

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	2023 – 2024
7. Number of hours (per week)	2
8. Date	15\9\2023
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. Methods of Assessment
<p>6. Knowledge Assessment</p> <p>7. Skills Assessment</p> <p>8. Creative Assessment</p> <p>9. Self-Assessment</p>
c. Thinking Skills
<p>10. Critical Thinking Skills</p> <p>11. Creative Thinking Skills</p> <p>12. Analytical Thinking Skills</p>
d. General and transferable skills (other skills related to employability and personal development)
<p>13. Research and Investigation Skills.</p> <p>14. Presentation Skills</p>

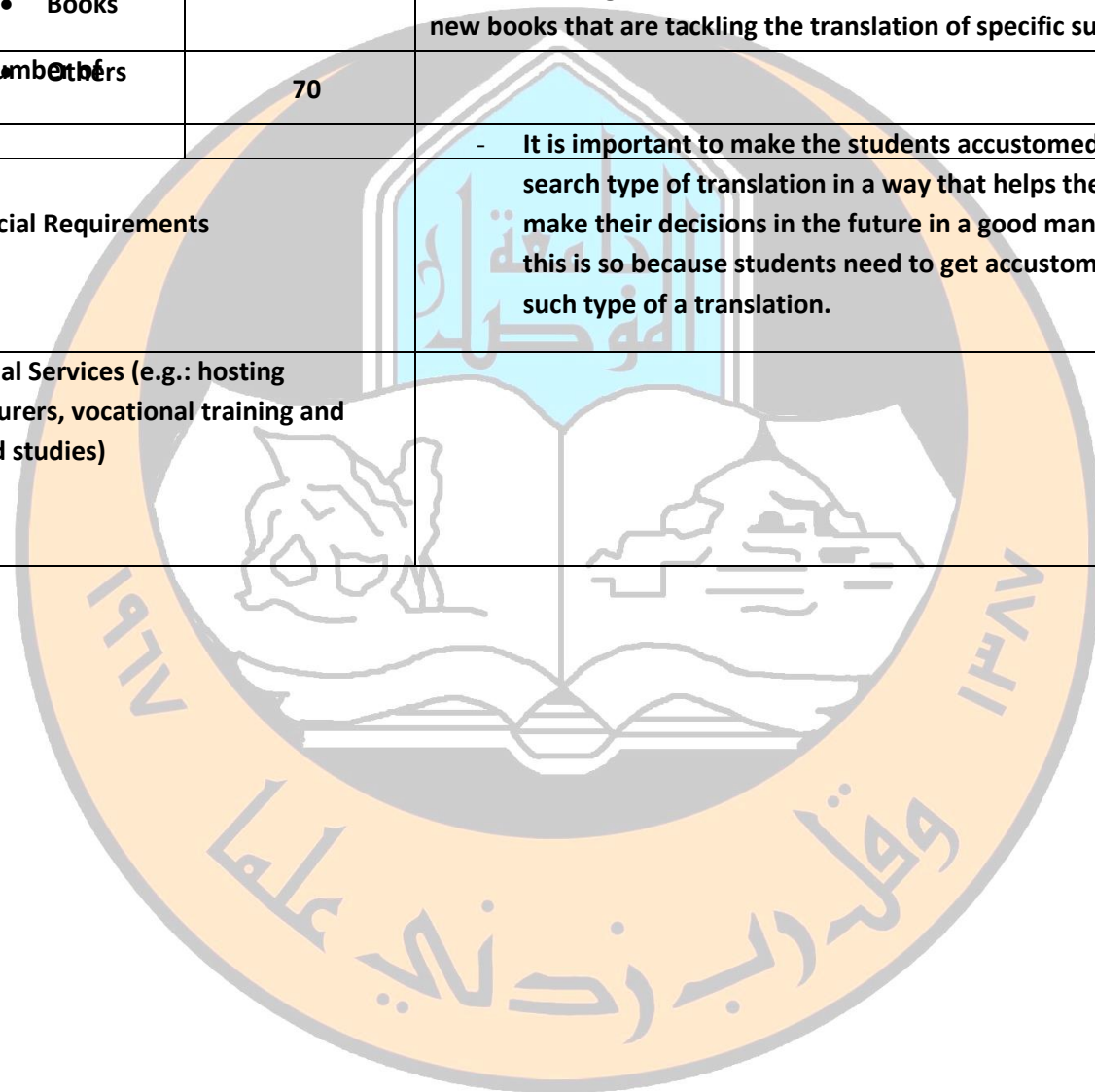
11. Course Structure					
Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
Quizzes	<ul style="list-style-type: none"> Discussions 	Selected texts		2	1
		Selected texts		2	2
		Selected texts		2	3
		Selected texts		2	4
Monthly exams	<ul style="list-style-type: none">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

