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

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 / Department of Translation
3. **Title**/ **Code**	Linguistics Attr24-F5201
4. **Included Program**	MA in Translation
5. **Available Attendance**	Attendance in Classroom
6. **Semester** / **Year**	First Course (2023-2022)
7. **Number of hours** (**per week**)	30 Hours / Course
8. **Date**	September 2022

9. **Aims**:

The Master's program in translation covers many topics, one of which is Linguistics which provides students with a comprehensive understanding of the nature of human language. It covers the core areas of linguistic theory: phonetics, phonology,

morphology, syntax, semantics, and pragmatics. The course provides a solid foundation in the core areas of linguistic theory, develops critical thinking and analytical skills in the study of language, and prepares students for advanced research in linguistics or related fields.

10. Education Outcomes and Methods of Teaching, Learning, and Assessment
a. Methods of Teaching and Learning
1. **Lecture** ✓   2. **Discussion and Reaction** ✓   3. **Positive Criticism** ✓   4. **Brain Storming** ✓   5. **Knowledge Plans** ✓
b. Methods of Assessment
6. **Knowledge Assessment** ✓   7. **Skills Assessment**   8. **Creative Assessment** ✓   9. **Self–Assessment** ✓
c. Thinking Skills
10. **Critical Thinking Skills** ✓   11. **Creative Thinking Skills** ✓   12. **Analytical Thinking Skills** ✓
d. General and transferable skills (other skills related to employability and personal development)
13. **Research and Investigation Skills.** ✓   14. **Presentation Skills** ✓

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11. Course Structure

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
Quizzes Monthly exams Actual participations of students in the classroom	Presenting lectures on data show	Introduction to Linguistics	Enhancing the university's strategic orientations to achieve sustainable development at all levels. Enriching the research experience and advancing the quality of scientific research through	2	1
		Schools of Linguistics		2	2
	Discussing relevant points deeply	Language and Linguistics		2	3
		Phonetics		2	4
	Asking questions and giving suitable answers	Phonology		2	5
		Morphology		2	6
		Syntax		2	7
	Activating the practical tasks	Semantics		2	8
		Pragmatics		2	9
	Making competitions among students	First and Second Language Acquisition		2	10
		Bilingualism		2	11
		Applied Linguistics		2	12
	team works	Linguistics and Translation		2	13

		Linguistics and Modern Technology	student–centered academic programs in a manner consistent with the university's mission.	2	14
		Pre-final Exam		2	15

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12. Infrastructure

Resources • **Books** • **Others**	▪ Bas Aarts, April McMahon, and Lars Hinrichs, (2021), The Handbook of English Linguistics, USA: Wiley Blackwell. ▪ Fiona English and Tim Marr, (2015), Why Do Linguistics? London: Bloomsbury. ▪ George Yule, (2020), The Study of Language, Cambridge: Cambridge University Press. ▪ Kirsten Malmkjær, (2018), The Routledge Handbook of Translation Studies and Linguistics, USA: Routledge.
Special Requirements	Presentations and Assignments
Social Services (e.g.: **hosting lecturers**, **vocational training and field studies**)	Lectures

13. Acceptance

prerequisites	BA in Translation
Minimum number of students	15
Maximum number of students	20

Course Description Form

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 Pedagogy
4. Included Program		Ph.D. in Translation and Linguistics
5. Available Attendance		In the classrooms
6. Semester / Year		2022 – 2023
7. Number of hours (per week)		3
8. Date		4\2\2023

