 44A: the student makes a list of team's goals 45A: the student describes the working atmosphere of the team	the collaborative team	Style of dialogue Brainstorming Interactive lecture Questions and answer	
	3 practical	A60: the student presents the group terms of its formationConstructivis	type of output	Style of dialogue Brainstorming Interactive lecture Questions and answer	

11.Course Evaluation


	% Relative weight	Degree	Calendar methods	Calendar methods		
	2.5	2.5	Fourth week	1 Report	1	
	2.5	2.5	The fifth week	2 Report	2	
	2	2	The sixth week	Quiz (1) short test	3	
	2	2	Fourteenth week	Quiz (2) short test	4	
	1	1	Fifteenth week	Quiz (3) short test	5	
	7.5	7.5	The sixth week	(1) Quarterly test	6	
	7.5	7.5	Eleventh week	(2) Quarterly test	7	
	40	40	Final semester exams	Final theoretical test	8	
	5	5	Fifteenth week	3 Report	9	
	2	2	The third and fifth week	4 Report	10	
	1	1	The first week	Quiz (1) Practical short test	11	
	0.5	0.5	Fourth week	Quiz (2) Practical short test	12	
	1	1	Fourteenth week	Quiz (3) Practical short test	13	
5.5		5.5	weeks &12&11&10&9&8&6&13	homework		14
20		20	Final semester exams	Final theoretical test		15
%100		%100	100	Total		

12.Learning and Teaching Resources


Required textbooks (curricular books, if any)	Binding material lectures of dynamic groups
Main references (sources)	The book of social change The book of social theories
Recommended books and references (scientific journals, reports...)	The approach of social dynamism in Developing Societies Social anthropology Methods of meeting communication
Electronic References, Websites	edu.svu.app://http. https://pulpit.alwatanvoice.com https://istaps.univ-ouargla


Theoretical subject teacher

M.Hassan Hamed Sager


Chairman of the scientific committee

A.M. Dr. Ahmed Awad Talb


Practical subject teacher

M. Amira Yuonis Hussein


Head of Agricultural Extension Department

A.M. Dr. Talal Saeed Hamid



Course Description Form

1. Course Name:	
Agricultural media and press	
2. Course Code:	
MEAR338	
3. Semester / Year:	
Autumn semester 2025-2024	
4. Description Preparation Date:	
1/9/2024	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 theoretical hours + 3 practical hours/three and a half units	
7. Course administrator's name (mention all, if more than one name)	
Name: Hafsa Fattah Hadi Jassim Al-Anzi	
Name: Ali Muhammad Jassim	
8. Course Objectives	
Course Objectives (Theoretical) - Enabling the student to understand and assimilate...the content of the scientific subject in an easy and understandable manner for all chapters of the subject - Deliver an introduction on each topic in a simple manner and from the reality of public life. - Explanation at length of all aspects of the subject, giving vivid examples to explain its	Objectives of the study subject (practical) Learn about radio training How to conduct a radio and television dialogue How to do a radio investigation

<p>nature and benefit.</p> <ul style="list-style-type: none"> - Presenting questions about the topic to demonstrate students' understanding through their answers. - Conducting surprise exams and preparing practical reports 	
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9. Teaching and Learning Strategies

<p>Theoretical</p> <ul style="list-style-type: none"> - Interactive lecture -Brainstorming - Dialogue and discussion - Assigning tasks and reporting practical 	<p>work</p> <ul style="list-style-type: none"> - Assigning tasks with a report - Scientific visit
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10. Course Structure

Wee k	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	2 are theoretical 3 Practical	<p>Theoretical:a1: a1</p> <p>For the student to become familiar with agricultural media and print agricultural journalism</p> <p>For rural women</p> <p>Practical:b6</p> <p>Radio training e.</p>	<p>Theoretical</p> <p>Agricultural media and agricultural print press</p> <p>Practical</p> <p>The conventional concept of radio training +</p>	Lectures, audio media reports, pictures, and other learning methods related to the lesson:.	exams, reports, discussions, quizzes.

			the importance of radio training + types of radio training		
The second	2 are theoretical 3 Practical	Theoretical: a2 For the student to understand the duties of agricultural journalism, the services it provides, and its arts Practical: b7 Radio training elements + radio training methods	Theoretical The duties of agricultural journalism, the services it provides, and its arts Practical Objective of radio training radio training	Lectures, audio media reports, pictures, and other learning methods related to the lesson	exams, reports, discussions quizzes.
the third	2 are theoretical 3 Practical	Theoretical: b1 The student should	Theoretical Processing	Lectures, audio media reports, pictures, and	exams, reports, discussions quizzes.

		<p>know how agricultural news is processed and how a fact-based investigation is conducted</p> <p>Practical: b8</p> <p>Radio training</p>	<p>agricultural news, news content, and journalistic investigation</p> <p>Practical</p> <p>Areas of media training in the Radio and Television Union + general courses + information systems</p>	<p>other learning methods related to the lesson</p>	
the four	2 are theoretical 3 Practical	<p>Theoretical: b2</p> <p>The student should conduct an agricultural press interview and newspaper headlines</p> <p>Practical: b9</p>	<p>Theoretical</p> <p>Press interviews and newspaper headlines</p> <p>Practical</p> <p>Evaluating</p>	<p>Lectures, audio media reports, pictures, and other learning methods related to the lesson</p>	<p>exams, reports, discussions, quizzes.</p>

		Setting radio training goals	the results of radio training and its obstacles + media training in the Radio and Television Union Scientific visit		
The Fifth	2 are theoretical 3 Practical	Theoretical: a3 The student should know what a press photo is and what are the characteristics of a good press photo. Practical: b10 Radio and television dialogue	Theoretical Press photo and review of press materials Practical Dialogue is one of the most important forms of	Lectures, audio media reports, pictures, and other learning methods related to the lesson	exams, reports, discussions, quizzes.

			radio programmin g + individual dialogue + public dialogue		
VI	2 are theoretical 3 Practical	Theoretical: a4b3 For the student to become familiar with the rules of reviewing journalistic materials. Characteristics and abilities of a journalist writer and how to write a good journalistic text Practical: b11 Radio and television dialogue	Practical Radio dialogue and theoretical television Rules for reviewing press materials. Characteristi cs and abilities of the writer Practical Seminars + information	Lectures, audio media reports, pictures, and other learni methods related to th lesson	exams, reports, discussions quizzes.

			dialogue		
Seventh	2 are theoretical 3 Practical	<p>. Theoretical: a5</p> <p>The student identifies the characteristics of the language used in journalistic writing</p> <p>Practical: b12</p> <p>Radio and television dialogue</p>	<p>Theoretical</p> <p>Characteristics of the language used in journalistic writing</p> <p>Practical</p> <p>Opinion dialogue + personality dialogue</p>	Lectures, audio media reports, pictures, and other learning methods related to the lesson	exams, reports, discussions, quizzes.
VIII	2 are theoretical 3 Practical	<p>Theoretical : a6c1</p> <p>The student should become familiar with agricultural extension publications and design an agricultural extension leaflet</p> <p>Practical: c2</p>	<p>Theoretical</p> <p>Agricultural publications</p> <p>Practical</p> <p>Choosing the topic of the dialogue + field research + setting</p>	Lectures, audio media reports, pictures, and other learning methods related to the lesson	exams, reports, discussions, quizzes.

			pivotal questions		
Ninth	2 are theoretical 3 Practical	Theoretical: a7 For the student to become familiar with agricultural development magazines and some experiences in this field Practical: c3 Preparing for dialogue	Theoretical Agricultural development magazines. Some experiments Practical Choosing the guest character + designing the dialogue	Lectures, audio media reports, pictures, and other learning methods related to the lesson	exams, reports, discussions, quizzes.
Tenth	2 are theoretical 3 Practical	Theoretical: a8 The student should know the importance and role of radio as a means of communicating with farmers Practical: c4 Preparing for dialogue	Theoretical Audio radio as a means of communication with farmers Practical Preparing for the dialogue + dealing with	Lectures, audio media reports, pictures, and other learning methods related to the lesson	exams, reports, discussions, quizzes.

		.	the guest + managing the dialogue		
elev enth	2 are theoretical 3 Practical	<p>Theoretical: b4</p> <p>The student should create an indicative radio program and how to send it to farmers according to the stages of radio transmission from sender to receiver.</p> <p>Practical: d1</p> <p>Radio investigation</p>	<p>Theoretical</p> <p>Stages of radio transmission from sender to receiver</p> <p>Practical</p> <p>The concept of radio investigation + characteristics of radio investigation + characteristics of the radio personality</p>	Lectures, audio media reports, pictures, and other learning methods related to the lesson	exams, reports, discussions, quizzes.
twelf th	2 are theoretical 3 Practical	<p>Theoretical: b5</p> <p>The student applies the Columbia model</p>	<p>Theoretical</p> <p>A model for using radio</p>	Lectures, audio media reports, pictures, and other learning methods	exams, reports, discussions, quizzes.

		<p>for using radio</p> <p>drama in development</p> <p>Practical: d2</p> <p>Radio investigation</p>	<p>drama in development in Colombia</p> <p>Practical</p> <p>Self-realization + money-realization</p>	related to the lesson	
Thirteenth	2 are theoretical 3 Practical	<p>Theoretical: a9</p> <p>The student must be able to know and understand the stages of the Greek experience</p> <p>Practical: d3</p> <p>Steps to produce a radio investigation</p>	<p>Theoretical</p> <p>Agricultural journalism (television)</p> <p>Practical</p> <p>Determine the topic + read and research the topic</p> <p>Scientific visit</p>	Lectures, audio media reports, pictures, and other learning methods related to the lesson	exams, reports, discussions, quizzes.
fourteenth	2 are theoretical 3 Practical	<p>Theoretical: a10</p> <p>For the student to understand what agricultural journalism</p>	<p>Theoretical</p> <p>The effectiveness of visual programs</p>	Lectures, audio media reports, pictures, and other learning methods related to the lesson	exams, reports, discussions, quizzes.

		(television) is. Practical: d4 Steps to produce a radio investigation	Practical Identifying the aspects and features of the topic + conducting interviews + review and evaluation		
Fifteenth	2 are theoretical 3 Practical	Theoretical: a11 The student should know the role of the media in rural development Practical: d5 Get to know the agricultural magazine	Theoretical The role of the media in rural development Practical Stages of creating an agricultural magazine	Lectures, audio media reports, pictures, and other learning methods related to the lesson	exams, reports, discussions, quizzes.
11. Course Evaluation					
	Evaluation methods	Evaluation date	(week) Grade	Relative weight %	
1	Final theoretical report + practical	reports: week (15) Practical: (15)	7Theoretical 6 Practical	13%	

		week		
2	Short test (1)	week (3)	4 theoretical 2 Practical	6%
3	Midterm exam (theoretical and practical)	week (9)	10 theoretical 5 practical	15%
4	A short test (2)	weeks (12)	4 theoretical 2 practical	6%
5	Final practical test,	practical exam week	20	20%
6	Final practical exam	theoretical exams week	40	40%
	Total		100	100%

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Obligatory lectures on media and agricultural journalism There is no prescribed book
Main references (sources)	Agricultural communication and media Agricultural extension principles book
Recommended books and references (scientific journals, reports...)	The reference in agricultural extension by Ahmed Shukri Al-Rimawi and others

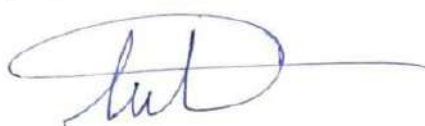
Electronic References, Websites

All websites and links related to
agricultural media and journalism
and ways to improve the reality of
agricultural journalistic media



Chairperson of the Scientific Committee

Prof. Dr. Ahmad Awad Talb



Head of Department

Assist. Prof. Dr. Talal Saeed Hameed



Instructor of Theoretical subject:

Hafsa Fatah



Instructor of Practical Subject:

Ali Muhammad Jassim

Ali Tark Hameed Amia Zher Yons



Course Description Form

1. Course Name:					
Socially researched methods					
2. Course Code:					
3. Semester / Year:					
First/fall semester 2025-2024					
4. Description Preparation Date:					
1/9/2024					
5. Available Attendance Forms:					
My presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 theoretical + 3 practical / 3.5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: M . Duha Mustafa Abdel Email: Dhuha_76@ uomosul.edu.iq					
Assistant teacher, Rayan Riyad Kazem Email: rayan.rayadh@ uomosul.edu.iq					
8. Course Objectives					
Course Objectives Theoretical 1- Introducing students to the importance of social research methods 2- Introducing students to social research methods 3- Enabling students to understand, know and apply the procedures used in scientific research 4- Introducing students to how to conduct social research			Practical Enabling students to recognize the importance of research methods The way it is formulated and enables students to know how to conduct research Social		
9. Teaching and Learning Strategies					
Strategy	Theoretical The strategy Theoretical lecture Group discussion Assigning the student to prepare a report Practical lecture Group discussion Assigning the student to prepare a report				
10. Course Structure					
Week	Hours	Required	Unit or subject	Learning	Evaluation

		Learning Outcomes	name	method	method
the first	2 Theoretical 3 practical	Theoretical: For the student to become familiar with science and knowledge A1 practical : The student learns about social research methods A1	Learning concept And the scientific method And stages of knowledge And learning objectives Practical: interactive lecture, dialog and discussion	Theoretical: Lecture - using pictures - audio material Or blackboard	Kozat Assignments Discussions
the second	2 Theoretical 3 practical	My theory: The student said Distinguish between research Natural and social a2 Practical: : The student understands the mechanism of scientific research and its rationale a2	Theoretical: Characteristics of the scientific researcher The difference between scientific research in the natural and social sciences Practical: interactive lecture, dialog and discussion	Theoretical: Lecture - using pictures - audio material Or blackboard	Kozat Assignments Discussions
the third	2 Theoretical 3 practical	Theoretical: The student understands the steps carrying out scientific research. Practical: For the student to become familiar	Theoretical: Characteristics of the scientific researcher The difference between scientific research in the natural and social sciences Practical:	Lecture - audio aids blackboard	Kozat Assignments Discussions

		with the basic scientific steps of practical research A3	interactive lecture, dialogue and discussion		
the fourth	2 Theoretical 3 practical	Theoretical: The student understands how to set goals, formulate hypotheses, and data collection tools A4 practical : For the student to become familiar with the basic scientific steps of practical research A4	Theoretical: Characteristics of the scientific researcher The difference between scientific research in natural and social sciences Practical: interactive lecture, dialogue and discussion:	Lecture - audio aids blackboard	Kozat Assignments Discussions
Fifth	2 Theoretical 3 practical	Theoretical: The student should distinguish between historical research and descriptive research A5 practical : For the student to become familiar with the basic scientific steps of practical research A5	Theoretical: Characteristics of the scientific research The difference between scientific research in natural and social sciences Practical: interactive lecture, dialogue and discussion	Lecture - audio aids blackboard	Kozat Assignments Discussions
VI	2 Theoretical 3 practical	Theoretical: The student understands the samples and the steps for selecting them A6 practical : For the student to	Theoretical: social research methods Practical: interactive lecture, dialogue and discussion	Lecture - audio aids blackboard	Kozat Assignments Discussions

		know how to define the research problem and prepare a research plan A6			
Seventh	2 Theoretical 3 practical	Theoretical: The student should be able to collect data B1 practical : : The student will know how to define the research problem and prepare a research plan	Theoretical: methods and tools for collecting data Steps to prepare the questionnaire form Practical: interactive lecture, dialogue and discussion	Lecture - audio aids blackboard	Kozat Assignments Discussions
VIII Ninth The tenth Eleventh	2 Theoretical 3 practical	Theoretical: The student distinguishes between interview and observation A practical : The student will be familiar with formulating research hypotheses and alternative hypotheses B1	Theoretical: The interview - advantages Observation - advantages Practical: interactive lecture, dialogue and discussion	Lecture - audio aids blackboard	Kozat Assignments Discussions
Ninth	2 Theoretical 3 practical	Theoretical: The student must be able to analyze test B2 practical : The student gets to know the most important alternatives	Theoretical: tests Statistical sources records Practical: interactive lecture, dialogue and discussion	Lecture - audio aids blackboard	Kozat Assignments Discussions

		scientific research B2			
The tenth	2 Theoretical 3 practical	Theoretical: the end of the course, student know how extract constant A8 practical : The student understands the statistical methods used in scientific research b3	My theory: honesty Consistency Practical: interactive lecture, dialogue discussion, solving equations	Lecture - audio aids blackboard	Kozat Assignments Discussions
eleventh	2 Theoretical 3 practical	Theoretical: In this course, the student must be able to analyze data b3 practical : The student understands how to give alternatives and values for the constant and	Theoretical: tabulation and analysis of data Data classification Practical: interactive lecture, dialogue and discussion, presentation Forms	Lecture - audio aids blackboard	Kozat Assignments Discussions
twelveth	2 Theoretical 3 practical	Theoretical: The student be able to interpret data C1 Practical: The student becomes familiar with the use of statistical methods and laws C2	Theoretical: data analysis Data interpretation Practical: interactive lecture, dialogue and discussion, solving exercises	Lecture - audio aids blackboard	Kozat Assignments Discussions
Thirteenth	2 Theoretical 3 practical	Theoretical: The student should be able to write a research	Theoretical: writing a research report Contents of the	Lecture - audio aids blackboard	Kozat Assignments Discussions

		report B4 Practical: The student gets to know how to identify and discuss results in scientific research C3	report Practical: interactive lecture, dialogue and discussion, brainstorming		
fourteenth	2 Theoretical 3 practical	Theoretical: Use footnotes Writing research sources practical : Assigning the student to formulate a research problem and prepare research hypotheses C4	Theoretical: Use footnotes Writing research sources Practical: interactive lecture, dialogue and discussion, assignment of report tasks	Lecture - audio aids blackboard	Kozat Assignments Discussions
Fifteenth	2 Theoretical 3 practical	Theoretical: How to choose a sample and apply it during the scientific visit D1 practical : Assigning the student to write a scientific research c5	Theoretical: A scientific visit to the Nineveh Agriculture Directorate Practical: interactive lecture, dialogue and discussion, assignment of report tasks	Lecture - audio aids blackboard	Kozat Assignments Discussions

11.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

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Social research methods book / J Majeed Hamid
Main references (sources)	Lectures on social research methods Dr. Fadel Khalil worker
Recommended books and references (scientific journals, reports...)	Scientific research methods and statistical analysis in behavior

	sciences / Dr. Fadel Khalil worker
Electronic References, Websites	-----

Instructor of Theoretical subject:

Duha Mostafa Abd

Instructor of Practical Subject:

Rayan Rayadh

Chairperson of the Scientific Committee

. Prof. Dr. Ahmed Awad Talb

Head of Department

Assist. Prof. Dr. Talal Saeed Hameed



Course Description Form

1. Course Name:	
Rural Leadership	
2. Course Code:	
RULE335	
3. Semester / Year:	
Second spring semester / 2024-2025	
4. Description Preparation Date:	
1\9\2024	
5. Available Attendance Forms:	
My presence+ electroic	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours (theoretical) + 3 hours (practical) \ 3.5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: hafsa fatah hade Ali mhamad jasam Rayan ryad kazm Ali tarq hameed	
8. Course Objectives	
Theory 1-enabling the student to know, understand, understand and apply the procedures followed in rural leadership ‘ 2-enabling the student to choose the appropriate methods in the selection of rural leaders 3-enabling the student to know the types of leaders and how to choose the most appropriate ones ‘ 4-enable the student to know how to write a report on Rural Leadership 5-providing students with knowledge of Rural Leadership theories . 6-knowledge of the types of Rural Leadership and leader's qualities 7-knowledge of how to discover the guiding leader 8-knowledge of the types of models used in choosing the ideal leader	My work 1-training students on ways to identify rural leadership 2-training students to use the most appropriate methods used in the study of leadership sources 3-training students to manage leaders in the guidance organization 4-training students to manage the stages of planning, implementation and follow-up methods of teaching and learning

9. Teaching and Learning Strategies					
Theory 1-interactive lecture 2-brainstorming 3-dialogue and discussion 4-Assignment of tasks and report			My work 1-assigning a collective work on how to develop a particular rural community according to the available possibilities 2-commissioning a report on each topic		
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 my theor 3 practical	Theory :a1 To show the contents of Rural Leadership My work :a4 To recognize the leadership and presidency and the difference between them	Theory : The concept of leadership My work : Leadership, presidency and the difference between them	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
2	2 my theor 3 practical	Theory :b1 To explain the importance of leadership in guidance work My work :b3 To define rural leadership roles	Theory : The importance of leadership in agricultural extension work My work : Rural leadership roles	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
3	2 my theor 3 practical	Theory :c1 To be familiar with rural	Theory : Different leadership	My theory :auditory methods,	Short exams , assignment of Duty,

		<p>leadership roles</p> <p>My work :a12</p> <p>To be familiar with the most important procedures for determining rural driving patterns</p>	<p>styles</p> <p>My work :</p> <p>The most important measures to identify rural driving patterns</p>	<p>writing style on the blackboard , direct dialogue style</p> <p>Practical: assignment of tasks and report</p>	<p>discussions</p>
4	2 my theor 3 practical	<p>Theory :a2</p> <p>To clarify the types of rural driving</p> <p>My work :b4</p> <p>Clarifies the considerations to be taken into account when choosing a good leader</p>	<p>Theory :</p> <p>Types of leaders in agricultural extension work and classification of work-oriented and Human Relations-oriented leadership behavior</p> <p>My work characteristic s and recipes of the local rural leader</p>	<p>My theory :auditory methods, writing style on the blackboard , direct dialogue style</p> <p>Practical: assignment of tasks and report</p>	<p>Short exams , assignment of Duty, discussions</p>
5	2 my theor 3 practical	<p>Theory :a3</p> <p>To get acquainted with the characteristics and recipes of the local rural leader</p> <p>My work :a13</p> <p>To identify leadership behavior and the factors influencing it</p>	<p>Theory :</p> <p>The power that a leader uses to influence others</p> <p>My work : Leadership behavior and factors influencing it</p> <p>Scientific visits</p>	<p>My theory :auditory methods, writing style on the blackboard , direct dialogue style</p> <p>Practical: assignment of tasks and report</p>	<p>Short exams , assignment of Duty, discussions</p>

6	2 my theor 3 practical	Theory :a4 To recognize the ways of directing the leadership and the amount of control over it My work :b5 To determine the driving steering factors	Theory : Methods of leadership orientation and amount of control (type of work, leader, follower, attitude, environmental conditions) My work : Determining factors of driving orientation	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
7	2 my theor 3 practical	Theory :a5 To explain leadership theories My work :a14 To explain the theory of the Great Man, The Theory of traits , the attitudinal theory	Theory : Leadership Theory (great man theory, trait theory, positivism) My work : Criticism of the theories	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
8	2 my theor 3 practical	Theory :a6 To explain the importance of theories in leadership My work :b6 To illustrate the variables of the interactive theory, the	Theory : Interactive theory, functional theory My work : Variables of interactive theory,	My theory :auditory methods, writing style on the blackboard , direct dialogue style	Short exams , assignment of Duty, discussions

		functions of the functional theory	functions of functional theory	Practical: assignment of tasks and report	
9	2 my theor 3 practical	Theory :b2 To get acquainted with the types of rural driving theories My work :c3 To define models of behavioral theory	Theory : Behavioral theory, dimension s of behavioral theory My work : Models of behavioral theory	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
10	2 my theor 3 practical	Theory :a7 To clarify the factors determining the direction of leadership My work :a15 To recognize the influence of the X-theory on the leadership style, the influence of the X-theory on the control style	Theory : Theories related to human nature, Theory X and Theory Y My work : The influence of X-theory on the leadership style, the influence of X-theory on the control style	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
11	2 my theor 3 practical	Theory :a8 To recognize the role of the X&Y theory related to	Theory : The Y-theorem My work : The	My theory :auditory methods, writing style on	Short exams , assignment of Duty, discussions

		human nature My work :a16 To recognize the influence of the Y theory on the leadership style, the influence of the Y theory on the control style, the influence of the Y theory on the type of tasks assigned to him	influence of y theory on the leadership style, the influence of Y theory on the control style, the influence of Y theory on the type of tasks assigned to him	the blackboard , direct dialogue style Practical: assignment of tasks and report	
12	2 my theor 3 practical	Theory :c2 To explain the theory of Likert systems related to management and explain how important they are in leadership work My work :c4 To explain the method of calculating Likert metrics	Theory : The theory of Likert's management systems and its relationship with McGregor's Theory X&Y My work : The method of calculating Likert scales	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
13	2 my theor 3 practical	Theory :a9 To compare the leadership style and employee performance My work :b7 To understand the most important	Theory : The relationship between leadership style and employee performance My work : Employee leadership	My theory :auditory methods, writing style on the blackboard , direct dialogue style	Short exams , assignment of Duty, discussions

		employee leadership skills	skills	Practical: assignment of tasks and report	
14	2 my theor 3 practical	Theory :a10 To be familiar with the modern dimensions of Rural Leadership My work :b8 To recognize the necessary skills in mastering driving	Theory : Modern dimensions of driving My work : Necessary skills in mastering driving	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
15	2 my theor 3 practical	Theory :d1 Apply through a field visit to one of the guidance centers to see the work of the administrative leader My work :d2 To prepare a report on the scientific visit	Theory : Scientific visit to the Department of agricultural extension My work : Preparation of a report on the scientific visit	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions

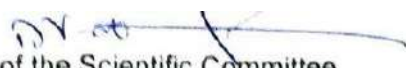
11.Course Evaluation


Calendar methods	Appointment date (week)	Degree	Relative weight %	ت
The first quiz(quiz) Theory My work	Week 4: theoretical: short test (1) Quiz Week 4: practical : short test (1) Quiz	2.5 theoretical 2.5 practical	5%	1
Monthly exam (1)	Week 9: theoretical test Week 9: practical test	10 theoretical 5 practical	15%	2
The second	Week 11: theoretical: short quiz (2)	2.5 theoretical	5%	3

		quiz (quiz)	Quiz Week 11: practical: short quiz (2) Quiz	2.5 practical		
		Monthly exam (2)	Week 13: theory test (2) Week 13: practical test (2)	10 theoretical 5 practical	15%	4
		Quest rate	Hourly rates are announced at the end of the semester	15 practical 25 theoretical	40%	5
		Final practical test	Practical exam week	20	20%	6
		Final theoretical test	A week of theoretical exams	40	40%	7
		Total	The grade of the final theoretical and practical test at the end of the academic year	60	100%	8

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Binding on rural driving material
Main references (sources)	The book of Rural Leadership
Recommended books and references (scientific journals, reports...)	Fundamentals of management and leadership
Electronic References, Websites	http://www.publications.zu.edu.eg/Pages/PubShow.aspx?ID=9295&pubID=19 https://formder.iamm.fr/ressources/cours/leader_arabic.pdf https://staffsites.sohag-univ.edu.eg/stuff/subjects/show/4944



Chairperson of the Scientific Committee
Prof. Dr. Ahmad Awad Taib



Head of Department
Assist. Prof. Dr. Talal Saeed Hameed

Instructor of Theoretical subject:

Hafsa fatah hadeed


Instructor of Practical Subject:


Ali Tariq Hameed

Rayan rayad kazm


Course Description Form

Course Name:					
Weeds and methods of control					
Course Code:					
WECO303					
Semester / Year:					
2025/ 2024 autumn					
Description Preparation Date:					
1/9/2024					
Available Attendance Forms:					
Attended					
Number of Credit Hours (Total) / Number of Units (Total)					
(75 hours) (3.5 units)					
Course administrator's name (mention all, if more than one name)					
Name: Dr. Mohammed Akram Abdulateef ISLAM ABDULSATTAR ASMAIR Email: mohammed.akram1985@uomosul.edu.iq					
Course Objectives					
Course Objectives		Enabling the student to understand, understand and identify the nature of the life of the bush, the benefits and harms of the bush, ways to combat them, including agricultural, mechanical, biological and chemical methods, in addition to an extensive study on the totals of herbicides and methods of adding them to combat the weeds			
Teaching and Learning Strategies					
Strategy		1- Education strategy teamwork planning. 2- Brainstorming education strategy and discussions. 3- E-learning strategy.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2Theoretical 3 practical	Theoretical: A1 b1: Defines, enumerates and explains the jungles, their benefits and their harms Practical: B6: The division and classification of jungle plants is counted	Theoretical: The weed and its definitions Practical: The weed name	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance
2	2Theoretical 3 practical	Theoretical: A2: Defines the regionalization and enumerates the qualities related to the regionalization and the means of the spread	Theoretical: Localizing weed plants and ways to spread them Practical: The regional	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance

		of the weed Practical: B7: Explains the characteristics of the weed plants related to adaptation			
3	2Theoretical 3 practical	Theoretical: B2a3: Defines the life antibodies (known the life antibodies, the number of places where the anti-life materials are present) Practical: B8: Enumerates the different breeding methods of weed plants	Theoretical: The competition Practical: Reproduction	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance
4	2Theoretical 3 practical	The theoretical A4 b3: Describes the ways of entry of antibiotic substances (explain the ways of entering the antibiotic substances into the environment, explain the methods of washing and volatilization) Practical: C5: Explains the effect of stillness on weed plants	Theoretical: biological control Practical: Stillness	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance
5	2Theoretical 3 practical	Theoretical: A3 b2: c1 uses resistance methods (select the best methods used to reduce the spread of weed seeds) Practical: C6: Explains	Theoretical: Methods to control the weed Practical: Getting to know the weed	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance

		the preventive means to reduce the spread of the weed			
6	2Theoretical 3 practical	Theoretical: C2: Employs means to reduce the spread of weeds (use mechanical and agricultural methods in eliminating weeds scattered in agricultural fields) Practical: B9: Demonstrates the quantitative qualities of the weed	Theoretical: Methods of resistance Practical: The qualities of the weed quantity	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance
7	2Theoretical 3 practical	Theoretical: B5: Writes about the history of chemical control and the benefits of control (write a report on chemical control explaining how herbicides were used for the first time, explain the benefits of chemical control) Practical: B10, d4: illustrates the division of weed herbicides	Theoretical: Chemical control Practical: weed herbicides	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance
8	2Theoretical 3 practical	Theoretical: C3: Shows the determining factors of the lethal effect (among the determining factors of the killer effect of any chemical compound) Practical:	Theoretical: Chemical aggregates Practical: The qualities of weed herbicides	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance

		B11: Demonstrates the physical and chemical qualities of weed herbicides			
9	2Theoretical 3 practical	Theoretical: C4: herbicide permeability from leaves (try during the Chemical Control Department places of permeability of herbicides) Practical: D5: Determines the volume of the spray solution	Theoretical: Herbicide absorption and transfer Practical: Spraying solutions	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance
10	2Theoretical 3 practical	Theoretical: B6,c5: Schedules the transport of herbicides (the herbicide transport table from the fall of the herbicide drop to its arrival in the killing areas) Practical: B12: Shows the types of births and their uses	Theoretical: Herbicide absorption and transfer Practical: The sprayers	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance
11	2Theoretical 3 practical	Theoretical: D1: Determines the types of optional (Select the type of optionality when spraying herbicides on wheat plants and not affected, select the type of optionality when noticing the impact of broad-leaf bush plants and served the impact of narrow-leaf plants) Practical:	Theoretical: Elective Practical: Elective	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance

		B13: Distinguishes the optional types of herbicides			
12	2Theoretical 3 practical	Theoretical: D2: explains the morphological, physiological optional (explain how the herbicide is transformed within the plant, explain the optional morphological mechanism in plants) Practical: B14: Measures the sustainability of the herbicide solution in the soil	Theoretical: Elective Practical: Sustainability	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance
13	2Theoretical 3 practical	Theoretical: D3: Explains the relationship of herbicides and the environment (explanation of the relationship of herbicides to the environment in terms of the date of addition and concentration of the herbicide) Practical: :C7 tests the methods of transport of the herbicide within the soil	Theoretical: Weed and epidemic herbicides Practical: Transportation and preparation of herbicides	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance
14	2Theoretical 3 practical	Theoretical: E1: Verifies the existence of sustainability (he investigates the cause of sustainability of herbicides in soil or on plant parts) Practical:	Theoretical: Sustainability Practical: Field visit	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance

		E3: Documents the various weed scenes			
15	2Theoretical 3 practical	Theoretical: E2: Measures the retention of herbicides in the soil (measure the duration of retention of the herbicide in the soil and do you think that there are factors related to its effective survival in the soil) Practical: E4: measures the amount of herbicide needed to combat	Theoretical: Sustainability Practical: Scientific visit	(theoretical) Auditory methods. Style of writing on the blackboard. Direct dialogue style. Electronic class Google Classroom. (practical) Assigning tasks and reporting.	Short exams, assignment of homework, discussions, student attendance

Course Evaluation

No.	Calendar methods	Calendar date (week)	Degree	Relative weight%
1	1report	week 4	2.5	2.5
2	2 report	week 5	2.5	2.5
3	(1) Quiz	week 6	2	2
4	(2) Quiz	week 14	2	2
5	(3) Quiz	week 15	1	1
6	(1) exam	week 6	7.5	7.5
7	(2) exam	week 11	7.5	7.5
8	exam theoretical final	exam theoretical final	40	40
9	practical field project	week 15	5	5
10	evaluation field	weeks 3, 5	2	2
11	(1) Quiz practical	week 1	1	1
12	(2) Quiz practical	week 4	0.5	0.5
13	(3) Quiz practical	week 14	1	1
14	question and homework	6,8,9,10,11,12,13 weeks	5.5	5.5
15	exam practical final	exam theoretical final	20	20
	Total	100	%100	%100

Learning and Teaching Resources

Required textbooks (curricular books, if any)	the basics of Weeds and methods of control .
Main references (sources)	Barbara D. Booth & Clarence J. Swanton AND Stephen D. Murphy.2003.Weed Ecology in Natural and Agricultural Systems - Robert L. Zimdahl / 2007.Fundamentals of Weed Science / OMAS J. MONACO & STEPHEN C. WELLER AND FLOYD M. ASHTOM. 2002.WEED SCIENCE
Recommended books and references (scientific journals, reports...)	https://www.tjas.org/index.php/tas
Electronic References, Websites	https://magri.mosuljournals.com/ - https://www.tjas.org/index.php/tas

Theoretical subject teacher : Dr. Mohammed Akram Abdulateef

Practical subject teacher : ISLAM ABDULSATTAR ASMAIR

Chairman of the Scientific Committee :



Head of the Agriculture Extension

د. أحمد عواد حبيب



Course Description Form

1. Course Name:	
Agricultural Extension Methods and means	
2. Course Code:	
AEMM342	
3. Semester / Year:	
Second spring semester / 2024- 2025	
4. Description Preparation Date:	
1/2/2025	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours (theoretical) + 3 hours (practical) \ 3.5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Luma Monther Adress Email: luma_adress@uomosul.edu.iq	
8. Course Objectives	
<p>Theory</p> <p>1-enabling the student to know, understand, understand and apply the procedures used to use the methods and means of agricultural extension</p> <p>2-enabling the student to choose the appropriate methods in agricultural extension</p> <p>3-enabling the student to know the types of agricultural extension methods and when to use each of them and under what conditions</p> <p>4-knowledge of the terms and conditions of using methods and means of agricultural extension</p> <p>5-providing students with knowledge of the concept of ways and means or guidance AIDS .</p>	<p>My work</p> <p>1-knowledge of the types of methods and means of guidance</p> <p>2-knowledge of how to implement and evaluate the methods and means of agricultural extension</p> <p>3-enabling the student to know how to write a report on agricultural extension methods.</p> <p>4-training students on the implementation of some methods of agricultural extension.</p> <p>5-training students to use the means and guidance AIDS properly</p> <p>6-training students on the design of brochures and posters</p>
9. Teaching and Learning Strategies	
<p>Theory</p> <p>1-interactive lecture</p> <p>2-brainstorming</p> <p>3-dialogue and discussion</p>	<p>My work</p> <p>1-assigning a collective work on how to develop a particular rural</p>

4-Assignment of tasks and report	community according to the available possibilities 2-commissioning a report on each topic
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 my theor 3 practical	Theory :a1 To familiarize the student with the methods and means of Agricultural Extension, and to get acquainted with the concept of methods and means of extension My work :a9 To get acquainted with the conditions for using the means and guidance AIDS	Theory : Guiding ways, the concept of guiding ways Means and guidance AIDS Classificatio n of methods and guide aids My work: The conditions to be taken into account when choosing methods and means of agricultural extension in extension work	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
2	2 my theor 3 practical	Theory :a2 Selection of methods and guidance AIDS, methods of individual communication, field and home visits My work :a10	Theory : Selection of methods and guidance AIDS, methods of individual communication, field and home visits	My theory :auditory methods, writing style on the blackboard , direct dialogue style	Short exams , assignment of Duty, discussions

		<p>The concept of AIDS , the importance of means in the instructional process</p> <p>Terms of use of means and guidance AIDS, social networking sites as one of the modern guidance technologies</p>	<p>My work : The concept of AIDS , the importance of means in the instructional process</p> <p>Terms of use of means and guidance AIDS, social networking sites as one of the modern guidance technologies</p>	<p>Practical: assignment of tasks and report</p>	
3	2 my theor 3 practical	<p>Theory :a3 To recognize phone calls, personal messages and modern methods of communication</p> <p>My work :a11 To get acquainted with social networking sites, to show the importance of networking sites in guidance work</p>	<p>Theory : Office visits, telephone contacts, Personal messages, Advantages and disadvantages</p> <p>My work : Audiovisual guidance AIDS</p>	<p>My theory :auditory methods, writing style on the blackboard , direct dialogue style</p> <p>Practical: assignment of tasks and report</p>	<p>Short exams , assignment of Duty, discussions</p>
4	2 my theor 3 practical	<p>Theory :a4b1 To show the most important collective guidance methods, to show the types of collective</p>	<p>Theory : Informal individual communication, group counseling methods, types of</p>	<p>My theory :auditory methods, writing style on the blackboard , direct</p>	<p>Short exams , assignment of Duty, discussions</p>

		<p>methods</p> <p>My work :a12</p> <p>To learn how to choose the types of collective methods</p>	<p>Group methods ‘</p> <p>Shortcomings of mass methods</p> <p>My work : Still images, concept, types of still images</p>	<p>dialogue style</p> <p>Practical: assignment of tasks and report</p>	
5	2 my theory 3 practical	<p>Theory :b2</p> <p>To employ methods of practical demonstration either by watching or by practicing</p> <p>My work :b8</p> <p>To identify the models and samples and their relationship to the guidance process</p>	<p>Theory : Practical demonstration, the concept of practical demonstration, demonstration of the method or practice</p> <p>Clarification of the result, a comparison between practical demonstration by viewing and demonstration by displaying the results</p> <p>My work : Practical demonstration</p> <p>A field visit to one of the villages belonging to Nineveh governorate for practical</p>	<p>My theory :auditory methods, writing style on the blackboard , direct dialogue style</p> <p>Practical: assignment of tasks and report</p>	<p>Short exams , assignment of Duty, discussions</p>

			agricultural demonstration		
6	2 my theor 3 practical	Theory :a5 To get acquainted with the concept of field day, to determine the types of field day My work :b9 To get acquainted with the field day and its type	Theory : Field day, field concept, types of seasonal and annual field day My work : A field visit on the field day to learn about the importance of the day for farmers and the importance of agricultural extension work	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
7	2 my theor 3 practical	Theory :a6 To get acquainted with the concept of guided trips, to get acquainted with the most important advantages and disadvantages of guided trips My work :a13 To get acquainted with the guide publications, and to get acquainted with how to design the guide	Theory : Guided trips, the concept of guided trips, advantages and disadvantages My work : Steps to implement guided tours The mechanism of guided trips and the extent of their benefit	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions

		publications			
8	2 my theor 3 practical	Theory :b3 To build the importance of the guidance meetings in the guidance process My work :b10 To get acquainted with the guide newspapers, and how to design the guide newspapers	Theory : Orientatio n meetings , Lecture, session, seminars, symposia, debate, rural theater My work : The steps of implement ing the indicative meetings, how to choose the dates of indicative meetings	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
9	2 my theor 3 practical	Theory :b4 To identify the types of mass communicatio n methods, to show the advantages and disadvantages of mass communicatio n methods My work :b11 To be interested in extension campaigns and to learn about the educational benefits of extension campaigns	Theory : Mass counseling methods, the concept of mass counseling methods Types of mass counseling methods Advantage s and disadvanta ges My work : Methods of mass	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions

			counseling , radio, television, internet		
10	2 my theor 3 practical	Theory :a7b5 To get acquainted with the instructional publications, the concept of technical, light and instructional brochures and seminars My work :b12 To identify the types of mass communication methods such as radio and television	Theory : Guide publications , The concept of guidebook publications , light bulletin, technical bulletin Newsletter, Newsletter, Report magazine My work : How to design guidebook publications	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
11	2 my theor 3 practical	Theory :a8 To employ newspapers and posters in the guidance work , and to indicate the types of guidance posters My work :a14 To get acquainted with the guidance publications and their importance in agricultural extension	Theory : Newspaper articles, the concept of newspapers , advantages and disadvantages of newspapers Stickers, types of stickers My work : How to design brochures, newspapers, how to design	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions

			posters		
12	2 my theor 3 practical	Theory :b6 To show the most important guidance speeches and radio programs, to show the efficiency and effectiveness of agricultural guidance programs My work :a15 To learn about the educational benefits of extension campaigns	Theory : Periodic speeches ‘ Radio guidance programs, efficiency and effectiveness of guidance programs My work : Extension campaigns‘ Educational benefits of extension campaigns	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
13	2 my theor 3 practical	Theory :b7 To get acquainted with television programs, to show the importance of watching and listening programs My work :d3 To discuss reports on ways and means of guidance	Theory : Guided TV programs, listening and watching programs My work : Discussion of special reports on means and guidance AIDS, TV programs	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
14	2 my theor 3 practical	Theory :d1 To show the importance of agricultural exhibitions, and to clarify the concept of the	Theory : Agricultural exhibitions, concept, benefits for exhibitions, Agricultural Museum	My theory :auditory methods, writing style on the blackboard , direct dialogue	Short exams , assignment of Duty, discussions

		Agricultural Museum My work :d4 To discuss reports on ways and means of guidance	My work : Discussion of reports on the means and guidance aids on the importance of agricultural exhibitions	style Practical: assignment of tasks and report	
15	2 my theor 3 practical	Theory :d2 To conduct a field visit to agricultural departments and indicate the importance of using modern methods and means in extension work My work :d5 To recognize the importance of field viewing	Theory : To conduct a field visit to agricultural departments and indicate the importance of using modern methods and means in extension work My work : Visit the college fields for field viewing	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions

11.Course Evaluation

Calendar methods	Appointment date (week)	Degree	Relative weight %	ت
The first quiz(quiz) Theory My work	Week 4: theoretical: short test (1) Quiz Week 4: practical : short test (1) Quiz	2.5 theoretical 2.5 practical	5%	1
Monthly exam (1)	Week 9: theoretical test Week 9: practical test	10 theoretical 5 practical	15%	2
The second quiz (quiz)	Week 11: theoretical: short quiz (2) Quiz Week 11: practical: short quiz (2) Quiz	2.5 theoretical 2.5 practical	5%	3
Monthly exam (2)	Week 13: theory test (2) Week 13: practical test (2)	10 theoretical 5 practical	15%	4
Quest rate	Hourly rates are announced at the end	15 practical	40%	5

			of the semester	25 theoretical		
		Final practical test	Practical exam week	20	20%	6
		Final theoretical test	A week of theoretical exams	40	40%	7
		Total	The grade of the final theoretical and practical test at the end of the academic year	60	100%	8

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Lectures on methods and means of guidance
Main references (sources)	The book of principles of agricultural extension / by Dr. Zaki Hassan Mohammed tonight and Samir Abdul Azim Introduction to agricultural extension / by Dr. Ahmed Shoukry al-Rimawi and others
Recommended books and references (scientific journals, reports...)	Agricultural extension reference By Mohamed Mohamed Omar al-tanoubi
Electronic References, Websites	https://ajas.journals.ekb.eg http://agri.uowasit.edu.iq/wp-content https://arab-ency.com .

Instructor of Theoretical subject:

Luma Monther Adress

Chairperson of the Scientific Committee

Assist. Prof. Dr. Ahmed Awad Talb

Head of Department

Assist. Prof. Dr. Talal Saeed Hameed

Instructor of Practical Subject:

Mohammed Ahmed Mahal



Course description form

1. Course name:					
Animal health and diseases					
2. Course Code:					
ANHD345					
3. Semester/Year					
(Semester (Spring Semester					
4. was prepared Date this description					
1/2/2024					
5. Available forms of attendance:					
in person					
6. total) / number of units (total) Number of study hours					
75 hours 3.5units					
7. Name of the course administrator					
(theoretical teacher) Eng. Raghad Nabil Daoud (practical teacher) M. Nadia Muhammad Bashir					
A- Cognitive objectives					
1- Classification of diseases according to the duration of their spread, their causes, and the factors that contribute to the occurrence of the disease					
2- Identify pesticides and methods of using them					
3-Knowledge of diseases that affect large animals and poultry, clinical signs, and methods of treating them					
B - The skills objectives of the course.					
1- Methods of using appropriate disinfectants to disinfect eggs, wool, and animal fields					
2-Using insecticides to combat parasites on animals					
3-Diagnosing diseases in the fields and how to treat them					
8. Teaching and learning strategies					
1- Theoretical lectures					
2- Practical lessons					
3- Scientific reports and use of the Internet					
4- Field visits to animal fields					
9. Course structure					
Evaluation method	Learning method	Required learning outcomes	the unit or topic	hours	the week
Short exams, assignments, discussions	Theoretical: Audio-visual methods using computers Writing style on Chalkboard style Direct dialogue Practical: The	Theoretical: A1 Animal Health And the environment Practical: B1 Animal management in field	The student understands the importance of the environment On animal health	Theoretical2 practical 3	First


	student learns ways to manage fields Animal				
Short exams, assignments, discussions	Theoretical: audio methods, And visual Writing style on Chalkboard style Direct dialogue Practical: The student examines the animal practically in the field	Theoretical: A2 Disease and disease classification Practical: A13 Examination of the head area	The student learns about the most important diseases and methods of diagnosing and treating them	Theoretical2 Practical3	Second
Short exams, assignments, discussions.	audio methods, Writing style on Chalkboard style Direct dialogue Practical: Learn about the types of veterinary medicines	Theoretical: A3 Quarantine and veterinary Practical: A14 Forms of medications used to treat farm animals	The student understands the meaning of quarantine and how to apply it	Theoretical2 Practical3	Third
Short exams, assignments, discussions.	Auditory methods And visual Writing style on Chalkboard style Direct dialogue Practical: Learn about different types of medicines	Theoretical: A4 Disinfection and disinfectants Practical: A15 Examples of types of veterinary medicines	The student about learns the types of disinfectants that are used to disinfect animal shelters	Theoretical2 Practical3	Fourth
Short exams, assignments, discussions.	Theoretical: Audio-visual methods Writing style on Chalkboard style Direct dialogue Practical: The	:Theoretical C1 Insecticides their and mechanism of action :Practical A16 Medicines	The student enumerates the most important types of pesticides	Theoretical2 Practical3	Fifth


	student learns how to use Pesticides	used to treat external diseases	used in animal fields		
Short exams, assignments, discussions.	Theoretical: Audio-visual methods Show pictures With computers, it doesn't Matter Parasitology and identification on her Practical: The student watches The process of spraying and dipping	Theoretical: A3 Quarantine and veterinary Practical: A14 Forms of medications used to treat farm animals	The student learns about the most important parasites ...spread in Animal fields	Theoretical2 Practical3	Sixth
Short exams, assignments, discussions.	Theoretical: The student writes a report About what he saw in The dining room	Theoretical: C2 Scientific trip Practical: C4 Medicines given orally and glaucoma	Scientific trip	Theoretical2 Practical3	Seventh
Short exams, assignments, discussions.	Theoretical: audio methods, Writing style on Chalkboard style Direct dialogue Practical: Learn the different ways to administer medications: (Methods of administering medications)	Theoretical: A6 The health importance of water, air and soil. Practical: A18 Antibiotics and their types	student The recognizes the importance of Water, air and soil Animal in .health	Theoretical2 Practical3	Eighth
Short exams, assignments, discussions.	Theoretical: Auditory methods And visual Writing style on Chalkboard style	Theoretical: C3 The effect of heat and light on animal health Practical: A19 Bactericidal	The student understands the effect of heat and light on animal health	Theoretical2 Practical3	Ninth