Actual participations of students in the classroom	exercises that provide the student with enough information about Administrative translation Conducting workshops in the classroom	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



13. Acceptance			
prerequisites	12. Infrastructure		
	Resources		
Minimum number of students	<ul style="list-style-type: none"> Books 	20	Text concerning with the Administrative translation and the new books that are tackling the translation of specific subjects
Maximum number of students	Others	70	
Special Requirements		<ul style="list-style-type: none"> - 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. 	
Social Services (e.g.: hosting lecturers, vocational training and field studies)			



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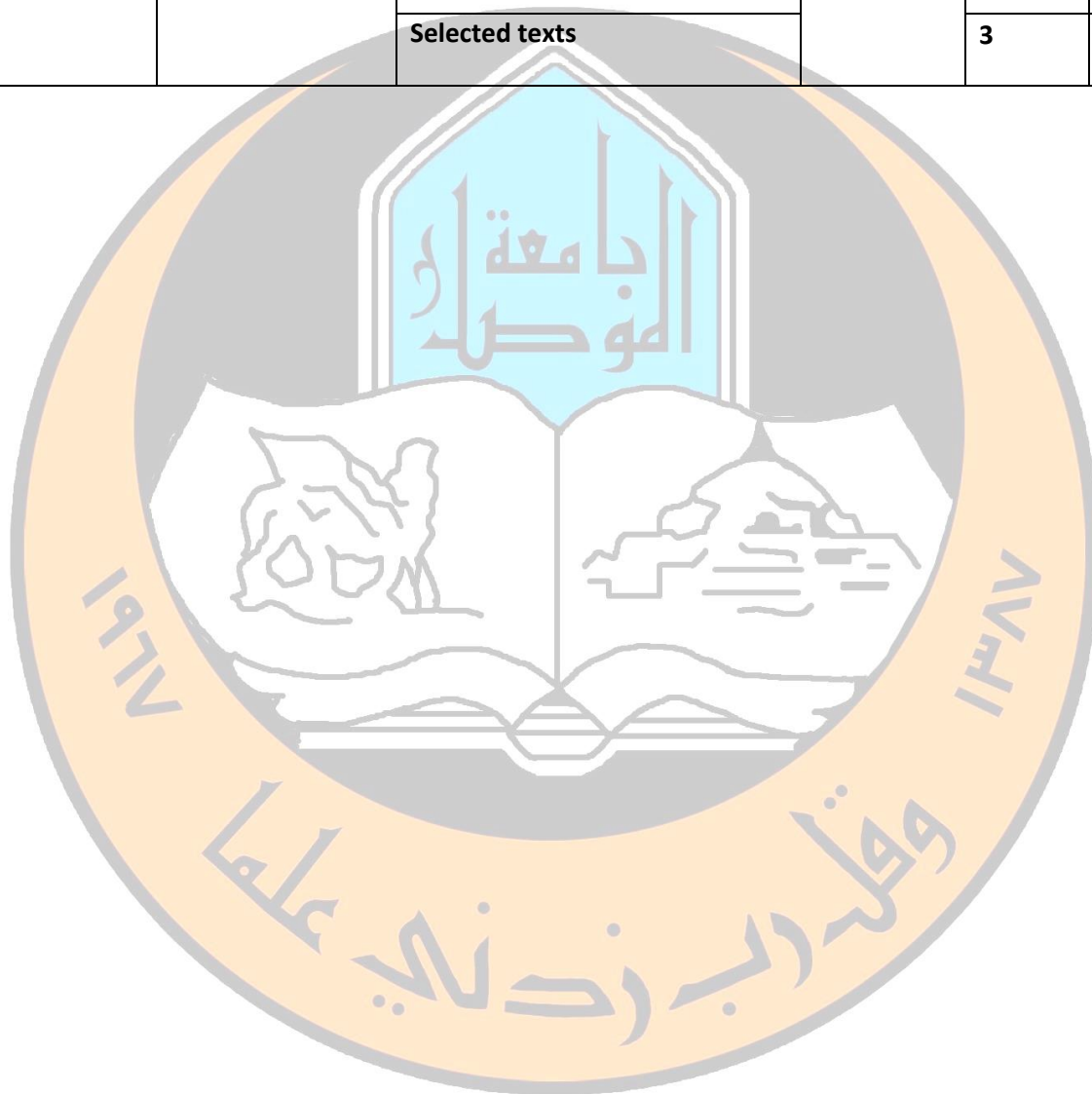
1. Educational Institute	University of Mosul
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation
3. Title/ Code	consecutive translation
4. Included Program	B.A. Degree in Translation
5. Available Attendance	In the classrooms
6. Semester / Year	2023 – 2024
7. Number of hours (per week)	3
8. Date	15\9\2023
9. Aims: 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	

