# Course Description Form

| Course Name: |
|---|
| Fictional texts |

| Course Code: |
|---|
| UoM-Art-Fr.3-4 |

| Semester / Year: |
|---|
| Academic Year 2024-2025 |

| Description Preparation Date: |
|---|
| 2025/ 04 / 23 |

| Available Attendance Forms: |
|---|
| On campus / Electronic Platform |

| Number of Credit Hours () / Number of Units (): |
|---|
| 3 hours / 3 units |

| Course administrator's name (mention all, if more than one name) |
|---|
| Name: Ghassan Salah Jarallah AL-BAZZAZ<br><br>Email: khasan.s@uomosul.edu.iq \ |

| Course Objectives |
|---|

| Course Objectives | • Teaching the forms and elements of the narrative text<br>• Teaching the structure of the narrative text<br>• Analyzing the elements theoretically and linguistically |
|---|---|

## Teaching and Learning Strategies

| Strategy | Learning and Teaching Strategies<br><br>Modern education strategies aim to achieve specific goals to provide opportunities for students to increase their learning abilities and diversity in the methods and implementation of curricula in teaching processes that take into account individual circumstances and the abilities and potential of learners Learning and teaching are carried out according to the latest self-education tools using the computer and through modern programs in the fields of education. |
|---|---|

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|---|---|---|---|---|---|
| Course Structure | | | | | |
| 1 | 3 | 1. Lecture 2. Dialogue, interaction and discussion 3. Practical examples 4. Advanced scientific curricula 5. Digital educational tools. 6. Cognitive assessment 7. Skill assessment 8. Creative assessment 9. Self-assessment 10. Critical thinking skills 11. Creative thinking skills 12. Analytical thinking skills 13. Presentation skills 14. Research and investigation skills | An overview of narrative texts and their types | 1. Lecture 2. Dialogue, interaction and discussion 3. Practical examples 4. Advanced scientific curricula 5. Digital educational tools. | 1. Cognitive evaluation 2. Skill evaluation 3. Creative evaluation 4. Self- evaluation |
| 2 | 3 | | An overview of the banner and its types | | |
| 3 | 3 | | Study the definition of the | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | novel and define its types | | |
| 4 | 3 | | Complete the study of narrative elements | | |
| 5 | 3 | | Study the structure of narrative text in general | | |
| 6 | 3 | | Studying the composition of the structure of a narrative narrative text | | |
| 7 | 3 | | Studying the structure of narrative text from the linguistic aspect | | |
| 8 | 3 | | Studying the structure of the narrative narrative text from the objective aspect ( theme ) | | |
| 9 | 3 | | Explaining narrative elements (point of view, description) | | |
| 10 | 3 | | Complete the explanation of the narrative elements (main characters, secondary characters) | | |
| 11 | 3 | | Explanation of narrative outline | | |
| 12 | 3 | | Explaining the functions of characters in narrative text | | |
| 13 | 3 | | Teaching the | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | narrator and explaining its types | | |
| 14 | 3 | | Teaching narrative discourse and explaining its types | | |
| 15 | 3 | | Explaining the functions of characters in narrative text | | |
| 16 | 3 | | Complete the explanation of the narrative elements (main characters, secondary characters) | | |
| 17 | 3 | | Explanation of narrative outline | | |
| 18 | 3 | | Explaining narrative elements (point of view, description) | | |
| 19 | 3 | | Complete the explanation of the narrative elements (main characters, secondary characters) | | |
| 20 | 3 | | Explanation of narrative outline | | |
| 21 | 3 | | Explaining the functions of characters in narrative text | | |
| 22 | 3 | | Teaching the narrator and explaining its types | | |

| | | | | |
|---|---|---|---|---|
| 23 | 3 | | Teaching narrative discourse and explaining its types | |
| 24 | 3 | | Study the definition of the novel and define its types | |
| 25 | 3 | | Complete the study of narrative elements | |
| 26 | 3 | | Study the structure of narrative text in general | |
| 27 | 3 | | Studying the composition of the structure of a narrative narrative text | |
| 28 | 3 | | Studying the structure of narrative text from the linguistic aspect | |
| 29 | 3 | | Studying the structure of the narrative narrative text from the objective aspect ( theme ) | |
| 30 | 3 | | Explaining narrative elements (point of view, description) | |

