

## Course Description Form

### Reviewing Performance of Higher Education Institutes

((Academic Program Review))

This description provides a summary including the most important course items and educational outcomes expected to be achieved by students to prove whether or not they got a high benefit of available Education opportunities. This should be connected to the description program.

1. Educational Institute	University of Mosul
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation
3. Title/ Code	Administrative translation
4. Included Program	B.A. Degree in Translation
5. Available Attendance	In the classrooms
6. Semester / Year	2022 – 2021
7. Number of hours (per week)	2
8. Date	15\9\2021
9. Aims:	<p>1- Developing English speaking skills and improving students' ability to. Administrative translation 2. Enabling students to use correct sentences and express ideas clearly in Administrative translation. 3. Helping students overcome the shyness in Administrative translation. 4. Developing skills. 5. Training students to adapt to the specific surrounding circumstances during the process of translating in Administrative translation. 6. Developing students' ability in using specialized terms. 7. Encouraging students to learn new vocabulary 8. Developing students' cultural skills through raising the cultural and linguistic awareness in Arabic and English in Administrative translation.</p>

### 10. Education Outcomes and Methods of Teaching, Learning, and Assessment

#### a. Methods of Teaching and Learning

1. Lecture
2. Discussion and Reaction

<p>3. Positive Criticism</p> <p>4. Brain Storming</p> <p>5. Knowledge Plans</p>
<b>b. Methods of Assessment</b>
<p>6. Knowledge Assessment</p> <p>7. Skills Assessment</p> <p>8. Creative Assessment</p> <p>9. Self-Assessment</p>
<b>c. Thinking Skills</b>
<p>10. Critical Thinking Skills</p> <p>11. Creative Thinking Skills</p> <p>12. Analytical Thinking Skills</p>
<b>d. General and transferable skills (other skills related to employability and personal development)</b>
<p>13. Research and Investigation Skills.</p> <p>14. Presentation Skills</p>

<b>11. Course Structure</b>					
<b>Assessment Method</b>	<b>Learning Method</b>	<b>Subjects</b>	<b>Required Education Outcomes</b>	<b>Hours</b>	<b>Week No.</b>
<b>Quizzes</b>	<ul style="list-style-type: none"> <li>Discussions</li> </ul>	Selected texts		2	1
		Selected texts		2	2
		Selected texts		2	3
		Selected texts		2	4
<b>Monthly exams</b>	<ul style="list-style-type: none"> <li>Asking questions regarding Administrative translation Doing</li> </ul>				

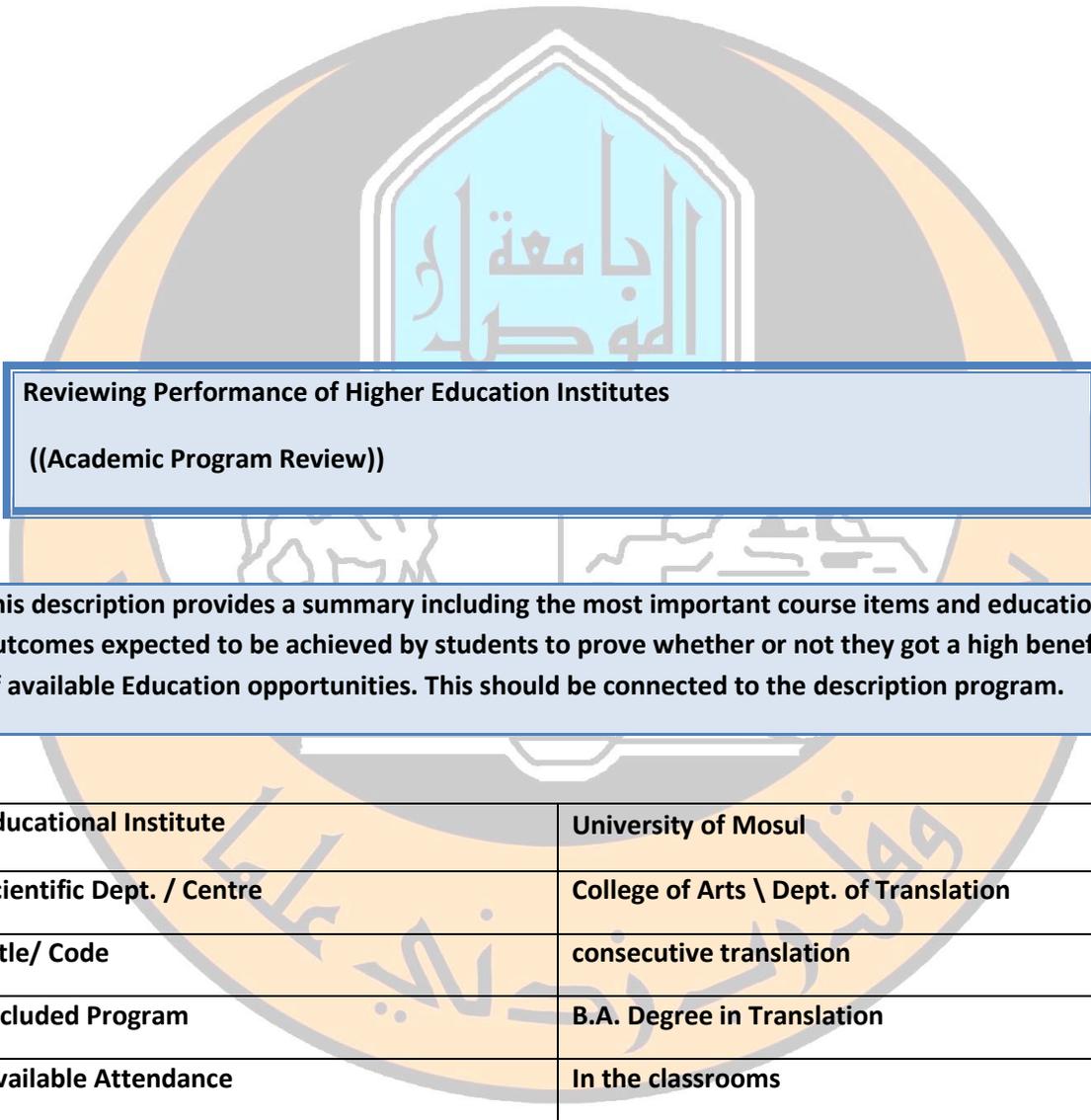
<b>Actual participations of students in the classroom</b>	<b>exercises that provide the student with enough information about Administrative translation Conducting workshops in the classroom</b>	Selected texts	2	5
		Selected texts	2	6
		Selected texts	2	7
		Selected texts	2	8
		Selected texts	2	9
		Selected texts	2	10
		Selected texts	2	11
		Selected texts	2	12
		Selected texts	2	13
		Selected texts	2	14
		Selected texts	2	15
		Selected texts	2	16
		Selected texts	2	17
		Selected texts	2	18
		Selected texts	2	19
		Selected texts	2	20
		Selected texts	2	21
		Selected texts	2	22
		Selected texts	2	23
		Selected texts	2	24
		Selected texts	2	25
		Selected texts	2	26
		Selected texts	2	27
		Selected texts	2	28

		Selected texts		2	29
		Selected texts		2	30



<b>13. Acceptance</b>			
<b>prerequisites</b>	<b>12. Infrastructure</b>		
	<b>Resources</b>		
<b>Minimum number of students</b>	• Books	20	Text concerning with the Administrative translation and the new books that are tackling the translation of specific subjects
<b>Maximum number of students</b>	Others	70	
<b>Special Requirements</b>		- It is important to make the students accustomed to search type of translation in a way that helps them make their decisions in the future in a good manner . this is so because students need to get accustomed to such type of a translation.	
<b>Social Services (e.g.: hosting lecturers, vocational training and field studies)</b>			





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<b>1. Educational Institute</b>	<b>University of Mosul</b>
<b>2. Scientific Dept. / Centre</b>	<b>College of Arts \ Dept. of Translation</b>
<b>3. Title/ Code</b>	<b>consecutive translation</b>
<b>4. Included Program</b>	<b>B.A. Degree in Translation</b>
<b>5. Available Attendance</b>	<b>In the classrooms</b>
<b>6. Semester / Year</b>	<b>2022 – 2021</b>
<b>7. Number of hours (per week)</b>	<b>3</b>
<b>8. Date</b>	<b>15\9\2021</b>
<b>9. Aims:</b>	
1- Providing the students with the basics of English and Arabic grammar that helps in specialized translation	

- 2- Teaching students the structure and construction of English and Arabic sentences.
- 3- Identifying the various types of specialize in translation and how to use them in connecting English and Arabic sentences.
- 4- Teaching the types of English and Arabic tenses and identifying their formulas and usages.