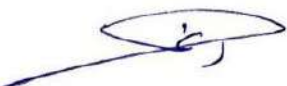
	Direct dialogue Practical: visit to the fields	antibiotics			
Short exams, assignments, discussions.	Theoretical: Using audio-visual methods data show (data show) style Direct dialogue Practical: The student learns about the most important antibiotics	Theoretical: A7 Pathological infections and infectious diseases Rinderpest and foot-and-mouth disease Practical: A20 antifungals	Recognizes and diagnoses the most important infectious diseases	Theoretical2 Practical3	Tenth
Short exams, assignments, discussions.	Theoretical: Auditory methods And visual Writing style on Chalkboard style Direct dialogue Practical: The student learns methods of immunization against diseases	Theoretical: A8 I get sick with sheep pox and rabies Practical: C5 The process of vaccination or immunization against diseases	The student gets to know Disease and of methods treatment	Theoretical2 Practical3	Eleventh
Short exams, assignments, discussions.	Theoretical: Audio-visual methods And writing style Chalkboard style Direct dialogue Practical: Learn about the causes of this disease and its prevention	Theoretical: A9 Liver and lung worm disease Practical: C6 dosage against liver and lung worms	The student is familiar with the causes of these diseases and methods of treating and preventing them	Theoretical2 Practical3	Twelfth

Short exams, assignments, discussions.	<p>Theoretical: Audio-visual methods And writing style Chalkboard style Direct dialogue</p> <p>Practical: Learn about the causes of this disease and its prevention</p>	<p>Theoretical: A10 Blood parasitic disease (protozoa) (Theileria, Babesia) .</p> <p>Practical: A21 Rumen distension (bloat), clinical signs and treatment</p>	The student gets to know The causes of these diseases And methods of treating it	Theoretical2 Practical3	Thirteenth
Discussions and dialogue	<p>Audio-visual methods And writing style Chalkboard style Direct dialogue Practical: Learn about the causes of this disease and its prevention</p>	<p>Theoretical: A11 Camboro disease, Newcastle chicken .</p> <p>Practical A22 The state of satiety, clinical signs and treatment</p>	The student gets to know The causes of these diseases And methods of treating it	Theoretical2 Practical3	Fourteenth
a He writes report about what he saw during the visit	<p>Theoretical: audio-visual methods And writing style Chalkboard</p> <p>Direct dialogue Practical: Identifying methods of vaccination And vaccines</p>	<p>Theoretical: A12 Coccidiosis, predation</p> <p>Practical: A23 The condition of ketosis, its causes, clinical signs, and methods of treatment</p>	The student gets to know The causes of these diseases And methods of treating it		Fifteenth
10. Course evaluation					
1- Written tests 2- Oral exams 3- Reports 4- Discussions					

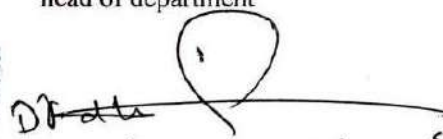
11. Learning and teaching resources	
Animal and poultry diseases, written by Dr. Sameh -1 Nizar Jabbar Musleh, and Dr. Hedayat Arslan Hisham Abdullah Bashir Animal health, written by Dr. Abdel Moez Ahmed -2 Ismail	(Required textbooks (methodology, if any
	(Main references (sources
universities Lectures and books published in Iraqi	Recommended supporting books and references (...scientific journals, reports)
Agricultural sites specialized in raising dairy cows	Electronic references, Internet sites


M. Nadia Muhammad Bashir
theoretical teacher


Dr. Tallal saad
head of department


M. Raghad Nabil Daoud
practical teacher




أ.د. أحمد كhaled داود
رئيس اللجنة العلمية

teacher

Course Description Form

1. Course Name:	
Extension Management	
2. Course Code:	
EXMA343	
3. Semester / Year:	
Second spring semester /2024– 2025	
4. Description Preparation Date:	
2025/2/1	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours (theoretical) + 3 hours (practical) \ 3.5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Hassan Hameed Sikar Ameera Yonis Hasain	
8. Course Objectives	
<p>Theory</p> <p>1-enabling the student to know, understand, understand and apply the procedures followed in the guidance department</p> <p>2-enabling the student to choose the appropriate methods in the management of extension programs</p> <p>3-enabling the student to know the types of guidance management and how to choose the most appropriate ones</p> <p>4-enable the student to know how to write a management guidance report</p>	<p>My work</p> <p>1-training students on the application of guidance management methods.</p> <p>2-training students to use the most appropriate methods used in guidance management</p> <p>3-training students on the management of employees in the guidance organization</p> <p>4-training students to manage the stages of planning, implementation and follow-up</p>
9. Teaching and Learning Strategies	
<p>Theory</p> <p>1-interactive lecture</p> <p>2-brainstorming</p> <p>3-dialogue and discussion</p> <p>4-Assignment of tasks and report</p>	<p>My work</p> <p>1-assigning a collective work on how to develop a particular rural community according to the available possibilities</p> <p>2-commissioning a report on each topic</p>

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 my theor 3 practical	Theory : To get acquainted with the vocabulary of management the importance of management the task of management the definition of management the functions of management My work : To get acquainted with the methods of scientific management	Theory : Management theory Scientific management theory Comparison of theories My work : Stages of application of the agricultural administrative program	My theory : auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
2	2 my theor 3 practical	Theory : Understands the management process and the achievement of management objectives and organizational resources My work : Understand how to achieve the goals of the administrative process and organizational resources	Theory : Administrative process Management of regulatory materials Achieving management goals My work : Preliminary stage, steps of implementation of the administrative process	My theory : auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
3	2 my theor 3 practical	Theory : To get acquainted with the classical	Theory : Classical theories of management	My theory : auditory methods, writing	Short exams , assignment of Duty, discussions

		theories of management and organization and bureaucratic theory My work : To distinguish the steps of the implementation of classical theories and bureaucratic theory	Bureaucratic theory My work : Steps for the implementation of classical theories and bureaucratic theory	style on the blackboard, direct dialogue style Practical: assignment of tasks and report	
4	2 my theor 3 practical	Theory : To get acquainted with the administrative theory of scientific management theory My work : To get acquainted with the administrative theory of scientific management theory	Theory : Management theory Scientific management theory Comparison of theories My work : The planning, executive and calendar stage of management theory	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
5	2 my theor 3 practical	Theory : To recognize the neoclassical (modified) theory, the movement of human relations My work : To explain the neoclassical (modified)	Theory : Modified classical theory (updated) Theory of the movement of human relations Advantages and	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical:	Short exams , assignment of Duty, discussions

		theory, the identification of needs and the movement of human relations	disadvantages of modified classical theories My work : Defining the needs of classical theory	assignment of tasks and report	
6	2 my theor 3 practical	Theory : To get acquainted with the concept of modern theory in management and organization My work : To identify tasks among the necessary needs of management theory	Theory : Modern theory of management and organization Origins and history Advantages and disadvantages of the theory My work : Identification of tasks among the necessary needs of modern theory	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
7	2 my theor 3 practical	Theory : To get acquainted with the concept of planning in management My work : Be able to draw a business plan from the beginning to the final application	Theory : The concept of planning Introduction to the importance of planning in general Application of planning in scientific management My work : Drawing a business plan	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions

			from the beginning until the application of the extension program		
8	2 my theor 3 practical	Theory : To recognize the importance of organization in management My work : To identify the difficulties faced by the guidance department when planning programs	Theory : Steps of the planning process My work : Identifying difficulties during the indicative program planning process	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
9	2 my theor 3 practical	Theory : To get acquainted with the concept of organization and ways of using it in the administrative process My work : To identify the most important goals that can be achieved on الواقع The reality and what are the consequences of achieving the objectives	Theory : The meaning and concept of organization Ways to use Organization and integrate it with management Obstacles to the use of regulation My work Determine the goal that can be achieved	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions

			first on reality when organizing extension programs		
10	2 my theor 3 practical	Theory : To get acquainted with the concept of influence in administrative work My work : To distinguish the most important difficulties when achieving influence in the extension management	Theory : The concept of influence and its importance in management My work : Revealing the difficulties of achieving influence in the extension department	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
11	2 my theor 3 practical	Theory : To get acquainted with the role of control and leadership, leadership methods in management My work : To clarify the importance of control in the indicative administrative work Theory : To learn about the role of leadership,	Theory : The role of control in management and its correct employment My work : The importance of administrative control in extension work, the difficulties that the administrator faces in agricultural	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions

		leadership styles in management My work : To prepare a report on administrative control	extension work		
12	2 my theor 3 practical	Theory : To learn about the role of leadership, leadership styles in management My work : To prepare a report on administrative control	Theory : The role of administrative leaders in the control process and the means of administrative workflow My work : Preparation of a report on administrative control	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
13	2 my theor 3 practical	Theory : Be able to make decisions in modern management My work : To discuss the special training courses of the director Ada re	Theory : Training on management skills and presentation of topics related to rural development My work : Discussion of special training for the managing director	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
14	2 my theor 3 practical	Theory : Prepare a detailed report on the objectives of	Theory : A visit to the Nineveh Agriculture Directorate	My theory :auditory methods, writing style on	Short exams , assignment of Duty, discussions

		the visit and the most important observations of the visit My work : To be interested in preparing a report on the scientific visit and the most important conclusions and recommendations of the visit	and get acquainted with the departments, and watch the mechanism of work of the guidance director My work : Preparation of a report on the scientific visit	the blackboard, direct dialogue style Practical: assignment of tasks and report	
15	2 my theory 3 practical	Theory : Oikon should learn a clear idea about the work of the Extension Center and what jobs are planned for him	Theory: A field visit to an Agricultural Extension Center	My theory : auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions

11. Course Evaluation

	Calendar methods	Appointment date (week)	Degree	Relative weight %	ت
	The first quiz(quiz) Theory My work	Week 4: theoretical: short test (1) Quiz Week 4: practical : short test (1) Quiz	2.5 theoretical 2.5 practical	5%	1
	Monthly exam (1)	Week 9: theoretical test Week 9: practical test	10 theoretical 5 practical	15%	2
	The	Week 11: theoretical: short quiz (2)	2.5 theoretical	5%	3

	second quiz (quiz)	Quiz Week 11: practical: short quiz (2) Quiz	2.5 practical		
	Monthly exam (2)	Week 13: theory test (2) Week 13: practical test (2)	10 theoretical 5 practical	15%	4
	Quest rate	Hourly rates are announced at the end of the semester	15 practical 25 theoretical	40%	5
	Final practical test	Practical exam week	20	20%	6
	Final theoretic al test	A week of theoretical exams	40	40%	7
	Total	The grade of the final theoretical and practical test at the end of the academic year	60	100%	8

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Lectures on methods and means of guidance
Main references (sources)	The book of principles of agricultural extension / by Dr. Zaki Hassan Mohammed tonight and Samir Abdul Azim Introduction to agricultural extension / by Dr. Ahmed Shoukry al-Rimawi and others
Books and supporting references that are recommended (scientific journals, reports....)	Management guide book The book Fundamentals of the calendar in psychological and Pedagogical Sciences
Electronic references, Internet sites	http://www.pnu.edu.sa http://m.mu.edu.sa

Instructor of Theoretical subject:

Hassan Hameed Sikur



Instructor of Practical Subject:

Ameera Yonis Husain



Dr. Ahmed

Chairperson of the Scientific Committee

Assist. Prof. Dr. Ahmed Awad Talb

Head of Department

Assist. Prof. Dr. Talal Saeed Hameed



Course Description Form

1. Course Name:	
Extension for rural women and youth	
2. Course Code:	
ERWY341	
3. Semester / Year:	
Spring semester/2024-4045	
4. Description Preparation Date:	
My presence+ electronica	
5. Available Attendance Forms:	
1/2/2025	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours theoretical and 3 hours practical	
7. Course administrator's name (mention all, if more than one name)	
<p>Name1: Hafsa Fattah Hadi Jassim Al-Anzi</p> <p>Name2: . ali mamad jasm</p> <p>Mhmad ahmad mahal</p> <p>Rayan ryad kazm</p>	
8. Course Objectives	
<p>Objectives of the article</p> <p>scholastic (theoretical)</p> <ul style="list-style-type: none"> • Enabling the student to know and understand the concept of counseling women and rural youth • Enabling the student to know the obstacles to rural women's participation in development 	<p>Objectives of the article</p> <p>Academic (practical)</p> <p>Enabling students to know the role of civil society organizations in the development of rural women</p> <p>Enabling the student to know the difficulties and limitations facing</p>

activities <ul style="list-style-type: none"> • Enabling students to know the mechanisms and ways to develop rural women • Enabling the student to get to know the cadres working with rural youth and to know their advantages • The factors affecting the youth's personality and the emergence of the movement and development of rural youth in <p>The world and Iraq's experience towards youth and rural women</p> <ul style="list-style-type: none"> • Enable the student to know how to write an evaluation report 	women <p>Rural areas in Iraq and ways to develop them</p> <p>Enabling the student to study and understand the basic needs of youth and young people</p> <p>Rural</p> <p>Enabling the student to understand the legislative framework to protect and empower rural women and rural youth in Iraq</p>
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9. Teaching and Learning Strategies

Theoretical <ul style="list-style-type: none"> - Interactive lecture -Brainstorming - Dialogue and discussion - Assigning tasks and reporting 	work <ul style="list-style-type: none"> - Assigning tasks with a report - Scientific visit
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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first	2 Theoretical 3 practical	<p>Theoretical a1</p> <p>The student learns about the concept of counseling for rural women</p> <p>Practical: b</p> <p>The student should be able to understand the reality of rural women and ways to develop them</p>	<p>theoretical : concept of guidance for rural women</p> <p>Practical: Rural women</p>	<p>Lectures, audio media, reports, pictures and other learning methods related to the lesson</p>	<p>Exams, reports, discussions, quizzes, discussions, quizzes</p>
the second	2 Theoretical 3 practical	<p>Theoretical a2</p> <p>For the student to understand the obstacles to women's participation in development activities</p> <p>Practical: b</p> <p>The student should be able to evaluate the role of civil society organizations in the development of rural women</p>	<p>Theoretical Obstacles women's participation in development activities</p> <p>Practical The role of civil society organizations in development of rural women</p>	<p>Lectures, audio media, reports, pictures and other learning methods related to the lesson</p>	<p>Exams, reports, discussions, quizzes, Exams, reports, discussions, quizzes</p>

		women			
the third	2 Theoretical 3 practical	Theoretical a3 The student identifies the problem of rural women Practical: b The student should be able to identify the role that rural women play in agricultural development	Theoretical problems rural women Practical Rural women are an engine for agricultural development	Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
the fourth	2 Theoretical 3 practical	Theoretical a4 For the student to understand the ways to develop rural women and their effective impact on productive activities Practical: c The student should be able to identify and overcome the difficulties facing rural women in Iraq	Theoretical Developing rural women and their effective impact on productive activities Practical Difficulties facing rural women in Iraq Scientific visit	Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

Fifth	2 Theoretical 3 practical	Theoretical b1 The student learns about the concept of rural youth (the concept of youth). Practical: a The student must be able to know and understand the challenges developing rural women	Theoretical The concept of rural youth (the concept of youth). Practical Challenges developing rural women	Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
VI	2 Theoretical 3 practical	Theoretical b2 To be able to identify areas of work with rural youth and youth in development Practical: b The student should be able to identify the most important achievements implemented in Iraq to develop women and ways to implement them	Theoretical Areas of work with rural youth Practical Achievements in development of rural women in Iraq	Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Seventh	2 Theoretical 3 practical	Theoretical b3 The student gets to know the goals	Theoretical goals working with rural youth Practical	Lectures, audio media, reports, pictures and other learning methods	Exams, reports, discussions, quizzes

		working with rural youth Practical: a The student will acquire knowledge and concepts related to the national framework for protecting and empowering rural women in the agricultural sector	The national framework for protecting and empowering rural women in the agricultural sector	related to lesson	
VIII	2 Theoretical 3 practical	Theoretical a5 The student should be able to compare between counseling young people and counseling adults Practical: b The student should be able to identify ways to empower women through the legislative framework to protect women	Theoretical comparison between counseling young adults and counseling adults Practical The legislative framework to protect and empower rural women	Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Ninth	2 Theoretical 3 practical	Theoretical c1 The student will learn about	Theoretical The emergence and development of the rural youth	Lectures, audio media, reports, pictures and other learning methods	Exams, reports, discussions, quizzes

		emergence and development of the rural youth movement Practical: b The student should be able to identify tasks that women perform in agriculture	movement Practical The role of women in agriculture	related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	
The tenth	2 Theoretical 3 practical	Theoretical c2 To design a walking program for the 4-hour program in rural youth clubs Practical: b The student should be able to know and understand the importance of women's work in the agricultural sector	Theoretical 4-h program Practical The importance of women's work in the agricultural sector	Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
eleventh	2 Theoretical 3 practical	Theoretical a6 To learn about models and examples of clubs in the world Practical: b The student should be able to identify	Theoretical Models and examples of clubs in the world Practical Obstacles and problems in women's participation in rural development	Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

		problems that hinder women's participation in development			
Twelfth	2 Theoretical 3 practical	Theoretical a7 To understand international experience in the field of rural youth development Practical: b The study should be able to analyze the entities responsible for developing women and their work mechanism	Theoretical International experiences in the field of rural youth development Practical Elements of the process of developing rural women	Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Thirteenth	2 Theoretical 3 practical	Theoretical a8 The study must be able to know and understand the stages of the Greek experience Practical: b The study should be able to identify the basic needs and requirements of young people	Theoretical Greek experience Practical Basic needs of young people Scientific vision	Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
fourteenth	2	Theoretical	Theoretical	Lectures, audio	Exams, reports

	Theoretical 3 practical	a8 The student should be able to know and familiar with the experience the Scandinavian countries the field rural youth Practical: c The student should be able to apply the foundation and knowledge related writing report topics related to rural women's guidance and rural education	Experience: The experience of Scandinavian countries in the field of rural youth Practical a report	media, reports, pictures and other learning methods related to the lesson	discussions, quizzes
Fifteenth	2 Theoretical 3 practical	Theoretical a9 The student must be able to know and understand the stages of the Ir experience Practical: c To be able to manage discussion sessions rural development	Theoretical The Ir experience Practical Discuss a report	Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

		topics			
11. Course Evaluation					
	Calendar methods	Calendar date	Grade Relative	weight %	
1	Final theoretical report + practical	reports: week (15) Practical: (15) week	7Theoretical 6 Practical	13%	
2	Short test (1)	week (3)	4 theoretical 2Practical	6%	
3	Midterm exam (theoretical and practical)	week (9)	10 theoretical 5 practical	15%	
4	A short test (2)	weeks (12)	4 theoretical 2 practical	6%	
5	Final practical test,	practical exam week	20	20%	
6	Final practical exam	theoretical exams week	40	40%	
	Total		100	100%	
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Obligatory lectures on the subject counseling rural women and youth There is no prescribed book		
Main references (sources)			Al-Rimawi, Ahmed Shukri, Hassan Ju		

	<p>Hammad, and Khaldoun Abdel Latif Subaihi (1996), Introduction Agricultural Extension, 1st edition, I Haneen for Publishing and Distributi Amman - Jordan.</p>
Recommended books and references (scientific journals, reports...)	<p>Nassif, Asim Ismail (2006), Ira experience in counseling, youth, ru youth, and rural women through sm projects, Iraqi Agriculture Journal, Iss (2), Iraq,</p> <p>Nassif, Asim Ismail (2004), a histori overview of Iraq's experience in the fi of extension work with rural youth a development proposals, Iraqi Agricultu Journal, Issue (3), Iraq, pp. 38-39.</p> <p>Agricultural Extension Letter (200 Rural Youth and Developme Department, General Authority Agricultural Guidance and Cooperati Issue (5), pp. 4-5.</p> <p>Al-Atrushi, Najm al-Din Abdullah Sal Mustafa (2001), The impact of so collective agricultural extension metho on cognitive-behavioral change in ru youth, PhD thesis, College of Agricultu and Forestry/University of Mosul.</p> <p>Al-Hafiz. Asmaa Zuhair Younis Sha 2005, The level of rural wome knowledge in some agricultural fie and family care and its relationship some variables, a field study in t villages of Al-Sharekhan and Al-Qubb Nineveh Governorate, Master's thes College of Agriculture and Forest University of Al Mosul.</p> <p>Al-Baso, Zahraa Maysar Sultan, 2007, T impact of an educational program young rural women's knowledge in t field of growing summer vegetables light of some variables, Master's thes College of Agriculture and Forest University of Al Mosul.</p> <p>Ismail, Iskandar (1996), Extensi Programs and Rural Women in the Ar World, National Symposium on the R of Women in Rural Developme November.</p> <p>Musa, Nabil Abdul Masih (1978), T reality of Al-Siddiq centers in Iraq a</p>

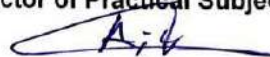
	<p>ways to develop them, Master's thesis. College of Agriculture and Forest University of Baghdad.</p> <p>Al-Anazi. Hafsa Fattah (2018), The level of rural women's application of scientific recommendations in the field of production and processing of dairy products in Al-Shirqat District / Salah Governorate, Master's thesis. College of Agriculture, Tikrit University</p>
Electronic References, Websites	<p>All websites and links related to rural women and rural youth and ways to advance the status of women and rural youth</p>

Instructor of Theoretical subject:

Hafsa Fatah hade



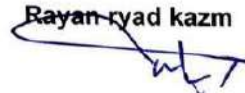
Instructor of Practical Subject:



ali mamad jasm

Mhmad ahmad mahal

Rayan-ryad kazm




Chairperson of the Scientific Committee

. Prof. Dr.ahmad awad talb

Course Description Form

1. Course Name					
Measurement methods					
2. Course Code:					
MSME339					
3. Semester/year					
: The second spring semester /2024- 2025					
4. Date this description was prepared					
1-2-2025					
5. Available attendance forms					
My presence					
6. Number of study hours (total)/number of units (total)					
2 theoretical + 3 practical / 3.5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Hassan Hameed Sikun . Mohammad Ahmed Mahal Ali Mohammad Jasim					
8. Course objectives					
Practical Enabling students to learn how to formulate and design educational objectives Questionnaire form, types of variables, and methods for verifying characteristics The psychometrics of the questionnaire tool (validity and reliability) and how to apply the questionnaire And questioning the target groups of the questionnaire Tool			Theoretical 1- Introducing the student to the concept of measurement and its importance in.. .Behavioral sciences 2- Introducing the student to the types of measurements and their levels 3- Teaching the student the rules for formulating educational objectives 4- Introducing the student to the types of variables and their classification 5- Teach the student to check the reliability of the questionnaire Through a number of statistical methods		
9. Teaching and learning strategies					
Practical lecture Group discussion through focus group discussion method Assigning the student to prepare a report on scientific research, explaining the variables and the research tool Training the student to solve examples Training students on questionnaire preparation methods Assigning students to the mechanism of data analysis in the social sciences (guidance) For the search form Conducting a field visit to a village to conduct interviews with farmers to teach students How to apply the research tool in the field And collect data			Theoretical Interactive lecture Dialogue and discussion Brainstorming method to answer the question		
10. Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning method	Evaluation