Course Evaluation

1- Conducting written tests (Midyear and final) through some questions on the subject of the study material to know the extent of their comprehension of the subject
2-Quiz (short exam)
3-Practical
4- Attendance of students and assessment through interactive learning

| | |
|---|---|
| Required textbooks (curricular books, if any) | |

| Main references (sources) | 1. Bourdereau, F., Précis de français, Nathan, 2006<br>2. Macé, Marielle, Le Genre littéraire, Paris, Garnier Flammarion, coll. Corpus, 2013<br>3. Berthelot, Francis. Parole et dialogue dans le roman Nathan/HER, 2001.<br>4. Lantelme, Michel, *Le roman contemporain : Janus post moderne*, L'Harmatan, 2009. |
|---|---|
| Recommended books and references (scientific journals, reports...) | 1. Lejeune, Philippe, *L'autobiographie en France*, Armand Colin, 1971.<br>Jean-Luc Vincent, Comment lire un texte à voix haute ? Gallimard, 2006 |
| Electronic References, Websites | https://www.etudier.com/dissertations/Le-Genre-Narratif/347506.html<br>https://www.espacefrancais.com/le-genre-romanesque/<br>https://www.alloprof.qc.ca/fr/eleves/bv/francais/le-roman-f1063 |

## 11. Course Evaluation

1- Conducting written tests (Midyear and final) through some questions on the subject of the study material to know the extent of their comprehension of the subject
2-Quiz (short exam)
3-Practical

4- Attendance of students and assessment through interactive learning

Head of Department:
Ahmed Amin Tawfik

Course administrators:
Ghassan Salah Jarallah

# Course Description Form

| 1. Course Name: |
| --- |
| Grammar Applications |

| 2. Course Code: |
| --- |
| UoM-Art-Fr-408 |

| 3. Semester / Year: |
| --- |
| 2025-2024 two semesters |

| 4. Description Preparation Date: |
| --- |
| ٢٠٢٥/٤/٢٤ |

| 5. Available Attendance Forms: |
| --- |
| Presence |

| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| --- |
| 3 hours / 3 credit hours |

| 7. Course administrator's name (mention all, if more than one name) |
| --- |
| Name: Saif Adnan Shafeeq Al-Obaidi<br>Email: saif.sh@uomosul.edu.iq |

## 8. Course Objectives

| Course Objectives | • **Form grammatically correct sentences**<br>• **Understand a text by analyzing tenses** grammatical usage<br>• **Study grammatical topics equivalent to le** **B1** |
| --- | --- |

## 9. Teaching and Learning Strategies

| Strategy | 1. Reading<br>2. Dialogue and Interaction<br>3. Constructive Criticism<br>4. Brainstorming<br>5. Cognitive Maps |
| --- | --- |

## 10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| --- | --- | --- | --- | --- | --- |
| 1. | | 2 | • COD pronouns (reminder)<br>• The possessive | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | pronouns | | |
| 2. | | 2 | • Prepositions of place<br>• The past perfect/past perfect opposition (reminder) | | |
| 3. | | 2 | • Past Perfect<br>• The agreement of the past participle with avoir | | |
| 4. | | 2 | • Past times | | |
| 5. | | 2 | • If… present, future; if... present,... present; if... present,... imperative; if I were you…, …, | | |
| 6. | | 2 | • conditional | | |
| 7. | | 2 | • The present participle<br>• The gerund (1) | | |
| 8. | | 2 | Revision and exam | | |
| 9. | | 2 | • Express the condition with except if, unless and provided<br>• Adverbs ending in -ment (reminder) | | |
| 10. | | 2 | • Express regrets: the past infinitive, the past conditional, if only + past perfect | | |
| 11. | | 2 | • Give advice (2): the present conditional, the imperative, the verbs recommend, advise | | |
| 12. | | 2 | • The use of the indicative or subjunctive | | |
| 13. | | 2 | • The formation of the present subjunctive | | |
| 14. | | 2 | • The formation of the present subjunctive (continued) | | |
| 15. | | 2 | Revision and exam | | |
| 16. | | 2 | • Impersonal verbs | | |
| 17. | | 2 | • Double pronominalization | | |

