

Course Description Form

١. Course Name:					
New and Early Babylonian Texts					
٢. Course Code:					
third level					
٣. Semester / Year:					
Second semester/2024-2025					
٤. Description Preparation Date:					
1/ 2/ 2025					
٥. Available Attendance Forms:					
Attendance daily and according to the weekly schedule					
٦. Number of Credit Hours (Total) / Number of Units (Total)					
30 hours					
٧. Course administrator's name (mention all, if more than one name)					
Name: Ass-Prof. Dr. Mahmood Hamid Ahmed					
Email: mahmmmod_hamed@uomosul.edu.iq					
٨. Course Objectives					
Course Objectives			1- Teaching students to reproduce cuneiform texts dating back To Babylonian period. 2- Examining the types of cuneiform signs recorded in the texts of this period		
٩. Teaching and Learning Strategies					
Strategy		Training students on methods of New and Early Babylonian texts and knowing the types of cuneiform signs, as well as examining types of cuneiform texts and knowing the wordings of each type that students can distinguish these texts from each other.			
١٠. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Learning	An introduction to cuneiform writing and its development in the New and Early Babylonian texts	Theoretical - examples	Understanding
2	2	Learning	Simple cuneiform signs - Exercises	Theoretical - examples/daily assignments	Oral/written tests
3	2	Knowledge	Composite cuneiform	Theoretical -	Oral/written

			signs - Exercises	examples/dai assignments	tests
4	2	Knowledge	Signs and endings - Exercises	Theoretical - examples/dai assignments	Oral/written tests
5	2	Understanding	Methods of reading weights, measures, and numbers - Exercises	Theoretical - examples/dai assignments	Oral/written tests
6	2	Understanding	The main rules follow in the reproduction of cuneiform texts - Exercises	Theoretical - examples/dai assignments	Oral/written tests
7	2	Understanding	Reproduction of clay tablets - Exercises	Theoretical- practical	Practical tests
8	2	Comprehension	Reproduction of cuneiform texts - Exercises	Theoretical- practical	Practical tests
9	2	Comprehension	General drafting of lo contracts - Exercises	Theoretical- practical	Engaging students in reading with oral exam
10	2	Comprehension	Read and analyze a lo contract for barley - Exercises	Read, analyze and translate	Involving students in reading and analysis
11	2	Interpretation	Read and analyze a lo contract for silver - Exercises	Read, analyze and translate	Engaging students in reading with oral exam
12	2	Interpretation	How to depict cuneiform texts - Exercises	Theoretical- practical	Practical tests
13	2	Analysis	Reproduction of cuneiform texts from photographs - Exercises	Theoretical- practical	Practical tests
14	2	Analysis	Reproduction of cuneiform texts from computer - Exercises	Theoretical- practical	Practical tests
15	2	Analysis	A review of all types	Theoretical-	Review +

			cuneiform signs, methods of reproduction, and text	practical	written exam
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١١. 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.

١٢. Learning and Teaching Resources

Required textbooks (curricular books, any)	nothing
Main references (sources)	1- S. W. Cole ., The Early Neo-Babylonian Governor's Archive from Nippur, OIP 114, USA, 1996. 2- Dougherty , Raymond Philip., Archives from Erech Time of Nebuchadrezzar and Nabonidus , New Haven, 1922.
Recommended books and references (scientific journals, reports...)	1- FRAUKE WEIERSHÄUSER and JAMIE NOVOTNY., the royal inscriptions of amēl-marduk (561–560 bc), neriglissar (559–556 bc), and nabonidus (555–539 bc), kings of Babylon, Pennsylvania, 2020. 2- Jursa, Michael., Neo-Babylonian Legal and Administrative Documents, GMTR 1, 2005.
Electronic References, Websites	http://cdli.ucla.edu/?q=cuneiform-digital-library-preprints


 ا.م.د. معاذ حبش خضير
 رئيس قسم اللغات العراقية
 القديمة


 ا.م.د. معاذ حبش خضير

Course Description Form

1. Course Name:	
Conservation and Restoration (Clay Tablets and Inscribed Artifacts)	
2. Course Code:	
3. Semester / Year:	
First semester 2024/2025	
4. Description Preparation Date:	
1/10/2024	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
45 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: PhD. oday Abdullah Ahmed Sami	
Email: : oday_aldabooni@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • The course aims to introduce students to the importance of preserving and restoring artifacts, highlighting their conservation, the beginnings of restoration works, and the development of conservation and restoration techniques in general, with a focus on archaeological artifacts and clay tablets. • Equip students with scientific knowledge about artifacts, clay tablets, and archaeological finds, as well as the methods used to preserve, treat, and maintain them. • Achieve the educational institution's mission by reflecting its values, enabling students to acquire the necessary experience and skills for employment, and providing a solid foundation for developing and generalizing the academic program. • Enhance understanding and performance of skills related to the conservation and restoration of artifacts and clay tablets, including their conservation methods,

importance, and ensuring their sustainability.