Course Description Form

		Outcomes	name		method
1	2 Theoretical 3 practical	My theory: The student gets to know the concept measurement /A2 practical: For the student to compare two concepts Measurement in behavioral sciences and natural/A4	Theoretical: the concept of measurement Practical: The concept of measurement in behavioral and natural sciences	Theoretical: Interactive lecture, brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions	Exams duties, reports, Attendance, discussions
2	2 Theoretical 3 practical	theoretical: The student should know the nature of measurement in. behavioral sciences/A1 practical: To enumerate the student Measurement properties in behavioral sciences /B1	Theoretical: The naturalness of measurement in behavioral sciences Practical: Properties measurement in behavioral sciences	Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions	Exams duties, reports, Attendance, discussions
3	2 Theoretical 3 practical	My theory: The student knows the levels measurement/A1 practical: To give the student examples of types Measurements and their levels/A2	Theoretical: levels of measurement Practical: Types measurement levels	Theoretical: interactive lecture, Brainstorming, dialogue discussion Practical: Assigning tasks and train Reports and discussions	Exams duties, reports, Attendance, discussions
4	2 Theoretical 3 practical	My theory: For the student to get to know Variables and their types/A2 practical: The student should distinguish between Variables And its types /A5	Theoretical: variables and their types practical: Classification of variable	Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions	Exams duties, reports, Attendance, discussions
5	2 Theoretical 3 practical	My theory: The student should be able to Determine the characteristics of measuring instruments/A2 practical: The student should be able to put List of measuring tools/A1	Theoretical: Characteristics of measuring tools practical: Classification of measuring instruments	Theoretical: interactive lecture, Brainstorming, dialogue discussion Practical: Assigning tasks and train Reports and discussions	Exams duties, reports, Attendance, discussions
6	2 Theoretical 3 practical	My theory: For the student to distinguish between the types and levels of educational objectives/A5 practical: The student should be able to write an	Theoretical: educational objectives practical: Guidelines and applications in formulating educational objectives	Theoretical: Interactive lecture, brainstorming, dialogue and discussion Practical: Assigning tasks, train reports and discussions	Exams duties, reports, Attendance, discussions

Course Description Form

		example of educational objectives/B2			
7	2 Theoretical 3 practical	My theory: The student must be able To compare between types of goals thalami /A4 practical: The student should be able to Formulating educational objectives according to Its levels/B6	Theoretical: Classification of educational objectives Practical: Levels of educational objectives with verbs and examples	Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions	Exams duties, reports, Attendance, discussions
8	2 Theoretical 3 practical	My theory: for the student to get to know Types of honesty /A2 The student should remember the factors Influencing honesty/A1 practical: The student learns how Statistical application for testing Validity of the Tool/b4	Theoretical: Honesty and the factors affecting it Practical: Practical applications in calculating honesty	Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions	Exams duties, reports, Attendance, discussions
9	2 Theoretical 3 practical	My theory: for the student get to know Types of stability/a2 The student gets to know the factors Affecting stability/a1 practical: The student learns how Statistical analysis to test stability the tool/B4	Theoretical: stability and factors affecting it Practical: Practical applications in calculating stability	Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions	Exams duties, reports, Attendance, discussions
10	2 Theoretical 3 practical	theoretical: The student should classify the measuring tools into... Cognitive field/A2 practical: The student prepares a table of specifications /B1	Theoretical: Measurement tools in the cognitive field (achievement tests) practical: Table of specifications how to prepare it	Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions	Exams duties, reports, Attendance, discussions
11	2 Theoretical 3 practical	theoretical: The student knows the types Objective and essay questions/A1 practical: The student learns how to write examples For types of objective questions And the frying pan/B2	Theoretical: Types of objective and essay questions Practical: Applications objective and essay types of questions	Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions	Exams duties, reports, Attendance, discussions
12	2 Theoretical 3 practical	Theoretical: The student should classify tools	Theoretical: measurement tools in	Theoretical: interactive lecture,	Exams duties, reports,

Course Description Form

		Measurement in the emotional field/A2 Practical: The student designs a form Questionnaire according to the standards in emotional field/ B6	the emotional field Practical: Applications types of measurement tools in the emotional field (questionnaire – Likert scale - Thurstone.	Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions	Attendance, discussions
13	2 Theoretical 3 practical	Theoretical: To become familiar with measuring Tools In the field of psychomotorA1 practical: To give the student examples of tools Measurement in the psychomotor field/A2	My theory: Measurement tools in the psychomotor field practical: Applications measurement tools in psychomotor field (rating scales, rating lists..)	Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions	Exams duties, reports, Attendance, discussions
14	2 Theoretical 3 practical	theoretical: The student should classify the types of questionnaires/ A2 practical: The student will learn to design a form Questionnaire /B6	Theoretical: Types of questionnaires Practical: Practical design of the questionnaire form	Theoretical: interactive lecture, Brainstorming, Dialogue and discussion Practical: Assigning tasks and train Reports and discussions	Exams duties, reports, Attendance, discussions
15	2 Theoretical 3 practical	theoretical: The student should use drafting guidelines The questionnaire in the application form/A3 practical: The student learns how to apply Field questionnaire/B3	Theoretical: Guidance in formulating and applying the questionnaire Practical: Organizing a questionnaire form for field application	Theoretical: Organizing a questionnaire form To carry out the survey Field visit Field Practical: Applying the questionnaire form during the field visit The Directorate and farmers' fields	Exams duties, reports, Attendance, discussions

11. Course Evaluation

Degree distribution from 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

Theoretical semester exams 25%) Practical semester exams 10%) Daily tests (5%) practical final exams (20%) theoretical final exams (40%)

12. Learning and Teaching Resources

Required textbooks (methodology that Found)	Measurement methods in educational and psychological sciences 2021) (Amel Fadel Khalil Al-Abbasi, Roaa Mohammad Hamed Al-Chalabi, Asmaa Zuhair Younis Al-Hafiz)
Main references (sources)	Educational competencies in measurement and evaluation (2014), Abdel Rahman Abdel Salam Jamel- Measurement and evaluation lectures (Dr. Fadel Khalil, Roaa Mohammad Hamid)
Recommended supporting books and references (scientific journals, reports....)	https://journals.ku.edu.kw/joe/index.php/joe/index https://jasep.journals.ekb.eg/


Course Description Form

Electronic references, Internet sites	https://www.researchgate.net/publication/340006838_mjlt_allwm_altrbwyt Arab Statisticians website
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Instructor of Practical Subject:

Hassan Hameed Sikar



Instructor of Practical Subject

Mohammed Ahmed Mahal

Instructor of Practical Subject

Ali Mohammad Jasim



Chairperson of the Scientific Committee

Assist. Prof. Dr.Ahmad Awad Talb



Head of Department

Assist. Prof. Dr.Talal Saeed Hameed



Course Description Form

1. Course Name:					
Handling and storage of Horticultural Crops					
2. Course Code					
HSHC405					
3. Semester / Year:					
Second semester/ Third stage/2025-2024					
4. Description Preparation Date:					
1/2/2025					
5. Available Attendance Forms:					
Attending					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 Theoretical + 3 Practical / 3.5 unite					
7. Course administrator's name (mention all, if more than one name)					
Nagham salah salem					
8. Course Objectives					
<ul style="list-style-type: none"> • The learner will be able to identify the economic and political objectives of horticultural forecasts • The student learns about the stages of growth and maturity through which horticultural results are achieved • The team between the different storage groups and the appropriate ones • Recording the basics of tree growth and using them to acquire emerging fruits for storage • Training between types of fruits and their divisions, depending on the type of large roles of fruits • Familiarity with what information the evidence needs to store and what is called for it to master the work • The student's awareness of the factors affecting the prolongation of the storage life of fruits • Determine the appropriate type of storage to suit the type of fruits • A comprehensive study of all types of fruits and how to cover them, and does not include conditions except for periods of storage for a long period of time 					
9. Teaching and Learning Strategies					
<ul style="list-style-type: none"> - Interactive lecture - Brainstorming - Dialogue and discussion - Field Training - Practical exercises - Field project - Self-education 					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 Theoretical	A1: The student acquires knowledge and concepts related to the importance of food storage for agricultural and horticultural products B1: He possesses the practical and mental knowledge and concepts that help him in how to conduct good storage of fruits d1: Community members participate and work to educate them about the importance of increasing and storing agricultural products and the impact this has on society E1: Contributes to enhancing the values of stored agricultural products	The importance of storage and the amount of loss in horticultural crops	Interactive lecture, brainstorming, dialogue and discussion	Short test, written test, and assignment

			among community members and educating them about the importance of storing agricultural products to ensure they remain for the longest possible period in the market.			
	3 Practical	A15: He possesses practical and mental knowledge and concepts that help him know the fruit and what its main sections are. a16: Differentiate between clustered and doubled fruits	Classification of fruits	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
2	2 Theoretical	A2: Determines the stages of growth and maturity of fruits and their types B2: He possesses the practical and mental knowledge and concepts that help him follow the stages of fruit growth. C4: Draws the growth curve of the fruits of the first group	Stages of growth and ripening of fruits	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	
	3 Practical	A17: Identifies the types of plant dyes and the main colors of fruits with examples. d4: Possess the skills of measuring the sensory qualities of fruits.	Sensory measures of complete growth and maturity in fruits	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
3	2 Theoretical	A3: Determines the types of fruits, which group they belong to, and what are the stages of their growth C5: Draws the growth curve of the fruits of the second group	The second group of fruits	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	
	3 Practical	d5: Possess the skill of measuring the qualitative characteristics of fruits.	Chemical measures of complete growth and maturity in fruits	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
4	2 Theoretical	A4: Determines breathing methods for horticultural crops C5: Draws the fruit respiration curve d2: Community members participate and work to educate them about the importance of increasing cold storage to preserve agricultural products.	Breathing and its relationship to maturity and storage.	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	
	3 Practical	B4: Master the methods of cold storage of fruits	Storage technology for fruits and horticultural crops	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
5	2 Theoretical	A5: The student acquires knowledge and concepts related to the phenomenon of climacteric and its relationship to maturity in horticultural crops. C6: Draw the respiration curve for Climacteric and non-Clymbacterial fruits. d3: Community members participate and work to educate them about the importance of increasing cold storage	The phenomenon of chlorosis and its relationship to maturity in horticultural crops	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	

			and its impact on controlling the prolongation of the storage period.			
	3 Practical	A18: Identify the factors that affect artificial ripeness. What are the most important methods for measuring respiratory rate?	Artificial ripening Monday	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
6	2 Theoretical	A6: The student understands what ethylene is and its role in the ripening of fruits. B3: He possesses practical and mental knowledge and concepts that help him in how to produce ethylene naturally in fruits and reduce its production.	production Study of respiratory rate and ethylene	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	
	3 Practical	A19: He possesses the practical and mental knowledge and concepts that help him know the factors affecting industrial maturity. B5: Able to measure the respiratory rate of stored fruits.	Study of respiratory rate and ethylene production and the factors affecting them	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
7	2 Theoretical	A7: The student is familiar with the most important methods of reaping and harvesting fruits C7: Determines the best methods of harvesting and harvesting for each type of fruit	Harvesting and picking operations Chemical	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	
	3 Practical	b6: He possesses practical and mental knowledge and concepts that help him reduce damage and deterioration of fruits. Crops	composition of fruits	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
8	2 Theoretical	A8: The student is familiar with the most important additional procedures for cooling fruits C8: Determines the best cooling methods for each type of fruit	Additional cooling transactions	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	
	3 Practical	A20: Different methods are used to harvest horticultural crops B7: Suggest any suitable methods for harvesting and packing fruits and horticultural	Collecting and preparing horticultural crops	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
9	2 Theoretical	A9: Modern methods are used in storing the fruits in a modified air atmosphere A10: Differentiate between normal storage and storage in a modified air atmosphere C9: Differentiate between normal storage and storage in a modified air atmosphere	Effect of storage in modified air atmosphere	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	
	3 Practical	A3: Different methods are used to pack the fruits.	Packaging of horticultural crops	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
10	2 Theoretical	A11: Modern methods are used for storing fruits in a rarefied air atmosphere A12: Differentiate between normal storage and storage in a rarefied air	Storage in a rarefied atmosphere	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	


			atmosphere C10: Differentiate between normal storage and storage in a rarefied atmosphere			
	3 Practical	D6: able of measuring the acidity of fruits	Estimating the acidity of fruits	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
11	2 Theoretical	A12: Identify plant hormones that affect fruit growth. C11: Shows the effect of plant hormones individually on the growth and ripening of fruits	The effect of plant hormones on growth and fruit setting	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	
	3 Practical	D7: Measures sugary substances in fruits	Estimation of carbohydrates in fruits	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
12	2 Theoretical	A13: Explains the chemical changes that occur in fruits during growth, ripening, and storage	Chemical changes that occur in fruits during growth, ripening, and storage	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	
	3 Practical	A21: The student acquires knowledge and concepts related to mechanical and electrical refrigeration devices for cold stores. A22: He knows everything related to mechanical and electrical refrigeration devices for cold stores	Mechanical pressure refrigeration cycle	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
13	2 Theoretical	A14: Discusses topics related to the storage of horticultural crops	Report and discuss	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	
	3 Practical	A23: He knows everything related to the mechanical pressure refrigeration cycle	Mechanical pressure refrigeration cycle	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
14	2 Theoretical	C12: Determines which methods of harvesting and storing are appropriate for each type of fruit	Solve the problem	Interactive lecture, brainstorming , dialogue and discussion		
	3 Practical	B8: Developed from the reality of the cold storage	A field visit to one of the fruit stores	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	
15	2 Theoretical	C13: Shows the effects that occur on fruits when harvested and stored under certain conditions	Solve the problem	Interactive lecture, brainstorming , dialogue and discussion	Short test, written test, and assignment	
	3 Practical	B9: It is suggested to add some technologies to develop cold storages	A field visit to one of the vegetable stores	Interactive lecture, brainstorming , dialogue and discussion	Short practical test1	


11.Course Evaluation

Evaluation Methods	Evaluation date (week)	Degree	Percentage (%)
Daily spoken examination	Theoretical: 2-15 Practical: 2 – 15	Theoretical 3 Practical 2	5%
Daily written exams	Theoretical: 2-15 Practical: 2 – 15	Theoretical 5 Practical 5	10%
2 semester exams during the semester for both practical and theoretical	Theoretical: 7-13 Practical: 6 – 14	Theoretical 10 Practical 5	15%
Assigning students to prepare reports on study topics	Theoretical: 15 Practical: 15	Theoretical 7 Practical 3	10%
Final exam	Theoretical Practical	Theoretical 40 Practical 20	40% 20%
Total		100	100%

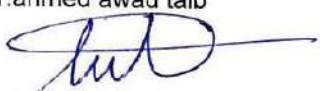
12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	1- Production of evergreen fruits. Dr. Jawad Thanoun Agha 2- Deciduous fruit technology (2017). Prof. Dr. Jassim Mohammed Alwan
Main references (sources)	
Recommended books and references (scientific journals, reports...)	1- Mesopotamia Agriculture Journal
Electronic Reference	Google Scholar , Research Gate


Practical lecturer
 Nagham salah salem


Chairperson of the Scientific Committee

prof.. Dr.ahmed awad talb


Head of Department

Assist. Prof. Dr.Talal Saeed Hameed



Course Description Form

1. Course Name:	
Theories of social change	
2. Course Code:	
THSC340	
3. Semester / Year:	
Second spring semester / 2024-2025	
4. Description Preparation Date:	
1-2-2025	
5. Available Attendance Forms:	
My presence+ electroice	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours (theoretical) + 3 hours (practical) \ 3.5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: hafsa fatah hade Doha mstafa abd alfaraj Ai tark hameed Ali mamad jasm	
8. Course Objectives	
Course Objectives Theory 1-enabling the student to know and acquire information and understand, absorb and apply the procedures followed in the scientific material 2-identify the obstacles to social change to address them 3-stand up to modern theories of social change 4-identify the relationship between social change and cultural change 5-identification of the major factors of social change 6-identify the efforts of Arab scientists in the field of social change	My work Introduce the student to rural and urban sociology and The Associated basic concepts used mainly in the framework of addressing the basic topics that this branch of sociology is interested in. In addition to identifying the social phenomena associated with cities, especially urban ones, such as the way of life in cities and its difference from the way of life in villages and the rapid growth that has occurred in the cities of the present era and the accompanying social phenomena.
9. Teaching and Learning Strategies	
Theory 1-interactive lecture 2-brainstorming	My work 1-assigning a collective work on how t

	develop a particular rural community according to the available possibilities 2-commissioning a report on each top 3-dialogue and discussion 4-Assignment of tasks and report
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 my theor 3 practical	<u>Theoretical</u> :b1 shows the contents and forms of social change <u>Practical</u> :b5 to identify the basic requirements at the preliminary stage and the basic steps of social change	My theory: an introduction to what social change is My work : social and technical change and its impact on rural communities	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignme nt of tasks and report	Short exams , assignment of Duty, discussions
2	2 my theor 3 practical	Theory:c1 to explain the types of change and social mechanisms Practical:b6 the student should plan the planning stage of the change process	Theory : types, forms and mechanisms of social change Practical: characteristics and problems of rural areas	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignme nt of tasks and report	Short exams , assignment of Duty, discussions
3	2 my theor 3 practical	My theory : b2 to be aware of the manifestations of social change Practical: b7 to evaluate the	My theory: social change and related concepts My work : the situation of the Iraqi	My theory :auditory methods, writing style on the	Short exams , assignment of Duty, discussions

		entrances to the implementation of processes and procedures of social change	family and the rural family in the light of social change	blackboard, direct dialogue style Practical: assignment of tasks and report	
4	2 my theory 3 practical	Theory: b3 to explain the process of social change and the difficulties facing the process of change Practical: b8 the student should identify the basic needs in the implementation of the program intended to bring about change	Theoretical: manifestations of social change, the relationship of social change with other concepts My work: factors of change in rural society	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
5	2 my theory 3 practical	My theory: c2 to explain the sources of social change and the change between rural and urban society Practical: a7 the student should design the work plan for the extension program on the mechanism of social change	Theoretical: factors of change (social, economic, cultural, ecological, ideological, political) Practical: the importance of social services provided to the rural community Scientific visits	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
6	2 my theory 3 practical	My theory : a1 to recognize the factors of non-	Theoretical: the concept of development	My theory :auditory	Short exams , assignment of Duty,

		social Practical: a8 to determine the goals according to their importance, from the most important to the important, and what are the most important theories that fit the rural reality in Iraq	and its relationship with social change Practical : the importance of value change, factors of technological progress	methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	discussions
7	2 my theor 3 practical	My theory:a2 to recognize the role of social change in sustainable development Practical:b9 the student should design the work plan for the extension program on the mechanism of social change	My theory : theories of social change(classic al theory, rectilinear theory of change, constructivism theory) Practical: the relationship of communication with social change , communicative roles of social changes	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
8	2 my theor 3 practical	Theoretical:c3 to explain the importance of theories in the events of social change Practical:b10 the student should apply the brainstorming method in determining the	Theoretical: theories of social change(classical theory, factor theory) Practical: the role of the technology factor in theories of social change	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical:	Short exams , assignment of Duty, discussions

		steps of the process of social change		assignment of tasks and report	
9	2 my theory 3 practical	My theory: a3 to get acquainted with the types of contemporary theories of social change Practical:a9 the student should determine the best method in choosing the appropriate theory for the Iraqi rural reality	My theory: the importance of communication technology and its relationship to social change Practical: the distinctive characteristics of the relationship between social change and communication	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
10	2 my theory 3 practical	Theoretical: b4 to be interested in explaining the importance of communication technology and its relationship to theories of social change Practical:b11 the student designs a simple model of a theory of change for a rural community	My theory : what is the role of the media and what factors influence the process of social change Practical: the most important principles of the strategy of social change and development	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
11	2 my theory 3 practical	My theory: a4 to identify the	Theoretical: the	My theory	Short exams , assignment of

		role of media and its impact on social change in rural areas Practical:b12 the student performs the basic steps in planning and implementing the important methods of the change process	importance and objectives of the theory Practical: the importance of the relationship between communication technology and rural society	:auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Duty, discussions
12	2 my theory 3 practical	Theoretical: a5 identifying the social cycle and its relationship to theories of social change Practical:b12 we analyze the evaluation obstacles of the guidance program and the theories of change	My theory : the importance of the social cycle and the importance of its relationship to theories of change My work: the relationship of social change with cultural change, factors of cultural change	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
13	2 my theory 3 practical	My theory:a6 to express the effects of social change in rural areas Practical:d5 to design a questionnaire for a rural village with an open-ended	My theory: identifying the effects of social change for the individual and society My work: assigning students a report on the	My theory :auditory methods, writing style on the blackboard, direct dialogue style	Short exams , assignment of Duty, discussions

		question What are the effects of social change	positive and negative effects of change for the individual and society	Practical: assignment of tasks and report	
14	2 my theor 3 practical	My theory:d1 to recognize time and its relationship to social change Practical: d6 a field visit to one of the rural villages to find out the reality of the situation there	Theoretical: basic requirements for the concept of time, time scales , perceptions of time My work : assigning students a report on the importance of time influencing changes	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
15	2 my theor 3 practical	My theory :d2 to be applied through a field visit to one of the rural villages to get to know the reality of the rural family Practical: d7 Discussing a special report to identify the most important difficulties facing the community due to the factors of change	My theory : a field visit to one of the rural villages to get to know the reality of the rural family Practical: Solve a problem	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions

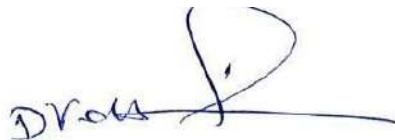
11.Course Evaluation

	Calendar methods	Appointment date (week)	Degree	Relative weight %	ت
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	The first quiz(quiz) Theory My work	Week 4: theoretical: short test (1) Quiz Week 4: practical : short test (1) Quiz	2.5 theoretical 2.5 practical	5%	1
	Monthly exam (1)	Week 9: theoretical test Week 9: practical test	10 theoretical 5 practical	15%	2
	The second quiz (quiz)	Week 11: theoretical: short quiz (2) Quiz Week 11: practical: short quiz (2) Quiz	2.5 theoretical 2.5 practical	5%	3
	Monthly exam (2)	Week 13: theory test (2) Week 13: practical test (2)	10 theoretical 5 practical	15%	4
	Quest rate	Hourly rates are announced at the end of the semester	15 practical 25 theoretical	40%	5
	Final practical test	Practical exam week	20	20%	6
	Final theoretical test	A week of theoretical exams	40	40%	7
	Total	The grade of the final theoretical and practical test at the end of the academic year	60	100%	8

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Binding material lectures theories of social and technical change
Main references (sources)	The book of social change The book of social theories
Recommended books and references (scientific journals, reports...)	The approach to social change in Developing Societies Social anthropology Methods of communication and social change
Electronic References, Websites	https://www.marefa.org https://www.maktabtk.com https://www.kachaf.com


Chairperson of the Scientific Committee

Prof. Dr.ahmad awad talab

Doha mstafa abd alfaraj
Ail tark hameed
Ali mamad jasm



Head of Department



Assist.Prof.Dr.Talal

Saeed

Hameed

Instructor of Theoretical subject:
Hafsa fatah hade



Instructor of Practical Subject:

Course Description Form

Course Name:					
Agricultural Extension Approaches					
Course Code:					
AGEA443					
Semester / Year:					
Spring semester/2024-2025					
Description Preparation Date:					
1/9/2024					
Available Attendance Forms:					
Number of Credit Hours (Total) / Number of Units (Total)					
5 hours (2 theoretical + 3 practical) / 3 units					
Course administrator's name (mention all, if more than one name)					
Name: Maher Ibrahim dawood Mohammad ahmed mahal Amina zuheer yonus Email: mah_inf@uomosul.edu.iq					
Course Objectives					
Course Objectives			1- Enabling the student to know, understand, assimilate and apply the procedures used in agriculture extension approaches 2- Enabling the student to choose appropriate methods in agriculture extension approaches 3- Enabling the student to know the types of agriculture extension approaches and how to choose the most appropriate one 4- Enable the student to know how to write a report on agriculture extension approaches		
Teaching and Learning Strategies					
Strategy		Audio methods (teaching explanation of the topic) Lecture style and writing on the board Use some visual and hearing aids, if any The method of direct dialogue between the teacher and the student, with the student's planning in class participation			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Planning method
the first	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Agriculture extension approaches	Introduction and introduction to planning and the concept of planning	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
the second	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to	The importance of the calendar and the purposes of the calendar	Lectures, audio media, reports, pictures and other learning methods	Exams, reports, discussions, quizzes