| | | | | | |
|---|---|---|---|---|---|
| 18. | | 2 | • Gerund (2) and without + infinitive | | |
| 19. | | 2 | • The place of the adjective (reminder) | | |
| 20. | | 2 | • The relative pronoun of which<br>• This + relative pronoun | | |
| 21. | | 2 | • The subjunctive (the wish) | | |
| 22. | | 2 | Review and exam | | |
| 23. | | 2 | • Quantity expressions<br>• Reported speech: introductory verbs | | |
| 24. | | 2 | • Speech related to the present and the past | | |
| 25. | | 2 | • Opposition and concession<br>• Indirect questions | | |
| 26. | | 2 | • Nominalization (the suffixes -tion, -age age, -ement ement) | | |
| 27. | | 2 | • The passive voice | | |
| 28. | | 2 | • The cause and the consequence | | |
| 29. | | 2 | Revision | | |
| 30. | | 2 | Preparation for Delf B1 tests | | |

## 11. Course Evaluation

1- Conducting written tests (Midyear and final) through some questions on the subject of the study material to know the extent of their comprehension of the subject
2-Quiz (short exam)
3-Practical

4- Attendance of students and assessment through interactive learning

## 12. Learning and Teaching Resources

| Required textbooks (curricular books, if any) | |
|---|---|
| | Entre Nous 3, Editions de maison |

| | |
|---|---|
| Main references (sources) | -١Entre Nous, Editions de maison <br><br> -٢Le Bon Usage, Grevisse |
| Recommended books and references (scientific journals, reports…) | Grammar books available in t college and department libraries |
| Electronic References, Websites | Providing students with videos a links via Google Classroom |

Head of Department:

Ahmed Amin Tawfik

Course administrators:

Saif Adnan Shafeeq

# Course Description Form

**University Name**: Mosul          **Faculty**/**Institute**: College of Arts

**Scientific Department**: French Language Department

| 1. Course Name: |
|---|
| Translation |

| 2. Course Code: |
|---|
| UoM-Art-FR-٢ |

| 3. Semester / Year: |
|---|
| 2025-2024 tow semesters / annual |

| 4. Description Preparation Date: |
|---|
| 24/4/2025 |

| 5. Available Attendance Forms: |
|---|
| Presence |

| 6. Number of Credit Hours (Total) / Number of Units (Total) |
|---|
| 3 hours / 3 credit hours |

| 7. Course administrator's name (mention all, if more than one name) |
|---|
| Name: Ihsan Shukur Mahmood<br>Email:     :ihsan.sh@uomosul.edu.iq |

## 8. Course Objectives

| Course Objectives | |
|---|---|

## 9. Teaching and Learning Strategies

| Strateg | |
|---|---|
| | 1. Reading<br>2. Dialogue and Interaction<br>3. Constructive Criticism<br>4. Brainstorming<br>5. Cognitive Maps |

## 10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|---|---|---|---|---|---|
| 1. | 3 | -Lecture<br>-Dialogue and Interactio<br>-Constructive Criticism<br>-Brainstorming<br>-Cognitive Mapping<br>-Cognitive Assessment | Translation of past perfect sentences with exercises from French to Arabic | - Lecture<br><br>- Dialogue And Interaction | - Cognitive assessment<br>- Skills assessment |
| 2. | 3 | | Translation of accusative with exercises from French to Arabic | | |

| | | | | - Constructive Criticisme | - Creative assessment |
|---|---|---|---|---|---|
| 3. | 3 | -Skills Assessment<br>-Creative Assessment<br>-Self-Assessment<br>-Critical Thinking Skills<br>-Creative Thinking Skills<br>-Analytical Thinking Skills | Translation of pronouns of all types with exercises from French to Arabic | - Brainstormin<br><br>- Knowledge Maps | - Self-assessment |
| 4. | 3 | | Translation of reported speech sentences (declarative sentences) from French to Arabic | | |
| 5. | 3 | | Translation of reported speech sentences (interrogative sentences) from French to Arabic | | |
| 6. | 3 | | Translation of reported speech sentences (imperative sentences) from French to Arabic | | |
| 7. | 3 | | Translating passive sentences (from French to Arabic)<br>) | | |
| 8. | 3 | | Translating noun sentences (from French to Arabic) | | |
| 9. | 3 | | Translating adjective sentences (from French to Arabic) | | |
| 10 | 3 | | Translating adverb sentences (from French to Arabic) | | |
| 11 | 3 | | Translating logical conjunction sentences (from French to Arabic) | | |
| 12 | 3 | | Translating causal sentences (from French to Arabic | | |
| 13 | 3 | | Translation of objective sentences (from French to Arabic) | | |
| 14 | 3 | | Translation of purpose or result sentences (from French to Arabic). | | |
| 15 | 3 | | Translation of some simple texts (from French to Arabic). | | |
| 16 | 3 | | Translation of conditional sentences with exercises (from Arabic to French) | | |