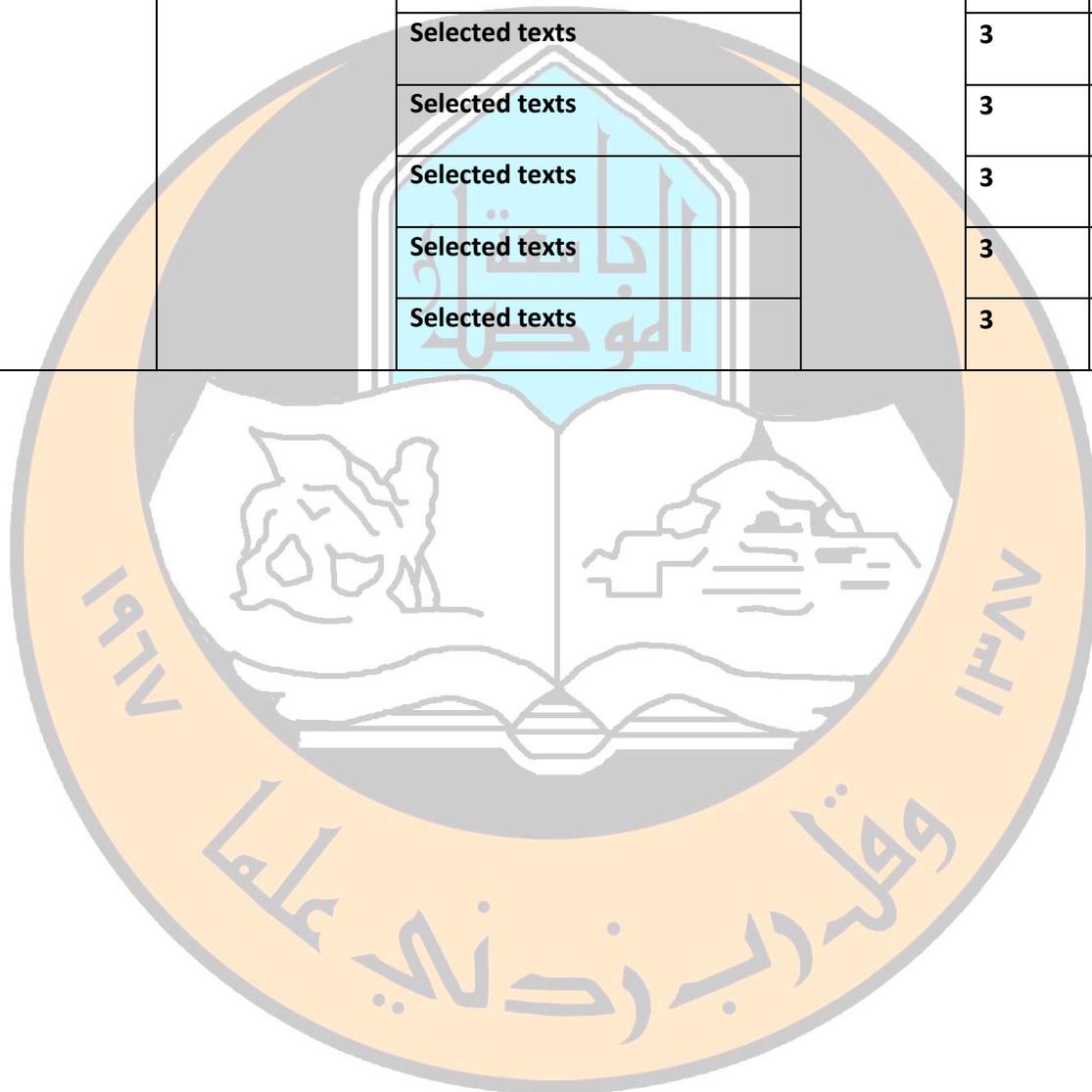
Developing students' skills to connect English grammatical sentences and Arabic grammatical sentences that helps in specialized translation

<b>10. Education Outcomes and Methods of Teaching, Learning, and Assessment</b>
<b>a. Methods of Teaching and Learning</b>
<ul style="list-style-type: none"> <li>15. Lecture</li> <li>16. Discussion and Reaction</li> <li>17. Positive Criticism</li> <li>18. Brain Storming</li> <li>19. Knowledge Plans</li> </ul>
<b>b. Methods of Assessment</b>
<ul style="list-style-type: none"> <li>20. Knowledge Assessment</li> <li>21. Skills Assessment</li> <li>22. Creative Assessment</li> <li>23. Self-Assessment</li> </ul>
<b>c. Thinking Skills</b>
<ul style="list-style-type: none"> <li>24. Critical Thinking Skills</li> <li>25. Creative Thinking Skills</li> <li>26. Analytical Thinking Skills</li> </ul>
<b>d. General and transferable skills (other skills related to employability and personal development)</b>
<ul style="list-style-type: none"> <li>27. Research and Investigation Skills.</li> <li>28. Presentation Skills</li> </ul>

11. Course Structure					
Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
<p>Examinations</p> <p>Monthly exams</p> <p>participations of students in the classroom</p>	<ul style="list-style-type: none"> <li>Presenting lectures dealing with consecutive translation in both English and Arabic</li> <li>Discussions</li> <li>Asking questions regarding both consecutive translation</li> </ul> <p>Doing exercises that provide the student with enough information concerning consecutive translation</p> <p>Conducting workshops in the classroom</p>	Selected texts		3	1
		Selected texts		3	2
		Selected texts		3	3
		Selected texts		3	4
		Selected texts		3	5
		Selected texts		3	6
		Selected texts		3	7
		Selected texts		3	8
		Selected texts		3	9
		Selected texts		3	10
		Selected texts		3	11
		Selected texts		3	12
		Selected texts		3	13
		Selected texts		3	14
		Selected texts		3	15
		Selected texts		3	16
		Selected texts		3	17
		Selected texts		3	18
		Selected texts		3	19
		Selected texts		3	20



	Selected texts	3	21
	Selected texts	3	22
	Selected texts	3	23
	Selected texts	3	24
	Selected texts	3	25
	Selected texts	3	26
	Selected texts	3	27
	Selected texts	3	28
	Selected texts	3	29
	Selected texts	3	30



<b>13. Acceptance</b>			
<b>prerequisites</b>	<b>12. Infrastructure</b>		
	<b>Resources</b>		<b>Internet sites and YouTube videos. On consecutive translation</b>
<b>Minimum number of students</b>	• Books	20	
<b>Maximum number of students</b>	Others	70	
<b>Special Requirements</b>		<p>- This type of a translation requires paying great attention weather the student is capable of coping with the fast and the quick changes that are taking your place all over the world when tackling this specific type of oral and written translation. Translation teachers at the department of the translation are always keen on encouraging their students to achieve the best achievements that are possible within the limits of diamond place and of course the technical environment that are available at the department of translation</p>	
<b>Social Services (e.g.: hosting lecturers, vocational training and field studies)</b>			

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<b>1. Educational Institute</b>	<b>University of Mosul</b>
<b>2. Scientific Dept. / Centre</b>	<b>College of Arts \ Dept. of Translation</b>
<b>3. Title/ Code</b>	<b>Contrastive Grammar</b>
<b>4. Included Program</b>	<b>B.A. Degree in Translation</b>
<b>5. Available Attendance</b>	<b>In the classrooms</b>
<b>6. Semester / Year</b>	<b>2022 – 2021</b>
<b>7. Number of hours (per week)</b>	<b>3</b>
<b>8. Date</b>	<b>15\9\2021</b>
<b>9. Aims:</b>	
	5- Teaching students the basics of English and Arabic grammar and the correct way to compose an English and Arabic sentences.
	6- Teaching students the structure and construction of English and Arabic sentences.
	7- Identifying the various types of connectives and how to use them in connecting English and Arabic sentences.
	8- Teaching the types of English and Arabic tenses and identifying their formulas and usages.