		Agriculture extension approaches		related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	
the third	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Agriculture extension approaches	Foundations and principles of planning and levels of planning	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
the fourth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Agriculture extension approaches	Agriculture extension approaches	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Fifth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Agriculture extension approaches	Objectives of evaluating extension programs	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Sixth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Agriculture extension approaches	Types of extension program planning	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Seventh	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Agriculture extension approaches	The relationship of planning to measurement	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Eighth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Agriculture extension approaches	Types of measurement	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Ninth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Agriculture extension approaches	Steps in the indicative planning process	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
The tenth	2Theoretical	By the end of the course the	Areas of extension planning	Lectures, audio	Exams, reports,


	3 practical	student should be able to recognize, understand and apply procedures related to Agriculture extension approaches		media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	discussions, quizzes
Eleventh	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Agriculture extension approaches	Writing the planning report	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Twelveth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Agriculture extension approaches	Review the article	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Thirteenth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Agriculture extension approaches	Extension program planning models	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
The fourth p	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Agriculture extension approaches	Scientific visit	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

11-Course Planning

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

12-Learning and Teaching Resources

Required textbooks (curricular books, if any)	Obligatory Agriculture extension approacheslecture Agriculture extension approachesbook Agricultural extension principles book
Main references (sources)	Obligatory Agriculture extension approacheslecture Agriculture extension approachesbook
Recommended books and references (scientific journals, reports...)	Agriculture extension approachesbooks Messages and theses Research published in scientific journals related to Agriculture extension approaches
Electronic References, Websites	http://www.pnu.edu.sa http://m.mu.edu.sa

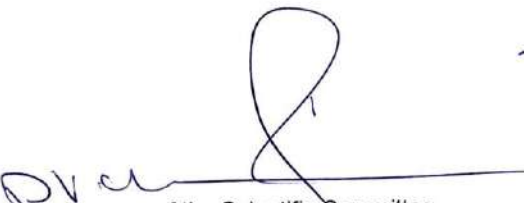

Theoretical subject teacher

Maher Ibrahim dawood

Theoretical subject teacher

mohammad ahmed mahal

Amina zuheer yonus


Chairperson of the Scientific Committee

. Prof. Dr. Ahmad Awad Talb




Head of Department
Assist. Prof. Dr. Talal Saeed Hameed

Agricultural marketing course description template

1. Course Name:	
Agricultural marketing	
2. :Code Course Code	
AG MA442	
3. Semester/Year:	
2024-Fall semester 2024/fourth stage/2023	
4. Date this description was prepared:	
1/2/2024	
5. :attendance Available forms of	
My presence	
6. :(Number of study hours (total)/number of units (total	
theoretical hours / 2 units 30	
7. (Name of the course administrator (if more than one name is mentioned	
A.M.Amna Abdulilah Hamdoun	Email amina80@uomosul.edu.iq
8. Course objectives	
<p>:theoretical</p> <p>Enabling the student to understand and comprehend what is related to agricultural marketing -</p> <p>.agricultural marketing in developing countries Enabling the student to know the importance of -</p> <p>Enabling the student to know marketing problems, their types, ways to eliminate them, develop -</p> <p>solutions and alternatives, and turn the crisis into an opportunity</p> <p>(ion to marketing studies (marketing curriculaEnabling the student to know the introduct -</p> <p>Student evaluation of marketing performance is the result of the interaction of both marketing -</p> <p>.performance and market behavior. Marketing costs and marketing margins</p> <p>of markets and the types of intermediaries in the marketing The student can learn about the types -</p> <p>process</p> <p>The student can know the demand for agricultural offers, analyze crop prices, elements of the -</p> <p>.marketing mix, elements of the promotional mix, and control the markets</p> <p>.learn about marketing in productive organizations The student can -</p>	
9. Teaching and learning strategies	
<p>Interactive lecture, brainstorming, dialogue and discussion, the content of agricultural</p> <p>.marketing, its importance, and its problems</p> <p>.brainstorming, identifies marketing problems •Interactive lecture</p> <p>Interactive lecture, brainstorming, presentations and drawings for a diagram illustrating</p> <p>.marketing approaches</p>	<p>The strategy</p>

<p>.Interactive lecture, brainstorming, dialogue and discussion</p> <p>resentations of charts illustrating market control Interactive lecture, brainstorming, p</p> <p>.and the latest market performance</p> <p>Interactive lecture, brainstorming, dialogue and discussion</p> <p>Interactive lecture, brainstorming, dialogue and discussion, assigning tasks and reporting</p> <p>brainstorming, dialogue and discussion, assigning tasks and •Interactive lecture reporting</p> <p>Interactive lecture, brainstorming, dialogue and discussion, assigning tasks and reporting</p> <p>Interactive lecture, brainstorming, dialogue and discussion about electronic marketing e elements of the promotional and marketing mixand th</p> <p>He is assigned to prepare a report on the scientific visit and prepare it for discussion with the students</p> <p>He is assigned to prepare an assignment on agricultural marketing topics and prepare n with studentsit for discussio</p>	
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10 Course structure .					
Evaluation method	Learning method method theoretical) (Name of the unit or topic	Required learning outcomes	hours	the week
Short exams Assignment of duty discussions	Auditory methods Style of writing on the blackboard Direct dialogue style	Initial concepts in agricultural marketing	A1: The student learns about the of agricultural marketing and concept its objectives	2 Theor etical	The first week
Short exams Assignment of duty discussions	Auditory methods Style of writing on the blackboard Direct dialogue style	Agricultural marketing problems	A2: student learns about marketing The problems	2 Theor etical	second week
Short exams Assignment of duty discussions	Auditory methods Style of writing on the	The importance of agricultural marketing	B1: student the Explains to the importance of agricultural marketing	2 Theor etical	the third week

	blackboard Direct dialogue style				
Short exams Assignment of duty discussions	Auditory methods Style of writing on the blackboard Direct dialogue style	Market segmentations	B2: Explains the types of markets 2	2 Theor etical	fourth week
Short exams Assignment of duty discussions	Auditory methods Style of writing on the blackboard Direct dialogue style	Intermediaries in the marketing process	B3: Explains to the student the types of intermediaries in the marketing process	2 Theor etical	The fifth week
Short exams Assignment of duty discussions	Auditory methods Style of writing on the blackboard Direct dialogue style	Economic evaluation of marketing	B4: student marketing Shows the competence and marketing performance	2 Theor etical	the sixth week


Short exams Assignment of duty discussions	Auditory methods Style of writing on the blackboard Direct dialogue style	Demand for implants	B5: has the ability to The student analyze crop prices and the demand for agricultural commodities	2 Theor etical	Sevent h week
Short exams Assignment of duty discussions	Auditory methods Style of writing on the blackboard Direct dialogue style	The concept of marketing costs	B6: Explains marketing costs and marketing margins	2 Theo retic al	The eighth week
Short exams Assignment of duty discussions	Auditory methods Style of writing on the blackboard Direct dialogue style	ved A visit to the Center for Dry and Preser Agriculture	B7: Explains to the students the objectives of the scientific visit and provides a report on the visit and the nature of work at the center	2 Theo retic al	The ninth week: a scienti fic visit to the Center for Dry and Preser


					ved Agric ulture/ Unive rsity of Mosul
Short exams Assignment of duty discussions	Auditory methods Style of writing on the blackboard Direct dialogue style	Control the markets	C1; The student draws a diagram \ showing control in markets.	2 Theo retic al	The tenth week
Short exams Assignment of duty discussions	Auditory methods Style of writing on the blackboard Direct dialogue style	Marketing performance	B9; Explains marketing performance to students	2 Theo retic al	Week eleven
Short exams Assignment of duty discussions	Auditory methods Style of writing on the blackboard	Marketing in productive organizations	A3: Students learn about marketing in productive organizations	2 Theo retic al	The twelft h week

	Direct dialogue style				
Short exams Assignment of duty discussions	Auditory methods Style of writing on the blackboard Direct dialogue style	Management and A visit to the College of Economics/Department of Marketing Management	B10: students the importance of Shows scientific cooperation between colleges and benefiting from the vocabulary of the agricultural marketing subject of the Marketing Management Department in the College of Administration and Economics	2 Theo retic al	The thirtee nth week: a scienti fic visit to the Colleg e of Mana gemen t and Econo /mics Depart ment of Marke ting Mana gemen t. At the Unive rsity of

					Mosul
Short exams Assignment of duty Discussions Reports	Auditory methods Style of writing on the blackboard Direct dialogue style	Types of intermediaries in the marketing process	C2: Compares the types of the marketing process intermediaries in	2 Theoretical	The fourteenth week
Short exams Assignment of duty And discuss it	Auditory methods Style of writing on the blackboard Direct dialogue style	Marketing plan -challenges -justifications -Its dimensions strategy	B11:plan Explains the marketing	2 Theoretical	The fifteenth week

11 Course evaluation				
Relative weight %	Class	Calendar appointment a week -	Calendar methods	T
5	5	-My theory is week 1 15	A theoretical final report	1
10	10	Week 3	Short test 1 Quiz	2
15	15	Week 9	Theoretical midterm test	3
10	10	Week 12	Short test 2 Quiz	4
60	60	A week of theoretical exam	Final theoretical test	5
100	100		the total	
Learning and teaching resources -12				
Agricultural Marketing		Professor Dr abi saeed al-dewji		
Internet sources				

Theoretical subject teacher: Assist.prof.  Amna Abdul ilah hamdoun


Chairperson of the Scientific Committee

Assist. Prof. Dr. Ahmad awad talb


Head of Department

Prof. Dr. Talal Saeed Hameed



Course Description Form

1. Course Name:					
English Language 4					
2. Course Code:					
ENGL 400					
3. Semester / Year:					
autumn/2023					
4. Description Preparation Date:					
1/02/2024					
5. Available Attendance Forms:					
Presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 Hours 2 Unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Omar AbdulHameed Al-Kurjia Email : omarkj @uomosul.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> To going on studying the English language in special and scientific language Widening student mind about scientific and literature English vocabularies Helping the students to think and write in English 			
9. Teaching and Learning Strategies					
Strategy		Making use of the electronic available methods alike auditory or the visual in addition to the white board			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2hours Presence	(a1)The student should be able to know the basics of the English language	Practicing English with “ No Place like Home” + Reading out clearly and learning pronunciation + Vocabulary	Electronic lectures, videos, posters and other methods related to learning	Exams Reports Discussions quiz
2	2hours Presence	(a2)The student should be able to know the tenses of the English language	Expat Tales : Ian Walker in Chile: Spoken English informal Reading out, Listening,	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz

			speaking, everyday English		
3	2hours Presence	(a3)The student should be able to know the rules of the English language	Expat Tales 2 : Thomas Creed in Korea: Language + conversation with students	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz
4	2hours Presence	(a4)The student should be able to know the basics of the English language	Practicing English with “ The Blind Assassin” + Reading out clearly and learning pronunciation + Vocabulary	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz
5	2hours Presence	(a5)The student should be able to know the basics of the English language	Starting with Sheep” Dealing with English in Agriculture within different specialties (reading and pronunciation)	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz
6	2hours Presence	(a6)The student should be able to know the basics of the English language	Language Focus Part 1 English in Agriculture 2 : Homemade butter	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz
7	2hours Presence	(a7)The student should be able to know the basics of the English language	Conspiracy Theory 1 : The Death of Diana Reading out, Listening, speaking,	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz
8	2hours Presence	(a8)The student should be able to know the basics of the English language	Two Famous Brands : Starbucks Coffee Reading out, Listening, speaking, everyday English	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz
9	2hours Presence	(a9)The student should be able to know the basics of the English language	Conspiracy Theory 2 : The Apollo Moon Landings , Reading out, Listening, speaking,	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz
10	2hours Presence	(a10)The student should be able to know the basics of the English language	Cosspiracy Theory 3 : The death of JFK ., Reading out, Listening, speaking,	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz

			everyday English		
11	2hours Presence	(a11)The student should be able to know the basics of the English language	Apple Macintosh Progressive interaction with students+ feedback+	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz
12	2hours Presence	(a12)The student should be able to know the basics of the English language	The Kippers” Read, Digest and Analyze”	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz
13	2hours Presence	(a13)The student should be able to know the basics of the English language	The Coldest & Earliest places on Earth Reading out , Translation to Arabic , learning pronunciation	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz
14	2hours Presence	(a14)The student should be able to know the basics of the English language	F.R.I.E.N.D.S Past .Reading out , Translation to Arabic , learning pronunciation	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz
15	2hours Presence	(a15)The student should be able to know the basics of the English language	West was Won . Progressive interaction with students+ feedback+	Electronic lectures, videos, posters and other methods related to learning	Exams - Reports Discussions - quiz

11.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

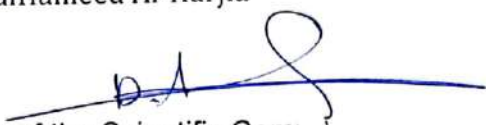
No.	Evaluation Methods	Evaluation Date (Week)	Marks	Relative Weight (%)
1	Quiz (1)	Week 4	Theoretical (5)	5
2	Monthly Exam (1)	Week 6	Theoretical (15)	15
3	Quiz (2)	Week 8	Theoretical (5)	5
4	Monthly Exam (2)	Week 13	Theoretical (15)	15
5	Quest rate.	Seasonal rates are announced at the end of the semester.	Theoretical: (40)	40
6	Final Theoretical Test.	The Week Of Theoretical Exams.	60	60
Total			100	100

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	New Headway - English course Upper Intermediate 2020
Recommended books and references (scientific journals, reports...)	New Headway - English course Upper Intermediate 2020
Electronic References, Websites	translate.yandex.com www.reverso.net /The Library Genesis junkybooks / cole13 / pdfdrive



A.L. Omar Abdul Hameed Al-Kurjia



Chairperson of the Scientific Committee

Assist. Prof. Dr. Ahmad Awad Talal



Head of Department

Assist. Prof. Dr. Talal Saeed Hameed



Course Description - Computer applications 1

1. Course Name:					
Extension ecology					
2. Course Code:					
EXEC440					
3. Semester / Year:					
First semester / first stage / 2023-2024					
4. Description Preparation Date:					
1/2/2024					
5. Available Attendance Forms:					
personally					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 hours theory / 45 particularly / 3.5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Abdil aziz hameed Midhas					
Mohammed Ahmed Mahal					
8. Course Objectives					
<ul style="list-style-type: none"> 1- The student should be able to understand the topics of the extension environment 2- To be able to analyze the elements of the extension environment 3- The student should be able to interpret the classifications of the extension environment 					
9. Teaching and Learning Strategies					
<ul style="list-style-type: none"> Interactive lecture Brainstorming Dialogue and discussion Practical exercises Self-learning and assigning tasks and reports 					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 THEORETICAL 3 PRACTICAL	To know and understand the vocabulary of the environment and the agricultural extension system	Theoretical: Preface and Introduction to the Environment Practical: Agricultural Extension System	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences
2	2 THEORETICAL 3 PRACTICAL	To explain the concepts of the environment	Theoretical: Concepts of the environment	Interactive lecture, brainstorming, dialogue and	Exams, discussions, absences

		and the types of agricultural extension systems A1	Practical: Types of agricultural extension systems	discussion	
3	2 THEORETICAL 3 PRACTICAL	To know the importance of the environment and the factors of the extension environment	Theoretical: The importance of the environment Practical: Guiding environment factors FAO Environmental Impact Analysis	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences
4	2 THEORETICAL 3 PRACTICAL	To know and enumerate the functions and types of environment A1	Theoretical: Functions and types of environment Practical: Types of environments	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences
5	2 THEORETICAL 3 PRACTICAL	To identify, enumerate, distinguish and compare types of environments Various Guidelines B1	Theoretical: Types of guiding environments Practical: Types of environment response Organizational Environmental factors that Affect agricultural extension and extension Organization	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences
6	2 THEORETICAL 3 PRACTICAL	TO KNOW AND UNDERSTAND HOW TO COEXIST WITH DIFFERENT ENVIRONMENTS IN ADDITION TO THE EMERY AND TWIST	Theoretical: How to coexist with the new environment Practical: Emery and Twist Rating	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences

		CLASSIFICATION A1/A2			
7	2 THEORETICAL 3 PRACTICAL	To know the characteristics of the environment It shows the importance of studying the indicative environment B2	Theoretical: Characteristics of new environments Practical: The importance of studying the extension environment Characteristics of the extension environment Classification of the external environment	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences
8	2 THEORETICAL 3 PRACTICAL	a2To understand the format of the questions and answer them	Theoretical: First monthly exam Practical: First Monthly Exam	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences
9	2 THEORETICAL 3 PRACTICAL	Theoretical: to enumerate and distinguish between internal and external environmental factors Practical: A1/A2	Theoretical: Guiding Environment Factors Practical: Who is covered by the task environment	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences
10	2 THEORETICAL 3 PRACTICAL	To know the difficulties facing the environmental guide and the extension environment groups B2	Theoretical: Difficulties facing the work of the guide in the environment Practical: extension Environment Groups	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences
11	2 THEORETICAL 3 PRACTICAL	B2: that analyzes different environments In addition to the sources of environmental extension goals	Theoretical: Organization environments and analysis Practical: Sources of environmental extension goals	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences
12	2 THEORETICAL 3 PRACTICAL	D6 : To assess the effects of the environment on	Theoretical: Assessment of the effects of the	Interactive lecture, brainstorming, dialogue and	Exams, discussions, absences

		the region In addition to evaluating the objectives of environmental extension work	environment on the region and its importance Practical: Objectives of environmental extension work Dimensions of environmental extension work	discussion	
13	2 THEORETICAL 3 PRACTICAL	: to compare the DAFT classification with the rest of the classifications	Theory: Daft classification of environmental elements Practical: Types of consciousness Components of consciousness	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences
14	2 THEORETICAL 3 PRACTICAL	D6: To remember the topics of the curriculum and identify the dimensions of environmental awareness development	Theoretical: A review of the curriculum Practical: Dimensions of environmental awareness development	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences
15	2 THEORETICAL 3 PRACTICAL	D6: To answer the questions with correct answers	Theoretical : Monthly exam Practical: Field visit to an institution specialized in agricultural work	Interactive lecture, brainstorming, dialogue and discussion	Exams, discussions, absences

11.Course Evaluation

Seq.	Evaluation methods	Degree
	First Monthly Exam	15
	Second Monthly Exam	15
	Attendance and Quizzes	5
	Reports	5
	Final Exam Total score	60
	Total	100

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Muhammad Jabbar, (2011). Environmental Agricultural Extension, Iraqi Journal of Agriculture
Main references (sources)	Amira Younis Hussein Sheikh Ali Al-Taie (2012), Cognitive needs of employees

	Agricultural workers in Nineveh Governorate in the fields of environmental awareness
Recommended books and references (scientific journals, reports...)	Daft, Organization Theory Robbins, Organization Theory
Electronic References, Websites	http://www.afedmag.com/web/default.as



Instructor of Practcal :
Sub.Lec. Mohammed Ahmed Mahal Atia



Instructor of Theoritical:
Lec. Anhar Mohammed Ali Hasan



Chairman of the Scientific Committee

Prof. Dr. Ahmed Awad Talib Al-Talib



Head of Department

Assist. Prof. Dr. Talal Saeed Hameed



Course Description Form

1. Course Name:	
Extension Training	
2. Course Code:	
EXTR441	
3. Semester / Year:	
First autumn semester / 2023 - 2024	
4. Description Preparation Date:	
2024\2\1	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours (theoretical) + 3 hours (practical) \ 3.5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Talal saeed Hamid Email:	
8. Course Objectives	
<p>Theory</p> <p>1-enabling the student to know, understand, understand and apply the procedures followed in the Extension Training ‘</p> <p>2-enabling the student to choose the appropriate methods in the management of Extension Training</p> <p>3-enabling the student to know the types of guidance training and how to choose the most appropriate ones ‘</p> <p>4-enabling the student to know how to write a report on the Extension Training</p> <p>5-providing students with knowledge of the concept of Extension Training .</p> <p>6-knowledge of the types of Extension Training</p> <p>7-knowledge of how to conduct Extension Training</p> <p>8-knowledge of the types of models used in Extension Training</p>	<p>My work</p> <p>1-training students to apply the methods of guidance training</p> <p>2-training students to use the most appropriate methods used in the guidance training</p> <p>3-training students on the management of employees in the guidance organization</p> <p>4-training students to manage the stages of planning, implementation and follow-up methods of teaching and learning</p>
9. Teaching and Learning Strategies	
Theory	My work

1-interactive lecture 2-brainstorming 3-dialogue and discussion 4-Assignment of tasks and report	1-assigning a collective work on how to develop a particular rural community according to the available possibilities 2-commissioning a report on each topic
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 my theor 3 practical	Theory :b1 To define the concept of training, to define the objectives of Agricultural Extension Training My work :a7 To be familiar with the implementation of extension training programs, and to identify the important things that should be taken into account when implementing the training program	Theory : The concept of training My work : Implementation of Extension Training Programs, important things to consider when implementing a training program	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
2	2 my theor 3 practical	Theory :b2 To define the concepts of education and training, to compare education and training	Theory : Education and training, the importance of education and training in agricultural	My theory :auditory methods, writing style on the blackboard, direct	Short exams , assignment of Duty, discussions

		My work :b9 To clarify the most important procedures when determining the schedule of education and training	extension work, comparison of education and training My work : Task actions when determining the schedule of education and training	dialogue style Practical: assignment of tasks and report	
3	2 my theor 3 practical	Theory :b3 To explain the importance of Agricultural Extension Training My work :a8 To determine the most important procedures for Agricultural Extension Training	Theory: the importance of Agricultural Extension Training My work : The most important procedures for determining the nature of Extension Training	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
4	2 my theor 3 practical	Theory :b4 To enumerate the forms of Extension Training My work :a9 To classify common sitting forms when training, to draw sitting forms	Theory : Forms of Extension Training My work : Classification of common forms when sitting in training	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
5	2 my theor 3 practical	Theory :a1 To set training goals My work :a10	Theory : Training objectives My work :	My theory :auditory methods, writing	Short exams , assignment of Duty, discussions

		Shows how to evaluate the training objectives (training before implementation, during training, after the end of training)	How to evaluate the training objectives (training before implementation, training during training, training after the end of training)	style on the blackboard, direct dialogue style Practical: assignment of tasks and report	
6	2 my theory 3 practical	Theory :b5 To determine the types of training Agricultural extension My work :b10 To indicate the areas of evaluation of the types of Extension Training	Theory : Types of Agricultural Extension Training My work : Areas of evaluation of types of training	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
7	2 my theory 3 practical	Theory :a2 To explain the principles of the guiding training My work :c2 To distinguish the most important methods used in the training process	Theory : Principles of training My work : Methods used in the training process	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
8	2 my theory 3 practical	Theory :a3 To explain the importance of	Theory : The importance	My theory :auditory methods,	Short exams , assignment of Duty,

		Extension Training My work :a11 To show the difficulties of the process of evaluating the Extension Training	of training evaluation My work : Difficulties of evaluating Extension Training	writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	discussions
9	2 my theor 3 practical	Theory :a4 To determine the levels of instructional training, to classify the levels of training My work :b11 To design extension training programs	Theory : Levels of Extension Training, classification of training levels (pre-service training, start-of-service training, in-service training, academic training) My work : Basics of designing extension training program	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
10	2 my theor 3 practical	Theory :b6 To clarify the concept of training planning, to show the methods of indicative training My work :b12	Theory : Training planning, the importance of training planning, instructional training planning methods	My theory :auditory methods, writing style on the blackboard, direct dialogue style	Short exams , assignment of Duty, discussions