10. Education Outcomes and Methods of Teaching, Learning, and Assessment					
a. Methods of Teaching and Learning					
15. Lecture					
16. Discussion and Reaction					
17. Positive Criticism					
18. Brain Storming					
19. Knowledge Plans					
b. Methods of Assessment					
20. Knowledge Assessment					
21. Skills Assessment					
22. Creative Assessment					
23. Self-Assessment					
c. Thinking Skills					
24. Critical Thinking Skills					
25. Creative Thinking Skills					
26. Analytical Thinking Skills					
d. General and transferable skills (other skills related to employability and personal development)					
27. Research and Investigation Skills.					
28. Presentation Skills					

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"> Presenting lectures dealing with consecutive translation in both English and Arabic Discussions Asking questions regarding both consecutive translation <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



13. Acceptance			
prerequisites	12. Infrastructure		
	Resources		Internet sites and YouTube videos. On consecutive translation
Minimum number of students	<ul style="list-style-type: none"> Books 	20	
Maximum number of students	Others	70	
Special Requirements		<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>	
Social Services (e.g.: hosting lecturers, vocational training and field studies)			

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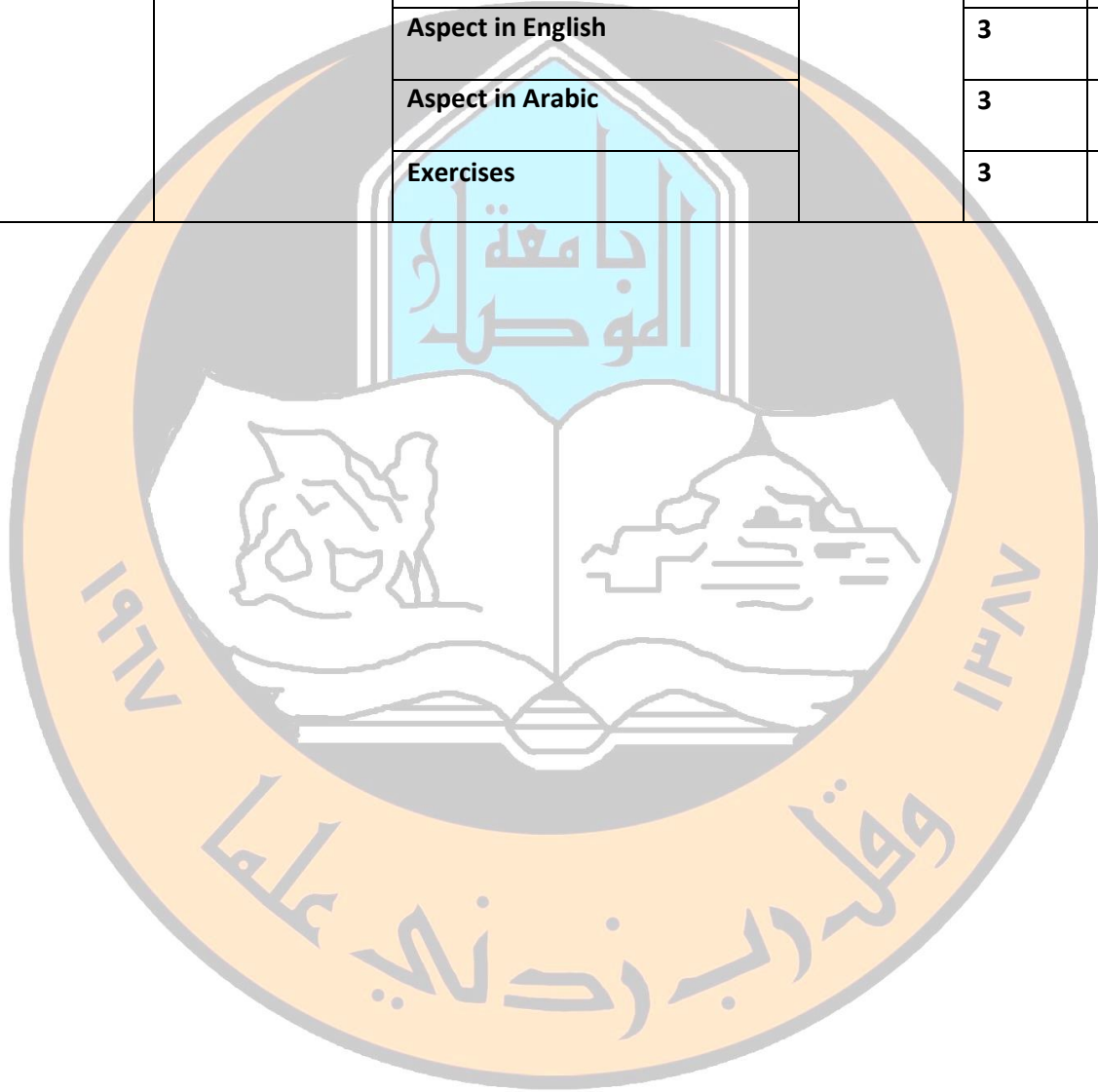
1. Educational Institute	University of Mosul
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation
3. Title/ Code	Contrastive Grammar
4. Included Program	B.A. Degree in Translation
5. Available Attendance	In the classrooms
6. Semester / Year	2023 – 2024
7. Number of hours (per week)	3
8. Date	15\9\2023
9. Aims:	
	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.

		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
Quizzes	<ul style="list-style-type: none"> Presenting lectures comparing between the grammar of both English and Arabic Discussions Asking questions regarding the structure of both English and Arabic sentences Doing exercises that provide the student with enough information about how structures are made 	Types of verbs		3	7
		Functions of verbs		3	8
Monthly exams		Verbs in Arabic		3	9
		Comparison of verbs		3	10
		امتحان يومي		3	11
Actual participations of students in the classroom		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



