

## Course Description Form

<b>1. Course Name:</b>					
Copy of cuneiform texts (First millennium BC)					
<b>2. Course Code: second phase</b>					
<b>3. Semester / Year:</b>					
Second semester / 2023-2024					
<b>4. Description Preparation Date:</b>					
11\2\2024					
<b>5. Available Attendance Forms:</b>					
Attendance is complete					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
30 hours					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Asst.Prof.Dr.Ahmed Mayasr Fadhil Email: <a href="mailto:myasar@uomosul.edu.iq">myasar@uomosul.edu.iq</a>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>● Training students on the scientific foundations reproducing cuneiform texts in the first millennium BC</li> <li>● Informing students about the types of signs cuneiform texts in the first millennium BC</li> <li>● Enabling students to read, translate and analyze cuneiform texts</li> </ul>			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>	Training students and informing them about the types of signs and cuneiform texts in the first millennium BC and methods for manually reproducing them, presenting their forms and distinguishing between their types, in addition to teaching students to read, analyze and translate cuneiform texts.				
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	2	Introductory to writing	Cuneiform writing in the first millennium BC	theoretical	Conducting oral and written examinations

		and cuneiform the first millennium BC.	millennium BC.		
2	2	Scientific foundation in reproduction of cuneiform signs and texts	Copy of signs and texts	theoretical	Conducting oral and written examinations
3	2	Types of cuneiform signs	Shapes of cuneiform signs	theoretical	Conducting oral and written examinations
4	2	Texts and calligraphy of the Middle Babylonian period	Examples of economic texts	theoretical	Oral and written tests
5	2	Copy, reading, translation and analysis of Middle Babylonian texts	Lexical texts	Theoretical reading, analysis and translation	Student participation text analysis + oral and written tests
6	2	Texts and calligraphy of the Middle Assyrian Period	Forms of Middle Assyrian signs and texts	Theoretical	Student participation text analysis + oral and written tests
7	2	Copy and reading of Middle Assyrian texts	Various texts	theoretical	Student participation text analysis + oral and written tests
8	2	Modern Babylonian script	Copy of modern Babylonian signs	Theoretical	Oral and written tests
9	2	Reading and copying of modern	Various texts	Theoretical reading, analysis and translation	Student participation text analysis + oral



		Babylonian texts			and written tests
10	2	Copy modern Babylonian text model	Examples economic texts	Theoretical reading , analy and translation	Student participation text analysis + o and written tests
11	2	The mode Assyrian script and features	Memorizing sig and their phone values	Theoretical	Oral and writt tests
12	2	Forms modern Assyrian texts	Copy varioc types of texts	theoretical	Oral and writt tests
13	2	Copy, reading, translation and analy of texts fro the Ne Assyrian Period	Examples economic texts	Theoretical reading, analy and translation	Student participation text analysis + o and written tests
14	2	Review texts a grades for t first semest	All texts a grades of the fi semester	theoretical	feedback
15	2	General review a preparation for the fi semester exams		theoretical	Feedback + writt exam

### 11. Course Evaluation

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

### 12. Learning and Teaching Resources

Required textbooks (curricular books if any)	nothing
Main references (sources)	Texts British Museum CT Alma'mary, Mahmoud Hamid Ahmed, unpublished modern Assyrian texts from the city of Assyria.

## Course Description Form

1. Course Name: akkadian language( grammatical applications)	
2. Course Code: second class	
3. Semester / Year: 2023–2024	
4. Description Preparation Date: 1/5/2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	
Name: ameen nafi ameen Email: <a href="mailto:ameen_abdulnafea@uomosul.edu.iq">ameen_abdulnafea@uomosul.edu.iq</a>	
8. Course Objectives :	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>● Teaching students the grammar of the Akkadian language</li> <li>● Study and analyze ancient texts and understand their language</li> <li>● Study the history of the Akkadian language</li> <li>●</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	The course aims to teach students the grammar of the Akkadian language and its history compared to other Arab languages, and to teach students how to analyze texts linguistically and study the grammar of the language.



