

## **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 / Depa <mark>rtment</mark> of
( -7/4	Translation
3. Title/ Code	Sociolinguistics Attr24_F609
4. Inc <mark>luded Pro</mark> gram	PhD in Linguistics <mark>and Translat</mark> ion
5. Available Attendance	Attendance in Classroom
6. Semester / Year	Second Course (2022-2023)
7. Number of hours (per week)	45 Hours / Course
8. Date	February 2023

#### 9. Aims:

The course provides an in-depth exploration of sociolinguistics, a multidisciplinary field that studies the relationship between language and society. It explores how social factors such as region, social class, gender, and race influence language use and diversity. This science provides PhD students with analytical tools to study

attitudes toward language, language change, and its policies. This field also encourages scholars to understand the role of language in building social identities and power dynamics.

10. Education Ou	tcomes and Methods of Teaching, Learning, and Assessment
a. Methods of Tea	ching and Learning
	1. Lecture ✓
	2. Discussion and Reaction ✓
	3. Positive Criticism ✓
	4. Brain Storming ✓
	5. Knowledge Plans ✓
b. Met <mark>hods</mark> of Ass	essment
	6. Knowledge Assessment ✓
	7. Skills Assessment
	8. Creative Assessment 🗸
2	9. Self-Assessment ✓
c. Th <mark>inking Skills</mark>	
	10. Critical Thinking Skills ✓
	11. Creative Thinking Skills ✓
	12. Analytical Thinking Skills ✓
1.0 1.1	
	ansferable skills (other skills related to employability and
personal developr	ment)
	13. Research and Investigation Skills. ✓
	14. Presentation Skills ✓



Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
	Presenting lectures on	Introduction to Sociolinguistics	Enhancing the	3	1
	data show	Language Change	university's	3	2
	Discussing relevant points	Sociolinguistics and other Disciplines	strategic orientation s to achieve	3	3
Quizzes	deeply	Field Work in Sociolinguistics	sustainable	3	4
Monthly	Asking	World Englishes	developme nt at all	3	5
exams	questions and giving suitable	Writing A Proposal in Sociolinguistics	levels.	3	6
Actual participations	answers	Slang English	Enrichin <mark>g</mark> the	3	7
of students in	Activating the	Language and Humor	research experience	3	8
the classroom	practical tasks	Sociolinguistics and Artificial Intelligence	and	3	9
	Making competitions	Language and Migration	advancing the quality	3	10
	among students	Language and Health Communication	of scientific research	3	11
		Language and Globalization	through	3	12
	team works	Language and Technology	student- centered	3	13

	Review on Critical Issues in Sociolinguistics	academic programs in a	3	14
	Pre-final Exam	manner consistent with the	3	15
		university's mission.		





Accreditation Department	
International Accreditation Division 12. Infrastructure	
Resources	<ul> <li>Gerard Van Herk, (2012) What is</li> </ul>
<ul> <li>Books</li> </ul>	Sociolinguistics? USA: Wiley Blackwell.
	<ul> <li>Natalia Schilling, (2013), Sociolinguistic</li> </ul>
<ul><li>Others</li></ul>	Fieldwork, Cambridge: Cambridge
	University Press.
	Nikolas Coupland, (2016), Sociolinguistics:
	Theoretical Debates, Cambridge: Cambridge
	University Press.
	<ul><li>Rajend Mesthrie, (2011), The Cambridge</li></ul>
	Handbook of Sociolinguistics, Cambridge:
	Cambridge University Press.
	<ul><li>Ronald Wardhaugh and Janet M. Fuller</li></ul>
	(2015), An Introduction to Sociolinguistics,
	USA: Wiley Blackwell.
Sp <mark>ecial R</mark> equirements	Presentations and Assignments
(5-/4	
Social Services (e.g.: hosting	
lecturers, vocational training	
	Lectures
and fie <mark>ld studies</mark> )	

13. Acceptance	6/
prerequisites	MA in Translation
Minimum number of students	15
Maximum number of students	20

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1. Educational Institute	University of Mosul
2. Scientific Dept. / Centre	College of Arts / Department of
	Translation
3. Title/Code	Written Transla <mark>tion</mark> Attr24-F603
4. In <mark>cluded Pr</mark> ogram	PhD in Linguistics and <mark>Translat</mark> ion
5. Available Attendance	Attendance in Cla <mark>ssroom</mark>
6. Se <mark>mester / Y</mark> ear	First Course (20 <mark>23-2024)</mark>
7. Number of hours (per week)	45 Hours / Course
8. Date	September 2023

#### 9. Aims:

Written Translation is a specialized field of study that focuses on converting written text from one language to another while maintaining the meaning and style. For PhD students, it offers an advanced understanding of translation theories, methodologies, and the cultural and sociolinguistic aspects of translation. It also equips students with skills to handle complex translation projects, and conduct translation research.

- 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 Asso	essment	
	20. Knowledge Assessment ✓ 21. Skills Assessment ✓ 22. Creative Assessment ✓ 23. Self-Assessment ✓	
c. T <mark>hinking</mark> Skills	7-183	
	<ul><li>24. Critical Thinking Skills</li><li>25. Creative Thinking Skills</li><li>26. Analytical Thinking Skill</li></ul>	プーラー
d. General and tra	nsferable skills (other skills	related to employability and
personal developn	nent)	
	27. Research and Investi 28. Presentation Skills	

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
		Introduction on Written Translation	Enhancing the	3	1
Presenting lectures on data show	Discussions on translation quality assessment	university's strategic orientation	3	2	
	Discussing	Written translation / Literary Text (Prose)	s to achieve sustainable	3	3
Quizzes	relevant points deeply	Written translation / Literary Text (Poetry 1)	developme nt at all levels.	3	4
Monthly	Asking	Written translation / Literary Text (Poetry 2)	Enriching the	3	5
Actual participations of students in the classroom  Making competitions among students team works	Written translation / Scientific Text	research experience and advancing the quality of scientific research through student-	3	6	
	Written translation / Journalistic Text		3	7	
	Written translation / Newspaper Headlines		3	8	
	Written translation / Magazine Cover		3	9	
	Written translation / Philosophical Text	centered academic	3	10	
	Written translation / AI- generated Text	programs in a	3	11	
		Quiz	manner	3	12
		Written translation / Medical Text	consistent with the	3	13



