



Course Description Form

Reviewing the Performance of Higher Education Institutions ((Academic Program Review))

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

| | |
|-------------------------------------|---------------------------------------|
| 1. Teaching Institution | University of Mosul |
| 2. University Department/Centre | College of Arts /French Department |
| 3. Course Name/Code | French Civilization |
| 4. Programs in which it is included | Classroom & Telegram |
| 5. Available Attendance Forms | In-person and e-learning |
| 6. Semester/Year | 2023/2024 |
| 7. Total Number of Hours | 2 |
| 8. Description Preparation Date | 25/9/2023 |

9. Aims of the Program:

Teaching French and European civilization to students of the second stage / annual system and informing them of the development of European civilization on the social, economic and cultural levels in general and France in particular.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

Teaching and Learning Methods

1. The lecture
2. Dialogue and interaction
3. Constructive criticism
4. Brainstorming
5. Knowledge maps

Assessment Methods

1. Cognitive assessment
2. Skills assessment
3. Creative evaluation
4. Self-evaluation

Thinking Skills

1. Critical thinking skills
2. Creative thinking skills
3. Analytical thinking skills

General and Transferable Skills (other skills relevant to employability and personal development)

1. Presentation skills
2. Research and investigation skills

| 11. Course Structure | | | | | |
|-----------------------------|------------------------|--------------------------|--|---|--------------------------|
| Week | Number of Hours | Learning Outcomes | Name of the Unit/Course or Subject | Teaching Method | Evaluation Method |
| 1. | عدد الساعات | | What is French culture and civilization? | | |
| 2. | | | What is the difference between civilization and culture? | Lectures and students presentation | |
| 3. | | | What is the basis of culture? | | |
| 4. | | | What is the main culture in France? | | |
| 5. | | | Consumption and cooking | | |
| 6. | | | Cultural life | | |
| 7. | | | Changes in society | | |
| 8. | | | French regions | | |
| 9. | | | Schools | | |
| 10. | | | Economy | | |
| 11. | | | Country | | |

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|-----|--|--|--|--|--|
| 12. | | | Justice or the Adventures of Arsene Capone | | |
| 13. | | | Europe | | |
| 14. | | | European meals | | |
| 15. | | | Example/selfie | | |
| 16. | | | Festivals | | |
| 17. | | | Living | | |
| 18. | | | Internal habitat | | |
| 19. | | | the story | | |
| 20. | | | Debt | | |
| 21. | | | Symbols | | |
| 22. | | | Holidays | | |
| 23. | | | Social security | | |
| 24. | | | Medical safety | | |
| 25. | | | Types of transportation | | |
| 26. | | | Virtual travel | | |
| 27. | | | | | |
| 28. | | | | | |
| 29. | | | | | |
| 30. | | | | | |

12. Infrastructure

| | |
|---|--|
| <p>Required readings:</p> <ul style="list-style-type: none"> • Course books • Other | <p>Entre nous 3</p> <p>Resources and links for the plays are provided to students via: Google classroom</p> |
| <p>Special Requirements</p> | |
| <p>Social services (including, for example, guest lectures, professional training, and field studies)</p> | |

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| <p>13. Admissions</p> | |
| <p>Prerequisites</p> | |
| <p>The smallest number of students</p> | |
| <p>The largest number of students</p> | |



Course Description Form

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| | |
|--|---|
| 1. Teaching Institution | University of Mosul |
| 2. University Department/Centre | College of Arts /French Department |
| 3. Course Name/Code | Pronunciation and dictation- second year |
| 4. Programmes in which it is included | |
| 5. Available Attendance Forms | Lectures |
| 6. Semester/Year | 2023/2024 |
| 7. Total Number of Hours | |
| 8. Description Preparation Date | 25/9/2023 |

9. Aims of the Programme:

Enabling students to pronounce French sounds correctly and creating the ability to distinguish sounds when they hear them. Enabling students to pronounce short and long words and sentences, while training on the pronunciation of assimilated, nasal, and semi-nasal sounds. Enabling students to read and write sentences and texts.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

Teaching and Learning Methods

6. The lecture
7. Dialogue and interaction
8. Constructive criticism
9. Brainstorming
10. Knowledge maps

Assessment Methods

5. Cognitive assessment
6. Skills assessment
7. Creative evaluation
8. Self-evaluation

Thinking Skills

4. Critical thinking skills
5. Creative thinking skills
6. Analytical thinking skills

General and Transferable Skills (other skills relevant to employability and personal development)

3. Presentation skills
4. Research and investigation skills

11. Course Structure

| Week | Number of Hours | Learning Outcomes | Name of the Unit/Course or Subject | Teaching Method | Evaluation Method |
|-------------|------------------------|--------------------------|--|---|--------------------------|
| 1. | 2 | | The French alphabet The international phonetic alphabet | | |
| 2. | 2 | | Unit 1- Managing the gaze Open and closed syllables | Lectures and students presentation | |
| 3. | 2 | | The opposition [e] and [ɛ] exercises | | |
| 4. | 2 | | Read the text (Jean – Paul Nishi) and take dictation | | |
| 5. | 2 | | Unit2- Finding an effective body posture The sequence | | |
| 6. | 2 | | The opposition [ø] and [œ] Feminine adjectives in [øz] exercises | | |
| 7. | 2 | | | | |
| 8. | 2 | | Read the text (in which room do French people like to spend the most time?) and take the dictation | | |
| 9. | 2 | | Unit 3- Finding your breath The opposition [o] and [ɔ] | | |
| 10. | 2 | | Rhythm groups The pronunciation of plus exercises | | |
| 11. | 2 | | | | |
| 12. | 2 | | Read the text (Gender equality: still a long way to go) and take the dictation | | |
| 13. | 2 | | Unit 4- Voice projection Lengthening the syllable | | |
| 14. | 2 | | The opposition [e] and [ɛ] | | |

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| 15. | 2 |
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| 17. | 2 |
| 18. | 2 |
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| 21. | 2 |
| 22. | 2 |
| 23. | 2 |
| 24. | 2 |
| 25. | 2 |
| 26. | 2 |
| 27. | 2 |
| 28. | 2 |
| 29. | 2 |
| 30. | 2 |

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| (imperfect past tense) Reading out loud exercises |
| Read the text (François –Xavier Demaison) and take the dictation |
| Unit5- Taking risks The connection (1) Connecting consonants |
| The oppositions [s] / [z] and [ʃ] / [ʒ] |
| exercises |
| Read the text (The Paris marathon, Let's go!) and take the dictation |
| Unit 6- Intentions (1) The connection (2) |
| The silent E Consecutive e |
| exercises |
| Read the text (Les sans-embarrass) and take the dictation |
| Unit 7- Intentions (2) The intonation |
| The sound [R] exercises |
| Read the text (Living differently: they tested and they tell....) and do the dictation |
| Unit 8- Speaking |
| The breaks Nasal vowels |
| Do exercises |
| Read the text (feel happy at work. Yes, but how?) and do the dictation |