9. Aims:

Teaching the students the principles and methods of teaching translation

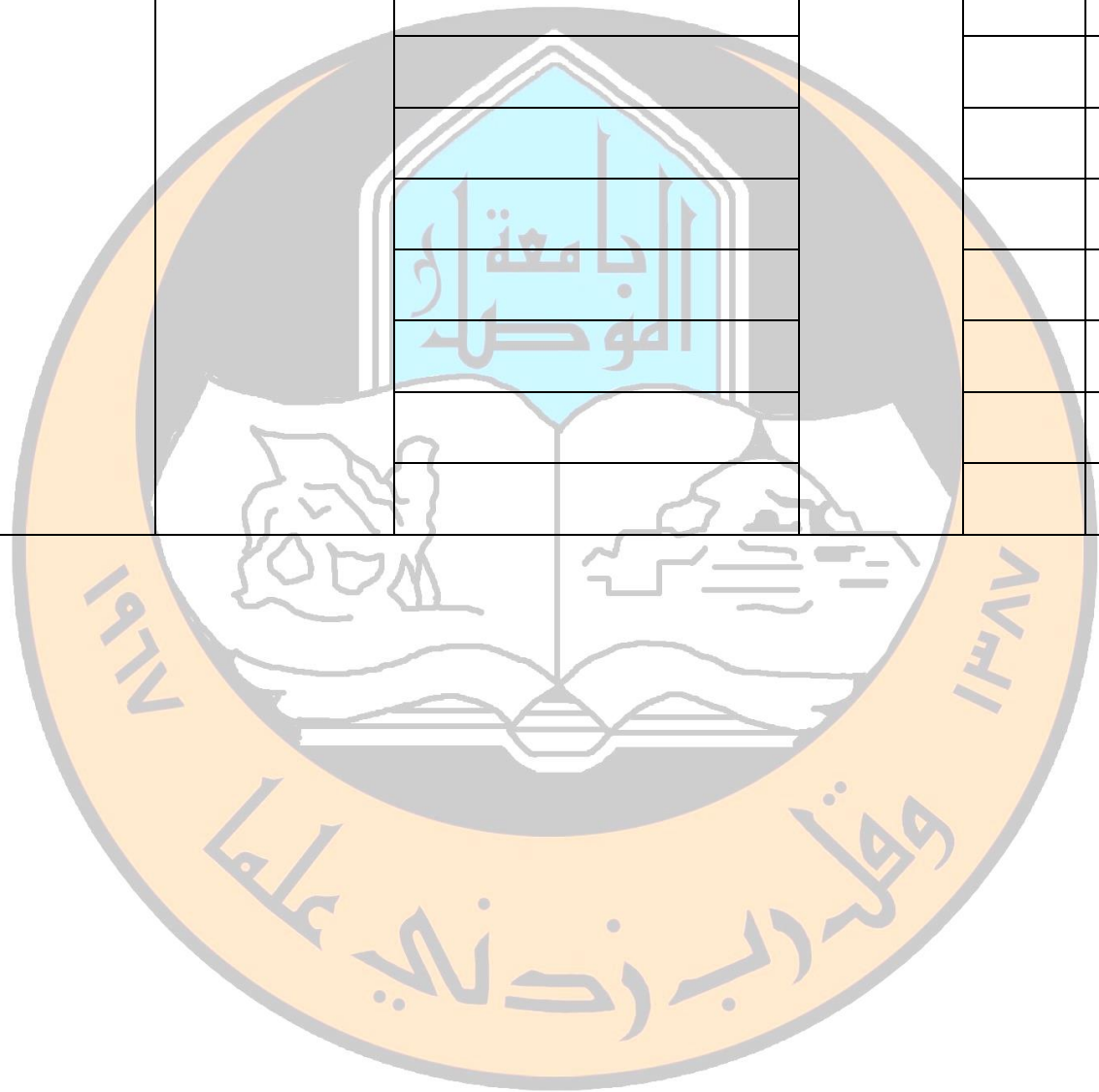| 10. Education Outcomes and Methods of Teaching, Learning, and Assessment |
|---|
| a. Methods of Teaching and Learning |
| 15. Lecture

16. Discussion and Reaction

17. Positive Criticism

18. Brain Storming

19. Knowledge Plans |

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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.
Quizzes

Monthly exams

Actual participations of students in the classroom | Presenting lectures on data show

Discussing relevant points deeply

Asking questions and giving suitable answers

Activating the practical tasks

Making competitions among students

team works | Introduction | | 3 | 1 |
		Current state of teaching translation		3	2
		Problems and Solutions		3	3
		Approaches to teaching translation		3	4
		Curriculum design		3	5
		Translation competence		3	6
		Models of teaching translation		3	7
		Student oriented approach		3	8
		Models for change		3	9
		Test		3	10
		Types of Translation Competence		3	11
		Models of Translation competence		3	12
		Training models		3	13
		Test		3	14
		Typical lecture in teaching translation		3	15