9. Teaching and Learning Strategies

Strategy

10. Course Structure

We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding The topic	The concept of conservation, restoration, and maintenance.	In-person	Asking questions and discussing them
2	3	Understanding The topic	Stages of maintenance processes.	In-person, illustrative drawings	Asking questions and discussing them
3	3	Understanding The topic	Important concepts: archaeological material, deposits, balance, and shock.	In-person	Assigning the student to prepare a report
4	3	Planning to understand capabilities and knowledge for skill performance	Soil template, field maintenance, organic archaeological materials, porous inorganic archaeological materials, non- porous inorganic archaeological materials, and clay.	In-person, drawings and illustrative images	Assigning studen to conduct tests, asking questions, and discussing them
5	3	Planning to understand capabilities and knowledge for skill performance	Metals, and composite archaeological materials, Deterioration	In-person, drawings	Assigning studen to conduct tests, asking

			factors, primary treatments, on-site maintenance at the excavation site, and preventive maintenance.	and illustrative images	questions, and discussing them
6	3	Continuous evaluation and improvement to ensure high-quality standards	The conservator, discoverer conservator, environmental control of the site, and immediate deterioration.	In-person	Assigning the student to prepare a report
7	3	Continuous evaluation and improvement to ensure high-quality standards	Causes of deterioration of pottery and clay artifacts, environmental shock exposure, salts, exposure environment, and deterioration caused by exposure.	In-person, drawings and illustrative diagrams	Assigning student to conduct tests, asking questions, and discussing them
8	3	Understanding The topic	Prevention of environmental shock, principles of treatment and maintenance of clay and pottery artifacts.	In-person	Assigning student to conduct tests, asking questions, and discussing them
9	3	Understanding The topic	Safe exposure methods for clay archaeological artifacts,	In-person, illustrative drawings	Assigning student to conduct tests, asking questions, and discussing them

10	3	Continuous evaluation and improvement to ensure high-quality standards	treatment, and maintenance of clay and pottery artifacts. Immediate maintenance, mechanical treatment, and chemical treatment.	In-person, illustrative drawings	Assigning the student to prepare a report, asking questions, discussing them
11	3	Understanding The topic	Adaptation or final balancing, thorough cleaning and inspection, strengthening, conservation, and maintenance.	In-person, drawings and illustrative images	Assigning student to conduct tests, asking questions, and discussing them
12	3	Understanding The topic	Assembling broken clay and pottery pieces and completing their missing parts, conditions.	In-person, drawings and illustrative diagrams.	Assigning the student to prepare a report, asking questions, discussing them
13	3	Continuous evaluation and improvement to ensure high-quality standards	Stones and their treatment methods, alabaster and marble and their treatment methods.	In-person, drawings and illustrative images	Assigning student to conduct tests, asking questions, and discussing them
14	3	Understanding The topic	Properties of the adhesive used, specific attributes of applying adhesive operations, changes occurring	In-person, drawings and illustrative images	Assigning student to conduct tests, asking questions, and discussing them

15	3	Understanding The topic	during the hardening process, and properties of the adhesive over time fusion and freezing adhesives, solutions unaffected by heat.	In-person, drawings and illustrative images	Assigning student to conduct tests, asking questions, and discussing them
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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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Conservation in Archaeology Practical methods and techniques for the conservation and restoration archaeological artifacts
Main references (sources)	The Theory of Restoration
Recommended books and references (scientific journals, reports...)	The movement of archaeological excavations and challenges
Electronic References, Websites	Various internet websites


 ا.م.د. مهدي هيش خضير
 رئيس قسم اللغات العراقية
 القديمة


 د. م. ه. هيش خضير

Course Description Form

١. Course Name:					
Scientific research methodology and teaching methods– Third stage					
٢. Course Code:					
٣. Semester / Year:					
The second academic course 2024–2025					
٤. Description Preparation Date:					
1/2/2025					
٥. Available Attendance Forms:					
Attendance study					
٦. Number of Credit Hours (Total) / Number of Units (Total)					
(45) hours, three units per week for the second course					
٧. Course administrator's name (mention all, if more than one name)					
Name: : Prof. Dr. Muath Habash Khudhuer					
Email: muathhabash1976@uomosul.edu.iq					
٨. Course Objectives					
Course Objectives			<p>. Every scientific research carried out by the researcher must have a set of goals that the researcher seeks to achieve by carrying out his scientific research.</p> <p>The number of scientific research objectives must be proportional to the volume of scientific research carried out by the researcher.</p> <p>In addition, the goals of scientific research must be logical, not impossible, and possible to achieve.</p> <p>The researcher must also formulate the objectives of scientific research in a sound and error-free manner</p>		
٩. Teaching and Learning Strategies					
Strategy	<p>A- Determine the assigned duty</p> <p>B- Explaining what was identified and sharing the explanation with students</p>				
١٠. Course Structure					
Week	Hours	Required	Unit or subject name	Learning	Evaluation

		Learning Outcomes		method	method
First	3	Historical research method	Historical research method	Theoretical-Information Analysis	Duty assignment
the second	3	Historical research method	Historical research method	Theoretical-Information Analysis	Duty assignment
the third	3	Choosing historical research and methods used in writing reports and research	Choosing historical research and methods used in writing reports and research	Theoretical-Information Analysis	Duty assignment
the fourth	3	University research	University research	Theoretical-Information Analysis	Conducting oral exams and assignments
Fifth	3	The problem of scientific research	The problem of scientific research	Theoretical-Information Analysis	Duty assignment
VI	3	The science of raising issues and questions	The science of raising issues and questions	Theoretical-Information Analysis	Conducting exams and assignments+ written exam
Seventh	3	Collecting sources, principles and methods used in this	Collecting the sources, principles, and methods used in this	Theoretical-Information Analysis	Duty assignment
VIII	3	Classify, organize and write down sources	Classify, organize and write down sources	Theoretical-Information Analysis	Duty assignment
Ninth	3	Historical criticism, its types and importance	Historical criticism, its types and importance	Theoretical-Information Analysis	Conducting exams
The tenth	3	Historical composition	Historical composition	Theoretical-Information Analysis	Feedback + Written Exam
eleventh	3	The beginning of the search	The beginning of the search	Theoretical-Information Analysis	Duty assignment
twelveth	3	Authorship citations	Authorship and citations	Theoretical-Information Analysis	Duties+ Conduct oral exams
Thirteenth	3	Footnotes references	Footnotes and references	Theoretical-Information Analysis	Student participation
fourteenth	3	Introduction conclusions	Introduction and conclusions	Theoretical-Information Analysis	Duty assignment
Fifteenth	3	List of sources appendices	List of sources and appendices	Theoretical-Information Analysis	Feedback + Written Exam