Written translation / Science Fiction Text	university's mission.	3	14
Pre-final Exam		3	15





T	
International Accreditation Division 12. Infrastructure	
Resources	<ul> <li>Unseen various passages from English into</li> </ul>
• Books	Arabic and vice versa.
• Others	
Special Requirements	Assignments and in-classroom translation activities.
Social Services (e.g.: hosting	
lecturers, vocational training	
and field studies)	Lectures

13. Acceptance		
prerequ <mark>isites</mark>	MA in Translation	
Minimum n <mark>umber of</mark>	(15)	~~~
students	TOOT	7 = -/3
Maximum n <mark>umber of</mark>	20	
students	20	

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This description provides a summary including the most important course items and educational outcomes expected to be achieved by students to prove whether they got a high benefit of available Education opportunities. This should be connected to the description program.

1. Educational Institute	ducational Institute University of Mosul				
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation				
3. Title/ Code	Discourse Analysis				
4. Inc <mark>luded</mark> Program	Undergraduate Seni <mark>or Class</mark>				
5. Available Attendance	Classroom				
6. Semester / Year	Annual				
7. Number of hours (per week)	45				
8. Date	May 2024				

#### 9. Aims:

- Giving some basics of translation theoretically and practically.
- What is 'translator'? what is his job?
- How can we address the text before acting the translation of it.
- Practical tasks for various types of sentences; analyzing and translating them.

Students' qualifications are to be developed via determining mistakes and discussing them so that they will not repeat them in the next tests.



10. Education Outcomes and Methods of Teaching, Learning, and Assessment				
a. Methods of Tea	ching and Learning			
	29. Lecture ✓			
	30. Discussion and Reaction			
	31. Positive Criticism ✓			
	32. Brain Storming			
	33. Knowledge Plans ✓			
b. Methods of Ass	45941			
D. Methods of Ass	essment			
	34. Knowledge Assessment ✓			
	35. Skills Assessment			
	36. Creative Assessment			
3	37. Self-Assessment			
c. Th <mark>inking Skills</mark>				
	38. Critical Thinking Skills			
	39. Creative Thinking Skills ✓			
	40. Analytical Thinking Skills			
	Y A			
d. General and tra	ansferable skills (other skills related to employability and			
personal develops	ment)			
	41. Research and Investigation Skills. ✓			
	42. Presentation Skills			

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
		Introduction to CDA		3	1
	Presenting	Issues in DA		3	2
	lectures on	Political Discourse		3	3
	data show	Scientific Discourse		3	4
	Discussing	Culture and CDA		3	5
	relevant points deeply	Pragmatics and CDA		3	6
Qui <mark>zzes</mark>	7-1	Sociolinguistic issues in CDA		3	7
Monthly	Asking questions and	2 2 3		3	8
exams	giving suitable			3	9
Actual	answers		7	3	10
particip <mark>ations</mark> of students in	Activating the practical tasks		•	3	11
the classro <mark>om</mark>	practical tasks		100	3	12
	Making competitions	1: 13	13/	3	13
	among	30 S)		3	14
	students			3	15
	team works			3	16
				3	17
				3	18
				3	19



	3	20
	3	21
	3	22
	3	23
	3	24
	3	25
	3	26
المو صلحا	3	27
	3	28
6-14-1	3	29
	3	30
	1	



Total District	, ··· = 1
International Accreditation Division 12. Infrastructure	
Resources	
<ul><li>Books</li></ul>	Websites, academic researches, books, and
• Others	videos
Special Requirements	
Social Services (e.g.: hosting	
lecturers, vocational training	
and field studies)	ا ا ا ا ا ا ا ا ا

13. Acceptance		
prerequi <mark>sites</mark>	5-183	
Minimum n <mark>umber of</mark>	20	~~~
students	200	1 = -/ 3
Maximum n <mark>umber of</mark>	70	
students	10	

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1. Educational Institute	tute University of Mosul			
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation			
3. Title/Code	Theories of Translation			
4. Inc <mark>luded</mark> Program	Undergraduate Seni <mark>or Class</mark>			
5. Available Attendance	Classroom			
6. Semester / Year	Annual			
7. Number of hours (per week)	30			
8. Date	May 2024			

#### 9. Aims:

The theory of translation is a complex and multidisciplinary field that sits at the intersection of science and art. At its core, linguistic theory of translation is the process of conveying the essence and intent of a source text from one language to another, bridging the gap between different languages and cultures.

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

a. Methods of Teaching and Learning

43. Lecture 

44. Discussion and Reaction



	45. Positive Criticism ✓
	45. Fositive Chitcisin <b>V</b>
	46. Brain Storming
	47. Knowledge Plans ✓
b. Methods of Asse	essment
	48. Knowledge Assessment ✓
	49. Skills Assessment
	50. Creative Assessment
	51. Self-Assessment
c. Thi <mark>nking</mark> Skills	
	52. Critical Thinking Skills  53. Creative Thinking Skills  54. Analytical Thinking Skills
d. General and tra	nsferable skills (other skills related to employability and
personal developm	nent)
	<ul><li>55. Research and Investigation Skills.  ✓</li><li>56. Presentation Skills</li></ul>

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
		Introduction to Theories of Translation		3	1
		Issues in Translation Theories		3	2
		Communicative Vs Semantic Translations		3	3
	Presenting lectures on	Translation Theories and other disciplines		3	4
	data show	Introduction to Theories of Translation		3	5
	Discussing relevant points	Literal Vs. Free Tranlation		3	6
Quizzes	deeply	الموصلة		3	7
Maratha	Asking			3	8
Monthly exams	questions and		-	3	9
Actual	giving suitable answers		三	3	10
participations	Activating the			3	11
of stud <mark>ents in</mark>	practical tasks		7	3	12
the classicom	Making			3	13
	competitions		(0)	3	14
	among students		12/	3	15
	team works	703)		3	16
	team works			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
N.A.	