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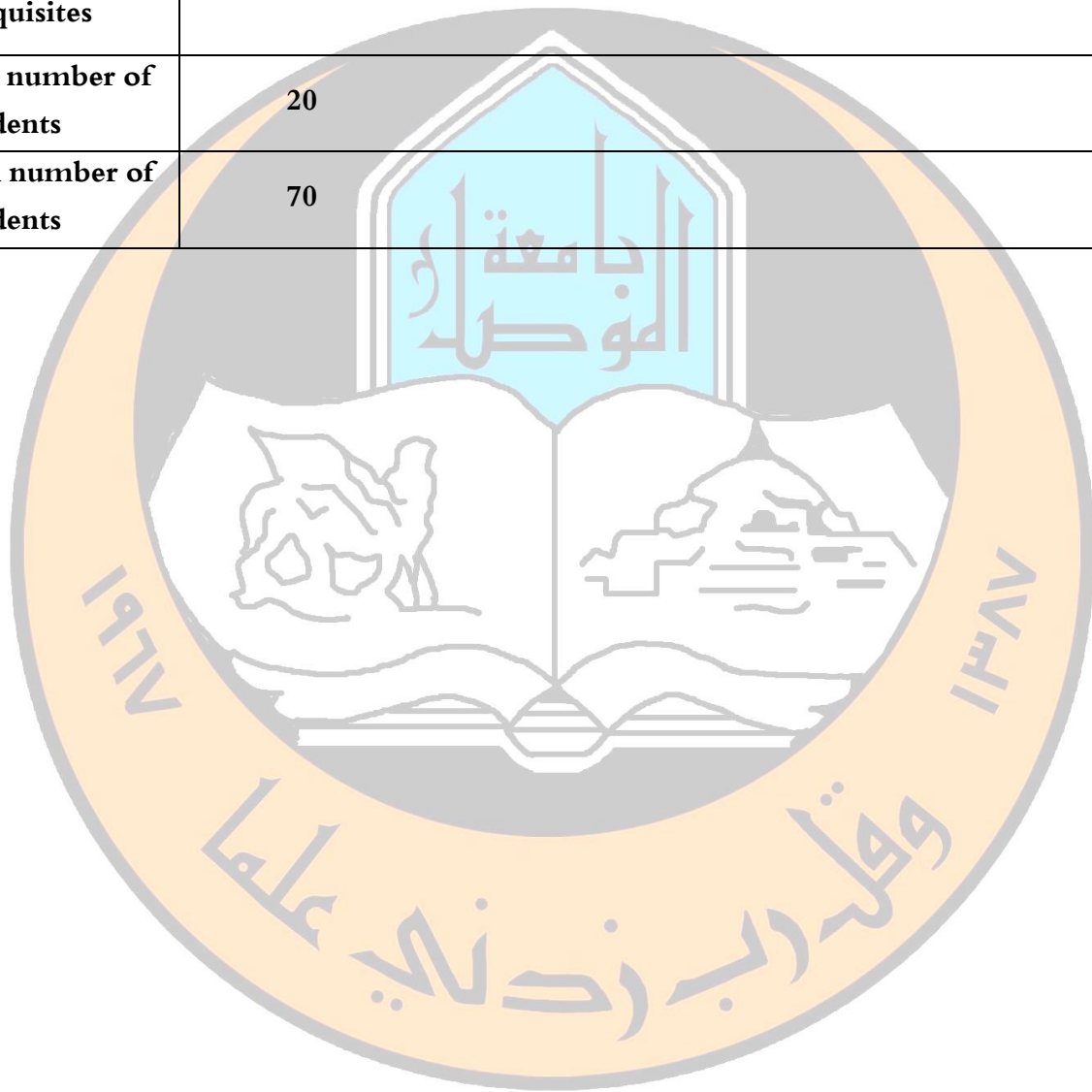Accreditation Department
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12. Infrastructure

Resources	
• **Books** • **Others**	**Websites, academic researches, books, and videos**

| **Special Requirements** | - **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 meaningful expression.**
- **The Arabic sentence structure differs from the English one.**
- **Adopting practical methods in translation so that students' level will be clearly up.**
- **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)	

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

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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**	**Simultaneous Interpreting**
4. **Included Program**	**M.A. Degree in Translation**
5. **Available Attendance**	**Classroom – Interpreting Lab**
6. **Semester / Year**	**2022 – 2023**
7. **Number of hours (per week)**	2
8. **Date**	**1\6\2023**

9. **Aims**:

- Providing the students with basic interpreting theoretical knowledge.

- Providing the students with basic interpreting practical knowledge

- Improving the interpreting skills of students.