| | | | | |
|---|---|---|---|---|
| 17 | 3 | | Translation of the accusative with exercises (from Arabic to French) | |
| 18 | 3 | | Translation of pronouns of all types with exercises (from Arabic to French) | |
| 19 | 3 | | Translation of reported speech sentences (declarative sentences) from Arabic to French | |
| 20 | 3 | | Translation of sentences (from Arabic to French) Reported speech (interrogative sentences) | |
| 21 | 3 | | Translation of reported speech sentences (imperative sentences) (from Arabic to French) | |
| 22 | 3 | | Translation of passive sentences ((from Arabic to French) | |
| 23 | 3 | | Translation of noun sentences (from Arabic to French) | |
| 24 | 3 | | Translation of adjective sentences (from Arabic to French) | |
| 25 | 3 | | Translation of circumstantial sentences (from Arabic to French) | |
| 26 | 3 | | Translation of logical linking sentences (from Arabic to French) | |
| 27 | 3 | | Translation of causal sentences (from Arabic to French) | |
| 28 | 3 | | Translation of objective sentences (from Arabic to French) | |
| 29 | 3 | | Translation of goal or result sentences (from Arabic to French) | |
| 30 | 3 | | Translation of some simple texts (from Arabic to French) | |

## 11. Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.
40 points are distributed as shown below:
10 for preparation and participation
10 for daily exams
20 for monthly exams
60 for the final exam

## 12. Learning and Teaching Resources

| | |
|---|---|
| Required textbooks (curricular books, if an | Introduction to Translation book, written by Dr. Tawfiq Azir and Dr. Hassib Elias. |
| Main references (sources) | Initiation à la traduction de Mathieu Guidere |
| Recommended books and references (scientific journals, reports…) | 1- Initiation à la traduction de Mathieu Guidere.<br><br>2. Meta Journal des traducteurs. |
| Electronic References, Websites | https://journals.openedition.org/palimpsestes/<br>Reverso, Deelp , Rfi , le point fle |
| Curriculum update rate | 20 % |

Head of Department:
Ahmed Amin Tawfik

Course administrators:
Ihsan Shukur Mahmood

# Course Description Form

| Course Name: | |
|---|---|
| English Language /Third stage/ annual system | |
| Course Code: | |
| UoM-Art-Fr-307 | |
| Semester / Year: | |
| Academic Year 2024-2025 | |
| Description Preparation Date: | |
| 25/9/2024 | |
| Available Attendance Forms: | |
| On campus / Electronic Platform | |
| Number of Credit Hours () / Number of Units (): | |
| 60 | |
| Course administrator's name (mention all, if more than one name) | |
| Name: Asst.Lect. Marwa ghassan younis<br>Email: marwa.younis@uomosul.edu.iq | |
| Course Objectives | |
| **Course Objectives** | This program teaches the students the appropriate criteria of good translation. In addition to, how they translate the text without change the meaning of the source text, through study different vocabularies, word pairs, idioms, verb forms and social expressions to understand the text appropriately |
| Teaching and Learning Strategies | |
| **Strategy** | Learning and Teaching Strategies<br><br>Modern education strategies aim to achieve specific goals to provide opportunities for students to increase their learning abilities and diversity in the methods and implementation of curricula in teaching processes that take into account individual circumstances and the abilities and potential of learners. Learning and teaching are carried out according to the latest self-education tools using the computer and through modern programs in the fields of education |