International Accreditation Division 12. Infrastructure	
Resources	
• Books	Theorie of Translation, Asim Ismael Ilyas.
• Others	
Special Requirements	
Social Services (e.g.: hosting	
lecturers, vocational training	
and field studies)	ا حامعه ا

13. Acceptance		
prerequ <mark>isites</mark>	5-183	
Minimum n <mark>umber of</mark>	20	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
students	1200	
Maximum n <mark>umber of</mark>	70	
students	70	

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1. Educational Institute	University of Mosul
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation
3. Title/ Code	Simultaneous Interpreting
4. Inc <mark>luded</mark> Program	Undergraduate Seni <mark>or Class</mark>
5. Available Attendance	Classroom
6. Semester / Year	Annual
7. Number of hours (per week)	45
8. Date	May 2024

### 9. Aims:

- Giving theoretical aspects of SI
- Training on the techniques, strategies, and methods.

Practical issues

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

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
		Introduction to SI		3	1
		Issues in SI		3	2
		Theoretical Aspects		3	3
	Presenting	Shadowing Techniques		3	4
	lectures on data show	practice on dialectical issues		3	5
		Challenges and difficulties		3	6
	Discussing relevant points	Techniques and strategies		3	7
Quizzes	deeply	Practice on various types of texts and speeches		3	8
Manthly	Asking	Practice on various types of texts and speeches		3	9
Mo <mark>nthly</mark> exams	questions and	Practice on various types of texts		3	10
	giving suitable	and speeches  Practice on various types of texts	=	3	11
Actual	answers	and speeches  Practice on various types of texts	- /		
participations	Activating the	and speeches		3	12
of stud <mark>ents in</mark> the classroom	practical tasks	Practice on various types of texts and speeches		3	13
	Making	Practice on various types of texts and speeches	CAD	3	14
	competitions	Practice on various types of texts and speeches	3	3	15
	among students			3	16
	team works			3	17
	touri works			3	18
				3	19
				3	20
				3	21
				3	22



	3	23
	3	24
	3	25
	3	26
	3	27
	3	28
	3	29
المو حالا	3	30
	AV.	



International Accreditation Division	303/27
International Accreditation Division 12. Infrastructure	
Resources	
• Books	-Online Resources
• Others	- UN Speeches
	- YouTube resources.
Special Requirements	
Social Services (e.g.: hosting lecturers, vocational training	ا ك معة ا
and field studies)	المؤطا

13. Acceptance	7-16	
prerequ <mark>isites</mark>	PODM	
Minimum n <mark>umber of</mark>	20	
students	20	1
Maximum nu <mark>mber of</mark>	70	
students	70	

# 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 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	Semantics		
4. Included Program	Undergraduate Sen <mark>ior Cla</mark> ss		
5. Available Attendance	Classroom		
6. Semester / Year	Annual		
7. Number of hours (per week)	45		
8. Date	May 2024		
9. Aims:			

- -The aim of semantics is to discover why meaning is more complex than simply the words formed in a sentence. Semantics will ask questions such as: "Why is the structure of a sentence important to the meaning of the sentence? "What are the semantic relationships between words and sentences?"
- It is also aimed at arming translation students with the multidisciplinary studies with translation.

10. Education Outcomes and M	ethods	of Teaching, Learning, and Assessment
a. Methods of Teaching and Lea	rning	
71. Lecture	✓	

72. Discussion and Reaction



73. Positive Criticism 🗸
74. Brain Storming
75. Knowledge Plans ✓
b. Methods of Assessment
76. Knowledge Assessment ✓
77. Skills Assessment
78. Creative Assessment
79. Self-Assessment
c. Thinking Skills
80. Critical Thinking Skills 81. Creative Thinking Skills  82. Analytical Thinking Skills
d. General and transferable skills (other skills related to employability and
personal development)
83. Research and Investigation Skills. ✓ 84. Presentation Skills

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
		Introduction to Semantics		3	1
		Issues in Semantics		3	2
		Semantics and Translation		3	3
	Presenting	Semantics Vs Pragmatics		3	4
	lectures on data show	Semantics and Meaning		3	5
		Semantics and other Disciplines		3	6
	Discussing relevant points	Semantics as a Discipline		3	7
Quizzes	deeply	Semantics and Discourse		3	8
Manda	Asking			3	9
Mo <mark>nthly</mark> exams	questions and			3	10
	giving suitable answers		=-/	3	11
Actual participations				3	12
of students in the classroom	Activating the practical tasks		3	3	13
	Making	,	CAR	3	14
	competitions		3	3	15
	among students			3	16
	team works			3	17
	team works			3	18
				3	19
				3	20
				3	21
				3	22



	3	23
	3	24
	3	25
	3	26
	3	27
	3	28
	3	29
المو حالا	3	30
	AV.	



International Accreditation Division 12. Infrastructure	
Resources	
• Books	-Semantics
• Others	
Special Requirements	
Social Services (e.g.: hosting	
lecturers, vocational training	
and field studies)	

13. Acceptance	5	
prerequ <mark>isites</mark>	G=181	
Minimum n <mark>umber of</mark>	Cal Tan	7 7 7
students	3200	7 - 7 - 7
Maximum n <mark>umber of</mark>	70	
student <mark>s</mark>	70	

# 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 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	Audio-visual Interpreting
4. Included Program	Undergraduate Sen <mark>ior Cla</mark> ss
5. Ava <mark>ilable</mark> Attendance	Classroom
6. Semester / Year	Annual
7. Number of hours (per week)	45
8. Date	May 2024
9. Aims:	

- Training students on subtitling, dubbing, and voice over techniques.
- Preparing students for the growing job market.

a. Methods	of Teaching and Learning
	85. Lecture
	86. Discussion and Reaction
	87. Positive Criticism 🗸
	88. Brain Storming
	89. Knowledge Plans