12. Infrastructure

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| <p>Required readings:</p> <ul style="list-style-type: none"> • Course books • Other | <p>Entre nous2</p> <p>Resources and links are provided to students via: Google classroom</p> |
| <p>Special Requirements</p> | |
| <p>Social services (including, for example, guest lectures, professional training, and field studies)</p> | |

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| <p>13. Admissions</p> | |
| <p>Prerequisites</p> | |
| <p>The smallest number of students</p> | |
| <p>The largest number of students</p> | |



Course Description Form

Reviewing the Performance of Higher Education Institutions ((Academic Program Review))

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

| | |
|--|---------------------------------------|
| 1. Teaching Institution | University of Mosul |
| 2. University Department/Centre | College of Arts /French Department |
| 3. Course Name/Code | Written communication- second year |
| 4. Programmes in which it is included | |
| 5. Available Attendance Forms | Lectures |
| 6. Semester/Year | 2023/2024 |
| 7. Total Number of Hours | |
| 8. Description Preparation Date | 25/9/2023 |

9. Aims of the Programme:

Read and understand different French texts, answer questions about them, and write similar short texts appropriate to level A2.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

Teaching and Learning Methods

11. The lecture
12. Dialogue and interaction
13. Constructive criticism
14. Brainstorming
15. Knowledge maps

Assessment Methods

9. Cognitive assessment
10. Skills assessment
11. Creative evaluation
12. Self-evaluation

Thinking Skills

7. Critical thinking skills
8. Creative thinking skills
9. Analytical thinking skills

General and Transferable Skills (other skills relevant to employability and personal development)

5. Presentation skills
6. Research and investigation skills

11. Course Structure

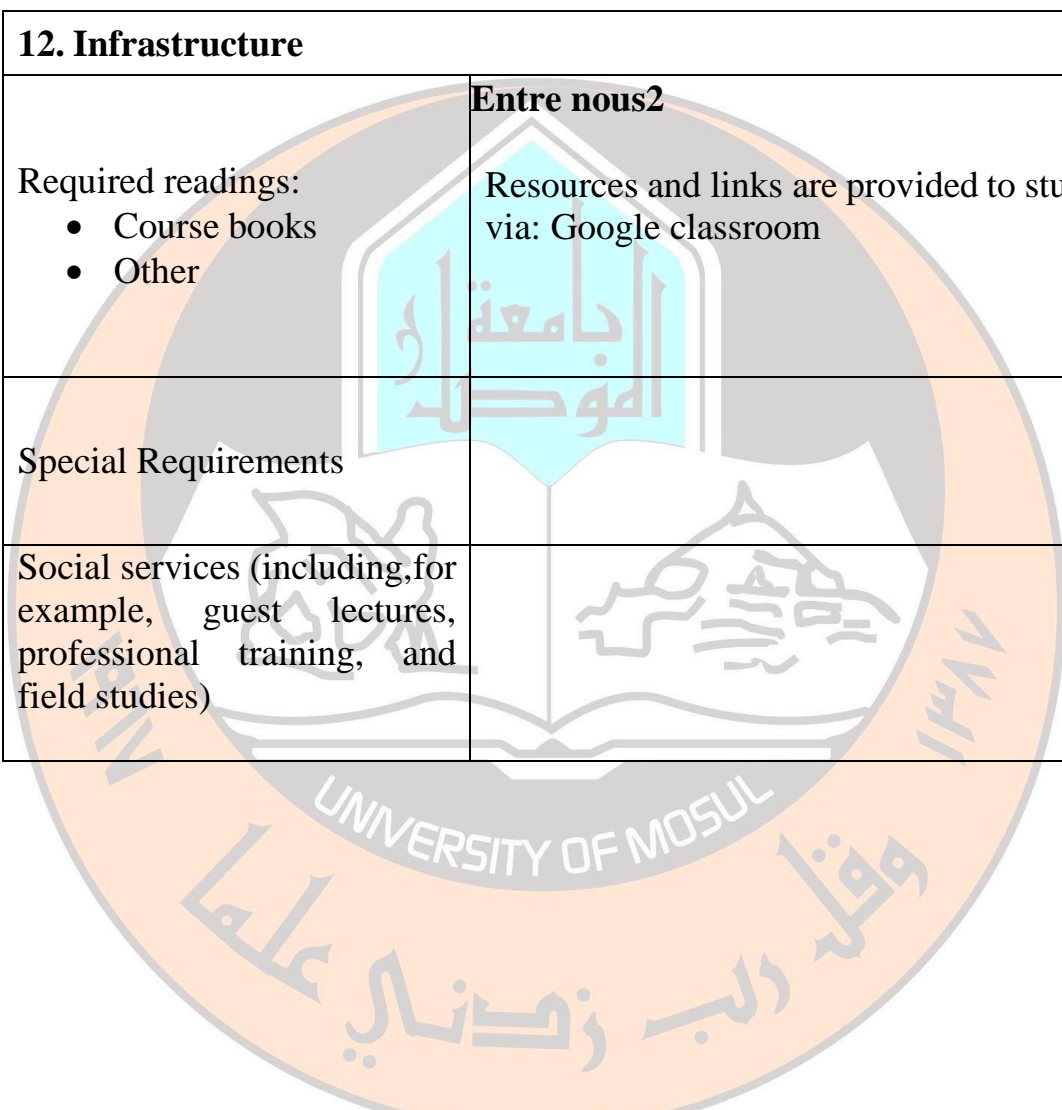
| Week | Number of Hours | Learning Outcomes | Name of the Unit/Course or Subject | Teaching Method | Evaluation Method |
|-------------|------------------------|--------------------------|---|------------------------|--------------------------|
| 1. | 2 | Understanding texts | Understanding texts | | |
| 2. | 2 | | A text about realistic stories that express the secrets of the stars | | |
| 3. | 2 | | Writing texts | | |
| 4. | 2 | | Writing a text about the secrets and world of the stars | | |
| 5. | 2 | | A text about making a change in the lives of individuals | | |
| 6. | 2 | | Read the text, ask questions, and discuss the answers | | |
| 7. | 2 | | Writing a text about events that changed an individual's life and their results | | |
| 8. | 2 | | Ask questions, discuss the answers, and identify the tense expressions used in the text | | |
| 9. | 2 | | Text about sports equipment from the French company Decathlon | | |
| 10. | 2 | | Understanding an article on health and sports and advice from specialists in sports and health, while asking questions and discussing the answers | | |
| 11. | 2 | | Understanding daily life in France through certain situations in the restaurant, visiting friends, and meeting neighbors | | |