13. Acceptance			
prerequisites	12. Infrastructure		
	Resources		contrastive grammar of English and Arabic
Minimum number of students	<ul style="list-style-type: none"> • Books 	20	<ul style="list-style-type: none"> • university grammar of English
Maximum number of students	<ul style="list-style-type: none"> • Others 	70	
Special Requirements			<ul style="list-style-type: none"> - Searching and investigating more in Arabic language as well as English language and grammar's topics. - • 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. - • Submitting assignments and doing exercises within the class. - • Conducting exams.
Social Services (e.g.: hosting lecturers, vocational training and field studies)			

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1. Educational Institute	University of Mosul
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation
3. Title/ Code	Diplomatic translation
4. Included Program	B.A. Degree in Translation
5. Available Attendance	In the classrooms
6. Semester / Year	2023 – 2024
7. Number of hours (per week)	2
8. Date	15\9\2023
9. Aims: 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 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 .	

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

a. Methods of Teaching and Learning

43. Lecture

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

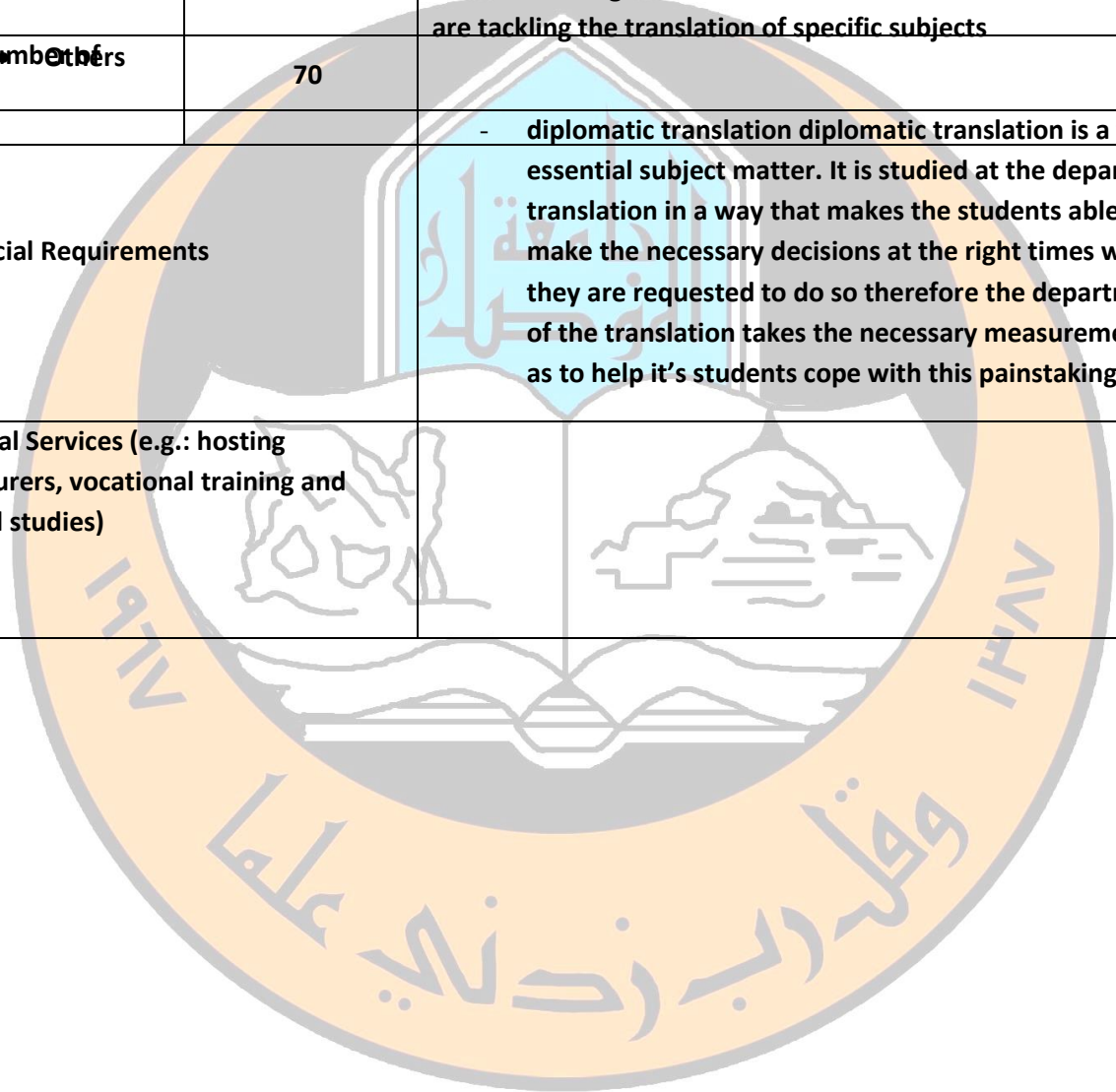
11. Course Structure					
Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
Quizzes	<ul style="list-style-type: none"> • Discussions • Asking questions regarding Diplomatic 	Selected texts		2	1
		Selected texts		2	2
		Selected texts		2	3
Monthly exams					