10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Š stem , past, Present,perfect	Akkadian language	theoretical	homework
The second	3	Š stem The imperative, participle	Akkadian language	theoretical	homework
Third	3	N stem , past, Present,perfect	Akkadian language	theoretical	homework
Fourth	3	N stem The imperative, participle	Akkadian language	theoretical	homework
Fifth	3	Description of the perfect verb iptaras/ Meanings and uses of the perfect verb	Akkadian language	theoretical	homework

sixth	3	Gt, Gtn stem	Akkadian language	theoretical	homework
seventh	3	Dt, dtn stem	Akkadian language	theoretical	homework
Eighth	3	participle paris	Akkadian language	theoretical	homework
<b>Ninth</b>	3	št, štn stem	Akkadian language	theoretical	homework
Tenth	3	Nt, ntn stem	Akkadian language	theoretical	homework
Eleventh	3	Verb I/w	Akkadian language	theoretical	homework
Twelfth	3	Verb II/w	Akkadian language	theoretical	homework
Thirteenth	3	Verb III/w	Akkadian language	theoretical	homework
Fourteenth	3	Irregual verbs	Akkadian	theoretical	homework

			language		
Fifteenth	3	Grammatical applications on the verbal sentence	Akkadian language	theoretical	homework

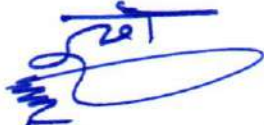
### 11. Course Evaluation

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)	Dr.. Amer Suleiman, Grammar of the Akkadian Language, 2005
Main references (sources)	, jon,huehnergard, grammar akkadian
Recommended books and references (scientific journals, reports...)	Grammar of the Akkadian language, Fawzi Rashid
Electronic References, Websites	

  
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 القديمة

  
 ا.م.د. أمير عبد الناصر أمين  
 رئيس اللجنة العلمية



## Course Description Form

1. Course Name: Cuneiform writing (on statues, scepters, cones)					
2. Course Code: Second class					
3. Semester / Year: Second semester (Second course) 2023-2024					
4. Description Preparation Date: 14-2-2024					
5. Available Attendance Forms: In-person - the time and place specified according to the department's weekly schedule					
6. Number of Credit Hours (Total) / Number of Units (Total): 45 hours - 3 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Dr. Muhammad Hamza Hussein					
Email: <a href="mailto:mohammed.hamza@uomosul.edu.iq">mohammed.hamza@uomosul.edu.iq</a>					
8. Course Objectives					
Course Objectives			Learn about everything related to the cuneiform writings recorded on statues, scepters, and cones, and their history as well as displaying selected examples of texts and shape from different eras for students to read and clarify.		
9. Teaching and Learning Strategies					
Strategy	<ol style="list-style-type: none"> <li>1. Showing examples of cuneiform writings on statues, scepters and cones from different eras.</li> <li>2. Training students to deal with the form of these writings and their development throughout the ages.</li> <li>3. Study the history of cuneiform writings and texts written on statues, scepters and cones.</li> <li>4. Involving students in explanations related to the history of cuneiform writing</li> </ol>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	- An introduction to history of cuneiform writings	History cuneiform	theoretical	



		- Quick view to discover cuneiform writings	writings		
the second	3	Artistic forms on which cuneiform writings were recorded	History of cuneiform writings	theoretical	Conducting oral exams
the third	3	-The importance of writing on statues - The development of art of three-dimensional sculpture	Cuneiform writings on statues	theoretical	Duty assignment
the fourth	3	- The sculptor - The materials from which the statues are made	Cuneiform writings on statues	theoretical	Students' participation in the explanation
Fifth	3	Methods of recording statues in the third, second and first millennium BC	Cuneiform writings on statues	theoretical	Assignments: Conduct oral exams+ written exam
Sixth	3	- The location of the statue - Foundation statues	Rituals related to statues	theoretical	Duty assignment
Seventh	3	Mid-course exam	All topics taken	theoretical	Conduct a written exam
Eighth	3	- Nomenclature of wands in cuneiform sources - Types of materials from which wands were made	Cuneiform writings on scepters	theoretical	Assignments: Conduct oral exams written exam
Ninth	3	Methods of recording wands in third, second and first millennium BC - The ritual of presenting wands	Cuneiform writings on scepters	theoretical	Duty assignment
The tenth	3	- Types of wands and shapes executed on them - Scenes of wands on sculptures Scenes of wands on cylinder seals	The technical side of the wands	theoretical	Duty assignment
eleventh	3	A historical overview of cones and their development in Mesopotamia	Cuneiform writings on cones	theoretical	Assignments: Conduct oral exams + written exam
twelfth	3	-Methods of recording cones throughout the	Cuneiform writings on cones	theoretical	Students' participation in