9- Developing students' abilities to formulate correct grammatical English and Arabic sentences and distinguish ungrammatical structures.

## 10. Education Outcomes and Methods of Teaching, Learning, and Assessment

### a. Methods of Teaching and Learning

- 29. Lecture
- 30. Discussion and Reaction
- 31. Positive Criticism
- 32. Brain Storming
- 33. Knowledge Plans

### b. Methods of Assessment

- 34. Knowledge Assessment
- 35. Skills Assessment
- 36. Creative Assessment
- 37. Self-Assessment

### c. Thinking Skills

- 38. Critical Thinking Skills
- 39. Creative Thinking Skills
- 40. Analytical Thinking Skills

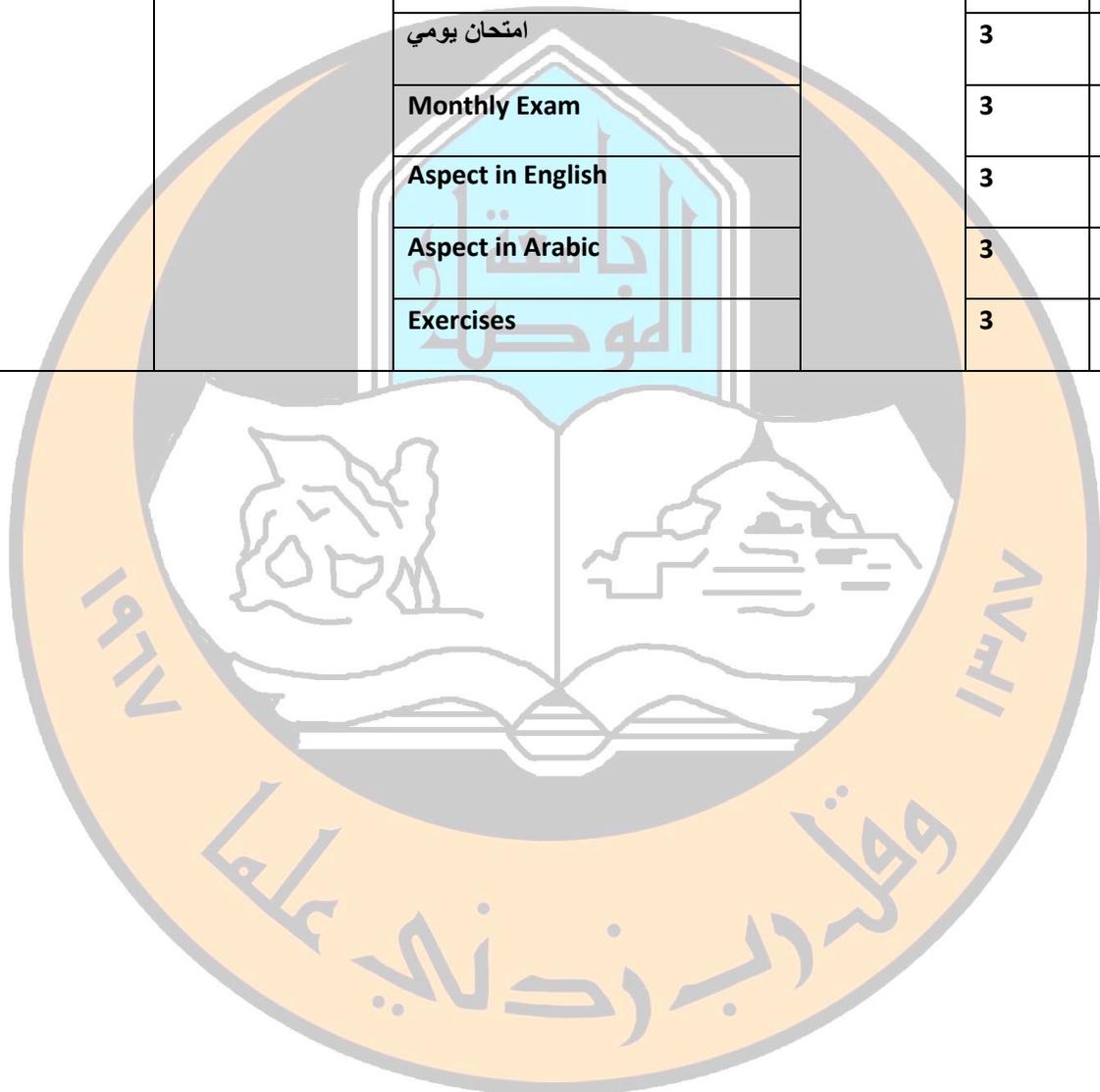
### d. General and transferable skills (other skills related to employability and personal development)