Actual participations of students in the classroom	translation in both English and Arabic sentences Doing exercises that provide the student with enough information about translation Conducting workshops in the classroom	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



13. Acceptance			
prerequisites	12. Infrastructure		
	Resources		
Minimum number of students	• Books	20	Text concerning with the translation and the new books that are tackling the translation of specific subjects
Maximum number of students	Others	70	
Special Requirements		- 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	
Social Services (e.g.: hosting lecturers, vocational training and field studies)			



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1. Educational Institute	University of Mosul
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation
3. Title/ Code	linguistics
4. Included Program	B.A. Degree in Translation
5. Available Attendance	In the classrooms
6. Semester / Year	2023 – 2024
7. Number of hours (per week)	3
8. Date	15\9\2023
9. Aims:	
	<ul style="list-style-type: none">- Teaching students the basics of linguistics- Teaching students the structure and construction of English sentences.- Identifying the various types of linguistics.- Teaching the types of English and Arabic tenses and identifying their formulas and usages.- Developing students' abilities to formulate correct grammatical English sentences and distinguish ungrammatical structures.

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
57. Lecture 58. Discussion and Reaction 59. Positive Criticism 60. Brain Storming 61. Knowledge Plans
b. Methods of Assessment
62. Knowledge Assessment 63. Skills Assessment 64. Creative Assessment 65. Self-Assessment
c. Thinking Skills
66. Critical Thinking Skills 67. Creative Thinking Skills 68. Analytical Thinking Skills
d. General and transferable skills (other skills related to employability and personal development)
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"> Presenting lectures on the grammar of English Discussions Asking questions regarding the structure of both English and Arabic sentences Doing exercises that provide the student with enough information about how structures are made Conducting workshops in the classroom	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)			
		Chapter 1: The Origins of Language (Lect. 6)			
		The divine source			
		The natural sound source		3	5
The "bow-wow" theory					
The "pooh-pooh" theory					
Comparing between texts	3	6			
The verb	3	7			
The social interaction source (Lect. 7)					
The physical adaptation source					
Teeth and lips					
Mouth and tongue	3	7			
Larynx and Pharynx					
The tool-making source (Lect. 8)					

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

		Tense in Arabic		3	13
		Chapter 6: Morphology (Lect. 25)			
		Introduction		3	14
		Morphemes			
		Exam		3	15
		Aspect in English		3	16
		Morphological Description (Lect. 26)			
		Morphs and Allomorphs		3	17
		Other Languages (Lect. 27)			
		Review			
		% 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



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

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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	2023 – 2024
7. Number of hours (per week)	2
8. Date	15\9\2023
9. Aims: 10- Developing English speaking skills and improving students' ability to. methods of research. Developing skills. 11- Training students to adapt to the specific surrounding circumstances in methods of research. 12- Developing students' ability in using methods of research. Encouraging students to learn new vocabulary	