- **Improving the processing and comprehension capacity of students through interpreting simulations**.
- **Enabling the students to perform simultaneous interpreting properly**
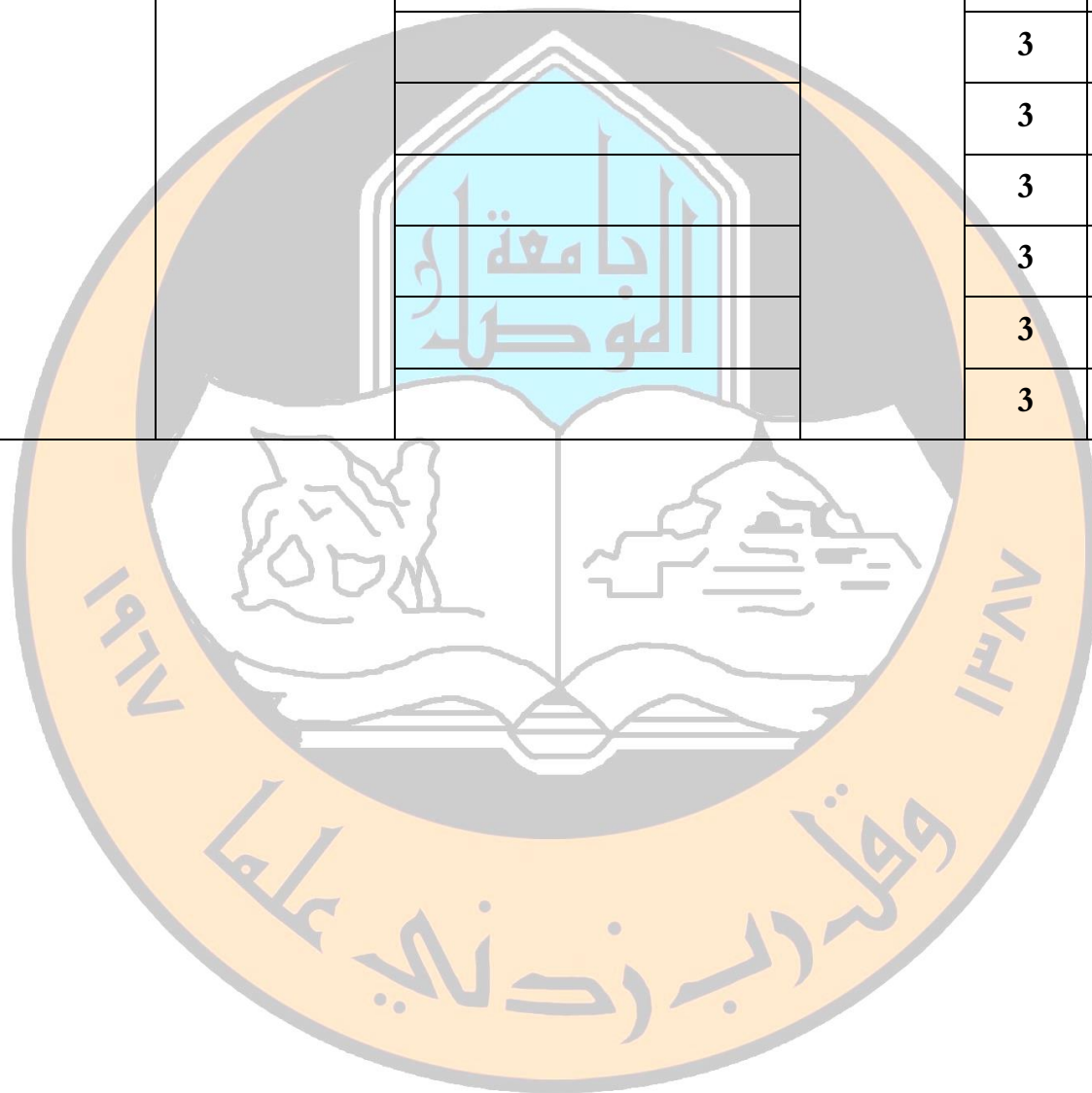
10. Education Outcomes and Methods of Teaching, Learning, and Assessment
a. Methods of Teaching and Learning
29. Lecturing 30. Observation, analysis, and Discussion 31. Practicing simultaneous interpreting
b. Methods of Assessment
32. Knowledge assessment 33. Skill assessment
c. Thinking Skills
34. Critical Thinking Skills 35. Analytical Skills
d. General and transferable skills (other skills related to employability and personal development)
36. Oral Skills. 37. Public speaking   Skills

11. Course Structure					
Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
Quizzes	Lecturing	Introduction to the course of interpreting		3	1

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Monthly exams	**Discussions**	Basic Concepts in Interpreting		3	2
		Translation vs interpreting		3	3
	Analyzing	Modes and Types of interpreting		3	4
classroom participations	**Practicing**	Interpreting Studies vs translation studies		3	5
		Models of interpreting The effort models of interpreting		3	6
Course Exam		Strategies & Tactics of SI		3	7
		Conference interpreting: principles and practice		3	8
		Practicing SI		3	9
		Practicing SI		3	10
		Practicing SI		3	11
		Practicing SI		3	12
		Practicing SI		3	13
		Practicing SI		3	14
		Practicing SI		3	15
				3	16
				3	17
				3	18
				3	19

				3	20
				3	21
				3	22
				3	23
				3	24
				3	25
				3	26
				3	27
				3	28
				3	29
				3	30

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12. Infrastructure

Resources ● **Books** ● **Others**	Basic Concepts and Models for Interpreter and Translator Training Daniel Gile Introducing Interpreting Studies Franz Pöchhacker videos
Special Requirements	- **Interpreting Equipment**
	Community Interpreting

13. Acceptance

prerequisites	
Minimum number of students	10
Maximum number of students	20

Course Description Form

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	New Trends in Translation Studies
4. Included Program	Ph.D. in Translation and Linguistics
5. Available Attendance	In the classrooms
6. Semester / Year	2022 – 2023
7. Number of hours (per week)	3
8. Date	4\9\2022
9. Aims: Teaching the students different theories of translation	

10. Education Outcomes and Methods of Teaching, Learning, and Assessment
a. Methods of Teaching and Learning
38. Lecture 39. Discussion and Reaction 40. Positive Criticism 41. Brain Storming

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42. **Knowledge Plans**
b. **Methods of Assessment**
43. **Knowledge Assessment**   44. **Skills Assessment**   45. **Creative Assessment**   46. **Self–Assessment**
c. **Thinking Skills**
47. **Critical Thinking Skills**   48. **Creative Thinking Skills**   49. **Analytical Thinking Skills**
d. **General and transferable skills** (**other skills related to employability and personal development**)
50. **Research and Investigation Skills**.   51. **Presentation Skills**