| Course Structure | | | | | |
|---|---|---|---|---|---|
| **Week** | **Hours** | **Required Learning Outcomes** | **Unit or subject name** | **Learning method** | **Evaluation method** |
| 1 | 2 hours per week | The lecture<br><br>using power point PPT and other applications to simplify the lecture<br><br><br>Constructive criticism<br>Brainstorming<br><br><br>knowledge maps | Appropriate criteria of good translation | Critical thinking skill.<br><br>Creative thinking skills<br><br>Analytical thinking skills | Cognitive assessment<br><br>Skills assessment<br><br>Creative evaluation<br>Self-evaluation |
| 2 | | | literary text translation | | |
| 3 | | | Journalistic text translation | | |
| 4 | | | common texts translation | | |
| 5 | | | quantities expression | | |
| 6 | | | Articles | | |
| 7 | | | Exam | | |
| 8 | | | verbs forms | | |
| 9 | | | future verb forms | | |
| 10 | | | Hot verbs | | |
| 11 | | | comparative and superlatives | | |
| 12 | | | literary text translation | | |
| 13 | | | Synonyms | | |
| 14 | | | Antonyms | | |
| ١٥ | | | Final course exam | | |
| ١٦ | | | Directions | | |
| ١٧ | | | Since and for | | |
| ١٨ | | | Adverbs | | |
| ١٩ | | | Word pairs | | |
| ٢٠ | | | Exercises | | |
| ٢١ | | | Short answers | | |
| ٢٢ | | | Translation to Arabic | | |
| ٢٣ | | | Some irregular verbs | | |

| | | | | | |
|---|---|---|---|---|---|
| ٢٤ | | | Exam | | |
| ٢٥ | | | Social expressions translation | | |
| ٢٦ | | | Prices in English | | |
| ٢٧ | | | Translation to English | | |
| ٢٨ | | | Reading and pronunciation | | |
| ٢٩ | | | Stative verbs | | |
| ٣٠ | | | Final course exam | | |

## .Course Evaluation

1- Conducting written tests (Midyear and final) through some questions on the subject of the study material to know the extent of their comprehension of the subject

2-Quiz (short exam)

3-Practical

4- Attendance of students and assessment through interactive learning

## .

| Required textbooks (curricular books, if any) | Headway Plus (pre−intermediate student's book) |
|---|---|
| Main references (sources) | A university Grammar of English |
| Recommended books and references (scientific journals, reports...) | Published academic studies and researches |
| Electronic References, Websites | Resources and links are provided to students via: Google classroom |

Head of Department:

Ahmed Amin Tawfik

Course administrators:

Marwa Ghassan

# Course Description Form

| 1. Course Name: |
|---|
| French for other purposes |

| 2. Course Code: |
|---|
| Uom-Art-Fr-٢٠٥ |

| 3. Semester / Year: |
|---|
| Annual/2024−2025 |

| 4. Description Preparation Date: |
|---|
| 28/4/2025 |

| 5. Available Attendance Forms: |
|---|
| presence |

| 6. Number of Credit Hours (Total) / Number of Units (Total) |
|---|
| 2 |

| 7. Course administrator's name (mention all, if more than one name) |
|---|
| Name: Qatran Bashar Ali<br>Email: qatran.b@uomosul.edu.iq |

## 8. Course Objectives

| Course Objectives | |
|---|---|
| | • ..... |
| | • ..... |
| | • ..... |

## 9. Teaching and Learning Strategies

| Strategy | |
|---|---|
| | |

## 10. Course Structure

| Week | | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|---|---|---|---|---|---|---|
| 1 | 2 | | Vocabulary about the Paralympic Games | | | |
| 2 | 2 | | Social Networks | | | |
| 3 | 2 | | Football: The 2022 Ballon d'Or | | | |
| 4 | 2 | | Iran: Call for Protests | | | |
| 5 | 2 | | Fashion Design | | | |
| 6 | 2 | | Results of the 2022 French Presidential Election | | | |
| 7 | 2 | | Presentation of a Scientific Site: Parnal Space | | | |