- 41. Research and Investigation Skills.
- 42. Presentation Skills

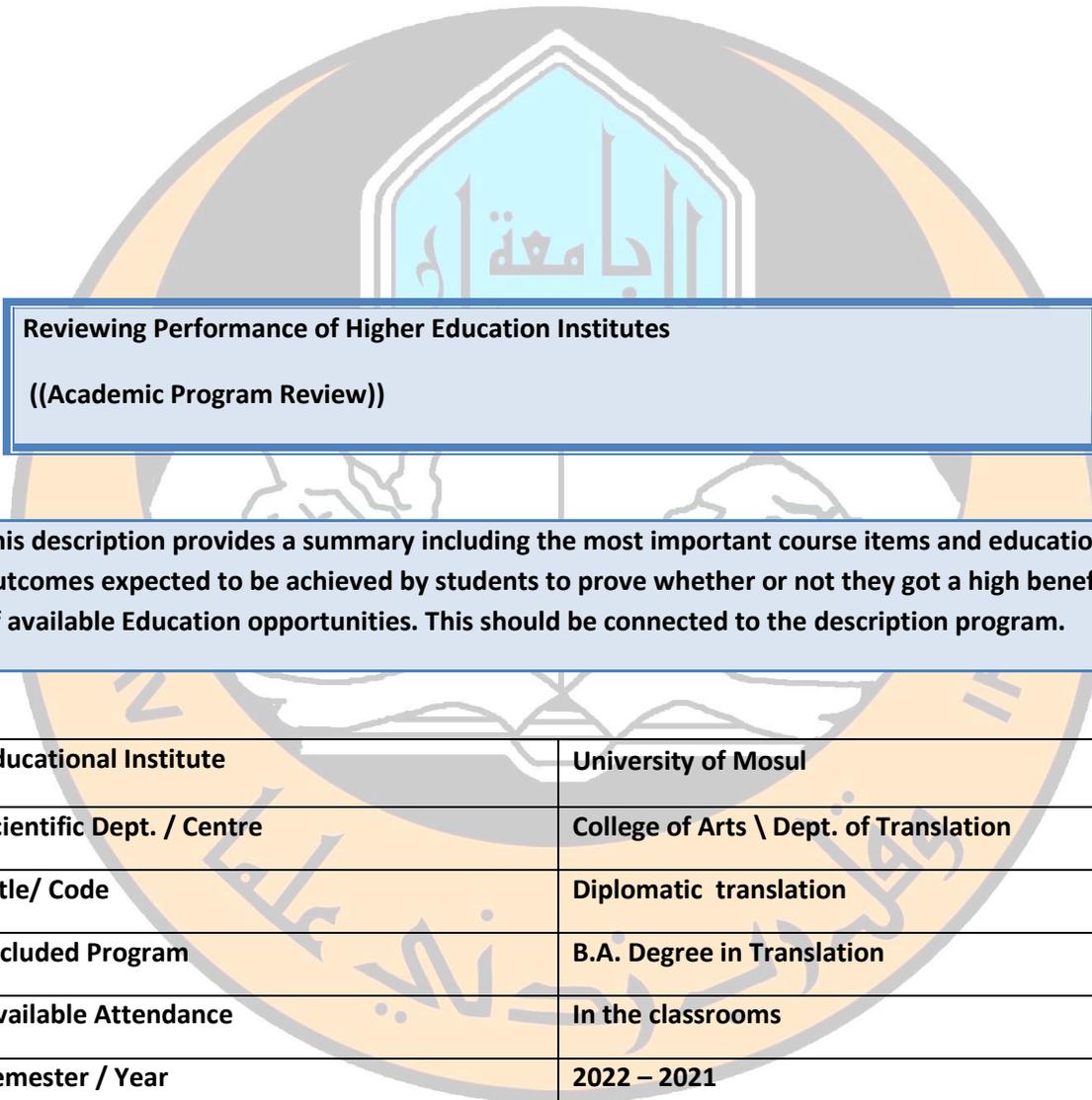
## 11. Course Structure

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
<p>Quizzes</p> <p>Monthly exams</p> <p>Actual participations of students in the classroom</p>	<ul style="list-style-type: none"> <li>Presenting lectures comparing between the grammar of both English and Arabic</li> <li>Discussions</li> <li>Asking questions regarding the structure of both English and Arabic sentences</li> <li>Doing exercises that provide the student with enough information about how structures are made</li> <li>Conducting workshops in the classroom</li> </ul>	Introductory Lecture		3	1
		CONTRASTIVE GRAMMAR		3	2
		Scope of CONTRASTIVE GRAMMAR		3	3
		How could CONTRASTIVE GRAMMAR be successful		3	4
		Comparing between texts		3	5
		The verb		3	6
		Types of verbs		3	7
		Functions of verbs		3	8
		Verbs in Arabic		3	9
		Comparison of verbs		3	10
		امتحان يومي		3	11
		Tense in English		3	12
		Tense in Arabic		3	13
		CONTRASTIVE GRAMMAR : A prelude aspect		3	14
		Exam		3	15
		Aspect in English		3	16
		Aspect in Arabic		3	17
		Progressive		3	18
		perfective		3	19
		comparison		3	20

	future	3	21
	Future in English	3	22
	Future in Arabic	3	23
	Future in the past	3	24
	comparison	3	25
	امتحان يومي	3	26
	Monthly Exam	3	27
	Aspect in English	3	28
	Aspect in Arabic	3	29
	Exercises	3	30



<b>13. Acceptance</b>			
<b>prerequisites</b>	<b>12. Infrastructure</b>		
	<b>Resources</b>		<b>contrastive grammar of English and Arabic</b>
<b>Minimum number of students</b>	<ul style="list-style-type: none"> <li>• Books</li> </ul>	20	<ul style="list-style-type: none"> <li>• university grammar of English</li> </ul>
<b>Maximum number of students</b>	<ul style="list-style-type: none"> <li>• Others</li> </ul>	70	
<b>Special Requirements</b>			<ul style="list-style-type: none"> <li>- Searching and investigating more in Arabic language as well as English language and grammar's topics.</li> <li>- • Comparing Arabic and English grammar and identifying similarities and differences between the two languages, which helps in developing students' translation skills and identifying grammatical errors when transferring sentences from Arabic to English and vice versa.</li> <li>- • Submitting assignments and doing exercises within the class.</li> <li>- • Conducting exams.</li> </ul>
<b>Social Services (e.g.: hosting lecturers, vocational training and field studies)</b>			



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<b>1. Educational Institute</b>	<b>University of Mosul</b>
<b>2. Scientific Dept. / Centre</b>	<b>College of Arts \ Dept. of Translation</b>
<b>3. Title/ Code</b>	<b>Diplomatic translation</b>
<b>4. Included Program</b>	<b>B.A. Degree in Translation</b>
<b>5. Available Attendance</b>	<b>In the classrooms</b>
<b>6. Semester / Year</b>	<b>2022 – 2021</b>
<b>7. Number of hours (per week)</b>	<b>2</b>
<b>8. Date</b>	<b>15\9\2021</b>
<b>9. Aims:</b>	<b>Developing English speaking skills and improving students' ability to Diplomatic translation. 2. Enabling students to use correct sentences and express ideas clearly in Diplomatic translation. 3. Helping students overcome the shyness in Specialized translation. 4. Developing skills. 5. Training students to adapt to the specific surrounding circumstances during the process of translating in</b>



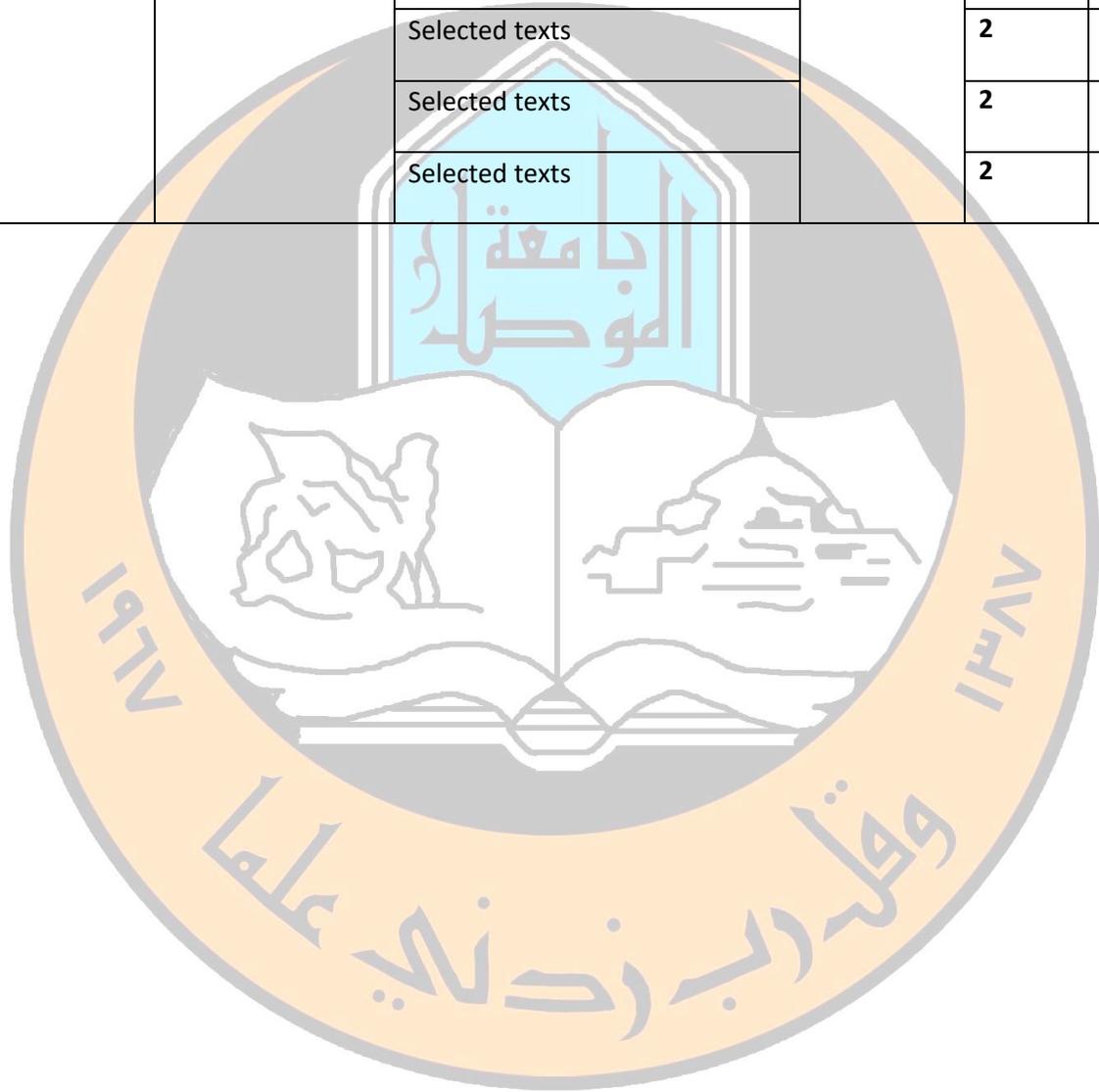
Diplomatic translation. 6. Developing students' ability in using specialized terms. 7. Encouraging students to learn new vocabulary 8. Developing students' cultural skills through raising the cultural and linguistic awareness in Arabic and English in Diplomatic translation .