11. Course Structure

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

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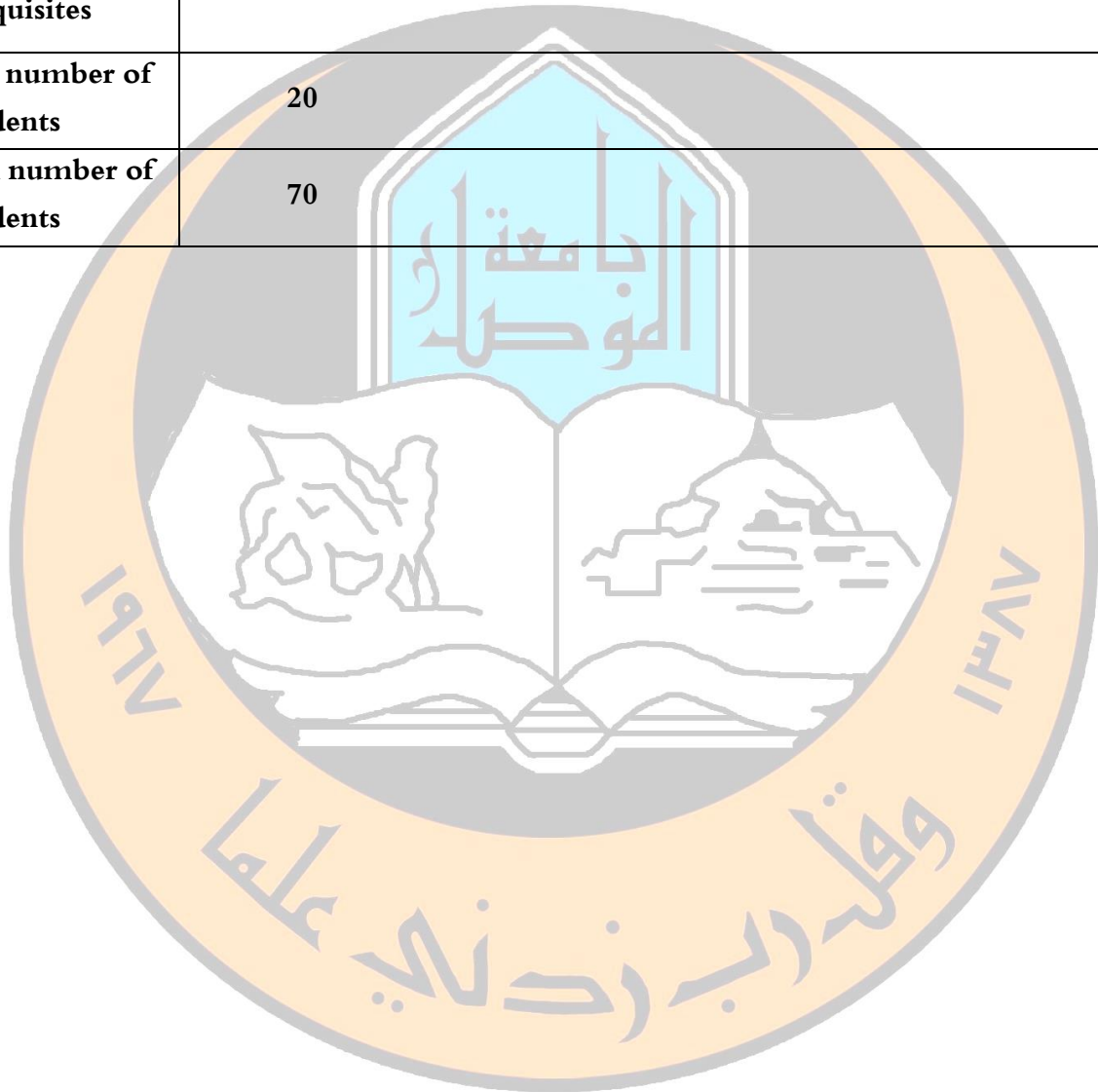
12. Infrastructure

Resources • Books • Others	Websites, academic researches, books, and videos
Special Requirements	- 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 meaningful expression. - The Arabic sentence structure differs from the English one. - Adopting practical methods in translation so that students' level will be clearly up. - 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)	

13. Acceptance	
prerequisites	
Minimum number of students	20
Maximum number of 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**	**Semantics**
4. **Included Program**	**MA Degree in Translation**
5. **Available Attendance**	**In the classrooms**
6. **Semester / Year**	**2022 – 2023**
7. **Number of hours (per week)**	3
8. **Date**	**8\9\2022**

9. **Aims**:

- **Giving some basics of Semantics theoretically and practically.**

- **What is Semantics?**

- **How can we address the text before acting the translation of it.**

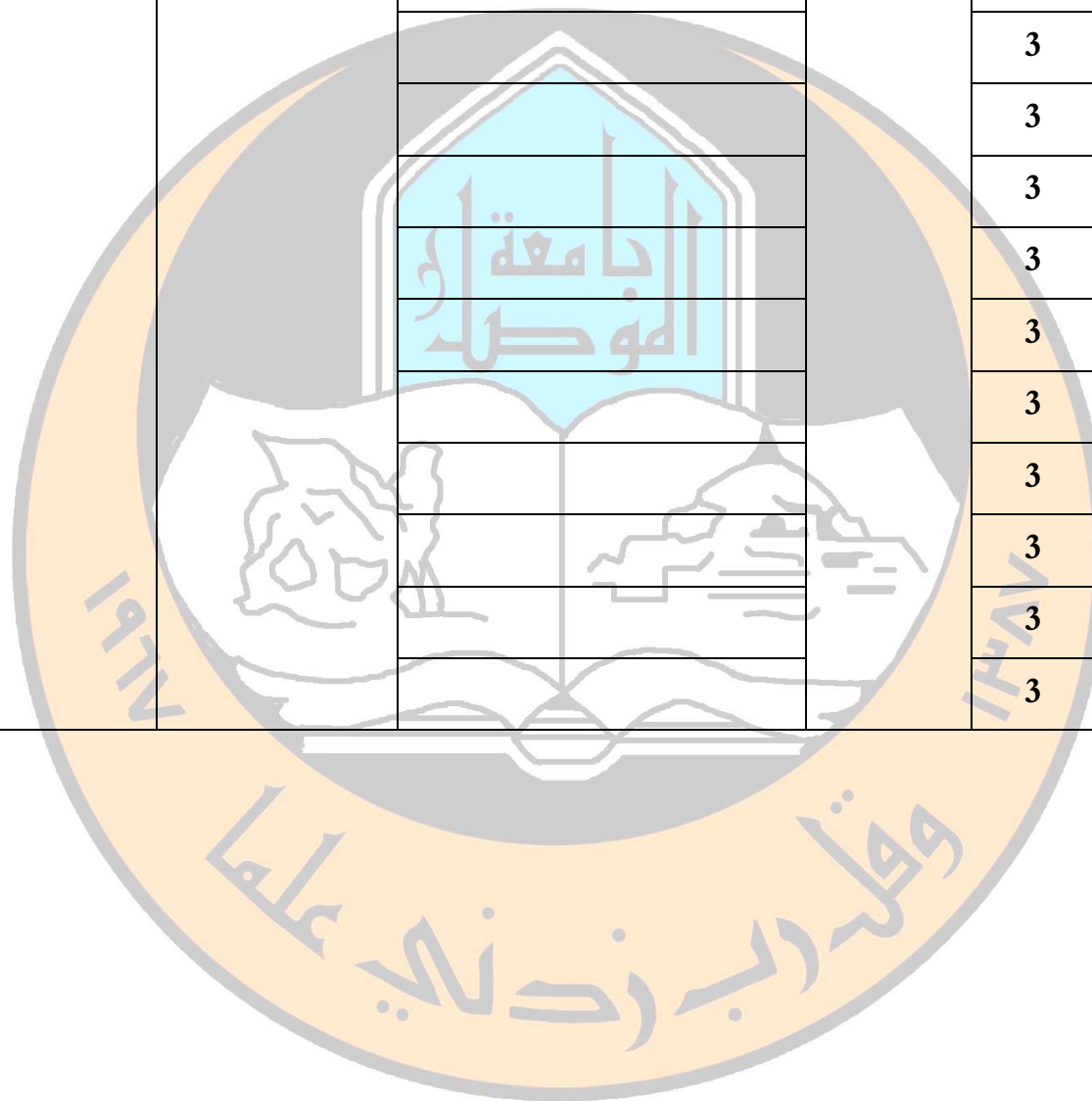- **Practical tasks for various types of sentences; analyzing and translating them**.

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 Teaching and Learning
52. Lecture 53. Discussion and Reaction 54. Positive Criticism 55. Brain Storming 56. Knowledge Plans
b. Methods of Assessment
57. Knowledge Assessment 58. Skills Assessment 59. Creative Assessment 60. Self–Assessment
c. Thinking Skills
61. Critical Thinking Skills 62. Creative Thinking Skills 63. Analytical Thinking Skills
d. General and transferable skills (other skills related to employability and personal development)
64. Research and Investigation Skills. 65. Presentation Skills

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11. Course Structure

Assessment Method	Learning Method	Subjects	Required Education Outcomes	Hours	Week No.
Quizzes Monthly exams Actual participations of students in the classroom	Presenting lectures on data show Discussing relevant points deeply Asking questions and giving suitable answers Activating the practical tasks Making competitions among students team works	Introduction in semantics		3	1
		Some relevant concepts in semantics		3	2
		Lexical semantics		3	3
		Types of meaning		3	4
		Triangle of meaning		3	5
		Theories of meaning		3	6
		Semantics and logic		3	7
		Semantics and pragmatics		3	8
		Semantics and grammar		3	9
		Cognitive semantics		3	10
		Semantic fields		3	11
		Ambiguity and semantic change		3	12
		Context and inference		3	13
		Sense and reference		3	14
		Exam		3	15

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

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12. Infrastructure

Resources • Books • Others	Websites, academic researches, books, and videos
Special Requirements	- 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 field of semantics and pragmatics. - The Arabic sentence structure differs from the English one. - 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)	

13. Acceptance

prerequisites	

Minimum number of students	20
Maximum number of students	70

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انموذج وصف المقرر

مراجعة أداء مؤسسات التعليم العالي ((مراجعة البرنامج الأكاديمي))

يوفر وصف المقرر هذا إيجازاً مقتضياً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهناً عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ولابد من الربط بينها وبين وصف البرنامج.