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| 12. | 2 |
| 13. | 2 |
| 14. | 2 |
| 15. | 2 |
| 16. | 2 |
| 17. | 2 |
| 18. | 2 |
| 19. | 2 |
| 20. | 2 |
| 21. | 2 |
| 22. | 2 |
| 23. | 2 |
| 24. | 2 |
| 25. | 2 |

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| Understanding texts about the experiences and advice of foreigners in France and the differences in cultures between countries |
| Write a text about family holidays and a text about rejecting a marriage invitation |
| Write a text about a trip with work colleagues |
| Delf A2 tests |
| Understanding texts |
| A text about the behavior of individuals with others |
| Writing texts |
| Writing a text about individuals' behavior with others, whether positive or negative |
| Text about past events |
| Read the text, ask questions, and discuss the answers |
| Writing a text about a specific period in an individual's life and its results |
| Ask questions, discuss the answers, and identify the tense expressions used in the text |
| Text about sports equipment from the French company Decathlon |
| Understanding a magazine article about devices that measure an individual's |

| | | | |
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| | | performance while exercising | |
| 26. | 2 | Understanding daily life in France through certain situations in the restaurant, visiting friends, and meeting neighbors | |
| 27. | 2 | Understanding texts about the experiences and advice of foreigners in France and the differences in cultures between countries | |
| 28. | 2 | Write a text about the individual's activities in free time | |
| 29. | 2 | Write a text about a trip and describe this trip | |
| 30. | 2 | A general review with a summary of the Delf A2 tests | |

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| 12. Infrastructure | |
| <p>Required readings:</p> <ul style="list-style-type: none"> • Course books • Other | <p>Entre nous2</p> <p>Resources and links are provided to students via: Google classroom</p> |
| <p>Special Requirements</p> | |
| <p>Social services (including, for example, guest lectures, professional training, and field studies)</p> | |



| | |
|---------------------------------|--|
| 13. Admissions | |
| Prerequisites | |
| The smallest number of students | |
| The largest number of students | |



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| | |
|--|---------------------------------------|
| 1. Teaching Institution | University of Mosul |
| 2. University Department/Centre | College of Arts /French Department |
| 3. Course Name/Code | Oral communication |
| 4. Programmes in which it is included | Second year |
| 5. Available Attendance Forms | Lectures |
| 6. Semester/Year | 2023/2024 |
| 7. Total Number of Hours | 90 hours |
| 8. Description Preparation Date | 29/٠٥/202٤ |

9. Aims of the Program:

The student would be able to understand and assimilate the oral text and to be able to express him/herself orally

10. Learning Outcomes, Teaching, Learning and Assessment Methods**Teaching and Learning Methods**

1. Reading a text and explain it
2. Taking a look at the vocabulary of the unit
3. Listening to oral exercises and answering the questions
4. Talking about the subject with students

Assessment Methods

13. Cognitive assessment
14. Skills assessment
15. Creative evaluation
16. Self-evaluation

Thinking Skills

10. Critical thinking skills
11. Creative thinking skills
12. Analytical thinking skills

General and Transferable Skills (other skills relevant to employability and personal development)

7. Presentation skills
8. Research and investigation skills

11. Course Structure

| Week | Number of Hours | Learning Outcomes | Name of the Unit/Course or Subject | Teaching Method | Evaluation Method |
|-------------|------------------------|--------------------------|---|---|--------------------------|
| 1. | 3 | | Talking about hobbies and emotions | | |
| 2. | 3 | | Expression of emotions | Lectures and students presentation | |
| 3. | 3 | | Giving an opinion | | |
| 4. | 3 | | Presenting residence | | |
| 5. | 3 | | Oral expression of tastes and preferences | | |
| 6. | 3 | | Oral expression of tastes and preferences | | |
| 7. | 3 | | Revision and exam | | |
| 8. | 3 | | Telling about events in the past | | |
| 9. | 3 | | Talking about lived experiences | | |
| 10. | 3 | | Talking about lived experiences | | |
| 11. | 3 | | Presenting celebrities | | |
| 12. | 3 | | Talking about moments and stages of life | | |
| 13. | 3 | | Talking about moments and stages of life | | |

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| 14. | 3 |
| 15. | 3 |
| 16. | 3 |
| 17. | 3 |
| 18. | 3 |
| 19. | 3 |
| 20. | 3 |
| 21. | 3 |
| 22. | 3 |
| 23. | 3 |
| 24. | 3 |
| 25. | 3 |
| 26. | 3 |
| 27. | 3 |
| 28. | 3 |
| 29. | 3 |

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| Revision |
| exam |
| Presenting body parts |
| Talking about benefits of sports |
| Talking about public transportation Presenting polite and impolite behaviors Asking for a service Request authorization |
| Refuse, accept and justify |
| Revision and exam |
| Talking about consummation |
| Revealing changes in our lifestyle |
| Talking about environment |
| Presenting the subject of work Understand and comment on humorous drawings about work |
| Talking about criteria of happiness |
| Talking about characteristics of ideal company |
| Revision and exam |
| Preparing for DEL F test |

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|-----|---|---|--|
| 30. | 3 | Preparing for DELF test and mock test practice | |
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| 12. Infrastructure | |
| Required readings: <ul style="list-style-type: none"> • Course books • Other | Entre Nous 2 Le DELF A2 100% réussite Videos on YouTube Resources and links for the plays are provided to students via: Google classroom |
| Special Requirements | Beginning level of French language |
| Social services (including, for example, guest lectures, professional training, and field studies) | |

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|---------------------------------|----|
| 13. Admissions | |
| Prerequisites | |
| The smallest number of students | 12 |
| The largest number of students | 30 |



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| | |
|--|---------------------------------------|
| 1. Teaching Institution | University of Mosul |
| 2. University Department/Centre | College of Arts /French Department |
| 3. Course Name/Code | Grammar applications |
| 4. Programmes in which it is included | The second is a BA in French |
| 5. Available Attendance Forms | Mandatory |
| 6. Semester/Year | 2023/2024 |
| 7. Total Number of Hours | ٣ |
| 8. Description Preparation Date | 25/9/2023 |