		ages - Types of cones			the explanation
Thirteen	٣	-Rituals related to cones - The materials from which the cones made	Cone offering ritual	theoretical	Assignments: Conduct oral exams
fourteen	٣	General review and preparation for final exam	All subjects cuneiform writing on statues, scepters and cones	theoretical	review
Fifteenth	٣	Conducting the final Exam	All subjects cuneiform writing on statues, scepters and cones	theoretical	Conduct a written exam

### 11. Course Evaluation

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

Weekly oral exams, five grades

2. Homework assignments, five marks

3. Written tests, ten marks

4. Mid-term exam: twenty marks

5. The end-of-semester exam and the final evaluation for students is sixty marks

Total: one hundred degrees

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Amer Suleiman, Cuneiform Writing, Mosul, 2003

Main references (sources)

1. Muhammad Hamza Hussein,

Cuneiform Inscriptions on the Heads Maces, Mosul 2007

2.Rehab Suhail Sattam, Cuneiform Writings on Statues, Mosul 2014

3.Iman Hani Salem, Writings on Cuneiform Foundations in Mesopotamia, Mosul 2001

4. Murtakat Antoine, Art in Old Iraq, Baghdad 1975


5. Faraj Basmaji, Treasures of the Iraqi Museum, Baghdad 1972

Recommended books and references



(scientific journals, reports...)	
Electronic References, Websites	

  
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رئيس اللجنة العلمية

## The second stage is a course description form

1. Course Name	
English	
2. Course Code	
<b>second stage</b>	
3. Semester/year	
The second course 2023/2024	
4. The date this description was prepared	
15/2/2024	
5. Available attendance forms	
classrooms	
6. Number of study hours (total)/number of units (total)	
30 hours	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Zahraa Rabeea Mohammed Email: <a href="mailto:zahraa_gha79@uomosul.edu.iq">zahraa_gha79@uomosul.edu.iq</a>	
8. Course objectives	
<p>considered as Skill Use the language English from More important Skills that on Students Acquire it where I became all Universities International It is required that He is requester International Advanced For studies on level good in Use the language English writing And they talked.investigation message Enterprise Educational from Value that Represent it And from then acquisition Students the behavior Administrator And moral.</p>	<p><b>Objectives of the study material:Aim to The decision to identification Students on More important basics And rules the language English With what in that Grammar And conversation And also translation Texts English on date Iraq the old to language Arabic.</b></p>
9. Teaching and learning strategies	



<p>-Lectures that He throws it the professor on Students in Halls Scholarship.</p> <p>-interaction Students with Lectures The decision Academic and give Duties Daily for them.</p> <p>-questions And inquiries And discussions Scientific inside the line Academic.</p> <p>-supply Students With sources Scientific To expand in the study And preparation Reports Scientific.</p>	The strateg
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10. Course structure

Oral test	Learning method	Resources for studying the English language	Required learning outcomes	hours	A week
Oral test	-throw Lectures	Language study resources English	Planning understand capabilities And knowledge	1	the first
Oral test	Inside the halls	Definition of the translation process And the mechanism for solving exercises	To perform related skills Relationship with English language	1	the first
Daily written test	Scholarship	Unit One (Introducing yourself)	And master it	1	the second
Solve the		Verb tenses	Raising motivat levels For high efficiency	1	the second

book exercise					
Solve the book exercise s		Use interrogative tools	And development Continuous academic	1	the third
Solve the book exercise s		Use the bilingual code	Great communication for Inculcating philosophy of follow up	1	the third
Solve the book exercise s		Use expressions Daily social	Education improvement Continuous	1	the fourth
Solve the book exercise s		Our way of living	To ensure scientific quality	1	the fourth