		To show the basics of Agricultural Extension Training	My work : Basics of planning Agricultural Extension Training	Practical: assignment of tasks and report	
11	2 my theor 3 practical	Theory :b7 To determine the objectives of training planning My work :a12 To identify the difficulties of training planning	Theory : Objectives of training planning , the most important goals achieved by training planning My work : Difficulties of training planning	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
12	2 my theor 3 practical	Theory :a5 To determine the methods and methods of Agricultural Extension Training, to clarify the most important factors that should be paid attention to when choosing training methods My work :b13 To enumerate the types of basics of Agricultural Extension Training	Theory : Methods and methods of Agricultural Extension Training, factors that should be paid attention to when choosing training methods My work : Types and basics of Extension Training	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
13	2 my theor 3 practical	Theory :b8 To identify the	Theory : Training needs,	My theory :auditory	Short exams , assignment of

		most important training needs, to explain agricultural training in Iraq My work :a13 To show the impact of the training needs on the agricultural work and social life of the trainee peasants	the importance of identifying training needs, agricultural training in Iraq My work : The impact of training needs on the agricultural work and social life of trainee peasants	methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Duty, discussions
14	2 my theory 3 practical	Theory :a6 To identify ways of training needs My work :a14 To explain how to prepare the trainer , the duties of the trainer, the specifications of a good trainer	Theory : Methods for determining training needs My work : Coach preparation, coach duties, specifications of a good coach	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
15	2 my theory 3 practical	Theory :c1 To conduct a scientific visit to the Agricultural Extension Department My work :b14 Prepare a report on the scientific visit and the extent of benefit from it	Theory : Scientific visit to the Department of agricultural extension My work : Preparation of a report on the	My theory :auditory methods, writing style on the blackboard, direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions

			scientific visit		
11.Course Evaluation					
		Calendar methods	Appointment date (week)	Degree	Relative weight %
		The first quiz(quiz) Theory My work	Week 4: theoretical: short test (1) Quiz Week 4: practical : short test (1) Quiz	2.5 theoretical 2.5 practical	5%
		Monthly exam (1)	Week 9: theoretical test Week 9: practical test	10 theoretical 5 practical	15%
		The second quiz (quiz)	Week 11: theoretical: short quiz (2) Quiz Week 11: practical: short quiz (2) Quiz	2.5 theoretical 2.5 practical	5%
		Monthly exam (2)	Week 13: theory test (2) Week 13: practical test (2)	10 theoretical 5 practical	15%
		Quest rate	Hourly rates are announced at the end of the semester	15 practical 25 theoretical	40%
		Final practical test	Practical exam week	20	20%
		Final theoretic al test	A week of theoretical exams	40	40%
		Total	The grade of the final theoretical and practical test at the end of the academic year	60	100%
12.Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Binding about the instructional training material		
Main references (sources)			The handbook of training in Iraq		
Books and supporting references that are recommended (scientific journals, reports....)			The book Fundamentals of the calendar in psychological and Pedagogical Sciences		
Electronic references, Internet sites			https://coagri.uobaghdad.edu.iq https://www.noor-book.com https://www.noor-publishing.com		



Instructor of Practreal :
Sub.Lec. Ameerah Younis Hassain



Instructor of Theoritical:
Lec.Anhar Mohammed Ali Hasan



Chairman of the Scientific Committee
Prof. Dr.Ahmed Awad Talib Al-Talib



Head of Department
Assist. Prof. Dr.Talal Saeed Hameed



Course Description Form

Course Name:					
planning of extension programs					
Course Code:					
PLEP439					
Semester / Year: 2024 – 2025					
Spring semester/2024					
Description Preparation Date:					
1/9/2024					
Available Attendance Forms:					
Number of Credit Hours (Total) / Number of Units (Total)					
5 hours (2 theoretical + 3 practical) / 3 units					
Course administrator's name (mention all, if more than one name)					
Name: Anhar Mohammed Ali Hasan Email: anhar2007@uomosul.edu.iq Ali Mohammed Jassim ali.m.j@uomosul.edu.iq					
Course Objectives					
Course Objectives			1- Enabling the student to know, understand, assimilate and apply the procedures used in planning of extension programs 2- Enabling the student to choose appropriate methods in planning of extension programs 3- Enabling the student to know the types of planning of extension programs and how to choose the most appropriate one 4- Enable the student to know how to write a report on planning of extension programs		
Teaching and Learning Strategies					
Strategy		Audio methods (teaching explanation of the topic) Lecture style and writing on the board Use some visual and hearing aids, if any The method of direct dialogue between the teacher and the student, with the student's planning in class participation			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Planning method

the first	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Introduction and introduction to planning and the concept of planning	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
the second	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	The importance of the calendar and the purposes of the calendar	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
the third	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Foundations and principles of planning and levels of planning	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

the fourth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Planning of extension programs	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Fifth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Objectives of evaluating extension programs	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Sixth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Types of extension program planning	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

Seventh	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	- The relationship of planning to measurement - Types of measurement	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Eighth		By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Scientific Visit	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	
Eighth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Types of measurement	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

Ninth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Steps in the indicative planning process	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
The tenth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Areas of extension planning	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Eleventh	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Writing the planning report	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

Twelveth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Review the article	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Thirteenth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Extension program planning models	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
The fourth p	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Planning of extension programs	Scientific visit	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

11-Course Planning

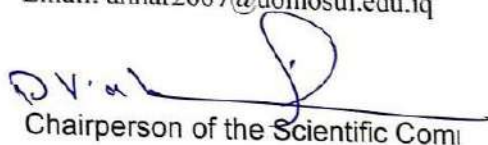
Distributing the score out of 100 according to the tasks assigned to the student such as daily

preparation, daily oral, monthly, or written exams, reports etc	
12-Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Obligatory Planning of extension programs lectures Planning of extension programs book Agricultural extension principles book
Main references (sources)	Obligatory Planning of extension programs lectures Planning of extension programs book
Recommended books and references (scientific journals, reports...)	Planning of extension programs books Messages and theses Research published in scientific journals related to Planning of extension programs
Electronic References, Websites	http://www.pnu.edu.sa http://m.mu.edu.sa



Anhar Mohammed Ali Hasan

Email: anhar2007@uomosul.edu.iq



Chairperson of the Scientific Comi

Prof. Dr. Ahmed Awad Talb Altalb



Head of Department

Assist. Prof. Dr. Talal Saeed Hameed



Course Description Form

1. Course Name:	
Research Project 1	
2. Course Code:	
REPR402	
3. Semester / Year:	
First semester (fall)/2024-2025	
4. Description Preparation Date:	
1/9/2024	
5. Available Attendance Forms:	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
45 practical hours / 1.5 units	
7. Course administrator's name (mention all, if more than one name)	
Name:	
Email:	
8. Course Objectives	
Course Objectives	
9. Teaching and Learning Strategies	
Strategy	

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 Practical	c1: The student chooses a subject for his research	Choose the research subject	Interactive lecture, brainstorming, dialogue and discussion	Reports
2	3 Practical	c4: The student proposes a plan for his research	Scientific research plan (research proposal)	Interactive lecture, dialogue and discussion	Reports
3	3 Practical	b1: The student documents the data and information collected	Collect data and informations	Interactive lecture, dialogue and discussion	Reports
4	3 Practical	b2: The student chooses the samples and research tools required	choose Samples and research tools	Interactive lecture, dialogue and discussion	Reports
5	3 Practical	c2: The student writes his graduation research in his own style	Procedures for writing research project	Interactive lecture, dialogue and discussion	Reports
6	3 Practical	a2: The student learns about the formal controls for his graduation research project	Formal controls in the research project	Interactive lecture, dialogue and discussion	Reports
7	3 Practical	a4: The student discusses with	The theoretical part	Interactive lecture,	Reports

		his supervisor the requirements for the theoretical part of the research		dialogue and discussion	
8	3 Practical	c2: The student gives examples of previous studies for his research	Presenting previous studies	Interactive lecture, presentation of previous studies	Reports
9	3 Practical	a3: The student presents to his supervisor the theories and scientific analysis of his subject	Theories and scientific analysis of the subject research	Interactive lecture, presentation of previous studies	Reports
10	3 Practical	a4: The student discusses with the supervisor the requirements of the practical part of the research	the practical part	Interactive lecture, dialogue and discussion	Reports
11	3 Practical	b3: The student tests the research data statistically	Analyze data statistically	Interactive lecture, reports and discussion	Reports
12	3 Practical	b3: The student tabulates statistical data for research	Writing tables	Interactive lecture, reports and discussion	Reports
13	3 Practical	a4: The student discusses his research data to derive useful tabular values	Results and conclusions	Interactive lecture, reports and discussion	Reports
14	3 Practical	b3: The student adopts the results of his research	Recommendations	Interactive lecture, reports and discussion	Reports
15	3 Practical	b1: The student presents the sources used in the research	Writing sources	Interactive lecture, reports and discussion	Reports

1. Course Evaluation

Seq.	Evaluating style	date	marks	Relative weight

11. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Methodical books
Main references (sources)	The central library at the university, the college library
Recommended books and references (scientific journals, reports...)	Research from specialized scientific journals
Electronic References, Websites	Research, letters and dissertations from the Internet.



Chairperson of the Scientific Committee

Prof. Dr. Ahmed Awad

Roaa Mohammad hamed

Amera Younis



Head of Department

Assist. Prof. Dr. Talal Saeed Hameed

Course Description Form Computer applications4

1. Course Name:	
Computer applications4	
2. Course Code:	
COMA401	
3. Semester / Year:	
First semester/ 2023-2024	
4. Description Preparation Date:	
1/2/2024	
5. Available Attendance Forms:	
In presence	
6. Number of Credit Hours (Total) / Number of Units (Total):	
3 practical hours/1.5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Najla Matti Isaac Email: najla.matti@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Enable the student to become familiar with the SAS statistical program and its applications in agricultural experiments. Enable the student to know and understand programs in the SAS language and apply the steps and procedures followed to use the SAS statistical program in analyzes of agricultural experiments. Enabling the student to write programs in the SAS language for various agricultural and scientific experiments. Providing the student with the skills of dealing with data types when writing programs in the SAS language. Enabling the student to correct grammatical and linguistic errors that appear when implementing programs written in the SAS language Enable the student to read, understand and interpret the results and outputs of implementing programs written in SAS.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> - Interactive lecture - Brainstorming - Dialogue and discussion - Field Training - Practical exercises - Field project - Self-education
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 practical	1: The student learns about the SAS program and its importance in analyzing reactive analytics and the fraudulent tools in it.	What is the SAS program - storing and retrieving information - modifying and programming data - writing reports - statistical analysis - processing records	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Final test.
2	3 practical	a2: The student is familiar with the windows of the SAS program, the information from each window, and how to deal with them, and is familiar with the general matters that people who want to use the SAS program must have in order to use statistical analyses.	SAS windows - writing and loading the program window - program execution steps window - results window. Who uses SAS software? Why SAS- General matters that people who want to use SAS software for the purpose of statistical analysis should have in mind.	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Report, Final test.
3	3 practical	c1 shows the negative trace of SAS.	General steps for writing a SAS program.	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Homework1, Final test.
4	3 practical	c2: The student employs functions, their importance, and usage formulas in writing a program in the SAS language	Functions	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz1, Final test.
5	3 practical	D1: The student applies the creation of new data from the input data set using mathematical operations or functions and formulas used in writing a program in the SAS language.	Create new data from an input data set using mathematical operations or functions.	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Homework2, Final test.
6	3 practical	d2: The student tests creating data using the IF statement and the formulas used in writing a program in the SAS language	- Generate data using IF conditional statements. + scientific visit.	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	scientific visit, Final test.
7	3 practical	:d3 The student implements the use of Portuguese sentences to delete data from a data set and the usage formulas in writing a program in the SAS language	- Using conditional statements to delete data from the data set in the program + Semester exam 1	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	semester test1, Final test.

8	3 practical	b1: The child sorts and arranges data and formulas used in writing a program in the SAS language	- Sorting and arranging data Use the PROC SORT statement	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	practical test1, Final test.
9	3 practical	b2: The artist uses the iterative profit plan tool with only one orthogonal syntax and their formula in writing an integrated SAS program.	- Applications in descriptive statistics - One-way frequency distribution table - Two-way frequency distribution table PROC FREQ	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Homework3, Final test.
10	3 practical	b3: The student produces cooperation and association standards by using their formulas in writing a program in the SAS language	-Measures of mediation and measures of dispersion. PROC MEANS	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Quiz2, Final test.
11	3 practical	b4: The student tries out the T-test response and the formula used in writing a program in the SAS language	- Test of means and analysis of variance - t-test	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Homework, Final test.
12	3 practical	b5: The student evaluates the balanced analysis of variance plot and the formula used in writing a program in the SAS language	- Analysis of variance formula PROC ANOVA-	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	practical test2, Final test.
13	3 practical	b6: The student experiments with the unbalanced analysis of variance and the formulas used in writing a program in the SAS language	PROC GLM + Semester exam 2	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	semester test2, Final test.
14	3 practical	:b7 The student defines the contract and syntax used in writing a Bulgarian SAS program	PROC CORR correlation coefficient formula	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	Homework, Final test.
15	3 practical	:b8 The student does not rule out the regression equation and the formulas used in writing the Bulgaria SAS program	PROC REG REGRESSION FORMULA	Interactive lecture, brainstorming, dialogue and discussion, practical exercises, and self-learning.	practical test3, Final test.


11.Course Evaluation

t	Evaluation methods	Evaluation date (one week)	Grade	Relative weight %	
1	Report 1	second week	2	2%	

2	Homework1	the third week	1	1%
3	Short test Quiz1	fourth week	2	2%
4	Homework2	The fifth week	1	1%
5	Scientific visit	the sixth week	1.5	1.5%
6	Semester test1	Seventh week	10	10%
7	Practical test1	The eighth week	2.5	2.5%
8	Homework3	Week nine	1	1%
9	Short test Quiz2	The tenth week	2	2%
10	Homework4	Week eleven	1	1%
11	Practical test2	The twelfth week	2.5	2.5%
12	Semester test2	The thirteenth week	10	10%
13	Homework5	The fourteenth week	1	1%
14	Practical test3	The fifteenth week	2.5	2.5%
15	Final practical test	Final semester exams	60	60%
	The total		100	100%

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	A curriculum was prepared by computer professors at the college based on the SAS software guide.
Main references (sources)	<ul style="list-style-type: none"> - SAS software guide - A Handbook of Statistical Analyses using SAS. (authors: Geoff Der and Brian S. Everitt) Data analysis using the SAS statistical program, written by Dr. Firas Rashad Al-Samarrai
Recommended books and references (scientific journals, reports...)	Statistical analysis using the SAS package, prepared by: Abdullah Al-Shahrani
Electronic References, Websites	https://www.sas.com/en_sg/training/offers/free-training.html https://video.sas.com/detail/videos/how-to-tutorials https://www.udemy.com/course/sas-programming-for-beginners https://sascrunch.com/courses/sas-base-programming-for-absolute-beginners-free-version/


subject teacher: Najla Matti Isaac



Chairman of the Scientific Committee:



Head of the Department:



Course Description Form

Name of Rapporteur for Community Development .1

Rapporteur's code AGEX21_f4081 .2

Chapter II 2023- 2024 .3

Available forms of attendance Integrated education: My presence (theoretical .4
and practical) .5

Date of preparation of this description 01/04/2024 1.

Number of school hours (total)/number of units (total) 5 hours
75 hours (2 hours theoretical + 3 hours practical) per week/3.5 units.

Course administrator's name (if more than one name is mentioned)
Theoretical teacher: a. M.L. ' d. The Order of Yago is dear. Emile: wisam_yako@uomosul.edu.iq

Objectives of the theoretical subject

- **acquiring the skills of community development and development through agricultural programs and techniques 2. .1**
- **identify steps to build a .3□.To provide students with the skills necessary for the sustainable development of**
- **development programme in agricultural villages 4. Providing students with knowledge of the nature of the**
- **dissemination of modern technologies through development programs**

Teaching and Learning Strategies 6.

Its concept: A teaching strategy in which students learn by working in small, heterogeneous groups whose members collaborate in the fulfilment of their educational tasks

Its concept: A teaching strategy in which students learn by working in small, heterogeneous groups

strategic

.whose members collaborate in the fulfilment of their educational tasks

:Theoretical objectives

.1 Provide opportunities for self-expression and emotion in students

.2 Increase students' interest in the subject matter of the lesson, where the teacher can guarantee the new scientific material or promote the studied scientific material

.3 Train students to discuss and learn about their rules, and encourage them to communicate with each other, to share or inquire about information

.4 Provide students with values and attitudes that modify their behaviour, and help them to behave well in certain situations if they are placed in them

.5 Encourage students' spontaneous spirit, during which dialogue is automatic and natural among students, especially in free and unrestricted role situations

.6 Developing students' ability to accept different opinions, and away from intolerance of one opinion

.7Strengthening students' sense of others, taking into account their feelings

6. بنية المقرر

evaluation method	learning method	Name of unit or subject	Required learning outputs	hours	Weeks
Examinations, Reports, Discussions, Cozat	<p>:Theoretical Using the board to clarify the objectives of the lecture Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the lecture :Practical Use of hearing aids Reports, images and methods Other Learning Related Lesson</p>	<p>Development - Growth - Difference agricultural development History of rural development Practical Preliminary stage Planning Calendar</p>	<p>:Theoretical Students learn about the concept, objectives and history of rural development :Practical Identify basic requirements in the preliminary phase of development programme planning</p>	<p>2 Theoretic Practical</p>	<p>first</p>
Examinations, Reports, Discussions, Cozat	<p>:Theoretical Using the board to clarify the objectives of the lecture Lecture, use of audiovisual aids and scientific leaflets to clarify the objective</p>	<p>:Theoretical Development resources Development curricula terminology related to development resources □ and curricula</p>	<p>:Theoretical Students understand developmental curricula and development programs</p>	<p>Theoretic Practical</p>	<p>second</p>

	<p>and consolidate the .lecture</p> <p>:Practical</p> <p>Use of hearing aids</p> <p>Reports, images and methods</p> <p>Other Learning Related</p> <p>..Lesson</p> <p>Practical: Field lecture</p> <p>Audio, reports, photographs and methods</p> <p>Another to learn has something to do .with the lesson</p>	<p>Stage : Practical Planning Stages Target</p>	<p>The :Practical student plans the planning phase</p>		
<p>Examinations, Reports, Discussions, .Cozat</p>	<p>:Theoretical</p> <p>Using the board to clarify the objectives of the lecture</p> <p>Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the .lecture</p> <p>:Practical</p> <p>Use of hearing aids</p> <p>Reports, images and methods</p> <p>Other Learning Related</p> <p>..Lesson</p> <p>Practical: Field lecture</p> <p>Audio, reports, photographs and methods</p> <p>Another to learn has something to do .with the lesson</p>	<p>:Theoretical</p> <p>Modernization Trends</p> <p>Sociological-Ecological Proliferation and Trend</p> <p>Modern Development Trend</p> <p>□</p> <p>:Practical</p> <p>Administrative, financial, technical and economic constraints in identifying needs</p>	<p>:Theoretical</p> <p>Students should learn about development trends of all kinds</p> <p>:Practical</p> <p>he student identifies he basic needs in the mplementation of the intentional program</p>	<p>Theoretic</p> <p>Practical</p>	<p>Third</p>
<p>Examinations, Reports, Discussions, .Cozat</p>	<p>:Theoretical</p> <p>Using the board to clarify the objectives of the lecture</p> <p>Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the .lecture</p> <p>:Practical</p> <p>Use of hearing aids</p>	<p>:Theoretical</p> <p>Dimensions of rural development</p> <p>Dimensions of agricultural development</p> <p>□ the two dimensions</p> <p>:Practical</p> <p>Administrative, financial, technical and economic</p>	<p>:Theoretical</p> <p>gnize the dimensions of an development and difference between them</p> <p>:Practical</p> <p>student :Practical fies the basic needs in mplementation of the</p>	<p>Theoretic</p>	<p>IV</p>

	<p>Reports, images and methods</p> <p>Other Learning Related .Lesson</p> <p>Practical: Field lecture</p> <p>Audio, reports, photographs and methods</p> <p>Another to learn has something to do .with the lesson</p>	<p>constraints</p> <p>Identification of needs</p> <p>ifying the most important</p> <p>important among these needs</p>	intentional program		
Examinations, Reports, Discussions, Cozat	<p>:Theoretical</p> <p>Using the board to clarify the objectives of the lecture</p> <p>Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the .lecture</p> <p>:Practical</p> <p>Use of hearing aids</p> <p>Reports, images and methods</p> <p>Other Learning Related ..Lesson</p> <p>Practical: Field lecture</p> <p>Audio, reports, photographs and methods</p> <p>Another to learn has something to do .with the lesson</p>	<p>:Theoretical</p> <p>basic stages of rural opment know the steps of pplication of each stage each stage of development</p> <p>ifying the :Practical</p> <p>important and important the action plan from the 'outset until application</p>	<p>:Theoretical</p> <p>The student understands the basic stages in rural development</p> <p>:Practical</p> <p>student will design the a plan for the indicative program</p>	<p>Theoretic</p> <p>Practical</p>	"V.
Examinations, Reports, Discussions, Cozat	<p>:Theoretical</p> <p>Using the board to clarify the objectives of the lecture</p> <p>Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the .lecture</p> <p>:Practical</p> <p>Use of hearing aids</p> <p>Reports, images and methods</p> <p>Other Learning Related .Lesson</p> <p>Practical: Field lecture</p> <p>Audio, reports, photographs and methods</p> <p>Another to learn has something to do .with the lesson</p>	<p>Social :Theoretical</p> <p>disadvantages Economic occupational impediments</p> <p>Identifying :Practical</p> <p>the most important and important of these needs is the formulation of the action plan from the outset until application</p>	<p>:Theoretical</p> <p>cal rural development</p> <p>:Practical</p> <p>important to important</p>	<p>Theoretic</p> <p>Practical</p>	VI

	Practical: Field lecture Audio, reports, photographs and methods Another to learn has something to do ..with the lesson				
Examinations, Reports, Discussions, Cozat	:Theoretical Using the board to clarify the objectives of the lecture Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the ..lecture :Practical Use of hearing aids Reports, images and methods Other Learning Related .Lesson Practical: Field lecture Audio, reports, photographs and methods Another to learn has something to do ..with the lesson	:Theoretical role of the y and society is the role of nmental and civil sectors in ractical development ing the action plan the beginning until the cation of the sequence of tives is important to the most important	:Theoretical The student defines the roles of macro society in rural development :Practical guish between the ulties facing guidance programs	Theoretic Practical	VII
Examinations, Reports, Discussions, .Cozat	:Theoretical Using the board to clarify the objectives of the lecture Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the ..lecture :Practical Use of hearing aids Reports, images and methods Other Learning Related .Lesson Practical: Field lecture Audio, reports, photographs and methods Another to learn has something to do ..with the lesson	:Theoretical Explanation of the steps to build an indicative agricultural development programme :Practical Identifying the most important and important of these needs is the formulation of the action plan from the outset until application	:Theoretical in rural development :Practical ng guidance programs	Theoretic Practical	VIII

	photographs and methods Another to learn has something to do .with the lesson				
Examinations, Reports, Discussions, .Cozat	<p>:Theoretical Using the board to clarify the objectives of the lecture Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the .lecture</p> <p>:Practical Use of hearing aids Reports, images and methods Other Learning Related .Lesson</p> <p>Practical: Field lecture Audio, reports, photographs and methods Another to learn has something to do .with the lesson</p>	<p>:Theoretical Material impediments Technical administrative and technical impediments</p> <p>:Practical is important to :Practical believed on the ground تحديد</p>	<p>:Theoretical Student Design Agricultural Development Program</p> <p>:Practical The student applies the method of brainstorming</p>	<p>Theoretic</p> <p>Practical</p>	IX
Examinations, Reports, Discussions, .Cozat	<p>:Theoretical Using the board to clarify the objectives of the lecture Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the .lecture</p> <p>:Practical Use of hearing aids Reports, images and methods Other Learning Related .Lesson</p> <p>Practical: Field lecture Audio, reports, photographs and methods Another to learn has something to do .with the lesson</p>	<p>:Theoretical inable Development's ept, Relevance and Objectives</p> <p>:Practical als and mental</p>	<p>:Theoretical Understand the obstacles to implementing development programs</p> <p>:Practical The student determines the optimal style of the lecture method</p>	<p>Theoretic</p> <p>Practical</p>	The tenth