9. Aims of the Programme:

Teaching students the grammar of the French language and their application

10. Learning Outcomes, Teaching, Learning and Assessment Methods

Teaching and Learning Methods

16. The lecture
17. Dialogue and interaction
18. Constructive criticism
19. Brainstorming
20. Knowledge maps

Assessment Methods

17. Cognitive assessment
18. Skills assessment
19. Creative evaluation
20. Self-evaluation

Thinking Skills

13. Critical thinking skills
14. Creative thinking skills
15. Analytical thinking skills

General and Transferable Skills (other skills relevant to employability and personal development)

9. Presentation skills
10. Research and investigation skills

11. Course Structure

| Week | Number of Hours | Learning Outcomes | Name of the Unit/Course or Subject | Teaching Method | Evaluation Method |
|-------------|------------------------|--------------------------|---|------------------------|--------------------------|
| 1. | 3 | | Past tense Negation in the past tense | | |
| 2. | 3 | | Express your reactions and emotions COI | | |
| 3. | 3 | | To give his opinion the expression of the cause | | |
| 4. | 3 | | the comparisons | | |
| 5. | 3 | | the superlative | | |
| 6. | 3 | | the pronoun y | | |
| 7. | 3 | | prepositions of place | | |
| 8. | 3 | | the imperfect markers of the present and the past | | |
| 9. | 3 | | expressions of temporal continuity and discontinuity | | |
| 10. | 3 | | the subordinate with when adjectives and indefinite pronouns | | |
| 11. | 3 | | the opposition past composed/imperfect of the indicative in the story | | |
| 12. | 3 | | relative pronouns who | | |
| 13. | 3 | | relative pronouns that | | |

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| 14. | 3 |
| 15. | 3 |
| 16. | 3 |
| 17. | 3 |
| 18. | 3 |
| 19. | 3 |
| 20. | 3 |
| 21. | 3 |
| 22. | 3 |
| 23. | 3 |
| 24. | 3 |
| 25. | 3 |
| 26. | 3 |
| 27. | 3 |
| 28. | 3 |
| 29. | 3 |
| 30. | 3 |

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| relative pronouns where |
| Review Exam |
| the imperative (reminder) Future tense |
| markers of the future |
| the expression of the hypothesis degrees of certainty |
| impersonal expressions of obligation |
| impersonal expressions of prohibition |
| impersonal expressions of advice |
| the present conditional |
| qualifying adjectives |
| the place of the adjective |
| Demonstrative pronouns expression of purpose |
| expression of wish |
| negation (reminder) |
| expression of the hypothesis (2) |
| adverbs in -ment |
| Review Exam |

12. Infrastructure

| | |
|---|---|
| <p>Required readings:</p> <ul style="list-style-type: none"> • Course books • Other | <p>Between us 1 Resources and links are provided to students via: Google classroom SO ?</p> |
| <p>Special Requirements</p> | <p>nothing</p> |
| <p>Social services (including, for example, guest lectures, professional training, and field studies)</p> | <p>nothing</p> |

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|--|----------------|
| <p>13. Admissions</p> | |
| <p>Prerequisites</p> | <p>nothing</p> |
| <p>The smallest number of students</p> | <p>12</p> |
| <p>The largest number of students</p> | <p>12</p> |



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| | |
|--|---------------------------------------|
| 1. Teaching Institution | University of Mosul |
| 2. University Department/Centre | College of Arts /French Department |
| 3. Course Name/Code | Reading and conversation |
| 4. Programmes in which it is included | The second is a BA in French |
| 5. Available Attendance Forms | Mandatory |
| 6. Semester/Year | 2023/2024 |
| 7. Total Number of Hours | ٣ |
| 8. Description Preparation Date | 25/9/2023 |

9. Aims of the Programme:

Teaching students to read and speak French language texts

10. Learning Outcomes, Teaching, Learning and Assessment Methods

Teaching and Learning Methods

21. The lecture
22. Dialogue and interaction
23. Constructive criticism
24. Brainstorming
25. Knowledge maps

Assessment Methods

21. Cognitive assessment
22. Skills assessment
23. Creative evaluation
24. Self-evaluation

Thinking Skills

16. Critical thinking skills
17. Creative thinking skills
18. Analytical thinking skills

General and Transferable Skills (other skills relevant to employability and personal development)

11. Presentation skills
12. Research and investigation skills

11. Course Structure

| Week | Number of Hours | Learning Outcomes | Name of the Unit/Course or Subject | Teaching Method | Evaluation Method |
|-------------|------------------------|--------------------------|---|------------------------|--------------------------|
| 1. | 3 | | languages and manner | | |
| 2. | 3 | | learn elsewhere | | |
| 3. | 3 | | you said: digital? | | |
| 4. | 3 | | holiday accommodation | | |
| 5. | 3 | | What is your favorite piece ? | | |
| 6. | 3 | | It's moving! | | |
| 7. | 3 | | Bordeaux, yesterday and today | | |
| 8. | 3 | | how did we do it before ? | | |
| 9. | 3 | | it goes away and it comes back | | |
| 10. | 3 | | be a woman | | |
| 11. | 3 | | several lives... | | |
| 12. | 3 | | a life in drawing | | |
| 13. | 3 | | funny day | | |
| 14. | 3 | | unforgettable moments | | |

| | |
|---|---|
| <p>Required readings:</p> <ul style="list-style-type: none"> • Course books • Other | <p>Between us 1 Resources and links are provided to students via: Google classroom SO ?</p> |
| <p>Special Requirements</p> | <p>nothing</p> |
| <p>Social services (including, for example, guest lectures, professional training, and field studies)</p> | <p>nothing</p> |

| | |
|--|----------------|
| <p>13. Admissions</p> | |
| <p>Prerequisites</p> | <p>nothing</p> |
| <p>The smallest number of students</p> | <p>12</p> |
| <p>The largest number of students</p> | <p>12</p> |



Course Description Form

Reviewing the Performance of Higher Education Institutions ((Academic Program Review))

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

| | |
|--|--|
| 1. Teaching Institution | University of Mosul |
| 2. University Department/Centre | College of Arts /French Department |
| 3. Course Name/Code | The computer |
| 4. Programmes in which it is included | Google Classroom , Google Meet |
| 5. Available Attendance Forms | 100% in-person, integrated, theoretical and practical |
| 6. Semester/Year | 2023/2024 |
| 7. Total Number of Hours | 2 |
| 8. Description Preparation Date | 30/5/2024 |

9. Aims of the Programme:

Learn the spreadsheet program (Excel) and the presentation program (Powerpoint) during the educational process, and learn how to enter data and use it in the educational process via the computer through which to achieve the objectives of the study materials and support them, and there are many goals that those in charge of the importance of using the computer in learning to create spreadsheets seek.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

Teaching and Learning Methods

1. Theoretical and practical lectures.
2. Duties and active participation of students in these lectures.
3. Practical aspect with strengthening exercises.
4. Use an interactive whiteboard
5. Use modern programs in blended learning