Solve the book exercises	-Assigned Students prepared	Simple present	Encouraging students to self education	1	Fifth
Daily oral test	Reports Scientific on	Daily oral test	And the student be	1	Fifth
Solve the book exercises	Topics The decision	Use have, have got, its negation, and the interrogative about	Responsibility for studies	1	sixth
translation	Academic	Translate text to Arabic (Assyrian)	To remember and understand	1	sixth
Solve the book exercises	-Procedure discussions	Unit Three (Everything is going in the wrong direction)		1	Seventh
Solve the book	And interaction With students from	Social expressions Used in daily life		1	Seventh

exercise s					
translati on	During answer	Translating text into language Arabic (camps Military in Assyria)		1	eight
Solve the book exercise s	About questions	Simple past tense		1	Eight
Daily written test	And inquiries	Daily written test		1	Ninth
Solve the book exercise s		Standard and irregular past tense verbs		1	Ninth
Solve the book exercise s		Past continuous		1	The tenth

Solve the book exercise s		The endings of verbs adjectives and nouns		1	The tenth
translati on		Translating text into language Arabic (Burials in Assyria)		1	eleventh
Solve the book exercise s		How is the name derived from? Action and vice versa		1	eleventh
Solve the book exercise s		How do we derive an adjective from a noun and vice versa?		1	twelfth
translati on		Translate text to Arabic (Assyria Library)		1	twelfth



Daily written test		Daily written test		1	Thirteenth
translation		Translating text into Arabic (religion and education in Assyria)		1	Thirteenth
Solve the book exercises		Negation of verbs and adjectives		1	fourteenth
Solve the book exercises		Prepositions		1	fourteenth
translation		Everyday expressions		1	Fifteenth
Monthly written test		Monthly written test		1	Fifteenth


## 11. Course evaluation

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

## 12. Learning and teaching resources

Head way plus pre-intermediate English texts about ancient civilization and monuments	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, websites

  
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التقديمية

  
د. أسد بن عبد الناصر الهيثمي  
رئيس اللجنة العلمية

## Course Description Form

<b>1. Course Name:</b>					
Sumerian Language (Grammatical Applications)					
<b>2. Course Code:</b>					
Second Class					
<b>3. Semester / Year:</b>					
Second Semester/ 2023-2024					
<b>4. Description Preparation Date:</b>					
12 February 2024					
<b>5. Available Attendance Forms:</b>					
Daily attendance					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
45 (Hours)					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Prof. Dr. Othman Ghanim Mohammed Email: <a href="mailto:othman_khazer@uomosul.edu.iq">othman_khazer@uomosul.edu.iq</a>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>			<ul style="list-style-type: none"> <li>● Introducing students to Sumerian verb Morphology</li> <li>● Knowledge of the Sumerian verbal chain with all its elements.</li> <li>● Training students to transcript and translate Sumerian sentences</li> </ul>		
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		The student must be familiar with the elements of the Sumerian verbal Chain in all its elements so that he can understand verb morphology, be familiar with Sumerian intransitive, transitive, and passive sentences, and know the Sumerian verb tenses.			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hou rs</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
first	3	Teaching	Modal Prefixes	lecture	Understanding
second	3	Knowledge	- he <sub>2</sub>	Lecture	Evaluation & analysis
Third	3	Knowledge	- ga	Discussion	Ability to Distinguish tenses
Fourth	3	Teaching	Negation tools	Exploration	Written test