<b>10. Education Outcomes and Methods of Teaching, Learning, and Assessment</b>
<b>a. Methods of Teaching and Learning</b>
43. Lecture 44. Discussion and Reaction 45. Positive Criticism 46. Brain Storming 47. Knowledge Plans
<b>b. Methods of Assessment</b>
48. Knowledge Assessment 49. Skills Assessment 50. Creative Assessment 51. Self-Assessment
<b>c. Thinking Skills</b>
52. Critical Thinking Skills 53. Creative Thinking Skills 54. Analytical Thinking Skills
<b>d. General and transferable skills (other skills related to employability and personal development)</b>
55. Research and Investigation Skills. 56. Presentation Skills

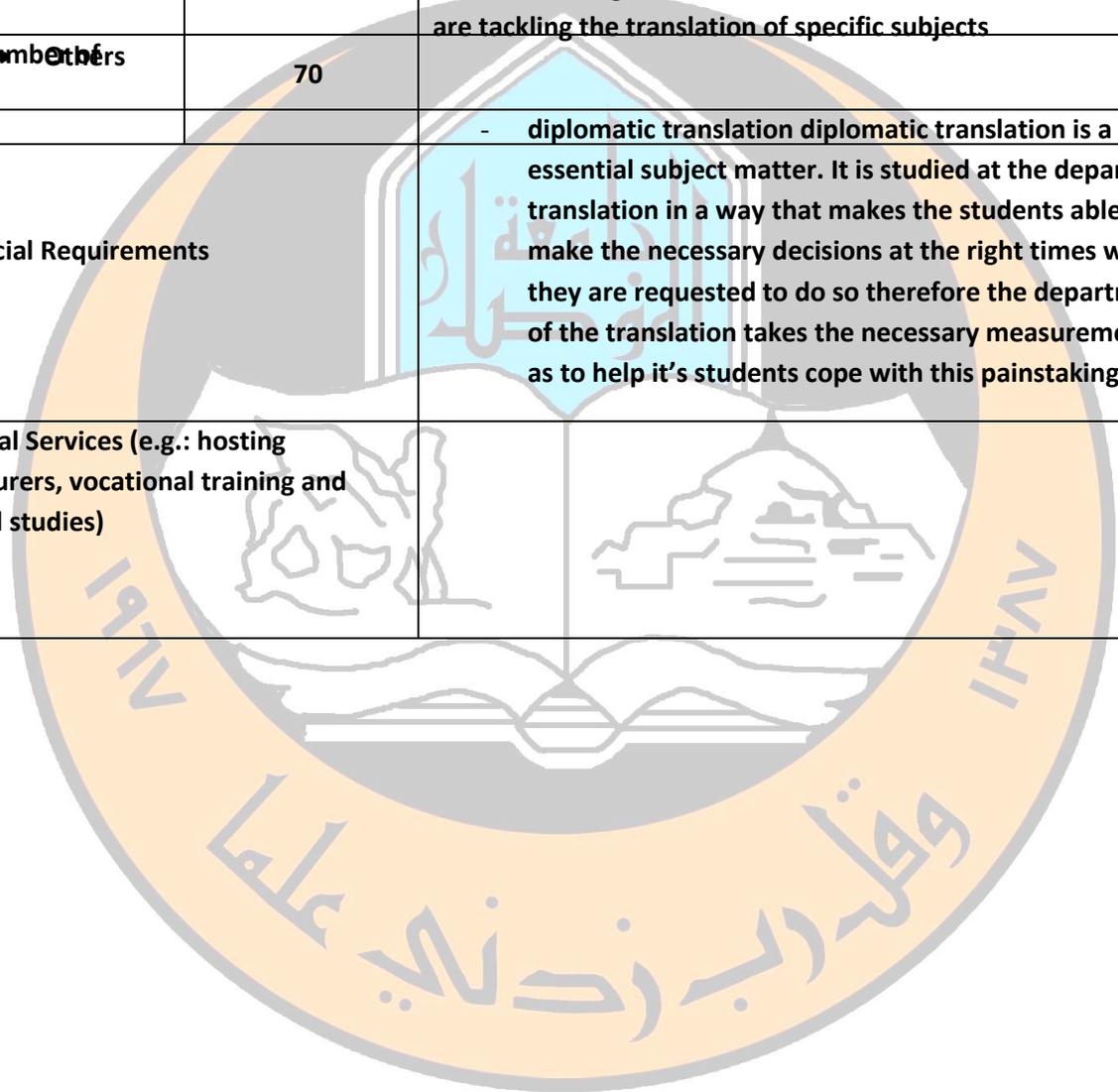
**11. Course Structure**

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
<p>Quizzes</p> <p>Monthly exams</p> <p>Actual participations of students in the classroom</p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Asking questions regarding Diplomatic translation in both English and Arabic sentences</li> </ul> <p>Doing exercises that provide the student with enough information about translation</p> <p>Conducting workshops in the classroom</p>	Selected texts		2	1
		Selected texts		2	2
		Selected texts		2	3
		Selected texts		2	4
		Selected texts		2	5
		Selected texts		2	6
		Selected texts		2	7
		Selected texts		2	8
		Selected texts		2	9
		Selected texts		2	10
		Selected texts		2	11
		Selected texts		2	12
		Selected texts		2	13
		Selected texts		2	14
		Selected texts		2	15
		Selected texts		2	16
		Selected texts		2	17
		Selected texts		2	18
		Selected texts		2	19
		Selected texts		2	20
		Selected texts		2	21
		Selected texts		2	22

		Selected texts		2	23
		Selected texts		2	24
		Selected texts		2	25
		Selected texts		2	26
		Selected texts		2	27
		Selected texts		2	28
		Selected texts		2	29
		Selected texts		2	30



<b>13. Acceptance</b>			
<b>prerequisites</b>	<b>12. Infrastructure</b>		
	<b>Resources</b>		
<b>Minimum number of students</b>	• Books	20	Text concerning with the translation and the new books that are tackling the translation of specific subjects
<b>Maximum number of students</b>	Others	70	
<b>Special Requirements</b>			- diplomatic translation diplomatic translation is a very essential subject matter. It is studied at the department translation in a way that makes the students able to make the necessary decisions at the right times when they are requested to do so therefore the department of the translation takes the necessary measurements so as to help it's students cope with this painstaking task
<b>Social Services (e.g.: hosting lecturers, vocational training and field studies)</b>			



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<b>1. Educational Institute</b>	<b>University of Mosul</b>
<b>2. Scientific Dept. / Centre</b>	<b>College of Arts \ Dept. of Translation</b>
<b>3. Title/ Code</b>	linguistics
<b>4. Included Program</b>	<b>B.A. Degree in Translation</b>
<b>5. Available Attendance</b>	<b>In the classrooms</b>
<b>6. Semester / Year</b>	<b>2022 – 2021</b>
<b>7. Number of hours (per week)</b>	<b>3</b>
<b>8. Date</b>	<b>15\9\2022</b>
<b>9. Aims:</b>	
<ul style="list-style-type: none"> <li>- Teaching students the basics of linguistics</li> <li>- Teaching students the structure and construction of English sentences.</li> <li>- Identifying the various types of linguistics.</li> <li>- Teaching the types of English and Arabic tenses and identifying their formulas and usages.</li> <li>- Developing students' abilities to formulate correct grammatical English sentences and distinguish ungrammatical structures.</li> </ul>	

Developing students' skills to connect English grammatical sentences and Arabic grammatical sentences to create coherent texts, which enhances their abilities to develop writing skills.