	90. Knowledge Assessment ✓
	91. Skills Assessment
	92. Creative Assessment
	93. Self-Assessment
c. Thinking Skills	
	94. Critical Thinking Skills  95. Creative Thinking Skills  96. Analytical Thinking Skills
d. General and tra	nsferable skills (other skills related to employability and
personal developm	nent)
19	97. Research and Investigation Skills.  98. Presentation Skills

11.	Course	Structu	ire

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
Quizzes	Presenting lectures on	Introduction to Audio-Visual interpreting		3	1
	data show	Issues in AV		3	2

Monthly	Theoretical Aspects	3	3
exams Discussin	Software Training	2	4
relevant po	ints	3	4
Actual deeply	AV with various types and genres	3	5
participations	Practical side with various genres	3	6
of students in Asking		J	0
the classroom questions a		3	7
giving suita	Practical side with various genres	2	0
answers		3	8
Activating	Practical side with various genres	3	9
practical ta	Practical side with various genres	3	10
Making		3	11
competition	Practical side with various genres	3	12
among	Practical side with various genres	3	13
Students			
team wor	Practical side with various genres	3	14
6/20	Practical side with various genres	3	15
12		3	16
14		3	17
	i'A A	3	18
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





Total District	المراحاتين
12. Infrastructure	
Resources	
<ul><li>Books</li></ul>	-Routledge Handbook of Audiovisual
<ul><li>Others</li></ul>	Interpreting, Luis-Perez Gonzales
	- Online videos and documentaries.
Special Requirements	
Social Services (e.g.: hosting	A death
lecturers, vocational training	
and field studies)	

13. Acceptance	
prerequ <mark>isites</mark>	1500 J=-\\$
Minimum number of	20
students	20
Maximum number of	70
students	70

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1. Educational Institute	University of Mosul		
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation		
3. Title/ Code	Legal Translation		
4. Included Program	Undergraduate Sen <mark>ior Cl</mark> ass		
5. Ava <mark>ilable</mark> Attendance	Classroom		
6. Semester / Year	Annual		
7. Number of hours (per week)	45		
8. Date	May 2024		
9 Aims:	~ / 5 /		

- Studying the unique genre of law.
- Graduating legal and court interpreters
- Improving legal language skills

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10. Education Outcome	s 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 Ass	essme	nt
	104.	Knowledge Assessment ✓
	105.	Skills Assessment
	106.	Creative Assessment
	107.	Self-Assessment
c. Thinking Skills		7 949 7
	108.	Critical Thinking Skills
	109.	Creative Thinking Skills
	110.	Analytical Thinking Skills
d. General and tra	ansfera	able skills (other skills related to employability and
personal developm	nent)	
13	111.	Research and Investigation Skills.
12	112.	Presentation Skills
	7	

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

		Interesting to I and C		
		Introduction to Legal Genre	3	1
		Issues in Legal Language	3	2
		Translation and Legal Genre	3	3
	Presenting lectures on	Techniques and Strategies	3	4
		Translating Legal Texts	3	5
		Translating Legal Texts	3	-
	data show		3	6
	D: .	Translating Legal Texts	3	7
	Discussing	Translating Legal Texts	2	0
	relevant points		3	8
Quizzes	deeply	Translating Legal Texts	3	9
Monthly	Asking	Translating Legal Texts	3	10
exams	questions and	Translating Legal Texts	3	11
	giving suitable	Translating Legal Texts		
Actual	answers	Translating Ecgal Texts	3	12
partic <mark>ipations</mark>	Activating the	Translating Legal Texts	3	13
of students in the classroom	practical tasks  Making  competitions  among  students	Translating Legal Texts	3	14
		Translating Legal Texts	3	15
		· ·	3	16
			3	17
	team works		3	18
	tour Works		3	19
			3	20
			3	21
			3	22
			3	23
			3	24



	3	25
	3	26
	3	27
	3	28
	3	29
	3	30



Interesting 1 A seed that a Division	البراد الدالة
International Accreditation Division 12. Infrastructure	
Resources	
<ul> <li>Books</li> </ul>	- Legal Contracts
<ul><li>Others</li></ul>	- UN Charter
	- Legal Business contracts
	- Personal Affair Contracts
Special Requirements	ا ا معة ا
Social Services (e.g.: hosting	
lecturers, vocational training	
and field studies)	

13. Acceptance	
prerequisites	
Minimum num <mark>ber of</mark>	20
students	
Maximum number of	70
students	70

## 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 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	Medical Translation	
4. Included Program	Undergraduate Sen <mark>ior Cl</mark> ass	
5. Available Attendance	Classroom	
6. Semester / Year	Annual	
7. Number of hours (per week)	30	
8. Date	May 2024	
9 Aims	~ / 5 /	

- Studying the unique genre of medicine.
- Improving medical language and lexicons
- Tackling the sensitive issues of medical translation.

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10. Education Outcomes and Methods of Teaching, Learning, and Assessment				
a. Methods of Teaching and Learning				
113.	Lecture ✓			
114.	Discussion and Reaction			
115.	Positive Criticism 🗸			
116.	Brain Storming			



	117.	Knowledge Plans ✓
b. Methods of Asse	essme	nt
	118.	Knowledge Assessment ✓
	119.	Skills Assessment
	120.	Creative Assessment
	121.	Self-Assessment
c. Thinking Skills		7 dya   7
	122.	Critical Thinking Skills
	123.	Creative Thinking Skills ✓
	124.	Analytical Thinking Skills
d. General and tra	nsfera	ble skills (other skills related to employability and
personal developm	nent)	
131	125.	Research and Investigation Skills.
1	126.	Presentation Skills
	1	