Assessment Methods

6. The student is evaluated through monthly and daily surprise exams and his participation during class lectures
7. - Daily assignments, asking questions, and brainstorming that puts the student in a thinking state
8. Urging students to commit to working hard to keep up with the scientific material and understand it
9. Student contributions to solve exercises on the board

Thinking Skills

10. The direct method that depends on thinking in certain metrics
11. The indirect method that relies on scientific research and preparing a report to solve the problem within the academic subject
12. The student knows how to analyze the problem

General and Transferable Skills (other skills relevant to employability and personal development)

13. Evaluation through students competing in daily surprise exams
14. Evaluation through students competing in monthly exams
15. Evaluation through performing additional duties

11. Course Structure

| Week | No. of Hours | Learning Outcomes | Name of the Unit/Course or Subject | Teaching Method | Evaluation Method |
|-------------|---------------------|-------------------------------------|---|---------------------------|------------------------------------|
| 1. | 2 | Student understanding of the lesson | Introduction to Excel | Theoretical and practical | Daily evaluation in the laboratory |
| 2. | 2 | Attendance and participation | How to run the program | Theoretical and practical | Daily evaluation in the laboratory |
| 3. | 2 | Direct question | Getting to know the Excel 2019 interface | Theoretical and practical | Daily evaluation in the laboratory |
| 4. | 2 | Direct question | User interface bars | Theoretical and practical | Daily evaluation in the laboratory |
| 5. | 2 | Prepare an activity | Data Entry | Theoretical and practical | Daily evaluation in the laboratory |
| 6. | 2 | Prepare a report | File list | Theoretical and practical | Daily evaluation in the laboratory |
| 7. | 2 | Attendance and participation | Home menu | Theoretical and practical | Daily evaluation in the laboratory |
| 8. | | Direct question | | Theoretical and practical | Daily evaluation in the laboratory |
| 9. | 2 | Prepare an activity | List of insert | Theoretical and practical | Daily evaluation in the laboratory |
| 10. | 2 | A written test | Page layout menu | Theoretical and practical | Daily evaluation in the laboratory |
| 11. | 2 | Attendance and participation | List of mathematical formulas | Theoretical and practical | A written test |
| 12. | 2 | Direct question | List of Review | Theoretical and practical | Daily evaluation in the laboratory |
| 13. | 2 | Direct question | List of view | Theoretical and practical | Daily evaluation in the laboratory |
| 14. | 2 | Prepare an activity | | Theoretical and practical | Daily evaluation in the laboratory |
| 15. | 2 | A written test | Compensatory | Theoretical and practical | A written test |
| 16. | 2 | Prepare an activity | First semester exams | Theoretical and practical | Daily evaluation in the laboratory |
| 17. | 2 | Prepare an activity | Introduction to presentation software | Theoretical and practical | Daily evaluation in the laboratory |
| 18. | 2 | Direct question | How to run the program | Theoretical and practical | Daily evaluation in the laboratory |
| 19. | 2 | Direct question | Get to know the interface of the | Theoretical and practical | Daily evaluation in the laboratory |

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|------------|----------|---------------------|--|---------------------------|------------------------------------|
| | | | presentation program 2019 | | |
| ٢٠. | 2 | Prepare an activity | User interface bars | Theoretical and practical | Daily evaluation in the laboratory |
| ٢١. | 2 | Prepare an activity | The basics of building a presentation | Theoretical and practical | Daily evaluation in the laboratory |
| ٢٢. | 2 | Prepare an activity | File list | Theoretical and practical | Daily evaluation in the laboratory |
| 23. | 2 | Prepare a report | Home menu | Theoretical and practical | Daily evaluation in the laboratory |
| 24. | 2 | A written test | Design menu | Theoretical and practical | Daily evaluation in the laboratory |
| 25. | 2 | Direct question | List of entries | Theoretical and practical | Daily evaluation in the laboratory |
| 26. | 2 | Prepare a report | Slideshow menu | Theoretical and practical | Daily evaluation in the laboratory |
| 27. | 2 | Prepare a report | Create a presentation | Theoretical and practical | Daily evaluation in the laboratory |
| 28. | 2 | Prepare an activity | Insert photos and videos into the presentation | Theoretical and practical | Daily evaluation in the laboratory |
| 29. | 2 | Prepare a report | Create a presentation online | Theoretical and practical | Daily evaluation in the laboratory |
| 30. | 2 | Prepare an activity | Compensatory | Theoretical and practical | Daily evaluation in the laboratory |

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| 12. Infrastructure | |
| Required readings: <ul style="list-style-type: none"> • Course books • Other | 1. Computer curriculum, Electronic Calculator Center 2. Explanation book for Excel 2019 - Nidal Al-Shami 3. Practical using the calculator and interactive whiteboard |
| Special Requirements | Internet search engines, sources, and course books , interactive whiteboard |

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| Social services (including, for example, guest lectures, professional training, and field studies) | |
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| 13. Admissions | |
| Prerequisites | |
| The smallest number of students | |
| The largest number of students | |



Course Description Form

Reviewing the Performance of Higher Education Institutions ((Academic Program Review))

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

| | |
|-------------------------------------|--|
| 1. Teaching Institution | University of Mosul |
| 2. University Department/Centre | College of Arts /French Department |
| 3. Course Name/Code | English language/ second stage /annual system |
| 4. Programs in which it is included | Google class room |
| 5. Available Attendance Forms | Lectures |
| 6. Semester/Year | 2023/2024 |
| 7. Total Number of Hours | 60 |
| 8. Description Preparation Date | 25/9/2023 |
| 9. Aims of the Program: | The program aims to teach students the following: distinguish the verb tenses in English language, teaching the students how to make questions, How to use conjunctions in the paragraph, |

and teach them the appropriate way of translate the English texts to Arabic

10. Learning Outcomes, Teaching, Learning and Assessment Methods

Teaching and Learning Methods

26. The lecture
27. using power point APP and other applications to simplify the lecture
28. Constructive criticism
29. Brainstorming
30. Knowledge maps

Assessment Methods

25. Cognitive assessment
26. Skills assessment
27. Creative evaluation
28. Self-evaluation

Thinking Skills

19. Critical thinking skills
20. Creative thinking skills
21. Analytical thinking skills

General and Transferable Skills (other skills relevant to employability and personal development)