١١. 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

١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Scientific research methodology by Dr. Qas Matar Al-Khalidi Scientific research methods by Dr. Muhammad Sarhan Al-Mahmoudi Research methodology by Dr. Muhammad Shalabi
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



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أ.م.د. معاذ حبش خضير

Course Description Form

١. Course Name:	
Surveying and engineering drawing	
٢. Course Code:	
Third Class	
٣. Semester / Year:	
First Semester/2024-2025	
٤. Description Preparation Date:	
1/2/2025	
٥. Available Attendance Forms:	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
(45 hours / 45 units)	
٧. Course administrator's name (mention all, if more than one name)	
Name: RASHA ADIL NAJM	
Email: rashaadil@uomosul.edu.iq	
٨. Course Objectives	
Course Objectives	Teaching the student the basics of surveying and engineering drawing, training the student on surveying work and the stages of surveying and surveying operations, and training the student to use a measuring tape to measure regular horizontal distances and horizontal distances on a slope with a regular slope and on an irregular slope, in addition to knowing how to calculate horizontal distances from diagonal distances and vertical distances. And the vertical angle, as well as mathematical equations in ways to solve them and reach the required measurements, as well as errors in measurement and how to calculate them, all of this to enable the

student to do survey work, draw plans for archaeological sites, and the correct way to record information in the field (site) during the excavation process.

4. Teaching and Learning Strategies

Strategy	Discussion, drawing mind maps, giving concrete examples, as well explaining the content in more than one way, but with some detail, order to conduct discussions in the form of questions and practical collecting information for the mind without using study material expanding the recipient's circle of thinking, and conducting weekly tests.
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4.1. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
THE FIRST	Two hours	Introduction to surveying and its relationship to archaeology and types of surveying		in person	Interactive questions during lectures and tests
THE SECOND	Two hours	Units of measurement and types of measurements	Teach the student linear and angular units of measurement to benefit from them in calculations	in person	Interactive questions during lectures and tests
THE THIRD	Two hours	The basic steps of cadastral surveying and drawing scale	Training the student on the steps of surveying archaeological sites, as well as learning about the concept of drawing scale and practicing its use	in person	Interactive questions during lectures and tests
THE FOURTH	Two hours	Types of cadastral measurements. Measuring horizontal distances	Introducing the student to the types of cadastral measurements to benefit from them in excavation operations	in person	Interactive questions during lectures and tests
THE FIFTH	Two hours	Methods of measuring direct horizontal distances Indirect methods of measuring distances	Training students to measure horizontal distances using various direct and indirect methods	in person	Interactive questions during lectures and tests
THE SIXTH	Two hours	Getting to know electronic measuring tools and devices, their components, and their working mechanism, as well as practical training on measuring distances with tape on level roads.	Electronic horizontal distance measuring tools. Tape measuring methods (measuring horizontal distances on flat ground)	in person	Interactive questions during lectures and tests
THE SEVENTH	Two hours	Learn how to use the clinometer and the Abni Level device to measure angles and explain how to achieve accuracy and	Angle measuring devices and tools Errors in measuring distances	in person	Interactive questions during lectures and tests

		avoid errors in measuring distances.			
THE EIGHTH	Two hours	Knowing the concept of measuring errors and the difference between accuracy and mastery in measuring distances using a tape measure, how to modify measurements, and training in measuring with a tape on roads with a regular slope.	Mistakes, accuracy, mastery, and modification of measurements Tape measuring methods (measuring distances on uniformly sloping ground)	in person	Interactive questions during lectures and tests
NINETH	Two hours	Introducing the student to the field work that must be followed in excavation operations and training on measuring horizontal distances using a tape measure on irregularly sloping ground.	Field work using tape. Tape measuring methods. (Measuring distances on sloping ground with irregular slope)	in person	Interactive questions during lectures and tests
TENTH	Two hours	Steps for surveying using a measuring tape	Surveying using longitudinal measurements	in person	Interactive questions during lectures and tests
ELEVENTH	Two hours	The student's knowledge of the requirements for proper recording, including the accuracy, comprehensiveness, and arrangement of information, methods of recording, and highlighting field information, as well as suggestions regarding recording information, whether related to titles or arranging and recording information.	Proper notation requirements Suggestions regarding recording information in the field book	in person	Interactive questions during lectures and tests
TWELVETH	Two hours	Learn about measuring horizontal distances with an electronic distance measuring device (EDM), knowing the components of the device and the principle on which the device works, as well as how to use the device.	Electronic horizontal distance measuring devices (EDM)	in person	Interactive questions during lectures and tests
THIRTEENTH	Two hours	The student's knowledge of the basics of engineering drawing and the most important tools used in engineering drawing	Engineering drawing Basics of engineering drawing Engineering drawing tools	in person	Interactive questions during lectures and tests
FOURTEENTH	Two hours	Training the student on straight lines, circles, projections, and perspectives to benefit from them in documenting archaeological sites in an	free hand drawing of Free hand drawing Draw straight lines Draw circles by hand Draw projections by hand Drawing binoculars by hand	in person	Interactive questions during lectures and tests