Fifth	3	Comprehension	Negation tools	Auditing	Evaluation, analysis
Sixth	3	Analysis	Conjugation Prefixes	Brainstorming	Oral exam
Seventh	3	Knowledge	General examples	Discussion	Explaining & receiving
Eighth	3	Comprehension	Nominalizer	Exploration	Influence influence
Ninth	3	Mental analysis	Nominalizer	Thinking & analysis	Comprehension
Tenth	3	Interpretation	Comprehensive general examples	questions	Interpretation
Eleventh	3	Interpretation	Notes on verb classes	questions	Interpretation
Twelfth	3	Interpretation	Examples	questions	Interpretation
Thirteenth	3	The solution	the imperative	lecture	Explanation
Fourteenth	3	Mental analysis	Intransitive verbs	lecture	Oral exam
Fifteenth	3	Mental analysis	General Review	Auditing	Written test


### 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)	No systematic book
Main references (sources)	-Fawzi Rashid, 2009, Grammar of the Sumerian Language, Damascus. -Saja Muayyad Abdul Latif, 2004, Grammar of Sumerian Language in Light of the First Lag Dynasty Texts, unpublished doctoral the University of Baghdad.
Recommended books and references (scientific journals, reports...)	Michalowski, P., 2004: Sumerian, in R. Wood (ed.), The Ancient Languages of Mesopotam Egypt and Aksum, Cambridge.
Electronic References, Websites	Foxvog, D.A., 2016, Introduction to Sumerian Grammar, <a href="http://cdli.ucla.edu/?q=cuneiform-digital-library-preprints">http://cdli.ucla.edu/?q=cuneiform-digital-library-preprints</a>

  
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## Course Description Form

<b>1. Course Name:</b>					
geology					
<b>2. Course Code:</b>					
Second stage					
<b>3. Semester / Year:</b>					
Semester 2 /2023-2024					
<b>4. Description Preparation Date:</b>					
15\2\2024 Attendance					
<b>5. Available Attendance Forms:</b>					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Safwan Fathi Al-Lhaebi Email: <a href="mailto:safwanfathi@uomosul.edu.iq">safwanfathi@uomosul.edu.iq</a>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>			each students about the nature of earth sciences and related sciences ● Teaching students about the origin and method of formation of the Earth ● Teaching students about minerals, their formation methods, and their classification ● Teach students to diagnose minerals and rocks		
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		The course includes the principles of mineralogy and the study of the chemical and physical properties of various minerals, as well as the study of the classification and chemical composition of minerals. The course also includes the economic importance of minerals and their distribution in different types of rocks and sediments. In a practical course, the students describe the minerals with hand specimens and a description of the physical and optical properties of minerals to reach the correct name of the mineral, leading to the development of the student's skills to characterize all types of minerals and distinguish them by proper			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>



Week 1	2		Introduction of minerals and mineralogy, definition of mineral and mineralogy, discussion of definition, physical properties of minerals, color, streak, luster, transparency, hardness, Mohs scale of hardness, cleavage, fracture, specific gravity, and special properties of minerals.	Attendance	
	2		on of minerals and mineralogy, definition of mineral and mineralogy, discussion of definition, physical properties of minerals, color, streak, luster, transparency, hardness, Mohs scale of hardness, cleavage, fracture, specific gravity, and special properties of minerals.	Attendance	
Week 2	2		ary environment (evaporation, loss of solvent gas, reaction between solution and solid, reaction between solutions and solids, and extraction by bio-organisms).	Attendance	
Week 3	2		Metamorphic Environment (metamorphism).	Attendance	Quizzes
Week 4	2		ogy and definitions (coordination number, isomorphism, polymorphism, impure polymorphs, and pseudomorphism)	Attendance	
Week 5	2		Classification of minerals: Silicate minerals (definition of tetrahedron); classification of silicate minerals Nesosilicates	Attendance	
Week 6	2		Sorosilicates, Cyclosilicates	Attendance	
Week 7	2		Inosilicates; Phyllosilicates	Attendance	
Week 8	2		Tectosilicates	Attendance	
Week 9	2		Non-silicates minerals Native elements group	Attendance	
Week 10	2		Introduction of minerals and mineralogy, definition of mineral and mineralogy, discussion of definition, physical properties of minerals, color, streak, luster, transparency, hardness, Mohs scale of hardness, cleavage, fracture, specific gravity, and special properties of minerals.	Attendance	
Week 11	2		Sulfides group	Attendance	
Week 12	2		Sulfates group	Attendance	
Week 13	2		Oxides and Hydroxides group	Attendance	
Week 14	2		Carbonates group	Attendance	
Week 15	2		Halides; Phosphates group	Attendance	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)

Cornelius, S., Hurlbut, J.R. and Klein, C. (1977): Manual of Mineralogy (James D. Dana). Jon Wiley and Sons, New York, 532 p.