13. Presentation skills
14. Research and investigation skills

11. Course Structure

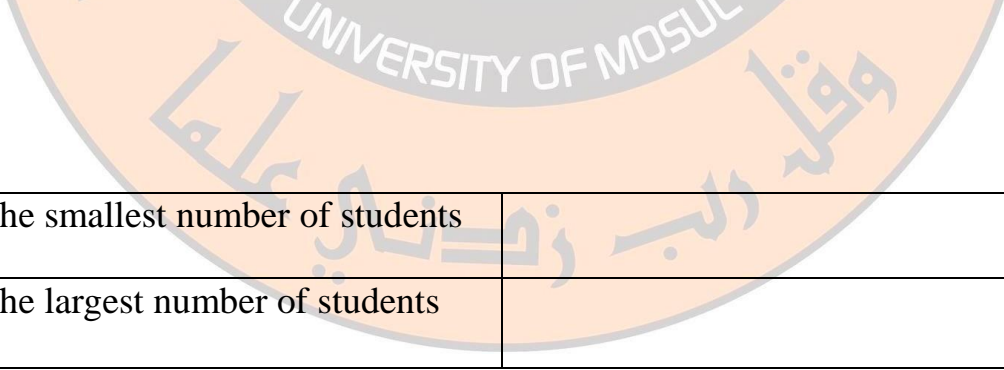
| Week | Number of Hours | Learning Outcomes | Name of the Unit/Course or Subject | Teaching Method | Evaluation Method |
|------|-----------------|-------------------|------------------------------------|-----------------|-------------------|
| 1. | 2 | | Tenses in English | | |

| | | | | | |
|-----|---|--|-------------------------------|---|---|
| 2. | 2 | | Present tense | Lectures and students presentation | Exams, daily discussions and exercises |
| 3. | 2 | | Present continuous | | |
| 4. | 2 | | Present perfect | | |
| 5. | 2 | | present perfect continuous | | |
| 6. | 2 | | text translation | | |
| 7. | 2 | | exam | | |
| 8. | 2 | | past tense | | |
| 9. | 2 | | past continuous | | |
| 10. | 2 | | past perfect | | |
| 11. | 2 | | past perfect continuous | | |
| 12. | 2 | | future | | |
| 13. | 2 | | future with going to and will | | |
| 14. | 2 | | translation to Arabic | | |
| 15. | 2 | | Exam | | |
| 16. | 2 | | social expression | | |
| 17. | 2 | | translation to Arabic | | |
| 18. | 2 | | Questions | | |
| 19. | 2 | | Exercises | | |

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| 20. | 2 | Irrigular verbs | |
| 21. | 2 | Nouns verbs, adjectives | |
| 22. | 2 | prefixes | |
| 23. | 2 | past tense, irregular verbs | |
| 24. | 2 | Exam | |
| 25. | 2 | social expressions translation | |
| 26. | 2 | Dates in English | |
| 27. | 2 | Translation to Arabic | |
| 28. | 2 | Reading texts | |
| 29. | 2 | stative verbs | |
| 30. | 2 | Exercises | |

| 12. Infrastructure | |
|---|---|
| <p>Required readings:</p> <ul style="list-style-type: none"> • Course books • Other | <p>Headway Plus (pre–intermediate student's book)</p> <p>Resources and links for the plays are provided to students via: Google classroom</p> |
| Special Requirements | |
| Social services (including, for example, guest lectures, professional training, and field studies) | |

| 13. Admissions | |
|-----------------------|--|
| Prerequisites | |



| | |
|---------------------------------|--|
| The smallest number of students | |
| The largest number of students | |



Course Description Form

Reviewing the Performance of Higher Education Institutions ((Academic Program Review))

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

| | |
|--|---|
| 1. Teaching Institution | University of Mosul |
| 2. University Department/Centre | College of Arts /French Department |
| 3. Course Name/Code | Literary texts |
| 4. Programmes in which it is included | Bachelor's degree in French language and literature |
| 5. Available Attendance Forms | Lectures |
| 6. Semester/Year | 2023/2024 |
| 7. Total Number of Hours | 2 |
| 8. Description Preparation Date | 30/5/2024 |

9. Aims of the Programme:

The course intends to present the French literary texts to the students. In addition to an introductory overview of the basic elements and components of the genre of fable, tale; and poetic texts

10. Learning Outcomes, Teaching, Learning and Assessment Methods

Teaching and Learning Methods

31. The lecture
32. Dialogue and interaction
33. Constructive criticism
34. Brainstorming
35. Knowledge maps

Assessment Methods

29. Cognitive assessment
30. Skills assessment
31. Creative evaluation
32. Self-evaluation

Thinking Skills

22. Critical thinking skills
23. Creative thinking skills
24. Analytical thinking skills

General and Transferable Skills (other skills relevant to employability and personal development)

15. Presentation skills
16. Research and investigation skills

11. Course Structure

| Week | Number of Hours | Learning Outcomes | Name of the Unit/Course or Subject | Teaching Method | Evaluation Method |
|-------------|------------------------|--------------------------|---|---|--------------------------|
| 1. | 2 | | Presentation and explanation of literary texts- definition of literary texts- a brief overview of fable- study and explain the fable : the cicada and ant | | |
| 2. | 2 | | Analysis of the cicada and ant | Lectures and students presentation | |
| 3. | 2 | | Ask questions and discuss them | | |
| 4. | 2 | | Explain the tale Mr. Segun's goat | | |
| 5. | 2 | | Analysis of the Mr. Segun's goat | | |
| 6. | 2 | | Ask questions and discuss them about Mr. Segun's goat Review and evaluation | | |

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| 7. | 2 |
| 8. | 2 |
| 9. | 2 |
| 10. | 2 |
| 11. | 2 |
| 12. | 2 |
| 13. | 2 |
| 14. | 2 |
| 15. | 2 |
| 16. | 2 |

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| Read and explain a narrative text about the story of Simon's dad | |
| Analysis of the Simon's dad | |
| Ask questions and discuss them about the Simon's dad Read and explain a narrative text about the story of Mr. Belhomme's insect | |
| Analysis of the story of Mr. Belhomme's insect | |
| Ask questions and discuss them | |
| Review and evaluation | |
| Review and evaluation | |
| Read and explain a narrative text about | |

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| | |
| 17. | 2 |
| 18. | 2 |
| 19. | 2 |
| 20. | 2 |
| 21. | 2 |
| 22. | 2 |
| 23. | 2 |
| 24. | 2 |
| 25. | 2 |
| 26. | 2 |
| 27. | 2 |
| 28. | 2 |
| 29. | 2 |
| 30. | 2 |