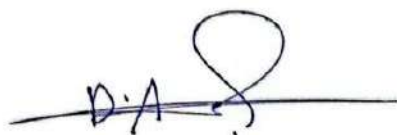
Examinations, Reports, Discussions, Cozat	<p>:Theoretical Using the board to clarify the objectives of the lecture Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the .lecture :Practical Use of hearing aids Reports, images and methods Other Learning Related ..Lesson</p> <p>Practical: Field lecture Audio, reports, photographs and methods Another to learn has something to do .with the lesson</p>	<p>:Theoretical leadership's role in the development process and its success :Practical lectures and workshops</p>	<p>:Theoretical The student recognizes the concept of sustainable development and its importance and objectives :Practical The student will design the Ndoura and Workshop program in training rural leaders</p>	Practical	THE TENTH
Examinations, Reports, Discussions, Cozat	<p>:Theoretical Using the board to clarify the objectives of the lecture Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the .lecture :Practical Use of hearing aids Reports, images and methods Other Learning Related ..Lesson</p> <p>Practical: Field lecture Audio, reports, photographs and methods Another to learn has something to do .with the lesson</p>	<p>Theoretical: technical tips, expert tips and general tips . :Practical . Find the right calendar methods in the developmental program application diments to the programme's calendar</p>	<p>:Theoretical Be able to give advice and guidance for rural development :Practical The student will take the basic steps in the application of the development program</p>	Theoretic	THE TWEL
Examinations, Reports, Discussions, Cozat	<p>:Theoretical Using the board to clarify the objectives of the lecture</p>	<p>:Theoretical ng in :Theoretical gement skills and itation of subjects related to rural</p>	<p>:Theoretical Be able to determine how to train rural leaders</p>	Theoretic	XIII

	<p>Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the .lecture</p> <p>:Practical</p> <p>Use of hearing aids Reports, images and methods Other Learning Related .Lesson</p> <p>Practical: Field lecture Audio, reports, photographs and methods Another to learn has something to do .with the lesson</p>	<p>actical development the correct evaluation ds in the application of the development program calendar of the معوقات indicative program</p>	<p>:Practical</p> <p>Analyze the calendar constraints of the indicative program</p>	Practical	
Examinations, Reports, Discussions, Cozat	<p>:Theoretical</p> <p>Using the board to clarify the objectives of the lecture</p> <p>Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the .lecture</p> <p>:Practical</p> <p>Use of hearing aids Reports, images and methods Other Learning Related .Lesson</p> <p>Practical: Field lecture Audio, reports, photographs and methods Another to learn has something to do ..with the lesson</p>	<p>:Theoretical</p> <p>visit to the Centre and arize itself with the Centre's role</p> <p>:Practical</p> <p>Find the right calendar methods in the developmental program application Impediments to the programme's calendar</p>	<p>:Theoretical</p> <p>To be able to conduct panel discussions on rural development topics</p> <p>:Practical</p> <p>Analyze the calendar constraints of the indicative program</p>	Theoretic Practical	XIV
Examinations, Reports, Discussions, Cozat	<p>:Theoretical</p> <p>Using the board to clarify the objectives of the lecture</p> <p>Lecture, use of audiovisual aids and scientific leaflets to clarify the objective and consolidate the .lecture</p>	<p>Field visit :Theoretical</p> <p>to a seed company and find out about the role of Practical . guidance</p> <p>Find the correct : evaluation methods in the application of the development program the calendar of the م</p>	<p>:Theoretical</p> <p>ble to :Theoretical fy inputs, outputs and to a :Practical company ze the calendar raints of the indicative program</p>	Theoretic Practical	Fifteenth

	:Practical Use of hearing aids Reports, images and methods Other Learning Related Lesson Practical: Field lecture Audio, reports, photographs and methods Another to learn has something to do .with the lesson	indicative program			
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Theoretical Subject Teacher :Assist .prof wisam yako aziz



Chairperson of the Scientific Committee

Assist. Prof. Dr.ahmad awad talb



Head of Department

Assist. Prof. Dr.Talal Saeed Hameed



Course Description Form

Course Name:					
Evaluation of extension programs					
Course Code:					
ADED232					
Semester / Year:					
Spring semester/2024-2025					
Description Preparation Date:					
1/2/2025					
Available Attendance Forms:					
Number of Credit Hours (Total) / Number of Units (Total)					
5 hours (2 theoretical + 3 practical) / 3 units					
Course administrator's name (mention all, if more than one name)					
Name: As.pro. Asmaa Zuhair Younis Al-Hafidh +As.Lec. Amina Zuhair Younis Al-Hafidh (practical teacher) Lec .Rayan Rayadh Kadhem					
Email: Asmaa_alhafidh@uomosul.edu.iq					
Course Objectives					
Course Objectives			1- Enabling the student to know, understand, assimilate and apply the procedures used in Evaluation of extension programs 2- Enabling the student to choose appropriate methods in Evaluation of extension programs 3- Enabling the student to know the types of Evaluation of extension programs and how to choose the most appropriate one 4- Enable the student to know how to write a report on Evaluation of extension programs		
Teaching and Learning Strategies					
Strategy		Audio methods (teaching explanation of the topic) Lecture style and writing on the board Use some visual and hearing aids, if any The method of direct dialogue between the teacher and the student, with the student's evaluation in class participation			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

the first	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Evaluation of extension programs	Introduction and introduction to evaluation and the concept of evaluation	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
the second	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Evaluation of extension programs	The importance of the calendar and the purposes of the calendar	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

the third	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Evaluation of extension programs	Foundations and principles of evaluation and levels of evaluation (scientific visit)	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
the fourth	2Theoretical 3 practical	By the end of the course the student should be able to recognize , understand and apply procedures related to Evaluation of extension programs	Evaluation of extension programs	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

Fifth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Evaluation of extension programs	Objectives of evaluating extension programs	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Sixth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Evaluation of extension programs	Types of Extension program evaluation	Lectures, audio media , reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

Seventh	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Evaluation of extension programs	The relationship of evaluation to measurement	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Eighth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Evaluation of extension programs	Types of measurement	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

Ninth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, and apply procedures related to Evaluation of extension programs	Steps in the indicative evaluation process	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
The tenth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Evaluation of extension programs	Areas of extension evaluation	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

Eleventh	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Evaluation of extension programs	Writing the evaluation report	Lectures, audio media , reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
Twelveth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Evaluation of extension programs	Review the article	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

Thirteenth	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Evaluation of extension programs	Extension program evaluation models (scientific visit)	Lectures, audio media , reports, pictures and other learning methods related to the lesson Lectures, audio media , reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
The fourth p	2Theoretical 3 practical	By the end of the course the student should be able to recognize, understand and apply procedures related to Evaluation of extension programs	Scientific visit	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media , reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

11-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

12-Learning and Teaching Resources

Required textbooks (curricular books, if any)	Obligatory Evaluation of extension programs lecture Evaluation of extension programs book Agricultural extension principles book
Main references (sources)	Obligatory Evaluation of extension programs lecture Evaluation of extension programs book

Recommended books and references (scientific journals, reports...)	Evaluation of extension programs books Messages and theses Research published in scientific journals related to Evaluation of extension programs
Electronic References, Websites	http://www.pnu.edu.sa http://m.mu.edu.sa



Instructor of Practical Subject:

Hassan Hameed Sikar



Instructor of Practical Subject

Mohammed Ahmed Mahal

Instructor of Practical Subject

Ali Mohammad Jasim




Chairperson of the Scientific Committee

Assist. Prof. Dr. Ahmad Awad Talb



Head of Department

Assist. Prof. Dr. Talal Saeed Hameed

Course Description Form

1.Course Name:	
Extensional General Relations.	
2.Course Code:	
EXER447	
3.Semester / Year :	
Second season,2023–2024.	
4.Description Preparation Date:	
01/02/2025	
5.Available Attendance Forms:	
Blended learning (Theoretical and practical in-person).	
6.Number of Credit Hours (Total) / Number of Units (Total) 5 hours	
75 hours (2 hours theoretical , 3 hours practical per week), No. of units is 3.5.	
7.Course administrator's name (mention all, if more than one name)	
Name: Anhar Mohammed Ali Hasan Email: anhar2007@uomosul.edu.iq Amera Hassain Younis Email : amerayounis7@uomosul.edu.iq	
8.Course Objectives	
Course Objectives Objectives of the theoretical study subject 1.Providing the student with the skills of addressing the institution’s audience and developing its reputation locally and globally. 2.Providing the student with the necessary skills to promote the organization’s mission, goals, and product. 3.Identify the best practices in producing media materials, publications, and bulletins related to the organization’s business and products, such as marketing or production management. 4.Providing the student with knowledge of the nature of advertising work, its techniques, and the areas of its to serve the product.	
9.Teaching and Learning Strategies	
Strategy	Its concept: a teaching strategy in which students learn by working in small, heterogeneous groups whose members cooperate in completing the educational tasks assigned to them. Theoretical objectives: 1. Providing opportunities for students to express themselves and their emotions. 2. Increasing students’ interest in the topic of the lesson at hand, as the teacher can include new scientific material in it or reinforce the scientific material studied. 3.Training students to discuss and learn about its rules, and encourage them to communicate with each other, to exchange information or inquire about it. 4.Providing students with values and attitudes that modify their behavior and help them behave well in certain situations if they are placed in them. 5. Encouraging the spirit of spontaneity among students, during which dialogue is spontaneous and natural between students, especially in free-role situations that are not restricted by text or dialogue. 6.Developing students’ ability to accept different opinions and avoid fanaticism towards one opinion. 7.Strengthening students’ sense of others, taking into account their feelings, and respecting their ideas.

The practical objectives:

- 1.Students are divided into heterogeneous groups (differing in their academic level), such that each group has 3-5 students, and each student in the group is assigned a role to play (chairman, rapporteur, speaker, etc.).
- 2.The teacher begins his lesson with a quick introduction in which he gives a general idea about the lesson and the goals he wants to achieve with the students through cooperative work.
- 3.The teacher presents the first worksheet, after introductory to the activity. To ensure that students understand the content of the worksheet, and explain to them what is required to be done.
- 4.The teacher makes sure that the students have an educational background (previous experiences, a previous lesson, an introduction to a lesson, reading a lesson in the book) from which to practice the educational activity presented in the worksheet.
- 5.The teacher provides the opportunity for members of each group to discuss the activity, and come out at the end of the allotted time with a unified opinion and a single result.
- 6.Each group presents the product of its work to the students and a discussion takes place about what is presented, then the teacher writes.

10.Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	Theoretical 2 Practical 3	Theoretical: a1 The student seeks to familiarize himself with ,understand, and apply procedures related to concept of public relation and distinction between media, advertising and public relations. Practical: a5 The student determines the type of public relation and a historical overview the emergence of public relations and the stages of development.	Theoretical: The concept of public relations and its history: difference between public relations,media, propaganda.Determine the elements of public relations. Practical: What is public relations: a historical overview of public relations.	Theoretical: Use the blackboard to clarify the objectives the lecture, using audio-visual aids and scientific publications to clarify the goal and consolidate lecture. Practical: Use of hearing aids,Reports, pictures and methods,Other related learning,With lesson.	Exams,reports, discussions and quizzes.
2 nd	Theoretical 2 Practical 3	Theoretical: a2 The student is familiar with the elements and nature of public relations. Practical: a6 The student is introduced of many definitions of public relations according to opinions of researchers and thinkers in public relations.	Theoretical: The concept and nature of public relations: Motive for interest in public relations. Practical: The industrial revolution, competition and growing awareness on the part of the masses. Developing means of communication increasing interest in regular relationships.	Theoretical: Use the blackboard to clarify the objectives the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture. Practical: Use of hearing aids,Reports,pictures and methods, Other related learning, With the lesson.	Exams,reports, discussions and quizzes.

3 rd	<p>Theoretical 2</p>	<p>Theoretical: a3</p> <p>The student acquires knowledge, understanding application of procedures related to the concept and importance of public relations.Changes that have occurred in modern societies, the importance of public relations and the functions of public relations.</p> <p>Practical 3</p> <p>The student should be to know concept of rural community development, its importance and goals.</p>	<p>Theoretical:</p> <p>The concept of public relations and its importance: The changes that have occurred in modern societies. The importance of public Relations.The functions of public relations.</p> <p>Practical:</p> <p>What is public relations: The role of the Institute of Public Relations. Expanding his interests in public relations.</p>	<p>Theoretical:</p> <p>Use the blackboard to clarify the objectives the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture.</p> <p>Practical:</p> <p>Use of hearing aids,Reports,pictures and methods. Other related learning with lesson.</p>	Exams,reports, discussions and quizzes.
4 th	<p>Theoretical 2</p>	<p>Theoretical: b1</p> <p>The student gains experience and understanding of segmenting an organization's audiences in terms of their influence on the audiences.</p> <p>In addition to types of planning and planning stages..</p>	<p>Theoretical:Public</p> <p>relations and the organization's audiences: dividing the rganizations organization's audiences in terms of the influence of audiences.</p> <p>Practical:lanning of the public relations process. Types of planning and stages of planning.</p>	<p>Theoretical:</p> <p>Use the blackboard to clarify the objectives the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture.</p> <p>Practical:</p> <p>Use of hearing aids,Reports,pictures and methods, Other related learning,With the less</p>	Exams,reports, discussions and quizzes

	Practical 3	Practical: b9 The student gains experience through tasks related to public relations management: explaining students' performance in cases of excellence, marketing and advertising.			
5 th	Theoretical 2 Practical 3	Theoretical: b2 Through understanding and application, the student can know most important information necessary for planning public relations: Environmental variables, target audience groups for the media campaign. Available communication means, Obstacles of the planning process. Practical: b10 The student explains the history of public relations and characteristics of public relations models.	Theoretical: The most important information needed for public relations planning: environmental variables, target audience groups for the media campaign, and available communication means. Obstacles to the planning process. Practical: History of public relations: Characteristics of four models of public relations.	Theoretical: Use the blackboard to clarify the objectives of the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture. Practical: Use of hearing aids, Reports, pictures and methods, Other related learning, With the less.	Exams, reports, discussions and quizzes
6 th	Theoretical 2 Practical 3	Theoretical: b3 The student determines the procedures related to the organizational forms of public relations: the organizational forms that are practiced through public activities. Advantages and disadvantages of the organization specializing public relations. Practical: b11 The student acquires knowledge about the history of public relations, the press and publishing agency model and model Public relations..	Theoretical: Organizational forms of public relations: Organizational forms practiced through public activities. Advantages and disadvantages of a specialized public relations system. Practical: The History of Public Relations: The Press and Publishing Agency Model and the public relations model.	Theoretical: Use the blackboard to clarify the objectives of the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture. Practical: Use of hearing aids, Reports, pictures and methods, Other related learning, With the less.	Exams, reports, discussions and quizzes
7 th	Theoretical 2	Theoretical: c1 The student works on preparing news bulletins and advertisements through means of communication to follow trends in society, care and attention in selecting and preparing a public relations specialist.	Theoretical: The organization's public relations specialists: prepare news releases or advertisements through means of communication. Follow up on trends in society. Care and attention to choosing	Theoretical: Use the blackboard to clarify the objectives of the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture.	Exams, reports, discussions and quizzes

	Practical 3	Practical: c5 The student gains knowledge and understanding of the history of public relations two symmetrical and asymmetrical paths into PR Feedback.	and preparing the public relations specialist. Practical: The history of public relations: two symmetrical and asymmetric paths in PR feedback.	Practical: Use of hearing aids, Reports, pictures and methods, Other related Learning with the lesson.	
8 th	Theoretical 2 Practical 3	Theoretical: c2 The student explains the distinctive qualities that must be possessed by a public relations specialist Practical: a7 The student determines role of the communication process and means of communication available in extension public relations..	Theoretical: The most important qualities and characteristics of a successful public relations specialist: Explaining the distinctive qualities that must be available in a public relations specialist. Practical: Public Relations and Communications: What is communication? Means of communication. Public relations and communications: The essence of communication concepts.	Theoretical: Use the blackboard to clarify the objectives the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture. Practical: Use of hearing aids, Reports, pictures and methods, Other related learning, With the lesson	Exams, reports, discussions and quizzes
9 th	Theoretical 2 Practical 3	Theoretical: b4 The student masters the knowledge, understanding and application of procedures related to the selection of a public relations manager and his responsibilities in performing of work assigned. Practical: a8 Through the scientific visit to Mosul Agriculture Preparatory School, the student acquires the skill and knowledge of the process communication and its levels.	Theoretical: Public Relations Manager: The most important qualities and characteristics that must be available in the successful public relations manager. responsibilities of the public relations manager are to create understanding and awareness among the organization's employees. Supervision and continuous follow-up of public opinion research. Information was provided to senior management. Practical: Public relations and communications: levels of communication. A scientific visit to Mosul Agriculture Preparatory School.	Theoretical: Use the blackboard to clarify the objectives the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture. Practical: Use of hearing aids, Reports, pictures and methods, Other related learning, With the lesson	Exams, reports, discussions and quizzes.

10 th	Theoretical 2 Practical 3	Theoretical: b5 The student reviews the procedures related to the role of senior management and its responsibility in managing relationships public in terms of support, planning and implementation. Practical: a9 Through public relations and communications, The student reaches the essence of communication concepts.	Theoretical: The role of senior management in the field of public relations: the responsibility of senior management in the field of public relations. Practical: Public relations and communications: the essence of communication concepts.	Theoretical: Use the blackboard to clarify the objectives of the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture. Practical: Use of hearing aids, Reports, pictures and methods, Other related learning, With the less	Exams, reports, discussions and quizzes
11 th	Theoretical 2 Practical 3	Theoretical: b6 The student masters the understanding and application of procedures related to the design, planning, implementation and evaluation of public relations. Practical: a10 The student presents a brief overview of contact forms.	Theoretical: The expected role of senior management to achieve the effectiveness of public relations activity: Points that must be available in aspects of senior management to achieve the effectiveness of public relations activity. Practical: Contact Forms: A brief overview of contact Forms.	Theoretical: Use the blackboard to clarify the objectives of the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture. Practical: Use of hearing aids, Reports, pictures and methods, Other related learning, With the less	Exams, reports, discussions and quizzes
12 th	Theoretical 2 Practical 3	Theoretical: c3 The student identifies design of public relations programs: the stages of designing public relations programs. Practical: a11 Through his experience, the student will understand communication models and forms of communication between sender and receiver..	Theoretical: Designing public relations programs: stages of design public relations programs. Practical: Communication models: Forms of communication models between sender and receiver.	Theoretical: Use the blackboard to clarify the objectives of the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture. Practical: Use of hearing aids, Reports, pictures and methods, Other related learning, With the less	Exams, reports, discussions and quizzes
13 th	Theoretical 2	Theoretical: a4 The student can deliver the educational message to the rural audience.	Theoretical: Choosing communication methods and timing: methods of conveying the message to the masses.	Theoretical: Use the blackboard to clarify the objectives of the lecture, using of audio-visual aids and scientific publications to clarify	Exams, reports, discussions and quizzes

	Practical 3	Practical: c6 The student follows existing context in public relations and way it work agricultural extension organizations.	Practical: Communication models: The problems which facingfor the people in communication models	the goal and consolidate lecture. Practical: Use of hearing aids,Reports,pictures and methods,other related learning With the lesson.	
14 th	Theoretical 2 Practical 3	Theoretical: b7 The student reviews the procedures related to the stages of collecting, identifying, and prioritizing planning for public relations programs for agricultural extension. Practical: a12 The student gains to know of communication psychology: one-step and two-step flow models.	Theoretical: Types of public relations programs: highlighting the most important public relations programs. Receiving and responding to complaints. Practical: The psychology of communication: Two-step flow models one and two steps.	Theoretical: Use the blackboard to clarify the objectives the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture. Practical: Use of hearing aids,Reports,pictures and methods,other related Learning With the lesson.	Exams,reports, discussions and quizzes
15 th	Theoretical 2 Practical 3	Theoretical: c4 The student focuses on the importance of public relations in agricultural extension organizations: and the stages of the public relations process in agricultural extension organizations. Practical: a13 The student can learn about the psychology of communication: influence of mass media and extension public relations. .	Theoretical: The importance of public relations in agricultural extension organizations: Stages of the public relations process in agricultural extension organizations. Practical: Psychology communication:The influence of mass media, guidance public relations.	Theoretical: Use the blackboard to clarify the objectives the lecture, using of audio-visual aids and scientific publications to clarify the goal and consolidate lecture. Practical: Use of hearing aids,Reports,pictures and methods, Other related learning,With the less	Exams,reports, discussions and quizzes.

10.Course Evaluation:

No	Evaluation methods	Evaluation date (week)	marks	Relative weight (%)
1	The first short test Quiz. Theoretical: Practical	Week 4: Theoretical: Short test (1) Quiz. Week 4: Practical: Short test (1) Quiz.	Theoretical: 2.5 Practical: 2.5	5%
2	Monthly exam (1).	Week 9: Theoretical test (1). Week 9: Practical test (1).	Theoretical: 10 Practical : 5	15%
3	Second short test Quiz.	Week 11: Theoretical:Short Test (2) Quiz. Week 11: Practical:Short test (2) Quiz.	Theoretical: 2.5 Practical: 2.5	5%
4	Monthly exam (2).	Week 13: Theoretical test (2). Week 13: Practical test (2).	Theoretical: 10 Practical : 5	15%
5	Quest rate.	Seasonal rates are announced at the end of the semester.	Theoretical: 25 Practical : 15	40%
6	Final practical test.	Practical exams week.	20	20%
7	Final theoretical test.	The week of theoretical exams.	40	40%
8	Total	The final score of the theoretical and practical of final exam at the end of academic year.	100	100%

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

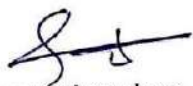
12.Learning and Teaching Resources:

Required textbooks (curricular books, if any)	1.Introduction to Public Relations (author: Prof. Dr. Abdul Razzaq Mohammad Al-Dulaimi, 2019)/,„Faculty of Information - Middle East University.
Main references (sources)	Main References (Sources) : 1. Public Relations (Author Dr. Manal Ahmed Rahal, 2015) Dar Amjad for Publishing and Distribution / Amman-Jordan.. 2. Public relations and communication strategies (author Ali Ferjani, 2018). Dar Amjad for Publishing and Distribution/Amman-Jordan.