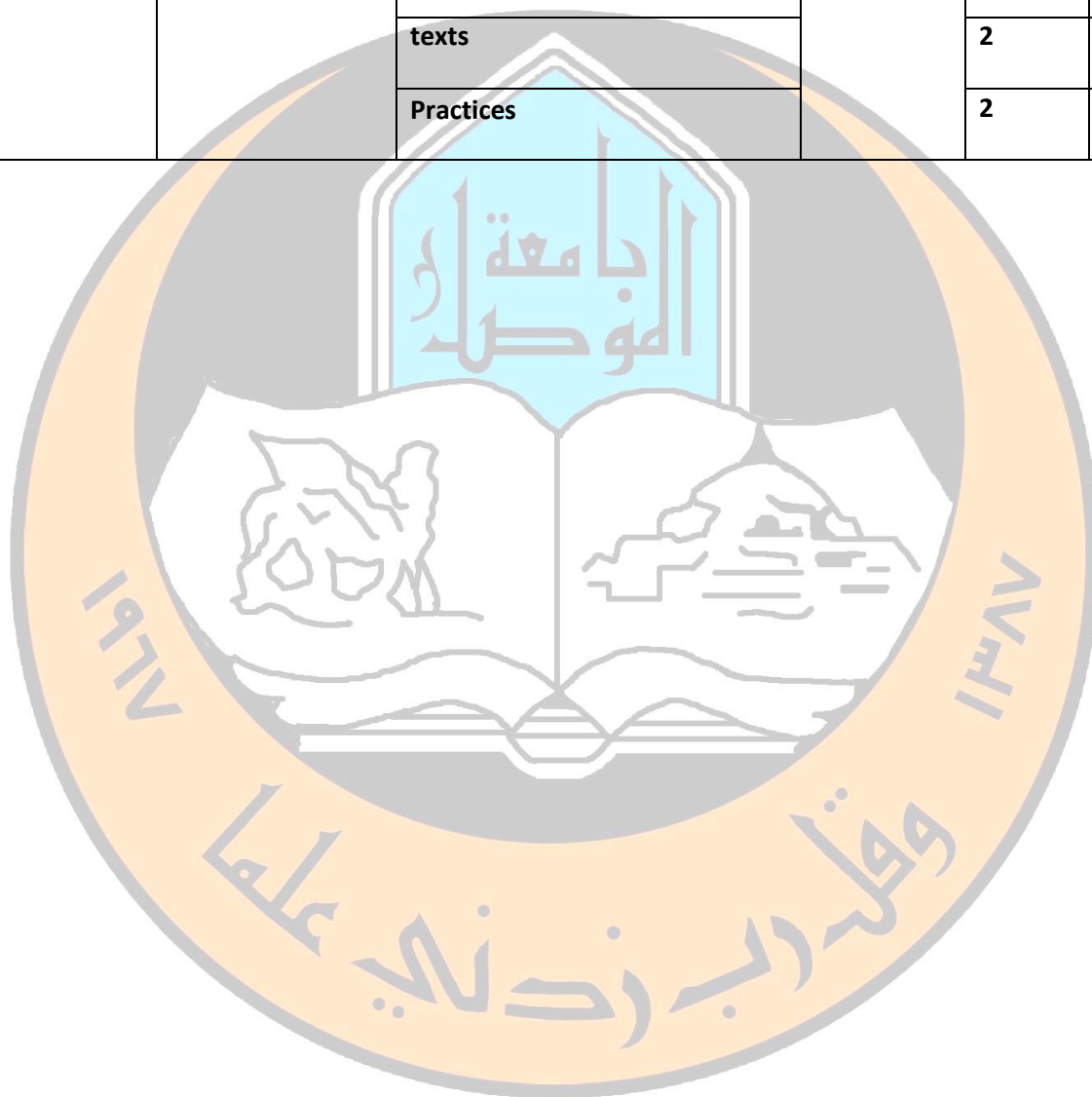
10. Education Outcomes and Methods of Teaching, Learning, and Assessment