	Klein, C. and Harbut, J.C.S. (1993): Manual of Mineralogy. John Wiley Sons, New York, 681 p. John, J (2015): Introducing mineralogy. Dunedin Academic, 126p.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

  
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 القديمة

  
 ز.م.د. زيد عبد النافع اصغر  
 رئيس اللجنة العلمية

## Course Description Form

Course Name mesopotamian civilization •					
Course Code: •					
/second Stage					
Semester / Year: Semester system/second semester/for the academic year 2023-2024 •					
Description Preparation Date: 14/2/2024 •					
Available Attendance Forms: Time and location as per section weekly • schedule/attendance and full electronic					
Number of Credit Hours (Total) / Number of Units (Total): 45 hours for the semester. • Number of units 3					
Course administrator's name (mention all, if more than one name) •					
Name: A.P.D Muath Habash Khuder Email: <a href="mailto:muathhabash1976@uomosul.edu.iq">muathhabash1976@uomosul.edu.iq</a>					
Course Objectives •					
<b>Course Objectives</b>	Familiarize students with the most important aspects of social life in ancient Iraq and the social classes that make up society Old Iraqi Familiarize students with Iraq's most important old laws, such as the law of Ur Najd, Hammurabi, Ashnuna, Libat Ishtar, etc. Familiarize students with all aspects of the economic life of ancient Iraqis and the foundations of the economy from agriculture and domestication Different animals and industries have				
Teaching and Learning Strategies •					
<b>Strategy</b>					
Course Structure •					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	The formation and development of societies and the composition of the population State and Family - Organization -  Engagement, marriage and	Social situation	theoretical-information Analysis	

		adoption			
second	3	Divorce - and Division of Estate	Social situation	Theoretical- information Analysis	Assignment of duty
third	3	Home - and City Planning Water processing, discharge, lighting and heating	social situation	Theoretical- information Analysis	Assignment of duty
Fourth	3	Food & - Beverages Fashion - & Trinkets	social situation	Theoretical- information Analysis	Conducting oral exams
Fifth	3	Areas of entertainment, sports and burial methods	social situation	Theoretical- information Analysis	Assignment of duty
Sixth	3	Formation of Iraq's old laws the importance of studying old laws Our Sources of Information	Law and Administration of justice	Theoretical- information Analysis	Conducting oral exams + written exam
Seventh	3	legal texts	Law and Administration of justice	Theoretical- information Analysis	Assignment of duty
Eighth	3	Reforms Royal Decrees	Law and Administration of justice	Theoretical- information Analysis	Assignment of duty
Ninth	3	Iraq's old laws	Law and Administration of justice	Theoretical- information Analysis	Conducting oral exams
Tenth	3	The most important features of Iraq's ancient laws	Law and Administration of justice	Theoretical- information Analysis	Feedback + written exam
Eleventh	3	Judicial and court system Litigation and penalties	Law and Administration of justice	Theoretical Information Analysis	Assignment of duty



twelveth	3	- Agriculture and First Beginnings	Economic life	Theoretical- Information Analysis	Assignment + oral exams
Thirteenth	3	- Agricultural land, fertility and irrigation roads and Agricultural land ownership	Economic life	Theoretical- Information Analysis	Assignment of duty
Fourteenth	3	Trade, its origin and factors of activity	Economic life	Theoretical- Information Analysis	Duties
Fifteenth	3	Foreign - and domestic trade Means of Trading and Markets	Economic life	Theoretical- Information Analysis	Feedback + written exam

**Course Evaluation •**


- 1) Weekly oral exams.
- 2) Homework.
- 3) Written tests.
- 4) Mid-term exam.