Recommended books and references (scientific journals, reports...)	<p>1. The Scientific Journal of Public Relations and Advertising Research for the year 2015.</p> <p>Faculty of Information - Cairo University/Egypt. https://sjocs.journals.ekb.eg/</p> <p>2. Media Researcher Magazine/College of Information - University of Baghdad. https://comc.uobaghdad.edu.iq/?page_id=15051</p>
Electronic References, Websites	<p>1. The concept of public relations: https://www.birzeit.edu/sites/default/files/mfhwm_llqt_lm.pdf</p> <p>2. Online public relations: https://www.noor-book.com/tag/%D8%A7</p>



Lecturer. Anhar Mohammed Ali, Luma Mother Address

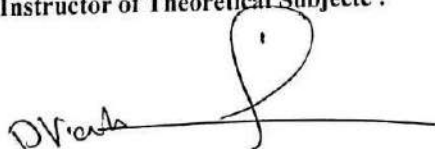


Instructor of Theoretical Subject:

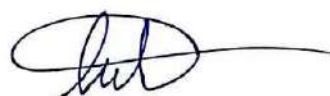


Instructor of Practical Subject:

Assistant Lecturer. Amira Younis Hassain



Assistant Prof. Dr. Ahmed Awad Talb



Assistant Prof. Dr. Talal Saeed Hameed

Chairman of the Scientific Committee:

Head of Department.



course description Farm management

1.	: Course Name	
	Farm management	
2.	: Course Code	
	FAWA410	
3.	Annual : Year / Semester	
	2024-First semester/fourth stage/2023	
4.	Date this description was prepared	
	2024/2/1	
5.	Available forms of attendance:	
	My presence	
6.	:(of study hours (total)/number of units (total Number	
	2 theoretical hours / 3 practical hours (5 hours) / 3.5 units	
7.	(Name of the course administrator (if more than one name is mentioned	
	Mother. Dr.. Zwaïd Fathy Abd millimeter. Mahasen Mahmoud Sultan	
8.	theoretical course Objectives of the	Objectives of the practical course
	<ul style="list-style-type: none"> Enabling the student to understand, assimilate and differentiate between production costs Agricultural and agricultural assets Enable the student to use the economic rules that choice govern Agricultural resource combinations to choose productive combinations of different agricultural commodities Enabling the student to develop different investment or production alternatives to make a . decision in the field Enabling the student to provide advice of farm management, especially In determining the financial and economic position of the facility and identifying the areas that give the highest .returns Enabling the student to make investment decisions for agricultural projects inUnder conditions of risk and uncertainty 	<ul style="list-style-type: none"> learns about The student economic concepts that can be applied to making decisions using .farm situations in the student's skills Develop financial ‘planning, budgeting analysis of farm businesses, and .investment analysis is able to achieve The student optimal use of production factors on the farm and achieve economic .efficiency to submit farm Enabling students reports and records Enabling the student to use methods for calculating the depreciation of machinery, equipment, and agricultural buildings the Enabling the student to link economic foundations and

<ul style="list-style-type: none"> • Enable the student to measure economic efficiency using some statistical programs • Enabling the student to arrive at the optimal crop ...composition that achieves Maximizing net income or minimizing costs 	<p>standards that govern planning, executive and supervisory decisions in the areas of .ingproduction and market</p> <ul style="list-style-type: none"> • Enable the student to determine the farm the optimal size of
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9. Practical teaching and learning strategies teaching and learning strategies

<ul style="list-style-type: none"> - Interactive lecture - Brainstorming - and discussion Dialogue - Assignment of duty 	<ul style="list-style-type: none"> - Interactive lecture - Brainstorming - and discussion Dialogue - Assignment of duty
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10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
semester test 1	Interactive lecture, brainstorming, dialogue and discussion	Farm management concepts and functions	A1 Basic concepts of farm management and : comparison between farm management, public administration administration, and business B1 Explaining the difference between farm tool : science and other agricultural sciences and clarifying ‘ the characteristics of a successful farm manager ‘ explaining the functions of farm management successful choosing the factors that help elect a .agricultural project	2 Theoretical	1
Short practical ‘ test 1 homework	active lecture, Inter brainstorming, dialogue and discussion	Farm production costs	A3 The concept of farm production costs : E2 Distinguish between farm production costs and : farm assets B16 Practical examples of types of farm production : costs and presentation of the shapes of cost curves and their derivatives D5 Analyze the farmer’s position on the profit and : loss facing the producer on the farm	3 practical	
Semester exam 1, final exam	Interactive lecture, brainstorming, dialogue and discussion	Farm decision making process	B2 making -The concept of the farm decision : clarifying the scientific steps in making ‘ process classifying the decisions taken by ‘ farm decisions .the farm	2 Theoretical	2
Short practical test1	Interactive lecture, brainstorming, dialogue and discussion	of The principle setting the best level of production	B17 the best level for determining Basic conditions : mathematical applications and ‘ of production determine the best level of production examples to D6 of setting the the principle Conclusions from : best level of production	3 practical	
Semester exam 1,	Interactive lecture, brainstorming, dialogue	Measures of economic efficiency	B3 Description of economic efficiency and its : components ‘	2 Theore	3

final exam	and discussion	on the farm	B4 Explain the criteria for evaluating various productive projects with applied models C1 Standards used to measure economic efficiency : its of on the farm, with mathematical examples application	tical	
Short practical ‘ test 1 homework	Interactive lecture, brainstorming, dialogue and discussion	Practical application of economic measures efficiency	B18 Solve mathematical exercises and display : project and measures for efficiency graphical forms evaluation	3 practical	
Semester exam 1, final exam	Interactive lecture, brainstorming, dialogue and discussion	Farm size	B5 The concept of farm size and the optimal size of : production, the factors determining farm explaining size	1 theoretical	
Short practical test 2	Interactive lecture, brainstorming, dialogue and discussion	size Farm	C3 production in of Determine the optimal volume : the long run theoretically and graphically	3 practical	4
Semester exam 1, final exam	Interactive lecture, brainstorming, dialogue and discussion	records Farm	B6 The concept of farm records, their importance : ‘objectives and D1 and ‘ Justifications for keeping farm records : farm records distinguishing between types of	1 theoretical	5
a test Semester final ‘1 exam	Interactive lecture, brainstorming, dialogue and discussion	records Farm	B19 Drafting and presenting models for farm : records for all agricultural activities C4 information Determine the optimal size of : graphically	3 practical	
writing a report	lecture, Interactive brainstorming, dialogue and discussion	A field visit	C2 A field visit to the Nineveh Agriculture : Directorate to review farm records	1 theoretical	6
writing a report	Interactive lecture, brainstorming, dialogue and discussion	A field visit	C2 A field visit to the Nineveh Agriculture : Directorate to review farm records	3 practical	
Semester exam 2, final exam	Interactive lecture, brainstorming, dialogue and discussion	Farm management methods	D2 Justifications for studying farm management : methods B7 Explaining farm management methods :	1 theoretical	7
Short practical test1	Interactive lecture, brainstorming, dialogue and discussion	equal The principle of marginal returns	B20 equal living returns the principle of Describe : : B21 An applied mathematical example of determining equal marginal returns	3 practical	
Semester exam 2, final exam	Interactive lecture, brainstorming, dialogue and discussion	Farm planning	B8 The concept, objectives, types and methods of : agricultural planning	1 theoretical	8
Short practical test1	Interactive lecture, brainstorming, dialogue and discussion	The principle of substitution and substitution	B22 of substitution of the principle An explanation : and solving applied mathematical and substitution examples	3 practical	
Semester exam 2, final exam	‘Interactive lecture brainstorming, dialogue and discussion	Extinction and of methods calculating it	A2 factors affecting and extinction Definition of : calculations extinction D3 Justifications and reasons for calculating the : machinery , ‘ depreciation of agricultural machinery and buildings B9 Explain the methods of calculating extinction :	1 theoretical	9
Short	Interactive lecture,	and Extinction	B23 Solve applied mathematical examples of :	3	

practical test1	brainstorming, dialogue discussion and	methods of calculating it	methods for calculating extinction	practical	
Semester test2	Interactive lecture, brainstorming, dialogue and discussion	Methods of and evaluating lands structures Agricultural real estate	B10 « The concept of agricultural land management : Explain and identify the factors affecting the facilities real estate and evaluation of land real estate and Explaining methods for valuing lands structures	1 theoretical	10
Short practical test1	Interactive lecture, brainstorming, dialogue and discussion	Methods of evaluating land and real estate facilities	B24 Mathematical application of land and real : estate valuation methods	3 practical	
writing a report	Interactive lecture, brainstorming, dialogue and discussion	solve a Field visit to problem	E1 A field visit to the Bashiqia Agriculture Division : to learn about the problems and obstacles of olive cultivation	1 theoretical	11
writing a report	Interactive lecture, brainstorming, dialogue and discussion	solve a Field visit to problem	E1 A field visit to the Bashiqia Agriculture Division : to learn about the problems and obstacles of olive cultivation	3 practical	
Final test	«Interactive lecture brainstorming, dialogue and discussion	Managing work on the farm efficiently	B11 the planning and management of Clarifying : farm work	1 theoretical	12
Short practical «test 1 homework	Interactive lecture, brainstorming, dialogue and discussion	Agricultural crop management	B25 the economic criteria used in Explain : agricultural crop management	3 practical	
Final test	Interactive lecture, brainstorming, dialogue and discussion	Efficient capital management	B12 the efficiency criteria for using farm Explain : capital	1 theoretical	13
Short practical and test 1 homework	Interactive lecture, brainstorming, dialogue and discussion	animal Farm management	B26 the economic criteria used in Explain : animals farm managing	3 practical	
«Short test final test	Interactive lecture, brainstorming, dialogue and discussion	Linear programming method for data analysis	B13 « The concept and tools of linear programming : methods of linear programming	1 theoretical	14
Short practical test3	«Interactive lecture brainstorming, dialogue and discussion	Linear programming method	B27 Examples of the graphical method and the : tabular method of linear programming	3 practical	
«Short test final test	Interactive lecture, brainstorming, dialogue and discussion	risk and Managing uncertainty	B14 « The concept of risk and uncertainty : the in identifying and explaining the types of risk agricultural sector D4 : and uncertainty factors causing risk the Infer	1 theoretical	15
short « Test « practical1	Interactive lecture, brainstorming, dialogue and discussion	Linear programming method	B28 theoretical and mathematical methods Explain : to reduce the amount of risk in agricultural production	3 practical	


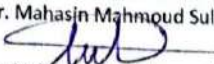
11. Course evaluation


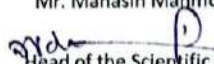
Relative % weight	Class	(Calendar date (week	Calendar methods	T
2.5	2.5	the sixth week	Report 1	1
2.5	2.5	The eleventh week	Report 2	2
1	1	First week	(Short test (1 Quiz	3
1	1	second week	(Short test (2 Quiz	4

2	2	The ninth and tenth weeks	(Short test (3 Quiz	5
10	0 1	The seventh week	(Semester test (1	6
10	10	The third week is difficult	(Semester test (2	7
40	40	Final semester exams	Final theoretical test	8
1	1	The fifteenth week	(Short test (4 Quiz	9
1	1	The first week	(Short test (1 Quiz	10
2	2	The fourth and eighth weeks) Short practical test2 (Quiz	11
1	1	The ninth week) Short practical test3 (Quiz	12
1	1	The fourteenth week) Short practical test4 (Quiz	13
5	5	Weeks 1,3,12,13,15	Homework	14
20	20	Final semester exams	Final practical test	15
%100	%100	100	the total	

12. Learning and teaching resources

Dar . Farm business management. 1982. Samarra, Hashem Alwan-Al Atheer for Printing and Publishing. University of Al Mosul . Iraq-Ibn Al	Required textbooks (methodology, if any
Dabash. Theoretical and -Klidar. Qusay Qasim and Abdullah Hamad Al anagement. 2018. Anwar Degla Press. Baghdad . applied farm business m Iraq Rimawi. Principles in -Judge Abdel Fattah Saleh and Ahmed Shukri Al farm management. 1996. Dar Hanin. Oman . Jordan Ruweis. Lectures on agricultural plant management, -Dr.. Khaled Al of Agricultural Economics. College of Food and Palace 213. Department Agricultural Sciences -	(Main references (sources
nothing	Recommended supporting books and references (scientific journals, (...reports
nothing	Electronic references, Internet sites


 Practical subject teacher
 Mr. Mahasin Mahmoud Sultan

 Head of Agricultural Extension and Technology Transfer
 Department
 Mr. Talal Saeed Hamid


 Theoretical Subject Teacher
 Mr. Mahasin Mahmoud Sultan

 Head of the Scientific Committee
 Prof. Ahmed Awad Al-Talib



Course Description Form for Methods of agriculture technologies transfer

1. Course Name:					
Methods of agriculture technologies transfer					
2. Course Code:					
MTAT445					
3. Semester / Year:					
Spring semester/2025					
4. Description Preparation Date:					
1/2/2025					
5. Available Attendance Forms:					
Presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
5 hours (2 theoretical + 3 practical) / 3 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Ahmed Awad Talb Altalb Amera Youis Email: ahmedaltalb@uomosul.edu.iq					
8. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> - The learner should be able to define the concept of agricultural techniques - Knowing the stages of transferring agricultural technologies to application - Know the concept of the adoption process and its stages - Identify methods of transferring agricultural technologies - Differentiating between the process dissemination and the process of adopt agricultural technologies 		
9. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> - Audio methods (teaching explanation of the topic) - Lecture style and writing on the board - Discussion lecture (question and answer) -Brainstorming -Field visits -Practical Training - Field project 			
10. Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation

		Outcomes	name	method	method
1	2Theoretical	A1: Mentions the history of the dissemination of agricultural techniques A1: He was destined to know publishing A2: Explains the concept of diffusion of agricultural innovations	History and concept of disseminating agricultural innovations	Lectures, audio media, rep pictures and other learn methods related to the less Lectures, audio media, rep pictures and other learn methods related to the less	Exams, reports, discussions, quizzes
	3 practical	B1 documents the beginning the traditional counseling meth B2: Explain the mechanisms applying the traditional couns method B4: Distinguish between determinants of the tradit counseling style	Recognizing the traditional heuristic method	Lectures, audio media, rep pictures and other learn methods related to the less Lectures, audio media, rep pictures and other learn methods related to the less	Exams, reports, discussions, quizzes
2	2Theoretical	A1: Defines the technological process B2: Explains the importance of technological process A2: Explains the steps of the technological process	The technological process its steps	Lectures, audio media, rep pictures and other learn methods related to the less Lectures, audio media, rep pictures and other learn methods related to the less	Exams, reports, discussions, quizzes
	3 practical	B1 documents the beginnings of the training and visiting metho B2: Explain the mechanisms for applying the training and visit method B4: Distinguish between the determinants of the traditional counseling style	Training and visit method	Lectures, audio media, rep pictures and other learn methods related to the less Lectures, audio media, rep pictures and other learn methods related to the less	Exams, reports, discussions, quizzes
3	2Theoretical	A1: Known as agricultural technology transfer cycle A5: Distinguish between the stages of transfer of agricultural technologies A5: Evaluates the role of agricultural extension in transferring technologies	Technology transfer course (the role of agricultural extension in disseminating and adopting modern agricultural technologies)	Lectures, audio media, rep pictures and other learn methods related to the less Lectures, audio media, rep pictures and other learn methods related to the less	Exams, reports, discussions, quizzes
	3 practical	B1 documents the beginnings of the agricultural systems research method B2: Explain the mechanisms for applying the agricultural systems research method B4: Distinguish between the determinants of the agricultural systems research method	Farm systems research method	Lectures, audio media, rep pictures and other learn methods related to the less Lectures, audio media, rep pictures and other learn methods related to the less	Exams, reports, discussions, quizzes
4	2Theoretical	C3: Explains what the standard means A2: Explains the criteria for selecting agricultural technology	Criteria for selecting modern agricultural technology	Lectures, audio media, rep pictures and other learn methods related to the less Lectures, audio media, rep pictures and other learn methods related to the less	Exams, reports, discussions, quizzes
	3 practical	B1 documents the beginnings of the style of development projects B2: Explain the mechanisms for applying the method of agricultural development projects B4: Distinguish between the determinants of the method of development projects	Method of development projects	Lectures, audio media, rep pictures and other learn methods related to the less Lectures, audio media, rep pictures and other learn methods related to the less	Exams, reports, discussions, quizzes
5	2Theoretical	A1: Knows the process of adopting agricultural technologies B4: Defines the stages of the process of adopting agricultural technologies	The process of adopting agricultural innovations (technologies) and its stages	Lectures, audio media, rep pictures and other learn methods related to the less Lectures, audio media, rep pictures and other learn methods related to the less	Exams, reports, discussions, quizzes

		B5: Evaluates the decision-making process with innovations			
	3 practical	A2: Explains the problem C4: The report discusses the problem	Practical steps in solving a heuristic problem	Lectures, audio media, rep pictures and other learning methods related to the lesson Lectures, audio media, rep pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
6	2 Theoretical	A1: Knows planning and organization A3: Differentiate between implementation and follow-up A2: The evaluation is used in the extension program	Characteristics of good management for the transfer of agricultural technologies	Lectures, audio media, rep pictures and other learning methods related to the lesson Lectures, audio media, rep pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
	3 practical	B2: Organizing a scientific visit A3: Discussing the visit with students	A field visit	Lectures, audio media, rep pictures and other learning methods related to the lesson Lectures, audio media, rep pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
7	2 Theoretical	A1: Mentions the importance of research and planning in the successful transfer of agricultural technologies A2: Explains the importance of qualification and information center in the success of technology transfer B2: Explain the importance of the role of productive institutions, discoveries, associations and organizations	Conditions for the successful transferring modern agricultural technologies	Lectures, audio media, rep pictures and other learning methods related to the lesson Lectures, audio media, rep pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
	3 practical	A2: Explains the problem C4: The report discusses the problem	Solve a heuristic problem	Lectures, audio media, rep pictures and other learning methods related to the lesson Lectures, audio media, rep pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
8	2 Theoretical	A2 Identify the factors related to new technologies A2: What are the subjective factors related to the farmer? A1: Remember the factors related to the organizations transferring the new technology	Factors affecting the process of transfer and adoption of technologies	Lectures, audio media, rep pictures and other learning methods related to the lesson Lectures, audio media, rep pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
	3 practical	B2: Organizing a scientific visit A3: Discussing the visit with student	Scientific field visit	Lectures, audio media, rep pictures and other learning methods related to the lesson Lectures, audio media, rep pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
9	2 Theoretical	A2: Explains the problems of transferring agricultural technologies	Problems of transfer of agricultural technologies	Lectures, audio media, rep pictures and other learning methods related to the lesson Lectures, audio media, rep pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
	3 practical	A2: Learn about the role of agricultural extension in adopting technologies B2: Explains methods of persuading farmers to adopt agricultural techniques	The role of agricultural extension in adopting agricultural techniques	Lectures, audio media, rep pictures and other learning methods related to the lesson Lectures, audio media, rep pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
10	2 Theoretical	B2: Explain the meaning and concept of comparative advantage B2: Explain the relationship between the consistency of the idea with values and customs and the adoption of technologies	Advantages of agricultural innovations	Lectures, audio media, rep pictures and other learning methods related to the lesson Lectures, audio media, rep pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

	3 practical	A2: Learn about the role of agricultural extension in adopting technologies B2: Explains methods of persuading farmers to adopt agricultural techniques	Ways of influence of the group on the ideas of farmers	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
11	2Theoretical	A2: Explains the importance of opinion leadership in adopting technologies B3: Explains how to choose methods that influence farmers' ideas	Categories of adopters of agricultural technologies	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
	3 practical	A2: Defines project requirements and phases B3: Executes the project phases	Designing agricultural technology projects	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
12	2Theoretical	A1: Defines the change agent A2: Classifies the categories of adopters of agricultural technologies	Change agent	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
	3 practical	A2: Explains the problem A4: The report discusses the problem	Solve a heuristic problem	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
13	2Theoretical	A1: Knows the concept of opinion leadership A2: Explains methods for identifying opinion leaders : B1 explains the characteristics of opinion leader	Opinion leadership and its impact on the dissemination of agricultural technologies	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
	3 practical	A2: Determine project requirements and phases B3: How to implement the project stages	Design a development project	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
14	2Theoretical	B2: Explains the concept of social change A4: Discuss the realities of social change A1: Mention the forms of social change	Social change	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
	3 practical	A2: Explains the problem A4: The report discusses the problem	Solve a heuristic problem	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
15	2Theoretical	A1: Known as agricultural development B1: Enumerate the factors that cause agricultural development B2: Explains the forms of agricultural development	Agricultural development	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes
	3 practical	A2: Explains the problem C4: The report discusses the problem	Solve a heuristic problem	Lectures, audio media, reports, pictures and other learning methods related to the lesson Lectures, audio media, reports, pictures and other learning methods related to the lesson	Exams, reports, discussions, quizzes

11-Course Evaluation

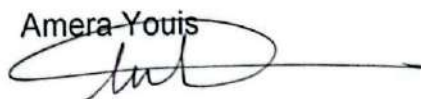
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc	
12-Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	<p>- Al-Tanoubi, Muhammad Muhammad Omar (d) (1998), Agricultural Guidance Reference, Arab Renaissance House for Printing and Publishing, Beirut</p> <p>- Ghadeeb, Ali Ahmed. The size and importance of the problems of transferring agricultural technologies from the point of view of agricultural employees and farmers of irrigated areas in Nineveh Governorate. Doctoral thesis, College of Agriculture and Forestry - University of Mosul, 2006</p> <p>- Al-Jubouri, Khattab Abdullah Muhammad (2006), 'adoption rate of yellow maize farmers for modern agricultural technologies and its relationship to socio variables in the Hawija District in Kirkuk Governorate'. Master's thesis, College of Agriculture and Forestry - University of Mosul.</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



Prof. Dr. Ahmed Awad Talb Altalb

Chairperson of the Scientific Committee

Amera Younis



Head of Department

Assist. Prof. Dr. Talal Saeed Hameed



رئيس اللجنة العلمية
أ.م.د. أحمد عرار طالب



Course Description Form

1. Course Name:	
Research Project 2	
2. Course Code:	
REPR403	
3. Semester / Year:	
Second semester (spring)/2024-2025	
4. Description Preparation Date:	
1/2/2025	
5. Available Attendance Forms:	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
45 practical hours / 1.5 units	
7. Course administrator's name (mention all, if more than one name)	
Name:	
Email:	
8. Course Objectives	
Course Objectives	
9. Teaching and Learning Strategies	
Strategy	

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 Practical	c1: The student chooses a subject for his research	Choose the research subject	Interactive lecture, brainstorming, dialogue and discussion	Reports
2	3 Practical	c4: The student proposes a plan for his research	Scientific research plan (research proposal)	Interactive lecture, dialogue and discussion	Reports
3	3 Practical	b1: The student documents the data and information collected	Collect data and informations	Interactive lecture, dialogue and discussion	Reports
4	3 Practical	b2: The student chooses the samples and research tools required	choose Samples and research tools	Interactive lecture, dialogue and discussion	Reports
5	3 Practical	c2: The student writes his graduation research in his own style	Procedures for writing research project	Interactive lecture, dialogue and discussion	Reports
6	3 Practical	a2: The student learns about the formal controls for his graduation research project	Formal controls in the research project	Interactive lecture, dialogue and discussion	Reports
7	3 Practical	a4: The student discusses with	The theoretical part	Interactive lecture,	Reports

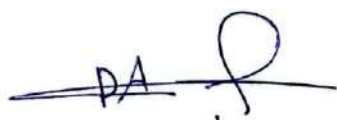
		his supervisor the requirements for the theoretical part of the research		dialogue and discussion	
8	3 Practical	c2: The student gives examples of previous studies for his research	Presenting previous studies	Interactive lecture, presentation of previous studies	Reports
9	3 Practical	a3: The student presents to his supervisor the theories and scientific analysis of his subject	Theories and scientific analysis of the subject research	Interactive lecture, presentation of previous studies	Reports
10	3 Practical	a4: The student discusses with the supervisor the requirements of the practical part of the research	the practical part	Interactive lecture, dialogue and discussion	Reports
11	3 Practical	b3: The student tests the research data statistically	Analyze data statistically	Interactive lecture, reports and discussion	Reports
12	3 Practical	b3: The student tabulates statistical data for research	Writing tables	Interactive lecture, reports and discussion	Reports
13	3 Practical	a4: The student discusses his research data to derive useful tabular values	Results and conclusions	Interactive lecture, reports and discussion	Reports
14	3 Practical	b3: The student adopts the results of his research	Recommendations	Interactive lecture, reports and discussion	Reports
15	3 Practical	b1: The student presents the sources used in the research	Writing sources	Interactive lecture, reports and discussion	Reports

1. Course Evaluation

Seq.	Evaluating style	date	marks	Relative weight

11. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Methodical books
Main references (sources)	The central library at the university, the college library
Recommended books and references (scientific journals, reports...)	Research from specialized scientific journals
Electronic References, Websites	Research, letters and dissertations from the Internet.



Chairperson of the Scientific Committee

Prof. Dr. Ahmed Awad

Roaa Mohammad hamed

Amera Younis



Head of Department

Assist. Prof. Dr. Talal Saeed Hameed