Course Description Form

١. Course Name: Antiquities of the Ancient Near East – Egypt and al Sham					
University of Mosul / College of Archaeology					
٢. Course Code: Antiquities of the Ancient Near East – Egypt and al Sham					
٣. Semester / Year: second semester					
2024-2025					
٤. Description Preparation Date:					
1/2/2025					
٥. Available Attendance Forms:					
Time and place specified according to the department's weekly schedule (for attendance)					
٦. Number of Credit Hours (Total) / Number of Units (Total)					
15 hours					
٧. Course administrator's name (mention all, if more than one name)					
Name: ali mohammed ahmed					
Email: ali_mohammed@uomosul.edu.iq					
٨. Course Objectives					
Working on students acquiring a historical background about the civilizations neighboring Mesopotamia, represented by Elam and Anatolia..					
٩. Teaching and Learning Strategies					
Strategy	Explanation Brainstorming Dialogue and discussion Quick test. Explaining the difference between the types of crimes, old and modern.				
١٠. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Physical and climatic geography	Physical and climatic geography	Theoretical	Share and exchange opinion
Second	2	Sources for study	Sources for study	Theoretical	Explanation
Third	2	ancient Egypt history	ancient Egypt history	Theoretical	Explanation
Fourth	2	Material sources	Material sources	Theoretical	Explanation
Fifth	2	Stone Ages	Stone Ages	Theoretical	Explanation
	2	A study of the antiquities	A study of the antiquities		

Sixth	2	and history of Egypt	and history of Egypt	Theoretical	Explanation
Seventh	2	A study of the antiquities	A study of the antiquities and history of Egypt	Theoretical Theoretical	Explanation Explanation

١١. 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

١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Reviewing books related to the curriculum, such as the history of ancient Egypt, the history of the Pharaohs, books or sources about ancient Egypt, and the history of the Levant.
Main references (sources)	Reviewing books related to the curriculum, such as the history of ancient Egypt, the history of the Pharaohs, books or sources about ancient Egypt, and the history of the Levant.
Recommended books and references (scientific journals, reports...)	Read many recent books and articles
Electronic References, Websites	Read many recent books and articles

Ali mohammed ahmed

ا.م.د. معاذ حيش خضير
رئيس قسم اللغات العراقية
القديمة

Course Description Form

1. Course Name: old Akkadian texts					
2. Course Code: The third stage					
1. Semester /First - Year: 2024-2025					
2. Description Preparation Date: 1/2/2025					
5. Available Attendance Forms: Daily attendance, 7 days a week					
6. Number of Credit Hours (Total) / Number of Units (Total)/ 45 hours					
3. Course administrator's name (mention all, if more than one name)					
Name: rana waleed fathi					
Email: ranawaleed83@uomosul.edu.iq					
4. Course Objectives					
Course Objectives			Accessing selected cuneiform texts from the ancient Akkadian era, and training students on dealing with the Akkadian cuneiform text and the optimal methods for reading, analyzing and translating Akkadian texts.		
5. Teaching and Learning Strategies					
Strategy		1- Presenting examples of Akkadian texts from different eras 2- Training students to deal with and analyze the Akkadian text 3- Display suggested translations of the text 4- Involving students in explanations of the Akkadian text			
6. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	old Akkadian texts	theoretical		
2	3	An overview of the Akkadian state	Akkad city	=	

3	3	=	Naming the city of Akkad and its location	=	Oral exams
4	3	Dating the texts of the ancient Akkadian era	Ancient Akkadian texts form (mu-iti)	theoretical	
5	3	Forms of Akkadian texts Giving examples	Old Akkadian texts	=	Oral exams
6	3	=	=	=	=
7	3	Classification of Akkadian texts according to the historical formula Giving examples	Ancient Akkadian texts	=	Assignments: Conduct oral exams
8	3	Administrative structure of the Akkadian state the king	Ancient Akkadian texts	=	Duty assignment
9	3	Governor House of the Scepter	ancient Akkadian texts	=	
10	3	responsible Surveyor	=	theoretical	Read and analyze oral assignments and tests
11	3	Akkadian texts (Barley)	=	Theoretical – reading, analysis and	translation Duty assignment
12	3	Akkadian texts (flour)	=	Theoretical – reading, analysis and	reading, analysis and translation Oral exams
13	3	Akkadian texts (various materials)	Economic texts	Theoretical – reading, analysis and translation	Participation of students in grammatical re-analysis of the text

14	3	Akkadian texts (animals)	=	theoretical	=
15	3	General review and preparation for the first semester exams	All Akkadian texts	theoretical	Conduct a written exam

7. Course Evaluation

Studying the general formulas of ancient Akkadian texts, while giving selected examples of Akkadian economic texts

8. Learning and Teaching Resources

Required textbooks (curricular books, if any)

- Foster, B.R., Umma in the Sargonic Period, USP, Vol. 20, New Haven, 1982.
- Gelb, I.J., Sargonic Texts from the Diyala Region, Chicago, 1952 (MAD, No. 1, 2, 3, 4)
- fawzi Rashid, Akkadian Grammar, 2009

Main references (sources)

Recommended books and references (scientific journals, reports...)

Electronic References, Websites

Subject professor: Dr. Rana Waleed Fathi
Department of Ancient Iraqi Languages
College of Archeology - University of Mosul


 ا.م.د. رنا ولاء فathi
 رئيس قسم اللغات العراقية
 القديمة

1. Course Name: Modern Sumerian texts

2. Course Code :

3. Semester / Year: Chapter two

4. Description Preparation Date: 1/2/2025

5. Available Attendance Forms: The time and place specified according to the department's weekly schedule

6. Number of Credit Hours (Total) : 45/ Number of Units (Total) : 3

7. Course administrator's name

Name: shaymaa Waleed abdo Al-rahman

Email: shymaawaleed@uomosul.edu.iq

8. Course Objectives

Course Objectives

View selected cuneiform texts from Different Sumerian eras.