### 11. Course Structure

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.	
		Introduction to Medical Genre		3	1	
			Issues in Medical Language		3	2
	Presenting	Translation and Medical Genre		3	3	
	lectures on data show	Techniques and Strategies		3	4	
	D: :	Translating Medical Texts		3	5	
	Discussing relevant points	Translating Medical Texts		3	6	
Qui <mark>zzes</mark>	deeply	Translating Medical Texts		3	7	
Monthly	Asking questions and giving suitable	Translating Medical Texts		3	8	
exams		Translating Medical Texts		3	9	
Actual	answers	Translating Medical Texts		3	10	
participations of students in the classroom	Activating the practical tasks	Translating Medical Texts	7	3	11	
		Translating Medical Texts		3	12	
	Making	Translating Medical Texts	100	3	13	
	competitions among	Translating Medical Texts	73/	3	14	
	students	Translating Medical Texts		3	15	
	team works			3	16	
				3	17	
				3	18	
				3	19	
				3	20	



	3	21
	3	22
	3	23
	3	24
	3	25
	3	26
	3	27
40=341	3	28
	3	29
(======================================	3	30
	/ FYAV	



International Accreditation Division	
12. Infrastructure	
Resources	
• Books	- Medical Terms
• Others	- Medical texts and online resources
Special Requirements	
Social Services (e.g.: hosting	7 989 7
lecturers, vocational training	
and field studies)	and gall

13. Acceptance	[ F//4]	
prerequ <mark>isites</mark>	150 DAT	7-3-7-3
Minimum n <mark>umber of</mark>	20	
students	20	
Maximum number of	70	
students	70	50. 1

## 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 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	Literary Translation		
4. Included Program	Undergraduate Sen <mark>ior Cl</mark> ass		
5. Available Attendance	Classroom		
6. Semester / Year	Annual		
7. N <mark>umber o</mark> f hours (per week)	30		
8. Date	May 2024		
9. Aims:	3/5/		

- Studying the unique genre of literature.
- Improving literary language and lexicons
- Tackling the various branches of literature with reference to translation.

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10. Education Outcomes and Methods of Teaching, Learning, and Assessment		
a. Methods of Teaching and Learning		
127.	Lecture ✓	
128.	Discussion and Reaction	
129.	Positive Criticism ✓	
130.	Brain Storming	



13	31.	Knowledge Plans ✓
b. Methods of Assess	smer	nt
13	32.	Knowledge Assessment ✓
13	33.	Skills Assessment
13	34.	Creative Assessment
13	<b>35</b> .	Self-Assessment
c. Thinking Skills		7 484 7
1:	36.	Critical Thinking Skills
	<b>37</b> .	Creative Thinking Skills
1;	38.	Analytical Thinking Skills
d. General and trans	sfera	ble skills (other skills related to employability and
personal developmen	nt)	
1	39.	Research and Investigation Skills.
1	40.	Presentation Skills
	7	

#### 11. Course Structure

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
		Introduction to literary Genre		3	1
		Issues in literary Language		3	2
	Presenting	Translation and Genres		3	3
	lectures on	Techniques and Strategies		3	4
	data show	Translating poetry		3	5
	Discussing	Translating poetry		3	6
Quizzes	relevant points deeply	Translating poetry		3	7
	Asking	Translating novels		3	8
Monthly exams	questions and	Translating novels		3	9
Actual	giving suitable answers	Translating novels		3	10
participations	Activating the	Translating novels	7	3	11
of students in the classroom	practical tasks	Translating novels	•	3	12
	Making	Translating novels	100	3	13
	competitions among	Translating novels	7/	3	14
	students	Translating Autobiography		3	15
	team works			3	16
				3	17
				3	18
				3	19
				3	20



	3	21
	3	22
	3	23
	3	24
	3	25
	3	26
	3	27
40=341	3	28
	3	29
(======================================	3	30
	/ FYAV	



Accreditation Department	البراج زدلان
International Accreditation Division 12. Infrastructure	
Resources	
<ul><li>Books</li></ul>	- Novels
<ul><li>Others</li></ul>	- Poems
	- Autobiography
Special Requirements	ا معة ا
	ا اله طا
Social Services (e.g.: hosting	
lecture <mark>rs, voc</mark> ational training	
and field studies)	

13. Acceptance	
prerequis <mark>ites</mark>	
Minimum num <mark>ber of</mark>	20
students	20
Maximum number of	70
students	70

## 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 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	Cultural Translation		
4. Included Program	Undergraduate Sen <mark>ior Cl</mark> ass		
5. Ava <mark>ilable</mark> Attendance	Classroom		
6. Semester / Year	Annual		
7. Number of hours (per week)	30		
8. Date	May 2024		
9 Aims	~ / < /		

- 9. Aims:
  - Studying the unique genre of culture.

**144**.

- Improving cultural language and lexicons
- Tackling the issues of medical translation.

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10. Education Outcomes and Methods of Teaching, Learning, and Assessment			
a. Methods of Teaching and Learning			
141.	Lecture ✓		
142.	Discussion and Reaction		
143.	Positive Criticism		

**Brain Storming** 



	145.	Knowledge Plans ✓
b. Methods of Asses	ssme	nt
	146.	Knowledge Assessment ✓
-	147.	Skills Assessment
	148.	Creative Assessment
	149.	Self-Assessment
c. Thinking Skills		7 484 7
	150.	Critical Thinking Skills
	151.	Creative Thinking Skills   ✓
	152.	Analytical Thinking Skills
d. General and tran	ısfera	able skills (other skills related to employability and
personal developme	ent)	
13	153.	Research and Investigation Skills.
~	<b>154</b> .	Presentation Skills
	7	

### 11. Course Structure

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
		Introduction to Cultural Translation		3	1
		Issues in Cultural Language		3	2
	Presenting	Translation and Cultural Genre		3	3
	lectures on	Techniques and Strategies		3	4
	data show	Translating cultural Texts		3	5
	Discussing	Translating Cultural Texts		3	6
	relevant points	Translating cultural Texts		3	0
Qui <mark>zzes</mark>	deeply	Translating Cultural Texts		3	7
Mandala	Asking	Translating Cultural Texts	2	3	8
Monthly exams	questions and	Translating Cultural Texts	=	3	9
9	giving suitable answers	Translating Cultural Texts	/	3	10
Actual participations		Translating Cultural Texts		3	11
of students in	Activating the	Translating Cultural Texts			
the classroom	practical tasks	Translating Cultural Texts		3	12
	Making	Translating Cultural Texts	(2)	3	13
	competitions among	Translating Cultural Texts	10/	3	14
	students	Translating Cultural Texts		3	15
				3	16
	team works			3	17
				3	18
				3	19
				3	20