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| little red riding hood |
| Analysis of the story of little red riding hood |
| Ask questions and discuss them Read and explain a narrative text about the story necklace |
| Analysis about the story necklace |
| Ask questions and discuss them |
| Review and evaluation |
| Read and explain a poetic text : the grave says to the rose – Victor Hugo |
| Analysis, ask and discuss questions about the grave says to the rose |
| Read and explain a poetic text : the cat- Baudelaire |
| Analysis, ask and discuss questions about the cat- Baudelaire |
| Read and explain a poetic text : the dunce – Jacques Prevert |
| Analysis, ask and discuss questions about the dunce– Jacques Prevert |
| Review and evaluation |
| Review and evaluation |

| 12. Infrastructure | |
|---|---|
| <p>Required readings:</p> <ul style="list-style-type: none"> • Course books • Other | <ol style="list-style-type: none"> 1. Jean de la Fontaine, Fables, Le Livre de Poche, 1971 2. Charles Perrault, Contes, Folio classique, 1999 3. Guy de Maupassant, Cinq contes, Hachette, 2011 4. Alphonse Daudet, Œuvres complètes, Arvensa, 2019 <p>Resources and links are provided to students via: Google classroom</p> |
| Special Requirements | |
| Social services (including, for example, guest lectures, professional training, and field studies) | |

| 13. Admissions | |
|---------------------------------|----|
| Prerequisites | |
| The smallest number of students | 10 |
| The largest number of students | 12 |



Course Description Form

Reviewing the Performance of Higher Education Institutions ((Academic Program Review))

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

| | |
|--|---------------------------------------|
| 1. Teaching Institution | University of Mosul |
| 2. University Department/Centre | College of Arts /French Department |
| 3. Course Name/Code | Translation Principles |
| 4. Programmes in which it is included | second year |
| 5. Available Attendance Forms | Lectures |
| 6. Semester/Year | 2023/2024 |
| 7. Total Number of Hours | 60 |
| 8. Description Preparation Date | 25/9/2023 |

9. Aims of the Programme:

The student should learn the principles of translation from and into French and Arabic and should learn the composition and arrangement of a verbatim and orderly sentence..

10. Learning Outcomes, Teaching, Learning and Assessment Methods

Teaching and Learning Methods

36. The lecture
37. Types of translation
38. Translation Basics
39. French grammar
40. Arabic grammar

Assessment Methods

33. Cognitive assessment
34. Skills assessment
35. Creative evaluation
36. Self-evaluation

Thinking Skills

25. Critical thinking skills
26. Creative thinking skills
27. Analytical thinking skills

General and Transferable Skills (other skills relevant to employability and personal development)

17. Presentation skills
18. Research and investigation skills

11. Course Structure

| Week | Number of Hours | Learning Outcomes | Name of the Unit/Course or Subject | Teaching Method | Evaluation Method |
|-------------|------------------------|--------------------------|---|---|--------------------------|
| 1. | 2 | | types of translation | | |
| 2. | 2 | | Auxiliary means of translation | Lectures and students presentation | |
| 3. | 2 | | translation difficulties | | |
| 4. | 2 | | Verb to be | | |
| 5. | 2 | | Verb of possession | | |
| 6. | 2 | | Present tense | | |
| 7. | 2 | | Translation of sentences in the time of the present from French to Arabic | | |
| 8. | 2 | | Translation of sentences in the time of the present from Arabic to French | | |

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| 9. | 2 |
| 10. | 2 |
| 11. | 2 |
| 12. | 2 |
| 13. | 2 |
| 14. | 2 |

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| Translation of sentences in the past composite from French to Arabic |
| Translation of sentences in the past composite from Arabic to French |
| Translating simple future sentences from French to Arabic |
| Translating simple future sentences from Arabic to French |
| Translation of sentences in the near future from French to Arabic |
| Translation of sentences in the near future from Arabic to French |

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| 15. | 2 | Translation of sentences in the recent past from French to Arabic | | |
| 16. | 2 | Translation of sentences in the recent past from Arabic to French | | |
| 17. | 2 | Translation of sentences from French to Arabic in the past continues | | |
| 18. | 2 | Translation of sentences from Arabic to French in the past continues | | |
| 19. | 2 | Translation of commun's names | | |
| 20. | 2 | Translation of plural names | | |
| 21. | 2 | Translation of physical and moral names | | |
| 22. | 2 | Translation of composite names | | |
| 23. | 2 | Translation of qualities | | |
| 24. | 2 | Translation of sign name | | |
| 25. | 2 | Translation of descriptive adjective | | |
| 26. | ٢ | Translation of property qualities | | |
| 27. | 2 | Translation of numerical qualities | | |
| 28. | 2 | Translation of unlimited qualities | | |
| 29. | 2 | Translation of comparison scores | | |
| 30. | 2. | practical exercises | | |

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| 12. Infrastructure | |
| <p>Required readings:</p> <ul style="list-style-type: none"> • Course books • Other | <p>A methodological book entitled An Introduction to Translation</p> <p>Resources and links for the translation are provided to students via: Google classroom</p> |
| Special Requirements | |
| Social services (including, for example, guest lectures, professional training, and field studies) | |

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|---------------------------------|----|
| 13. Admissions | |
| Prerequisites | |
| The smallest number of students | 10 |
| The largest number of students | 12 |



Course Description Form

Reviewing the Performance of Higher Education Institutions ((Academic Program Review))

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

| | |
|--|---------------------------------------|
| 1. Teaching Institution | University of Mosul |
| 2. University Department/Centre | College of Arts /French Department |
| 3. Course Name/Code | Ba'ath Party Crimes |
| 4. Programmes in which it is included | Second year |
| 5. Available Attendance Forms | Lectures |
| 6. Semester/Year | 2023/2024 |
| 7. Total Number of Hours | 90 hours |
| 8. Description Preparation Date | 29/٠٥/202٤ |

9. Aims of the Program:

- The learner should know what crime is and what its types are
 - will be able to explain and clarify the crimes committed by the Baath regime in Iraq
 - For students to be familiar with international and local laws that criminalize the actions carried out by the Baath regime in Iraq
 - The student's awareness of the extent of the crimes committed by the Baath regime in Iraq by highlighting those crimes
 - should be able to give examples of these crimes and the places where they occur.
 - The learner should know the psychological and social effects of the crimes committed by the 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
 - The learner will know the graves left behind by the defunct Baath regime, specifying their location and time of occurrence
1. Teaching and learning strategies
 - Interactive lecture
 - Brainstorming
 - Dialogue and discussion
 - Self- education

10. Learning Outcomes, Teaching, Learning and Assessment Methods

Teaching and Learning Methods

1. Reading a text and explain it
2. Taking a look at the vocabulary of the unit
3. Listening to oral exercises and answering the questions
4. Talking about the subject with students