<b>10. Education Outcomes and Methods of Teaching, Learning, and Assessment</b>
<b>a. Methods of Teaching and Learning</b>
57. Lecture 58. Discussion and Reaction 59. Positive Criticism 60. Brain Storming 61. Knowledge Plans
<b>b. Methods of Assessment</b>
62. Knowledge Assessment 63. Skills Assessment 64. Creative Assessment 65. Self-Assessment
<b>c. Thinking Skills</b>
66. Critical Thinking Skills 67. Creative Thinking Skills 68. Analytical Thinking Skills
<b>d. General and transferable skills (other skills related to employability and personal development)</b>
69. Research and Investigation Skills. 70. Presentation Skills

**11. Course Structure**

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
participations of students in the classroom	<ul style="list-style-type: none"> <li>Presenting lectures on the grammar of English</li> <li>Discussions</li> <li>Asking questions regarding the structure of both English and Arabic sentences</li> <li>Doing exercises that provide the student with enough information about how structures are made</li> </ul>	General Course Outline (Lect. 1)		3	1
		General Course Outline (Lect. 2)			
		General Course Outline (Lect. 3)			
		CONTRASTIVE GRAMMAR		3	2
		Scope of CONTRASTIVE GRAMMAR		3	3
		Introduction (Lect. 4)		3	4
		Introduction (Lect. 5)			
		<b>Chapter 1: The Origins of Language (Lect. 6)</b>			
		The divine source			
		The natural sound source			
The "bow-wow" theory	3	5			
The "pooh-pooh" theory					
Comparing between texts	3	6			
The verb	3	7			
<b>The social interaction source (Lect. 7)</b>					
<b>The physical adaptation source</b>					
Teeth and lips					
Mouth and tongue					
Larynx and Pharynx	3	7			
<b>The tool-making source (Lect. 8)</b>					

		<p>The human brain</p> <p><b>The genetic source</b></p> <p><b>Review (Lect. 9)</b></p>		
		Functions of verbs	<b>3</b>	<b>8</b>
		Verbs in Arabic	<b>3</b>	<b>9</b>
		<p><b>Chapter 2: Animals and Human Language (Lect. 10)</b></p> <p>Introduction</p> <p><b>Communication</b></p> <p><b>Properties of Human Language (Lect. 11)</b></p> <p>Displacement</p> <p>Arbitrariness</p> <p>Productivity</p> <p>Cultural Transmission (Lect. 12)</p> <p>Duality</p> <p><b>Talking to Animals</b></p> <p><b>Review</b></p>	<b>3</b>	<b>10</b>
		<p><b>Coinage</b></p> <p>Acronyms</p> <p><b>Derivation (Lect. 24)</b></p> <p>Prefixes and Suffixes</p> <p>Infixes</p> <p><b>Multiple Processes</b></p> <p><b>Review</b></p>	<b>3</b>	<b>11</b>
		Tense in English	<b>3</b>	<b>12</b>



		Tense in Arabic		3	13
		<b>Chapter 6: Morphology (Lect. 25)</b>			
		<b>Introduction</b>		3	14
		<b>Morphemes</b>			
		Exam		3	15
		Aspect in English		3	16
		<b>Morphological Description (Lect. 26)</b>			
		<b>Morphs and Allomorphs</b>		3	17
		<b>Other Languages (Lect. 27)</b>			
		<b>Review</b>			
		% 100		3	18
		المحاضرات		3	19
		Derivational Morphemes		3	20
		Inflectional Morphemes		3	21
		Problems in Morphological Description		3	22
		Lexical and Functional Morphemes		3	23
		Free and Bound Morphemes		3	24
		comparison		3	25

		امتحان يومي	3	26
		Monthly Exam	3	27
		Exercises	3	28
		Exercises	3	29
		Exam	3	30



<b>13. Acceptance</b>			
<b>prerequisites</b>	<b>12. Infrastructure</b>		
	<b>Resources</b>		<ul style="list-style-type: none"> <li>▪ . the study of language by George yule</li> </ul>
<b>Minimum number of students</b>	<ul style="list-style-type: none"> <li>• Books</li> </ul>	20	Internet sites and YouTube videos.
<b>Maximum number of students</b>	Others	70	
<b>Special Requirements</b>			<ul style="list-style-type: none"> <li>- Searching and investigating more in English language and grammar's topics.</li> <li>- • helping in developing students' translation skills and identifying grammatical errors</li> <li>- • Submitting assignments and doing exercises within the class.</li> <li>-</li> </ul>
<b>Social Services (e.g.: hosting lecturers, vocational training and field studies)</b>			

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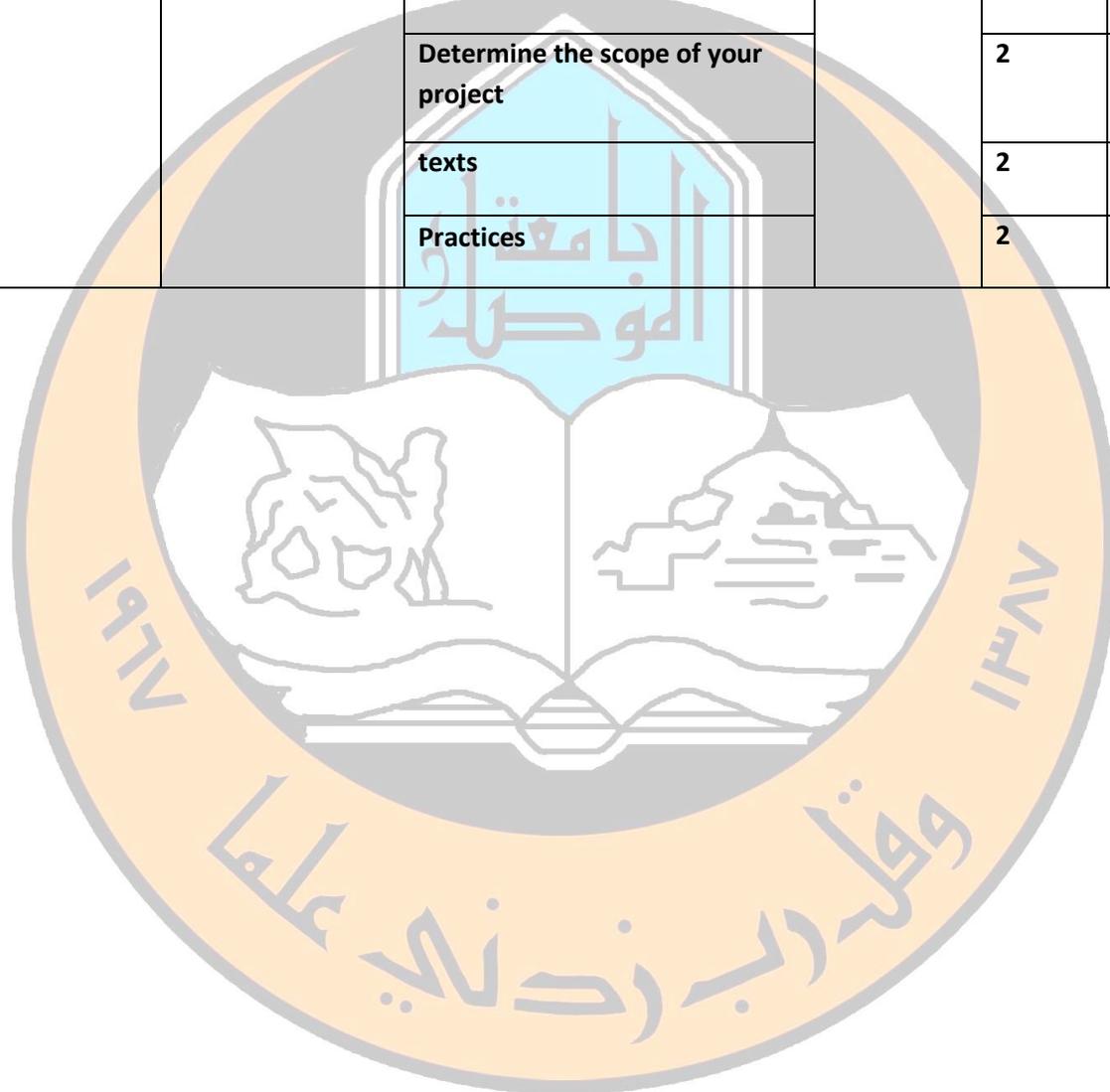
1. Educational Institute	University of Mosul
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation
3. Title/ Code	methods of research
4. Included Program	B.A. Degree in Translation
5. Available Attendance	In the classrooms
6. Semester / Year	2022 – 2021
7. Number of hours (per week)	2
8. Date	15\9\2021
<b>9. Aims:</b> 10- Developing English speaking skills and improving students' ability to. <b>methods of research.</b> Developing skills. 11- Training students to adapt to the specific surrounding circumstances in <b>methods of research.</b> 12- Developing students' ability in using <b>methods of research.</b> Encouraging students to learn new vocabulary	