End-of-semester exam and final evaluation for students.

**Learning and Teaching Resources •**


Required textbooks (curricular books, if any)	The civilization of ancient Iraq - Part Two - A brief history of civilization
Main references (sources)	Sacks, Harry, The Power of Assyria, translated by: Dr. Amer Suleiman, London (1984), Baghdad, (1999) Sakkaz, Harry, The Greatness of Babylon, translated by: Dr. Amer Suleiman, London (1962 - 1966), Arabic translation, Mosul, (1979). Jaqir, Taha, Introduction to the History of Ancient Civilizations, vol. 1, 2nd edition, Baghdad, 1986.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

  
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	<p>Weisberg, D.A., Neo-Babylonian Texts , <b>OIP-122.</b></p> <p>Labat, R., Manual D'épigraphic Akkadienne, (Sign Syllabaire, Idéogrammes) , <b>MDA</b> Cherry,A. , Arch Sumerian Pictographic Signs.</p> <p>————— , Proto Cuneiform Signs.</p>
Recommended books and references (scientific journals, reports...)	<p>Suleiman, Amer, cuneiform writing</p> <p>Hanoun, Nael, Cuneiform Dictionary</p>
Electronic References, Websites	<p><b>ePSD</b> =<a href="http://psd.museum.upenn.edu/epsd/nepsd-frame.html">http://psd.museum.upenn.edu/epsd/nepsd-frame.html</a></p> <p><b>CDLI</b> Cuneiform Digital Library Initiative <a href="https://cdli.mpiwg-berlin.mpg.de/">https://cdli.mpiwg-berlin.mpg.de/</a></p>

  
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## Course Description Form

<b>1. Course Name: Islamic sites and cities</b>					
Islamic sites and cities/second					
<b>2. Course Code: 2 second</b>					
<b>3. Semester / Year:</b>					
The second academic course 2023–2024					
<b>4. Description Preparation Date:</b>					
13/2/2024					
<b>5. Available Attendance Forms:</b>					
Attendance study					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
(30) hours, two units per week for the second course					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Arjwan luay ganim Email; Arjwan.luay@uomosul.edu.iq					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>			The course aims to introduce students and inform them of the most important cities and archaeological sites, their founders, the history of their founding, naming and choosing their locations, and the most prominent Islamic archaeological monuments of these cities.		
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		A- Determine the assigned duty B- Explaining what was identified and sharing the explanation with students C- End-of-semester test			
<b>10. Course Sucture</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
The first	2	Kufa, choosing its location and establishing it	Anient cities and es sit	Theoretical	
The second	2	Kufa is one of the most prominent	=	=	




		Islamic monuments			
The third	2	The nature of Islamic cities before Islam	=	=	
The fourth	2	<u>Wasit city, general explanation</u>	=	=	
The fifth	2	Wasit city planning	=	=	Assigning student
The sixth	2	Egyptianization of cities of Basra and Kufa	Iraq in ancient history	=	With homework
Seventh	2	Founding of the city Basra	=	=	Daily testing
eighth	2	Advantages of choosing city Basra	=	=	Monthly test
Ninth	2	Baghdad City - Location	=	=	Assigning student
tenth	2	Founding of the city Baghdad	=		With homework
Eleven	2	The most prominent factors that prompted To the founding of city of Baghdad	Archaeological scout	=	
Twelve	2	The role of the emirate Basra, Kufa and Wasit	=	=	Daily testing
Thirteen	2	Naming the city Samarra	=	=	=
Fourteenth	2	Location and foundation of the city of Samarra	=	=	homework
fifteen	2	The most prominent Islamic landmarks in Samarra	=	=	Month test

### 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)	Arab architecture in the Islamic era in Iraq - an elite group of researchers - 1989  Iraqi Civilization - Elite Researchers - 1985
Main references (sources)	Kufa: The emergence of the Arab Islamic city - Hisham Jaait - 2010
Recommended books and references (scientific journals, reports...)	_____
Electronic References, Websites	_____

  
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