- Training students to deal with the Sumerian cuneiform text
- Optimal methods for reading, analyzing and translating Sumerian texts.

9. Teaching and Learning Strategies

Strategy

At this stage, the student must know how to analyze nominal and verbal sentences within the rules of the Sumerian language and distinguish between them

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	Accurate texts	Economic texts	Theoretical -	Participation of

				reading, analyzing and translating	students in grammatical re- analysis of the text
the second	3	Canvas expenses texts	Economic texts	Theoretical - reading, analyzing and translating	Assignments + written exam
the third	3	Texts sheep income	Economic texts	Theoretical - reading, analyzing and translating	feedback
the fourth	3	Texts Kourosh Workers	Economic texts	Theoretical - reading, analyzing and translating	Participation of students in grammatical re- analysis of the text
Fifth	3	Delivery texts for types of grains	Economic texts	Theoretical - reading, analyzing and translating	Participation of students in grammatical re- analysis of the text
VI	3	Sacrificial texts	Economic texts	Theoretical - reading, analyzing and translating	Duty assignment
2					

Seventh	3	Texts delivery silver gold	Economic texts	Theoretical - reading, analyzing and translating	Participation of students in grammatical re- analysis of the text
VIII	3	Texts barley expenses	Economic texts	Theoretical - reading, analyzing and translating Theoretical - reading, analyzing and translating	Participation of students in grammatical re- analysis of the text
Ninth	3	Texts for delivery of dead animals	Economic texts	Theoretical - reading, analyzing and translating	Conduct a written exam
The tenth	3	Workers census texts	Economic texts	Theoretical - reading, analyzing and translating	Duty assignment
eleventh	3	Livestock expenses texts	Economic texts	Theoretical - reading, analyzing and translating	Participation of students in grammatical re- analysis of the text
3					

twelveth	3	Accurate distribution text	Economic texts	Theoretical - reading, analyzing and translating	feedback
Thirteenth	3	Bread delivery text	Economic texts	Theoretical - reading, analyzing and translating	Conduct an oral exam
fourteenth	3	Text of entries for various materials	Economic texts	Theoretical – reading, analysis and translation cal	Conduct a written exam
Fifth	3	Preparing for final exams	Sumerian texts for the second semester	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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-
Main references (sources)	1- Edzard,D,O.,Gudea and his Dynasty,RimE,Vol.3/1, Toronto , 1997 2- Franyne,D.,Ur III period(2112-2004)B.C,Vol.I ,Toronto,1998. Rashid ,F., Sumerian Grammar, Damascus, 2004 ZA , ASJ,AUCT-I,II,III, CUSAS.....
Recommended books and references (scientific)	

journals, reports...)

Electronic References, Websites

cdli , epsd

Course Description Form



أ.م.م. د. محمد السيد



أ.م.م. د. معاذ حبش خضر
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القديمة

٢٠٢٥ / ٩ / ١٠

Course Description Form

١. Course Name:	
Archaeological Survey and GIS	
٢. Course Code:	
٣. Semester / Year:	
Semester 2/ 2024-2025	
٤. Description Preparation Date:	
01/02/2025	
٥. Available Attendance Forms:	
Time and place specified according to the department's weekly schedule / attendance	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
45 hours	
٧. Course administrator's name (mention all, if more than one name)	
Name: Dr. Abeer A. Mohamad Email: abeer.allaf@uomosul.edu.iq	
٨. Course Objectives	
Course Objectives	<div style="margin-bottom: 10px;"> ١. Remote Sensing Fundamentals <ul style="list-style-type: none"> Understanding the basic principles of remote sensing. Identifying the foundations, techniques, and applications of remote sensing in archaeology. Studying remote sensing data sources, such as satellite images and aerial photographs, and their use in archaeological surveys. Analyzing satellite imagery to detect archaeological sites and assess their conditions. </div> <div style="margin-bottom: 10px;"> ٢. Fundamentals of Geographic Information Systems (GIS) <ul style="list-style-type: none"> Understanding GIS concepts and their importance in documenting and analyzing archaeological data. Studying GIS components, including spatial layers, coordinates, projections, and geospatial databases. </div> <div> ٣. Practical Applications Using ArcGIS <ul style="list-style-type: none"> Familiarizing with the ArcGIS interface and its essential tools. Learning how to input and process archaeological data within ArcGIS. Developing skills in creating and drawing spatial layers related to archaeological sites. </div>

	<ul style="list-style-type: none"> • Creating archaeological databases that include site information, images, and topographic surveys. • Enhancing data management skills and linking them to digital archaeological information. <p>4. Production of Thematic Archaeological Maps</p> <ul style="list-style-type: none"> • Learning to design and produce accurate archaeological maps using ArcGIS. • Creating thematic maps illustrating the geographical distribution of archaeological sites and their relationship to the surrounding environment.
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4. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • Active Learning: Encourages students to participate in educational activities rather than passive reception. • Project-Based Learning: Involves students in practical projects that enhance research and critical thinking skills. • Collaborative Learning: Promotes teamwork and idea exchange among students to solve problems. • Problem-Based Learning: Engages students in analyzing real-world problems and finding solutions. • Technology-Enhanced Learning: Utilizes digital tools and online platforms to improve the learning experience. • Self-Directed Learning: Encourages students to manage their learning based on their abilities and interests. • Inquiry-Based Learning: Sparks curiosity through questioning and research to seek answers. • Blended Learning: Combines traditional and online education to create a comprehensive learning experience.
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4.1. Course Structure