| | | | | | |
|---|---|---|---|---|---|
| 8 | 2 | **Presentation of Historical Sites: Greek Theater** | | | |
| 9 | 2 | **Inhumane Treatment**<br>**International Organizations** | | | |
| 10 | 2 | **Tennis: Rafael Nadal Retires** | | | |
| 11 | 2 | **Shops on Rue Saint-Antoine** | | | |
| 12 | 2 | **Education: Sweden as a model** | | | |
| 13 | 2 | **Description of Scientific Discovery**<br>**Fight Against** | | | |
| 14 | 2 | **Description of a Tour** | | | |
| 15 | 2 | **News Headlines for May 10, 2024** | | | |
| 16 | 2 | **Martinique: Action Against Precious Life** | | | |
| 17 | 2 | **Alan Dylan is a Film Icon** | | | |
| 18 | 2 | **Francophone Festival** | | | |
| 19 | 2 | **Freedom of Expression Under Suspicion: Sonia Dahmani's**<br>**Sentence** | | | |
| 20 | 2 | **Men's Cosmetics** | | | |
| 21 | 2 | **Dry Eyes** | | | |
| 22 | 2 | **Ottoman Construction** | | | |
| 23 | 2 | **Cultural Outcomes: Theaters** | | | |
| 24 | 2 | **Construction of the Eiffel Tower** | | | |
| 25 | 2 | **Artificial Intelligence in Journalism** | | | |
| 26 | 2 | **Literary Work (The Duke of Montecristo) in Cinema** | | | |
| 27 | 2 | **School Journalism** | | | |
| 28 | 2 | **Jeans Manufacturing** | | | |
| 29 | 2 | **Children's Games** | | | |
| 30 | 2 | **Inhumane Treatment** | | | |
| | | | | | |
| | | | | | |

## 11. Learning and Teaching Resources

| | |
|---|---|
| Required textbooks (curricular books, if any) | |

## 12. Main references (sources)

| | |
|---|---|
| Recommended books and references (scien journals, reports…) | |
| Electronic References, Websites | |
| | |
| | |

**Head of Department:**
**Ahmed Amin Tawfik**

**Course administrators:**
Qatran Bashar Ali

# Course Description Form

| 1. Course Name: |
|---|
| posy |

| 2. Course Code: |
|---|
| Uom-Art-Fr-٢٠٥ |

| 3. annual / Year: |
|---|
| Annual/2024−2025 |

| 4. Description Preparation Date: |
|---|
| 28/4/2025 |

| 5. Available Attendance Forms: |
|---|
| presence |

| 6. Number of Credit Hours (Total) / Number of Units (Total) |
|---|
| 2 |

| 7. Course administrator's name (mention all, if more than one name) |
|---|
| Name: Manal Hamdi Fathi<br>Email: manalhamdi2010@uomosul.edu.iq |

## 8. Course Objectives

| Course Objectives | • ..... <br> • ..... <br> • ..... |
|---|---|

## 9. Teaching and Learning Strategies

| Strategy | |
|---|---|

## 10. Course Structure

| Week | | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|---|---|---|---|---|---|---|
| 1 | 2 | | Definition of poetry. | | | |
| 2 | 2 | | Genres of poetry. | | | |
| 3 | 2 | | "Poetic image...comparison... | | | |
| 4 | 2 | | Predication in poetry. Definition | | | |
| 5 | 2 | | Predication, Explanations | | | |
| 6 | 2 | | Predication, analysis of selected poems by distinguished French poets using Cohen's method | | | |
| 7 | 2 | | Continuation of the analysis of predication | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 8 | 2 | **Determination in French poetry.** | | | | |
| 9 | 2 | **Continuation of determination** | | | | |
| 10 | 2 | **Coordination in French poetry. Definition and analysis** | | | | |
| 11 | 2 | **Continuation of the analysis of coordination** | | | | |
| 12 | 2 | **Coordination...continuation of the analysis** | | | | |
| 13 | 2 | **General reviews** | | | | |
| 14 | 2 | **Definition and analysis using Cohen's method** | | | | |
| 15 | 2 | **Poetic metaphor. Poetry according to Valéry.** | | | | |
| 16 | 2 | **Examples of selected poems by French poets** | | | | |
| 17 | 2 | **Definition of poetry. Genres of poetry.** | | | | |
| 18 | 2 | **Definition of poetry. Genres of poetry. "Poetic image...comparison...** | | | | |
| 19 | 2 | **Predication in poetry. Definition** | | | | |
| 20 | 2 | **Predication, Explanations** | | | | |
| 21 | 2 | **Predication, analysis of selected poems by distinguished French poets using Cohen's method Cohen** | | | | |
| 22 | 2 | **Continuation of the analysis of predication** | | | | |
| 23 | 2 | **Determination in French poetry.** | | | | |
| 24 | 2 | **Continuation of determination** | | | | |
| 25 | 2 | **Coordination in French poetry. Definition and analysis** | | | | |
| 26 | 2 | **Continuation of the analysis of coordination** | | | | |
| 27 | 2 | **Coordination..continuation of the analysis** | | | | |
| 28 | 2 | **General reviews** | | | | |
| 29 | 2 | **Definition and analysis according to Cohen's method Poetic metaphor.** | | | | |
| 30 | 2 | **Poetry according to Valéry.** | | | | |
| | | | | | | |
| | | | | | | |