	3	21
	3	22
	3	23
	3	24
	3	25
	3	26
	3	27
40=341	3	28
	3	29
(======================================	3	30
	/ FYAV	



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12. Infrastructure	
Resources	
<ul><li>Books</li></ul>	- Tour guide handbooks
<ul><li>Others</li></ul>	- The Britannica Encyclopedia texts
	- Encarta Encyclopedia texts
Special Requirements	ا جامعة ك
	12 44
Social Services (e.g.: hosting	
lecture <mark>rs, voc</mark> ational training	
and fi <mark>eld studi</mark> es)	

13. Acceptance	
prerequis <mark>ites</mark>	
Minimum num <mark>ber of</mark>	20
students	20
Maximum number of	70
students	70

### **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	Translation theo <mark>ries</mark>
4. In <mark>cluded P</mark> rogram	M.A. in Transla <mark>tion</mark>
5. Av <mark>ailable A</mark> ttendance	In the classrooms
6. Semester / Year	2023 – 2024
7. Number of hours (per week)	3
8. Date	4\9\2023
O A:	

9. **Aims**:

Teaching the students different theories of translation

**158**.

10. Education Outcomes and Methods of Teaching, Learning, and Assessment			
a. Methods of Teaching and Learning			
155.	Lecture		
156.	Discussion and Reaction		
157.	Positive Criticism		

**Brain Storming** 

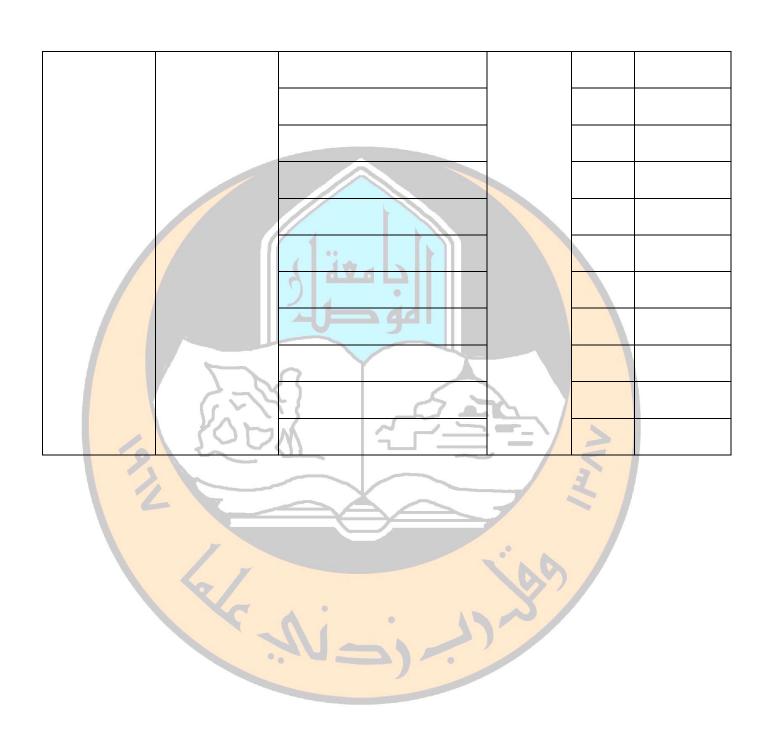


15	9. Knowledge Plans
b. Methods of Assess	ment
16	0. Knowledge Assessment
16	51. Skills Assessment
16	2. Creative Assessment
16	53. Self-Assessment
c. Thinking Skills	
16	4. Critical Thinking Skills
16	55. Creative Thinking Skills
16	66. Analytical Thinking Skills
d. General and trans	ferable skills (other skills related to employability and
personal developmen	nt)
9 10	67. Research and Investigation Skills.
2 10	58. Presentation Skills

#### 11. Course Structure

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
		Linguistic theories of translation		3	1
		Catford		3	2
	Presenting lectures on	,Nida,		3	3
	data show	Newmark		3	4
	Discussing	Functional theories		3	5
	relevant points	Riess		3	6
Qu <mark>izzes</mark>	deeply	,House, ,		3	7
Monthly	Asking	Hatim		3	8
exams	questions and giving suitable	Muna Baker	/	3	9
Actual	answers	Cultural theories of translation	7	3	10
participations of students in	Activating the	Venuti		3	11
the classroom	practical tasks	Ideology and translation	100	3	12
	Making competitions	Munday		3	13
	amo <mark>ng</mark> students	Berman deforming tendencies		3	14
	•	Test		3	15
	team works				





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International Accreditation Division 12. Infrastructure	
Resources	
<ul><li>Books</li></ul>	Websites, academic researches, books, and
<ul><li>Others</li></ul>	videos
	- The sentence is the core stone in which
	meaning message is conveyed.
	- Profound comparisons should be made
	through translation for Arabic and English
	syntactic features.
	- Focusing on important basics in the act of
	translation as a means of conveying
Special Requirements	meaningful expression.
Special requirements	- The Arabic sentence structure differs from
100	the English one.
2/2	- Adopting practical methods in translation
12	so that students' level wil <mark>l be clearly u</mark> p.
	- Homework is enhancing and
	complementary step toward qualification.
/8/_	- Preparing frequent exams and discussing
14	mistakes made by students are fruitful.