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

11. Course Structure					
Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
		The meaning of research		2	1

Monthly exams Actual participations of students in the classroom	Presenting lectures on data show	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
		Tables and figures	2	10
		Abstract	2	11
	Asking questions and giving suitable answers	Title page	2	12
		References	2	13
		Table and table captions	2	14
	Doing methods of research exercises that provide the student with methods of research	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
		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



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

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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	2023 – 2024
7. Number of hours (per week)	2
8. Date	15\9\2023
9. Aims:	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

a. Methods of Teaching and Learning
<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. Methods of Assessment
<p>90. Knowledge Assessment</p> <p>91. Skills Assessment</p> <p>92. Creative Assessment</p> <p>93. Self-Assessment</p>
c. Thinking Skills
<p>94. Critical Thinking Skills</p> <p>95. Creative Thinking Skills</p> <p>96. Analytical Thinking Skills</p>
d. General and transferable skills (other skills related to employability and personal development)
<p>97. Research and Investigation Skills.</p> <p>98. Presentation Skills</p>

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

exams Actual participations of students in the classroom	Presenting lectures on data show questions regarding On-sight- translation Doing exercises that provide the student with enough information about On-sight-translation Conducting On-sight- translation workshops in the classroom Making competitions among students team works	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



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

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	play
4. Included Program	B.A. Degree in Translation
5. Available Attendance	In the classrooms
6. Semester / Year	2023 – 2024
7. Number of hours (per week)	2
8. Date	15\9\2023
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					
100. Discussion and Reaction					
101. Positive Criticism					
102. Brain Storming					
103. Knowledge Plans					
b. Methods of Assessment					
104. Knowledge Assessment					
105. Skills Assessment					
106. Creative Assessment					
107. Self-Assessment					
c. Thinking Skills					
108. Critical Thinking Skills					
109. Creative Thinking Skills					
110. Analytical Thinking Skills					
d. General and transferable skills (other skills related to employability and personal development)					
111. Research and Investigation Skills.					
112. Presentation Skills					

11. Course Structure					
Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.

Actual participations of students in the classroom	Monthly exams	Romeo and Juliet	2	1
		Romeo and Juliet	2	2
		Romeo and Juliet	2	3
		Romeo and Juliet	2	4
		Romeo and Juliet	2	5
		Romeo and Juliet	2	6
		Romeo and Juliet	2	7
		Romeo and Juliet	2	8
		Romeo and Juliet	2	9
		Romeo and Juliet	2	10
	Activating the practical tasks	Romeo and Juliet	2	11
		Romeo and Juliet	2	12
		Romeo and Juliet	2	13
		Romeo and Juliet	2	14
	Making competitions among students	Romeo and Juliet	2	15
		Romeo and Juliet	2	16
		Romeo and Juliet	2	17
	team works	Romeo and Juliet	2	18
		All my sons	2	19
		All my sons	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



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

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	Specialized translation
4. Included Program	B.A. Degree in Translation
5. Available Attendance	In the classrooms
6. Semester / Year	2023 – 2024
7. Number of hours (per week)	3
8. Date	15\9\2023
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.	

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

a. Methods of Teaching and Learning

113. Lecture

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

11. Course Structure					
Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
Quizzes	<ul style="list-style-type: none"> • Discussions • Asking questions regarding both English 	Selected texts		3	1
		Selected texts		3	2
		Selected texts		3	3
Monthly exams					

Actual participations of students in the classroom	and Arabic sentences	Selected texts	3	4
	Doing exercises that provide the student with enough information about translation Conducting workshops in the classroom team works	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



13. Acceptance			
prerequisites	12. Infrastructure		
	Resources		
Minimum number of students	• Books	20	Text concerning with the translation and the new books that are tackling the translation of specific subjects
Maximum number of students	Others	70	
Special Requirements		<p>- 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.</p>	
Social Services (e.g.: hosting lecturers, vocational training and field studies)			