<b>10. Education Outcomes and Methods of Teaching, Learning, and Assessment</b>					
<b>a. Methods of Teaching and Learning</b>					
71. Lecture					
72. Discussion and Reaction					
73. Positive Criticism					
74. Brain Storming					
75. Knowledge Plans					
<b>b. Methods of Assessment</b>					
76. Knowledge Assessment					
77. Skills Assessment					
78. Creative Assessment					
79. Self-Assessment					
<b>c. Thinking Skills</b>					
80. Critical Thinking Skills					
81. Creative Thinking Skills					
82. Analytical Thinking Skills					
<b>d. General and transferable skills (other skills related to employability and personal development)</b>					
83. Research and Investigation Skills.					
84. Presentation Skills					

<b>11. Course Structure</b>					
<b>Assessment Method</b>	<b>Learning Method</b>	<b>Subjects</b>	<b>Required Education Outcomes</b>	<b>Hours</b>	<b>Week No.</b>

Actual participations of students in the classroom	Presenting lectures on data show	The meaning of research	2	1
		Objectives of research	2	2
		Motivations of research	2	3
		Types of research	2	4
		Research methods vs. methodology	2	5
		Research process	2	6
	Discussing relevant points deeply	Development of working hypotheses	2	7
		Introduction	2	8
		Results	2	9
	Asking questions and giving suitable answers	Tables and figures	2	10
		Abstract	2	11
		Title page	2	12
	Doing methods of research exercises that provide the student with methods of research	References	2	13
		Table and table captions	2	14
		Figures and figure caption	2	15
		Genre translation	2	16
		Effects of technology	2	17
		The place of technology in translator training	2	18
		Terminology and glossaries	2	19
		The translation process	2	20
		The translation profession	2	21
		From the initial idea to the plan	2	22
Monthly exams				

		Reading critically	2	23
		Talk to someone who knows	2	24
		Check out other resources	2	25
		Keep complete bibliographic records	2	26
		Plan your time	2	27
		Determine the scope of your project	2	28
		texts	2	29
		Practices	2	30



<b>13. Acceptance</b>			
<b>prerequisites</b>	<b>12. Infrastructure</b>		
	<b>Resources</b>		
<b>Minimum number of students</b>	• Books	20	Websites,
<b>Maximum number of students</b>	• Others	70	<ul style="list-style-type: none"> <li>▪ The Map</li> </ul> <b>Supplementary topics have been chosen from the internet.</b>
<b>Special Requirements</b>			<ul style="list-style-type: none"> <li>- <b>Supplementary topics have been chosen from the internet</b></li> </ul> Training students to adapt to the specific surrounding circumstances in <b>methods of research</b> .  Developing students' ability in using <b>methods of research</b> . <ul style="list-style-type: none"> <li>- Encouraging students to learn new vocabulary</li> <li>-</li> </ul>
<b>Social Services (e.g.: hosting lecturers, vocational training and field studies)</b>			



**Reviewing Performance of Higher Education Institutes**  
**((Academic Program Review))**

This description provides a summary including the most important course items and educational outcomes expected to be achieved by students to prove whether or not they got a high benefit of available Education opportunities. This should be connected to the description program.

1. Educational Institute	University of Mosul
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation
3. Title/ Code	On-sight- translation
4. Included Program	B.A. Degree in Translation
5. Available Attendance	In the classrooms
6. Semester / Year	2022 – 2021
7. Number of hours (per week)	2
8. Date	15\9\2021
<b>9. Aims:</b> 1- improve students’ ability to On-sight- translation. 2. Enabling students to use correct sentences and express ideas clearly in On-sight- translation. 3. Helping students overcome the shyness in On-sight-translation. 4. Developing skills. 5. Training students to adapt to the specific surrounding circumstances during the process of translating in On-sight- translation. 6. Developing students’ ability in using specialized terms. 7. Encouraging students to learn new vocabulary 8. Developing students’ cultural skills through raising the cultural and linguistic awareness in Arabic and English in On-sight- translation.	

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

<b>a. Methods of Teaching and Learning</b>
<p>85. Lecture</p> <p>86. Discussion and Reaction</p> <p>87. Positive Criticism</p> <p>88. Brain Storming</p> <p>89. Knowledge Plans</p>
<b>b. Methods of Assessment</b>
<p>90. Knowledge Assessment</p> <p>91. Skills Assessment</p> <p>92. Creative Assessment</p> <p>93. Self-Assessment</p>
<b>c. Thinking Skills</b>
<p>94. Critical Thinking Skills</p> <p>95. Creative Thinking Skills</p> <p>96. Analytical Thinking Skills</p>
<b>d. General and transferable skills (other skills related to employability and personal development)</b>
<p>97. Research and Investigation Skills.</p> <p>98. Presentation Skills</p>

<b>11. Course Structure</b>					
Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
		Selected texts		2	1

<b>exams</b>  <b>Actual participations of students in the classroom</b>	<b>Presenting lectures on data show</b>  <b>questions regarding On-sight- translation</b> <b>Doing exercises that provide the student with enough information about On-sight-translation</b> <b>Conducting On-sight- translation workshops in the classroom</b>  <b>Making competitions among students</b>  <b>team works</b>	Selected texts	2	2
		Selected texts	2	3
		Selected texts	2	4
		Selected texts	2	5
		Selected texts	2	6
		Selected texts	2	7
		Selected texts	2	8
		Selected texts	2	9
		Selected texts	2	10
		Selected texts	2	11
		Selected texts	2	12
		Selected texts	2	13
		Selected texts	2	14
		Selected texts	2	15
		Selected texts	2	16
		Selected texts	2	17
		Selected texts	2	18
		Selected texts	2	19
		Selected texts	2	20
		Selected texts	2	21
		Selected texts	2	22
		Selected texts	2	23
		Selected texts	2	24
		Selected texts	2	25

		Selected texts		2	26
		Selected texts		2	27
		Selected texts		2	28
		Selected texts		2	29
		Selected texts		2	30



<b>13. Acceptance</b>			
<b>prerequisites</b>	<b>12. Infrastructure</b>		
	<b>Resources</b>		
<b>Minimum number of students</b>	• Books	20	Websites, and videos
<b>Maximum number of students</b>	• Others	70	Text concerning with the translation and the new books that are tackling the translation of specific subjects
<b>Special Requirements</b>			<ul style="list-style-type: none"> <li>- The sentence is the core stone in which meaning message is conveyed.</li> <li>- Helping students to master On-sight- translation ing exams in this type of translation <b>اجراء الامتحانات On-sight-translation</b></li> <li>- Preparing frequent exams and discussing mistakes made by students are fruitful.</li> </ul>
<b>Social Services (e.g.: hosting lecturers, vocational training and field studies)</b>			

## Reviewing Performance of Higher Education Institutes

((Academic Program Review))

This description provides a summary including the most important course items and educational outcomes expected to be achieved by students to prove whether or not they got a high benefit of available Education opportunities. This should be connected to the description program.