13. Acceptance	
prerequisites	
Minimum number of students	20
Maximum number of students	70



### **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. Ed <mark>ucatio</mark> nal Institute	University of Mo <mark>sul</mark>
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation
3. Title/ Code	Contrastive Linguistics
4. Inc <mark>luded Pro</mark> gram	
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:

- Highlighting the similarities and differences between English and Arabic

At different levels of languages

10. Education Outcome	s and Methods of Teaching, Learning, and Assessment
a. Methods of Teaching	and Learning
169.	Lecture
170.	Open discussions
171.	Raising questions to students
172.	Brain Storming
<b>173</b> .	Assessing the students presentations
b. Methods of Assessme	nt ( dv a )
174.	Knowledge Assessment
175.	Skills Assessment 94
5.	NS CONTRACTOR OF THE PARTY OF T
c. Thinking Skills	
176.	Critical Thinking Skills
177.	Analytical Thinking Skills
d. General and transfera	able skills (other skills related to employability and
personal development)	
178.	Presentation Skills
179.	Writing assignments

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



	CL and Translation	2	1
	Behaviourism as a basis of CL	2	2
Presenting	English and Arabic Phonological systems of Arabic and English	2	3
semi	English and Arabic	2	4
Op	ssions Syntax	2	5
with st	English and Arabic Functional Grammar	2	6
Mid term the stu	Man dia Tablia and	2	7
related	to the Transitivity and ics Theme	2	8
	Contrastive Lexicology	2	9
16	Contrastive Discourse	2	10
	Contrastive semantics	2	11
	contrastive Pragmatics	2	12
	Error Analysis	2	13
	Interferce	2	14
		2	15

	1	
		16
		17
		18
		19
		20
		21
		22
		23
		24
الهو كلت		25
		26
		27
		28
3	3	29
12 E A 7	5 /	30

Ministry of Higher Education and
Scientific Research
Supervision and Scientific
Evaluation Apparatus
Quality Assurance & Academic
Accreditation Department



T 1 A 11	
International Accreditation Division 12. Infrastructure	
Resources	
• Books	Granger et al.(2008)Corpus-based Approach to
• Others	CLand Translation Studies
	Gonzalez et al.(2008) Current Trends in CL
Special Requirements	2 qaq D
	الهو صلا
Social Services (e.g.: hosting	
lectur <mark>ers, voc</mark> ational training	
and fi <mark>eld studie</mark> s)	
5001	

13. Acceptance	
prerequisit <mark>es</mark>	
Minimum number of	20
students	
Maximum number of	70
students	70

# **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	Translation				
4. Inc <mark>luded</mark> Program	Ph.D. in Translation and Linguistics				
5. Available Attendance	In the classroo <mark>ms</mark>				
6. Semester / Year	2023 – 2024				
7. Number of hours (per week)	3				
8. Date	4\2\2023				
9. Aims:					
Teaching the students principles of translation					

10. Education Outcomes and Methods of Teaching, Learning, and Assessment				
a. Methods of Teaching and Learning				
180.	Lecture			
181.	Discussion and Reaction			
182.	Positive Criticism*			
183.	Brain Storming			
184.	Knowledge Plans			

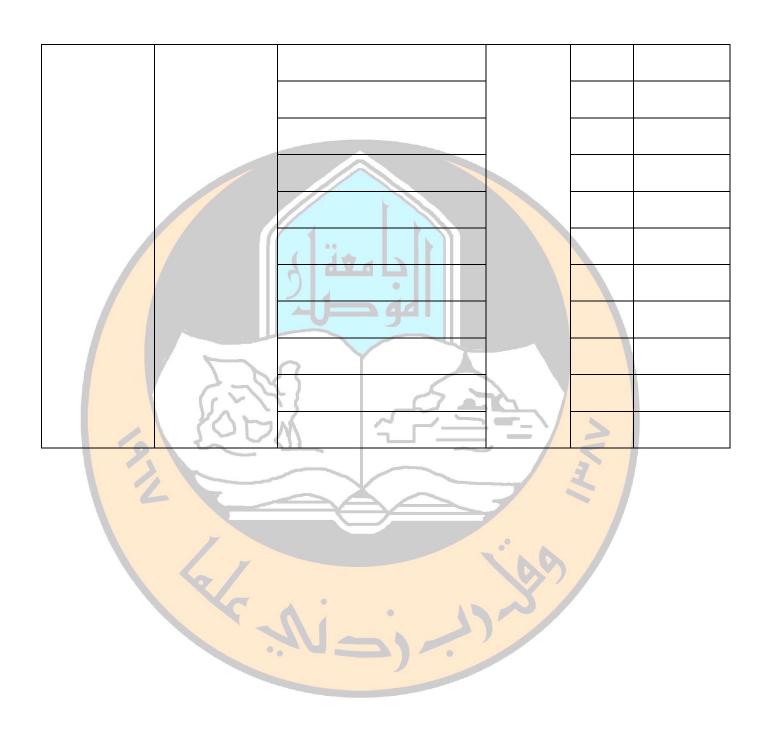


b. Methods of Ass	sessme	nt	
	185.	Knowledge Assessment	
	186.	Skills Assessment*	
	187.	Creative Assessment	
	188.	Self-Assessment	
c. Thinking Skills			
	189.	Critical Thinking Skills*	
	<b>190</b> .	Creative Thinking Skills	
	191.	Analytical Thinking Skills	
d. General and tr	ansfera	able skills (other skills related	l to employability and
personal develop	ment)		
	192.	Research and Investigat	ion Skills.
3	193.	Presentation Skills	

## 11. Course Structure

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
		Translation practice		3	1
		Translation practice		3	2
	Presenting lectures on	Translation practice		3	3
	data show	Translation practice		3	4
	Discussing	Translation practice		3	5
	relevant points	Translation practice		3	6
Qui <mark>zzes</mark>	deeply	Translation practice		3	7
Monthly	Asking questions and	Translation practice		3	8
exams	giving suitable	Translation practice	Ability	3	9
Actual	answers	Translation practice	to	3	10
participations of students in	Activating the	Translation practice	translate	3	11
the classroom	practical tasks	Translation practice	CAG	3	12
	Making	Translation practice	3	3	13
	competitions among	Translation practice		3	14
	students	Translation practice		3	15
	team works				





# Ministry of Higher Education and Scientific Research Supervision and Scientific Evaluation Apparatus Quality Assurance & Academic Accreditation Department

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140-171	

International Accreditation Division 12. Infrastructure			
Resources			
<ul><li>Books</li></ul>	Websites, academic researches, books, and		
• Others	videos		
	- The sentence is the core stone in which		
	meaning message is conveyed.		
	- Profound comparisons should be made		
	through translation for Arabic and English		
	syntactic features.		
	- Focusing on important basics in the act of		
	translation as a means of conveying		
Special Requirements	meaningful expression.		
Special Requirements	- The Arabic sentence structure differs from		
100	the English one.		
2/2	- Adopting practical methods in translation		
2	so that students' level wil <mark>l be clearly u</mark> p.		
	- Homework is enhancing and		
	complementary step toward qualification.		
/8/_	- Preparing frequent exams and discussing		
	mistakes made by students are fruitful.		