Week	Hours	Required Learning Outcomes	Unit Or Subject Name	Learning Method	Evaluation Method
1	3	Understand the importance of Geographic Information Systems (GIS) and remote sensing in archaeology.	Introduction to Archaeological Survey and GIS	Lecture + Discussion	Short quiz + Participation in discussion
2	3	Learn the fundamentals of remote sensing and its data sources.	Introduction to Remote Sensing	Lecture + Practical Examples	Short report on remote sensing applications

3	3	Understand types of sensors and satellite image analysis in archaeology.	Remote Sensing Data Sources	Practical Demonstration + Data Analysis	Satellite image analysis of an archaeological site
4	3	Apply image analysis techniques to identify archaeological sites.	Analysis of Satellite Images for Archaeological Sites	Practical Training in Image Analysis	Submission of a practical report
5	3	Understand the fundamentals of GIS and its role in archaeological research.	Introduction to GIS	Lecture + Practical Exercises	Theoretical test
6	3	Learn GIS components such as layers, coordinates, and databases.	GIS Components	Practical Training + Real-world Case Studies	Analytical worksheet + Exam
7	3	Learn how to use the ArcGIS interface and its basic tools.	ArcGIS Interface and Tools	Hands-on Workshop	Practical test
8	3	Create spatial layers and input archaeological data into ArcGIS.	Creating and Drawing Spatial Layers	Practical Software Training	Practical exercise
9	3	Design and manage spatial databases for archaeological sites.	Creating Archaeological Databases in GIS	Workshop + Hands-on Training	Mini project for database management
10	3	Conduct spatial analysis to extract archaeological insights.	Spatial Analysis in GIS	Practical Applications + Case Study	Submission of an analytical report
11	3	Produce archaeological maps using ArcGIS and customize layers and symbols.	Producing Archaeological Maps Using ArcGIS	Applied Workshop	Practical test
12	3	Analyze the spatial distribution of archaeological sites and create thematic maps.	Creating Thematic Maps for Archaeological Sites	Practical Training + Data Analysis	Midterm exam
13	3	Apply acquired knowledge in a practical project to analyze an archaeological site.	Practical Applications of ArcGIS	Group Project + Academic Guidance	Project presentation
14	3	Evaluate archaeological sites using remote sensing and GIS data.	Using Remote Sensing for Archaeological Site Assessment	Case Study + Analysis of Real Data	Submission of final report

15	3	Comprehensive review of course concepts and tools, along with knowledge assessment.	General Course Review	Review + Q&A Session	Final comprehensive exam
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١١. Course Evaluation

No.	Assessment Type	Score	Details
1	Daily Quizzes	10	Several short quizzes conducted throughout the semester.
2	Practical Applications	10	Evaluation of performance in the lab and use of ArcGIS software.
3	Midterm Exam	20	A theoretical and practical exam covering fundamental concepts and applications.
4	Semester Work	40	Total of daily quizzes, practical assessments, and midterm exam.
5	Final Exam	60	A comprehensive final exam covering all course topics (theoretical).
6	Final Total	100	The final grade obtained by the student in the course.

١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<p>١. https://www.scribd.com/docs</p> <p>٢. https://www.researchgate.net/publication/366500661_ktab_nzm_almlwmat_aljghrafyt_ttbyqat_mlyt_fy_althlyl_aljghrafy_bastkhdam_ArcGIS_desktop</p> <p>٣. https://www.saidgis.com/%D9%83%D8%AA%D8%A8-%D9%88-%D9%85%D9%82%D8%A7%D9%84%D8%A7%D8%AA/item/265-%D8%AA%D8%AD%D9%85%D9%8A%D9%84-%D9%83%D8%AA%D8%A7%D8%A8-%D9%86%D8%B8%D9%85-%D8%A7%D9%84%D9%85%D8%B9%D9%84%D9%88%D9%85%D8%A7%D8%AA-%D8%A7%D9%84%D8%AC%D8%BA%D8%B1%D8%A7%D9%81%D9%8A%D8%A9-gis.html</p>

ا.م.د. معاذ حبش خضر
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Course Description Form

1. Course Name:	
Conservation and Restoration (Buildings and Archaeological Artifacts)	
2. Course Code:	
3. Semester / Year:	
Second semester 2024/2025	
4. Description Preparation Date:	
1/2/2025	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
45 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: PhD. oday Abdullah Ahmed Sami	
Email: : oday_aldabooni@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> The course aims to introduce students to the importance of preserving and restoring artifacts, emphasizing their conservation, the beginnings of restoration works, and the development of conservation and restoration techniques in general, with a focus on archaeological buildings and artifacts. Equip students with scientific knowledge about artifacts, historical buildings, and archaeological finds, as well as the methods used to preserve, treat, and maintain them. Achieve the educational institution's mission by reflecting its values, enabling students to acquire the necessary experience and skills for employment, and providing a solid foundation for developing and generalizing the academic program. Enhance understanding and performance of skills related to the conservation and

	restoration of artifacts, buildings, and archaeological finds, including their conservation methods, importance, and ensuring their sustainability.
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9. Teaching and Learning Strategies

Strategy	
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10. Course Structure