1. Educational Institute	University of Mosul
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation
3. Title/ Code	play
4. Included Program	B.A. Degree in Translation
5. Available Attendance	In the classrooms
6. Semester / Year	2022 – 2021
7. Number of hours (per week)	2
8. Date	15\9\2021
9. Aims:	Teaching play can contribute to the development of students' literary culture. 2- Enhancing students' understanding of literature and literary elements. 3- Analysis characters, context, symbols, and narrative development. 4- Assisting students to develop creative writing skills and expressing ideas. 5- Understanding personal and cultural identity through the play's characters. 6- Enhancing students' ability to interact critically with literary texts. 7- Developing analytical and critical thinking skills for the students. Developing students' skills to connect English grammatical sentences and Arabic grammatical sentences to create coherent texts, which enhances their abilities to develop writing skills.

### 10. Education Outcomes and Methods of Teaching, Learning, and Assessment

#### a. Methods of Teaching and Learning

99. Lecture

<p>100. Discussion and Reaction</p> <p>101. Positive Criticism</p> <p>102. Brain Storming</p> <p>103. Knowledge Plans</p>
<b>b. Methods of Assessment</b>
<p>104. Knowledge Assessment</p> <p>105. Skills Assessment</p> <p>106. Creative Assessment</p> <p>107. Self-Assessment</p>
<b>c. Thinking Skills</b>
<p>108. Critical Thinking Skills</p> <p>109. Creative Thinking Skills</p> <p>110. Analytical Thinking Skills</p>
<b>d. General and transferable skills (other skills related to employability and personal development)</b>
<p>111. Research and Investigation Skills.</p> <p>112. Presentation Skills</p>

<b>11. Course Structure</b>					
<b>Assessment Method</b>	<b>Learning Method</b>	<b>Subjects</b>	<b>Required Education Outcomes</b>	<b>Hours</b>	<b>Week No.</b>
<b>Monthly exams</b>	<b>Discussing relevant points</b>	Romeo and Juliet		2	1
		Romeo and Juliet		2	2
		Romeo and Juliet		2	3
<b>Actual participations</b>					

of students in the classroom	Activating the practical tasks	Romeo and Juliet	2	4
		Romeo and Juliet	2	5
		Romeo and Juliet	2	6
	Making competitions among students	Romeo and Juliet	2	7
		Romeo and Juliet	2	8
		Romeo and Juliet	2	9
		Romeo and Juliet	2	10
		Romeo and Juliet	2	11
	team works	Romeo and Juliet	2	12
		Romeo and Juliet	2	13
		Romeo and Juliet	2	14
		Romeo and Juliet	2	15
		Romeo and Juliet	2	16
		Romeo and Juliet	2	17
		Romeo and Juliet	2	18
		Romeo and Juliet	2	19
		Romeo and Juliet	2	20
		All my sons	2	21
		All my sons	2	22
		All my sons	2	23
		All my sons	2	24
		All my sons	2	25
	All my sons	2	26	
	All my sons	2	27	



		All my sons		2	28
		All my sons		2	29
		All my sons		2	30



<b>13. Acceptance</b>			
<b>prerequisites</b>	<b>12. Infrastructure</b>		
	<b>Resources</b>		
<b>Minimum number of students</b>	<ul style="list-style-type: none"> <li>• Books</li> </ul>	20	<ul style="list-style-type: none"> <li>▪ Romeo and Juliet</li> </ul>
<b>Maximum number of students</b>	<ul style="list-style-type: none"> <li>• Others</li> </ul>	70	<ul style="list-style-type: none"> <li>▪ All my sons</li> </ul> <p>Internet sites and YouTube videos.</p>
<b>Special Requirements</b>			<ul style="list-style-type: none"> <li>- Developing students' skills to connect English grammatical sentences and Arabic grammatical sentences to create coherent texts, which enhances their abilities to develop writing skills.</li> <li>- Homework is enhancing and complementary step toward qualification.</li> <li>- Preparing frequent exams and discussing mistakes made by students are fruitful.</li> </ul>
<b>Social Services (e.g.: hosting lecturers, vocational training and field studies)</b>			

## Reviewing Performance of Higher Education Institutes

((Academic Program Review))

This description provides a summary including the most important course items and educational outcomes expected to be achieved by students to prove whether or not they got a high benefit of available Education opportunities. This should be connected to the description program.

1. Educational Institute	University of Mosul
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation
3. Title/ Code	Specialized translation
4. Included Program	B.A. Degree in Translation
5. Available Attendance	In the classrooms
6. Semester / Year	2022 – 2021
7. Number of hours (per week)	3
8. Date	15\9\2021
9. Aims:	Developing English speaking skills and improving students' ability to. 2. Enabling students to use correct sentences and express ideas clearly in Specialized translation. 3. Helping students overcome the shyness in Specialized translation. 4. Developing skills. 5. Training students to adapt to the specific surrounding circumstances during the process of translating in Specialized translation. 6. Developing students' ability in using specialized terms. 7. Encouraging students to learn new vocabulary 8. Developing students' cultural skills through raising the cultural and linguistic awareness in Arabic and English in Specialized translation.

<b>10. Education Outcomes and Methods of Teaching, Learning, and Assessment</b>	
<b>a. Methods of Teaching and Learning</b>	
113.	Lecture
114.	Discussion and Reaction
115.	Positive Criticism
116.	Brain Storming
117.	Knowledge Plans
<b>b. Methods of Assessment</b>	
118.	Knowledge Assessment
119.	Skills Assessment
120.	Creative Assessment
121.	Self-Assessment
<b>c. Thinking Skills</b>	
122.	Critical Thinking Skills
123.	Creative Thinking Skills
124.	Analytical Thinking Skills
<b>d. General and transferable skills (other skills related to employability and personal development)</b>	
125.	Research and Investigation Skills.
126.	Presentation Skills

<b>11. Course Structure</b>					
Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.

<p>Quizzes</p> <p>Monthly exams</p> <p>Actual participations of students in the classroom</p>	<ul style="list-style-type: none"> <li>Discussions</li> <li>Asking questions regarding both English and Arabic sentences</li> </ul>	Selected texts	3	1
		Selected texts	3	2
		Selected texts	3	3
		Selected texts	3	4
		Selected texts	3	5
		Selected texts	3	6
		Selected texts	3	7
		Selected texts	3	8
		Selected texts	3	9
		Selected texts	3	10
	<p>Doing exercises that provide the student with enough information about translation</p> <p>Conducting workshops in the classroom</p> <p>team works</p>	Selected texts	3	11
		Selected texts	3	12
		Selected texts	3	13
		Selected texts	3	14
		Selected texts	3	15
		Selected texts	3	16
		Selected texts	3	17
		Selected texts	3	18
		Selected texts	3	19
		Selected texts	3	20
		Selected texts	3	21
		Selected texts	3	22
		Selected texts	3	23
		Selected texts	3	24

		Selected texts	3	25
		Selected texts	3	26
		Selected texts	3	27
		Selected texts	3	28
		Selected texts	3	29
		Selected texts	3	30



13. Acceptance	Infrastructure		
prerequisites	Resources		
Minimum number of students	<ul style="list-style-type: none"> <li>• Books</li> <li>• Others</li> </ul>	20	Text concerning with the translation and the new books that are tackling the translation of specific subjects
Maximum number of students		70	<ul style="list-style-type: none"> <li>- Students at the department with translation are always interested in this type of translation due to the fact that this is specific type is always challenging. This motivate students to exert effort and I try and achieve the maximum level effectiveness. As such teachers of translation I'm always encouraging their students to do their best.</li> </ul>
	Special Requirements		
	Social Services (e.g.: hosting lecturers, vocational training and field studies)		