Social Services (e.g.: hosting	
lecturers, vocational training	
and field studies)	

13. Acceptance	
prerequisites	
Minimum number of students	20
Maximum number of students	70



### **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. Edu <mark>catio</mark> nal Institute	University of Mo <mark>sul</mark>
2. Scientific Dept. / Centre	College of Arts \ Dept. of Translation
3. Title/ Code	Translation criti <mark>cism</mark>
4. In <mark>cluded Pr</mark> ogram	Ph.D. in Translation and Linguistics
5. Av <mark>ailable Atte</mark> ndance	In the classrooms
6. Semester / Year	2023 – 2024
7. Number of hours (per week)	3
8. Date	4\2\2023
9. Aims:	-: 377/

Teaching the students principles of translation criticism

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

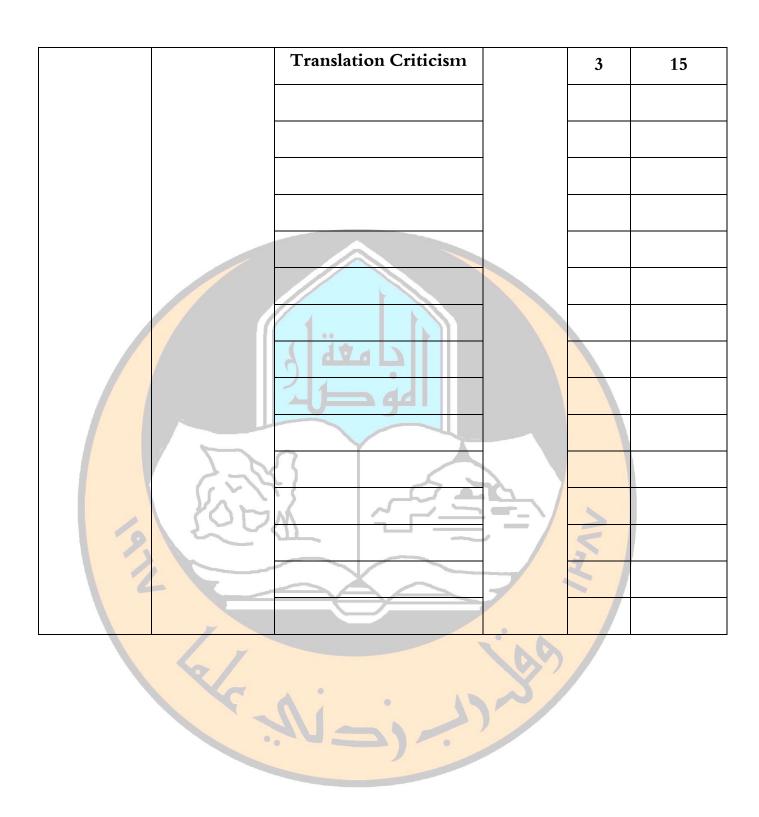
a. Methods of Teaching and Learning		
	194.	Lecture
	<b>195</b> .	Discussion and Reaction
	<b>196</b> .	Positive Criticism*
	<b>197</b> .	Brain Storming
	198.	Knowledge Plans
b. Methods of Ass	essmei	nt
	199.	Knowledge Assessment
	200.	Skills Assessment*
	201.	Creative Assessment
	202.	Self-Assessment
c. Thinking Skills		المو صل
	203.	Critical Thinking Skills*
	204.	Creative Thinking Skills
	205.	Analytical Thinking Skills
	YA	My 2
d. General and tra	ansfera	ble skills (other skills related to employability and
personal developm	nent)	
12	206.	Research and Investigation Skills.
	207.	Presentation Skills

الراب رداند



## 11. Course Structure

Assessment	Learning	Subjects	Required Education	Hours	Week No.
Method	Method		Outcomes		
	Presenting lectures on	Translation Criticism  Reiss		3	1
	data show	Translation Criticism		3	2
	Discussing	Translation Criticism		3	3
	relevant points deeply	Translation Criticism		3	4
Quizzes	1 D	Translation Criticism		3	5
Monthly exams	exams  exams  Actual  participations  Activating the	Translation Criticism  Larson		3	6
Actual participations of students in		Translation Criticism		3	7
		Translation Criticism		3	8
the classroom	practical tasks	Translation Criticism	CAN	3	9
	Making	Translation Criticism	(0,0)	3	10
competitions among students team works	Translation Criticism Grice		3	11	
	students	Translation Criticism		3	12
	team works	Translation Criticism		3	13
		Translation Criticism		3	14





وزارة التعليم العالي والبحث العلمي جهاز الإشراف والتقويم العلمي دائرة ضمان الجودة والاعتماد الأكاديمي قسم الاعتماد الدولي

12. Infrastructure	
Resources      Books     Others	Websites, academic researches, books, and videos
Special Requirements  Social Services (e.g.: hosting	<ul> <li>The sentence is the core stone in which meaning message is conveyed.</li> <li>Profound comparisons should be made through translation for Arabic and English syntactic features.</li> <li>Focusing on important basics in the act of translation as a means of conveying meaningful expression.</li> <li>The Arabic sentence structure differs from the English one.</li> <li>Adopting practical methods in translation so that students' level will be clearly up.</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>
lecturers, vocational training and field studies)	

13. Acceptance	
prerequisites	
Minimum number of students	20
Maximum number of students	70