Assessment Methods

37. Cognitive assessment
38. Skills assessment
39. Creative evaluation
40. Self-evaluation

Thinking Skills

28. Critical thinking skills
29. Creative thinking skills
30. Analytical thinking skills

General and Transferable Skills (other skills relevant to employability and personal development)

- 19. Presentation skills
- 20. Research and investigation skills

11. Course Structure

| Week | Number of Hours | Learning Outcomes | Name of the Unit/Course or Subject | Teaching Method | Evaluation Method |
|---|--|--|---|--|--------------------------|
| First: The concept of crimes and their categories | | | First: The concept of crimes and their categories | | |
| 2. | | Interactive lecture, brainstorming, dialogue and discussion, self-learning | Semester exam 1 , final exam | | |
| 3. | The crimes of the Baath regime as documented by the Iraqi Criminal Court Law of 2005 | Interactive lecture, dialogue and discussion, self-learning | Semester exam 1 , final exam | The crimes of the Baath regime as documented by the Iraqi Criminal Court Law of 2005 | |
| 4. | Militarization of society | Interactive lecture, brainstorming, dialogue and discussion, self-learning | Semester exam 1 , final exam | Militarization of society | |
| 5. | The Baath regime's position on religion and its violations of Iraqi laws | Interactive lecture, brainstorming, dialogue and discussion, self-learning | Semester exam 1 , final exam , report | The Baath regime's position on religion and its violations of Iraqi laws | |
| 6. | Some decisions regarding political and military | Interactive lecture, dialogue and discussion, self-learning | Semester exam 1 , final exam , report | Some decisions regarding political and military violations of the | |

| | | | | |
|-----|---|--|------------------------------|---|
| | violations of the Baath regime Defunct | brainstorming, dialogue and discussion, self-learning | | Baath regime Defunct |
| 7. | Prison and detention places of the Baath regime in Iraq | Interactive lecture, dialogue and discussion, self-learning | Short test, final test | places of the Baath regime in Iraq |
| 8. | Environmental crimes of the Baath regime | Interactive lecture, brainstorming, dialogue and discussion, self-learning | Semester exam 2 , final exam | Environmental crimes of the Baath regime |
| 9. | 1. Military and radiological pollution and mine explosions | Interactive lecture, brainstorming, dialogue and discussion, self-learning | | 1. Military and radiological pollution and mine explosions |
| 10. | 2. Destruction of cities and villages (scorched earth policy) | Interactive lecture, brainstorming, dialogue and discussion, self-learning | Semester exam 2 , final exam | 2. Destruction of cities and villages (scorched earth policy) |
| 11. | Drying the marshes in southern Iraq | Interactive lecture, dialogue and discussion, self-learning | | Drying the marshes in southern Iraq |
| 12. | And bulldozing orchards, palm trees, trees and crops | Interactive lecture, brainstorming, dialogue and discussion, self-learning | Semester exam 2 , final exam | And bulldozing orchards, palm trees, trees and crops |
| 13. | Mass grave crimes | Interactive lecture, dialogue and discussion, self-learning | Semester test 2 | Mass grave crimes |
| 14. | The events of 1963 and their relationship to mass graves | Interactive lecture, brainstorming, dialogue and discussion, self-learning | Final test | The events of 1963 and their relationship to mass graves |
| 15. | 1 : The events of 1979 to 1988 and | Interactive lecture, dialogue and | | 1 : The events of 1979 to 1988 and their |

| | | | | |
|-----|--|--|---|--|
| | their relationship to mass graves | discussion, self-learning | | relationship to mass graves |
| 16. | 2 : The events of 1987 to 1988 and their relationship to mass graves | Interactive lecture, brainstorming, dialogue and discussion, self-learning | Final test | 2 : The events of 1987 to 1988 and their relationship to mass graves |
| 17. | The events of the Shaabani uprising in 1991 and its relationship to mass graves | | Final test | The events of the Shaabani uprising in 1991 and its relationship to mass graves |
| 18. | Chronological classification of mass graves and genocide in Iraq from 1963 to 2003 | | Short test, final test | Chronological classification of mass graves and genocide in Iraq from 1963 to 2003 |
| 19. | 1: Mass graves against the Kurds 1983 | | | 1: Mass graves against the Kurds 1983 |
| 20. | 3 | | 1: A review of mass graves during the Iran-Iraq war. | |
| 21. | Interactive lecture, brainstorming, dialogue and discussion, self-learning | | 2 : Presentation of the events of the Anfal massacre in 1987 to 1988 and their relationship to mass graves . | |
| 22. | Interactive lecture, brainstorming, dialogue and discussion, self-learning | | 1: A presentation of the events of the Shaabaniya Uprising in 1991 and the mass graves committed by the Baath | |

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|-----|--|--|--|
| | | regime after its elimination against its participants. | |
| 23. | Interactive lecture, dialogue and discussion, self-learning | 1: Classification of mass graves according to the date of their occurrence from 1863 until the fall of the Baath regime in 2003. | |
| 24. | Interactive lecture, brainstorming, dialogue and discussion, self-learning | 1: Clarifying the locations and numbers of mass graves committed by the Baath regime against the Kurds in 1983. | |
| 25. | Interactive lecture, brainstorming, dialogue and discussion, self-learning | 2 : A presentation of the most important events of the Anfal massacre in 1987-1988 and the university cemeteries that accompanied it. | |
| 26. | Interactive lecture, brainstorming, dialogue and discussion, self-learning | 3 : A presentation of the most important mass graves committed by the Baath regime against participants in the 1991 Shaabaniya uprising. | |
| 27. | Interactive lecture, brainstorming, dialogue and discussion, self-learning | | |
| 28. | Interactive lecture, dialogue and | 1 : A presentation of the events of 1963 and the | |

| | | | |
|-----|--|---|--|
| | discussion, self-learning | accompanying killings against the regime of Abdul Karim Qasim and their relationship to mass graves. | |
| 29. | Interactive lecture, brainstorming , dialogue and discussion, self-learning | 1: A review of mass graves during the Iran-Iraq war. | |
| 30. | Interactive lecture, brainstorming , dialogue and discussion, self-learning | 2 : Presentation of the events of the Anfal massacre in 1987 to 1988 and their relationship to mass graves . | |

12. Infrastructure

| | |
|---|--|
| Required readings: <ul style="list-style-type: none"> • Course books • Other | Entre Nous 2 Le DELF A2 100% réussite Videos on YouTube Resources and links for the plays are provided to students via: Google classroom |
| Special Requirements | Beginning level of French language |
| Social services (including, for example, guest lectures, professional training, and field studies) | |

13. Admissions

| | |
|---------------------------------|----|
| Prerequisites | |
| The smallest number of students | 12 |
| The largest number of students | 30 |