1. المؤسسة التعليمية	جامعة الموصل	
2. القسم الجامعي / المركز	كلية الآداب / قسم الترجمة	
3. اسم / رمز المقرر	الترجمة –عملي	
4. البرامج التي يدخل فيها	الدكتوراه	
5. أشكال الحضور المتاحة	حضوري	
6. الفصل / السنة	٢٠٢٣-٢٠٢٤	
7. عدد الساعات الدراسية (الكلي)	٣	
8. تاريخ إعداد هذا الوصف	٢٠٢٣-٢٠٢٤	
9. أهداف المقرر: تدريب الطلبة على ممارسة الترجمة من العربية الى الإنكليزية وبالعكس		

10. مخرجات التعلم وطرائق التعليم والتعلم والتقييم
أ. طرائق التعليم والتعلم
1. المحاضرة 2. الحوار والتفاعل   * 3. النقد البناء 4. العصف الذهني
ب. طرائق التقييم
5. التقييم المعرفي   * 6. التقييم المهاري 7. التقييم الإبداعي 8. التقييم الذاتي
ج. مهارات التفكير
9. مهارات التفكير الناقد   * 10. مهارات التفكير الإبداعي   * 11. مهارات التفكير التحليلي
د. المهارات العامة والمنقولة (المهارات الأخرى المتعلقة بقابلية التوظيف والتطور الشخصي)
12. مهارات البحث والتقصي   *

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11.بنية المقرر

الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة / المساق أو الموضوع	طريقة التعليم	طريقة التقييم
1	3		ترجمة نص		
2	3		ترجمة نص		
3	3		ترجمة نص		
4	3		ترجمة نص		
5	3		ترجمة نص		
6	3		ترجمة نص		
7	3	القدرة على الترجمة	ترجمة نص	عرض نص وترجمته	اختبار تحريري
8	3		ترجمة نص		
9	3		ترجمة نص		
10	3		ترجمة نص		
11	3		ترجمة نص		
12	3		ترجمة نص		
13	3		ترجمة نص		
14	3		ترجمة نص		

				3	15
		اختبار			

	12. البنية التحتية
Introducing translation studies by Jeremy Munday	القراءات المطلوبة: ▪ كتب المقرر ▪ اخرى
	متطلبات خاصة
	الخدمات الاجتماعية (وتشمل على سبيل المثال محاضرات الضيوف والتدريب المهني والدراسات الميدانية)

	13. القبول
	المتطلبات السابقة
5	أقل عدد من الطلبة
20	أكبر عدد من الطلبة

انموذج وصف المقرر

مراجعة أداء مؤسسات التعليم العالي ((مراجعة البرنامج الأكاديمي))

يوفر وصف المقرر هذا إيجازاً مقتضياً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهناً عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ولابد من الربط بينها وبين وصف البرنامج.

14.	المؤسسة التعليمية		جامعة الموصل
15.	القسم الجامعي / المركز		كلية الآداب / قسم الترجمة
16.	اسم / رمز المقرر		نقد الترجمة
17.	البرامج التي يدخل فيها		الدكتوراه
18.	أشكال الحضور المتاحة		حضوري
19.	الفصل / السنة		٢٠٢٣-٢٠٢٤
20.	عدد الساعات الدراسية (الكلي)		٣
21.	تاريخ إعداد هذا الوصف		٢٠٢٣-٢٠٢٤
22.	أهداف المقرر: تدريب الطلبة على نقد الترجمة من العربية الى الإنكليزية وبالعكس		

23. مخرجات التعلم وطرائق التعليم والتعلم والتقييم
أ. طرائق التعليم والتعلم
1. المحاضرة 2. الحوار والتفاعل   * 3. النقد البناء