We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding The topic	Definition of conservation, restoration, and maintenance - Principles of conservation and restoration - Support project.	In-person	Asking questions and discussing them
2	3	Understanding The topic	Maintenance and restoration of archaeological buildings - Preventive maintenance - Therapeutic maintenance.	In-person, illustrative drawings	Asking questions and discussing them
3	3	Understanding The topic	Conditions of archaeological site formation and the conservation state of artifacts - Architectural elements of archaeological buildings, causes, and manifestations of deterioration.	In-person	Assigning the student to prepare a report
4	3	Planning to understand capabilities and knowledge for skill performance	Causes and manifestations of deterioration in archaeological buildings -	In-person, drawings	Assigning student to conduct tests, asking questions, and discussing them

			Mechanical impact - Chemical impact.	and illustrative images	
5	3	Planning to understand capabilities and knowledge for skill performance	Types and manifestations of deterioration.	In-person, drawings and illustrative images	Assigning student to conduct tests, asking questions, and discussing them
6	3	Continuous evaluation and improvement to ensure high-quality standards	Pollution factors - Biological agents - Types of settlement.	In-person	Assigning the student to prepare a report
7	3	Continuous evaluation and improvement to ensure high-quality standards	Compression - Crushing - Swelling and cracks (and their types).	In-person, drawings and illustrative diagrams	Assigning student to conduct tests, asking questions, and discussing them
8	3	Understanding The topic	Emergency interventions in the restoration of archaeological buildings - Scaffolding - Bracing (types) - Banding.	In-person	Assigning student to conduct tests, asking questions, and discussing them
9	3	Understanding The topic	Maintenance and restoration methods - Urgent cases.	In-person, illustrative drawings	Assigning student to conduct tests, asking questions, and discussing them
10	3	Continuous evaluation and improvement to ensure high-quality standards	Medium-risk cases - Reinforcement techniques.	In-person, illustrative drawings	Assigning the student to prepare a report, asking questions, discussing them
11	3	Understanding The topic	Completion of regular building materials - Analytical techniques for	In-person, drawings	Assigning student to conduct tests, asking

			archaeological materials.	and illustrative images	questions, and discussing them
12	3	Understanding The topic	Restoration phases - Key methods used in restoration.	In-person, drawings and illustrative diagrams.	Assigning the student to prepare a report, asking questions, discussing them
13	3	Continuous evaluation and improvement to ensure high-quality standards	Restoration of foundations using cushion and brace methods - Walls restoration and completion of missing parts - Treatment of domes and minarets.	In-person, drawings and illustrative images	Assigning student to conduct tests, asking questions, and discussing them
14	3	Understanding The topic	Ensuring continuous protection of archaeological sites - Restoration methods for historical buildings - Direct intervention processes for the site.	In-person, drawings and illustrative images	Assigning student to conduct tests, asking questions, and discussing them
15	3	Understanding The topic	Completion of missing parts of walls - Treatment cracks - Structural reinforcement of foundations.	In-person, drawings and illustrative images	Assigning student to conduct tests, asking questions, and discussing them

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)	Conservation in Archaeology Practical methods and techniques for the conservation and restoration archaeological artifacts
Main references (sources)	The Theory of Restoration
Recommended books and references (scientific journals, reports...)	The movement of archaeological excavations and challenges
Electronic References, Websites	Various internet websites



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Third Stage

Course Description Form

١. Course Name	English Language			
٢. Course Code				
٣. Semester/Year	Second Semester 2025			
Date of preparation of this description		٤		
١٨ 2\2025				
٥. Available attendance formats	The exact time and place according to the weekly schedule of the department / f attendance			
٦. Number of Credit Hours (Total) / Number of Units (Total)	30 hours			
٧. Course administrator's name (if more than one name)	Name: Zahraa Rabie Mohammed Email: zahraa_gha79@uomosul.edu.iq			
٨. Course Objectives	<p>Course Objectives: The course aims to introduce students to the most important basics and grammar of English language, including grammar and conversation</p> <p>Translating English texts on the ancient history of Iraq into Arabic. The skill of using the English language one of the most important skills that on Students acquired, as all international universities require that international student applying for studies be at a good level in</p> <p>Use written and spoken English. Achieving the mission of the educational institution from the value represents and then acquiring students Responsible and ethical behavior.</p>			
٩. Teaching and Learning Strategies	<table border="1"> <tr> <td> <ul style="list-style-type: none"> - Lectures given by the professor to students in the classrooms. - Students interact with course lectures and give them daily assignments. - Questions, inquiries and scientific discussions within the classroom. - Providing students with scientific resources to expand the study and prepare scientific reports. </td> <td>Strategy</td> </tr> </table>		<ul style="list-style-type: none"> - Lectures given by the professor to students in the classrooms. - Students interact with course lectures and give them daily assignments. - Questions, inquiries and scientific discussions within the classroom. - Providing students with scientific resources to expand the study and prepare scientific reports. 	Strategy
<ul style="list-style-type: none"> - Lectures given by the professor to students in the classrooms. - Students interact with course lectures and give them daily assignments. - Questions, inquiries and scientific discussions within the classroom. - Providing students with scientific resources to expand the study and prepare scientific reports. 	Strategy			

Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
	-Diction Lectures Inside the halls Tuition	Language Study Resources English	Planning to understand capabilities and knowledge To perform skills with Relationship in English and mastery	1	The first
		Definition of translation process and the mechanism for solving exercises		1	First
		Unit One (No place like home)		1	Second
Solve book exercises		System of tenses		1	Second
Solve book exercises		Present tense numerator	Raise motivation levels For high efficiency Program Development Academic consistently	1	Third
Solve book exercises		Simple past tense		1	Third
Solve book exercises		Present continuous tense		1	Fourth
Daily oral test		Daily oral test		1	Fourth
Solve book exercises		Continuous past tense		1	Fifth
Solve book exercises	- Assigning students to prepare	Future time	Communication is great for	1	Fifth
Translate		Translating text in Arabic (life and religion)		1	Sixth

	scientific reports on the topics of the course School	in Egypt)	Instilling the philosophy of follow-up Education and improvement Continuous To ensure scientific quality		
Translate		Translating Text in Arabic (Kings Assyrians)		1	Sixth
Solve book exercises		Passive		1	Seventh
Solve book exercises		The passive in the present simple tense	Encouraging students to Self-education	1	Seventh
Translate		Translating text into Arabic (Babylonians)		1	Eighth
Solve book exercises		Compound words		1	Eighth
Solve book exercises		Present Perfect	Student Bearing Responsibility for his studies To remember and understand	1	Ninth
Solve book exercises	- Procedure Discussions and interaction With students by answering	Past Perfect		1	Ninth
Daily oral test		Daily oral test		1	Tenth
Solve book exercises		Present perfect continuous	Planning to understand capabilities	1	Tenth
Solve book exercises		Continuous perfect past		1	Eleventh
Solve book exercises		Uses of the word home, house		1	Eleventh

Translate	About the questions & Inquiries	Translating text in Arabic (Religion in the Land of Mesopotamia)	and knowledge To perform skills with Relationship in English and mastery	1	Twelfth
Daily written test		Daily written test		1	Twelfth
Solve book exercises		Full Future Time	Raise motivation levels For high efficiency Program Development Academic consistently Communication is great for Instilling the philosophy of follow-up	1	Thirteenth
Solve book exercises		Social idioms		1	Thirteenth
Monthly written test		Monthly written test		1	Fourteenth
Solve book exercises		The passive in the past tense		1	Fourteenth
Translate		Translate text into English (Houses in Babylon)		1	Fifteenth
Translate		Translating text into Arabic (Sumer)		1	Fifteenth
١١. 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					
١٢. Learning and Teaching Resources					
Pre-intermediate English texts about ancient civilizations and monuments			Required textbooks (methodology, if any)		

	Main references (sources)
	Recommended books and references (scientific journals, reports ...)
	Electronic references, websites

م.م. زهراء ربيع محمد


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Course Description Form

١. Course Name:					
Ancient Babylonian Texts (Economic) / Stage third					
٢. Course Code:					
٣. Semester / Year:					
Course/ Second semester					
٤. Description Preparation Date:					
1\2\2025					
٥. Available Attendance Forms:					
Attendance is complete					
٦. Number of Credit Hours (Total) / Number of Units (Total)					
30 hours					
٧. Course administrator's name (mention all, if more than one name)					
Name: Asst.Prof.Dr.Ahmed Mayasr Fadhil					
Email: myasar@uomosul.edu.iq					
٨. Course Objectives					
Course Objectives			Training students and introducing them to selected economic cuneiform texts from the Old Babylonian era (2004-1500 BC), presenting methods for reading, analyzing and translating them, and distinguishing between their types.		
٩. Teaching and Learning Strategies					
Strategy		Training students and informing them about the types of signs and cuneiform texts in the third and second 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			
١٠. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introduction to types of contracts	Contracts	theoretical	Conducting oral and written tests
2	2	General forms of public contracts	Forms and elements of public contracts	Theoretical Exercises	Conducting oral and written tests

		contracts			
3	2	Loan contract drafting paragraph	Loan contract form	Theoretical Exercises	Conducting oral and written tests
4	2	Samples interest-free loan contracts	interest free loan	Theoretical Reading, Analysis and Translation	Student participation text analysis oral and written tests
5	2	Sample interest-bearing loan contracts	interest bearing loan	Theoretical Reading, Analysis and Translation	Student participation text analysis + oral and written tests
6	2	Paragraph of draft sales contracts	Sales Contract Form		Conducting oral and written tests
7	2	Samples contracts for the sale of movable property	Selling slaves and animals	Theoretical Reading, Analysis and Translation	Student participation text analysis + oral and written tests
8	2	Samples real estate sale contracts	Sell houses and agricultural lands	Theoretical	Student participation text analysis + oral and written tests
9	2	Lease contract drafting paragraph	Lease contract form	Theoretical Reading, Analysis and Translation	Conducting oral and written tests
10	2	Movable and immovable property lease contracts	Rent houses and rent people	Theoretical	Student participation text analysis + oral and written tests
11	2	Debt contracts	Debt contract	Theoretical Reading, Analysis and Translation	Student participation text analysis + oral and written tests
12	2	Expense	miscellaneous	Theoretical	Student

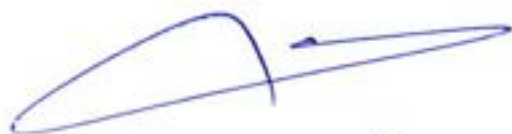
		texts	material expenses	Reading, Analy and Translation	participation text analysis + o and written tests
13	2	Royal a personal letters	Mari Royal Arch Letters	Theoretical Reading, Analy and Translation	Student participation text analysis + o and written tests
14	2	Review chapter texts	All texts of the fi chapter	Theoretical	Feedback
15	2	General review a preparati for semes exams		Theoretical	Feedback + Writ 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)	1- Iraqi Museum Texts TIM 2- British Museum Texts CT 3- Younis, Amin Abdel Nafi Amin, Babylonian Contract Formulas in Cuneiform Texts, Unpublished Master's Thesis.
Electronic References, Websites	ePSD = http://psd.museum.upenn.edu/epsd/nepsd-frame.html DCCLT = Digital Corpus of Cuneiform Lexical Texts http://oracc.museum.upenn.edu/dcclt/signlists/signlists


أ.م.ر. الحادي


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