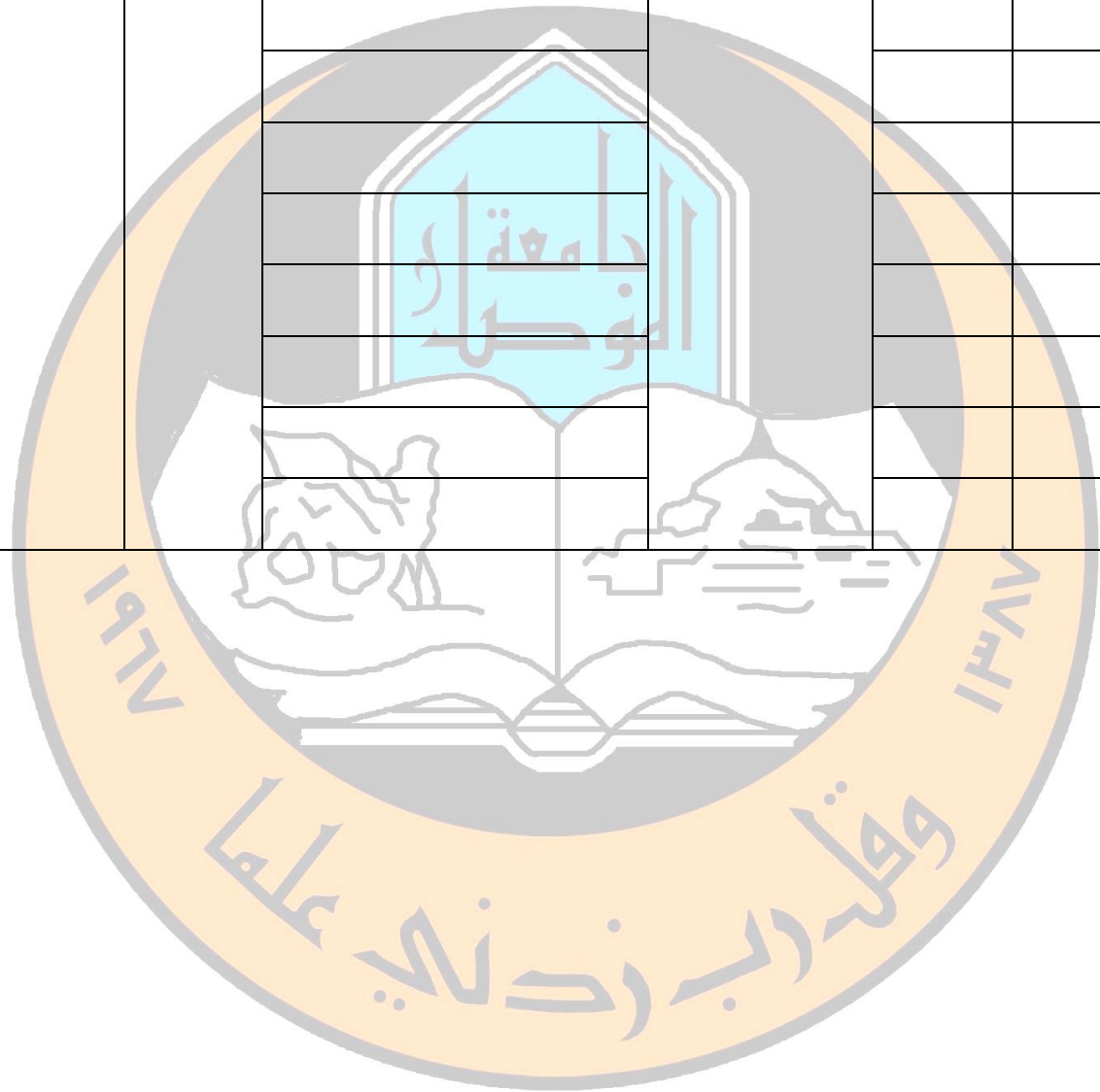|	
4. العصف الذهني	
ب. طرائق التقييم	
5. التقييم المعرفي * 6. التقييم المهاري 7. التقييم الإبداعي 8. التقييم الذاتي	
ج. مهارات التفكير	
9. مهارات التفكير الناقد * 10. مهارات التفكير الإبداعي * 11. مهارات التفكير التحليلي	
د. المهارات العامة والمنقولة (المهارات الأخرى المتعلقة بقابلية التوظيف والتطور الشخصي)	
12 مهارات البحث والتقصي *	

24.بنية المقرر

طريقة التقييم	طريقة التعليم	اسم الوحدة / المساق أو الموضوع	مخرجات التعلم المطلوبة	الساعات	الأسبوع
اختبار تحريري	عرض نص وترجمته	نقد ترجمة لارسن	القدرة على الترجمة	3	1
		نقد ترجمة		3	2
		نقد ترجمة		3	3
		نقد ترجمة		3	4
		نقد ترجمة كرايس		3	5
		نقد ترجمة		3	6
		نقد ترجمة		3	7
		نقد ترجمة		3	8
		نقد ترجمة ريس		3	9
		نقد ترجمة		3	10
		نقد ترجمة		3	11
		نقد ترجمة		3	12
		نقد ترجمة		3	13
		نقد ترجمة		3	14
		نقد ترجمة		3	15

	25. البنية التحتية
Introducing translation studies by Jeremy Munday	القراءات المطلوبة: ▪ كتب المقرر ▪ اخرى
	متطلبات خاصة
	الخدمات الاجتماعية (وتشمل على سبيل المثال محاضرات الضيوف والتدريب المهني والدراسات الميدانية)

	26. القبول
	المتطلبات السابقة
5	أقل عدد من الطلبة
20	أكبر عدد من الطلبة