## 11. Learning and Teaching Resources

| | |
|---|---|
| Required textbooks (curricular books, if any) | |
| 12. Main references (sources) | |
| Recommended books and references (scien journals, reports…) | |
| Electronic References, Websites | |
| | |
| | |

**Head of Department**:

**Ahmed Amin Tawfik**

**Course administrators**:

Manal Hamdi Fathi

# Course Description Form

| 1. Course Name: |
|---|
| History of French Literature / Third Stage / Annual |

| 2. Course Code: |
|---|
| UoM-Art-Fr.٣٠٤ |

| 3. Semester / Year: |
|---|
| Annual 2024-2025 |

| 4. Description Preparation Date: |
|---|
| 25/4/2025 |

| 5. Available Attendance Forms: |
|---|
| On campus / Electronic Platform |

| 6. Number of Credit Hours (Total) / Number of Units (Total) |
|---|
| 2 Credit Hours /60 |

| 7. Course administrator's name (mention all, if more than one name) |
|---|
| Name: Alaa Tawfik Aziz<br>Email: alla.t@uomosul.edu.iq |

| 8. Course Objectives | |
|---|---|
| **Course Objectives** | • Teaching French literature to third-year students and its most important literary schools. |

| 9. Teaching and Learning Strategies | |
|---|---|
| **Strategy** | Learning and Teaching Strategies<br><br>Modern education strategies aim to achieve specific goals to provide opportunities for students to increase their learning abilities and diversity in the methods and implementation of curricula in teaching processes that take into account individual circumstances and the abilities and potential of learners. Learning and teaching are carried out according to the latest self-education tools using the computer and through modern programs in the fields of education. |

## 10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|---|---|---|---|---|---|
| 1 | 2 | • Lecture<br>• Dialogue and Interaction<br>• Constructive Criticism<br>• Brainstorming Cognitive Maps Cognitive Assessment<br>• Skill Assessment<br>• Creative Assessment Self-Assessment<br>• Critical Thinking Skills<br>• Creative Thinking Skills<br>• Analytical Thinking Skills | Le Moyen Age: les genres littéraires, le théâtre | Lecture<br>Dialogue and Interaction<br>Constructive Criticism<br>Brainstorming Knowledge Maps | Cognitive assessment<br>Skill assessment<br>Creative assessment<br>Self-assessment |
| 2 | | | Les récits légendaires, les récits satiriques et moraux | | |
| 3 | | | La poésie, les chroniques | | |
| 4 | | | Contre les medisants | | |
| 5 | | | Tristan et Iseut | | |
| 6 | | | Le vxi e siècle : l'Humanisme et la Reforme | | |
| 7 | | | Les genres littéraires : la poésie, les récits, les essais, | | |
| 8 | | | Garguantua, Ode à Cassandre | | |
| 9 | | | Le XVII e siècle : le Baroque, la préciosité, le classicisme | | |
| 10 | | | Les genres littéraires : le théâtre | | |
| 11 | | | Les ecrits moralistes | | |
| 12 | | | Les ecrits philosophiques | | |

| | | | | | |
|---|---|---|---|---|---|
| 13 | | | Le Cid | | |
| 14 | | | L'Avare | | |
| ١٥ | | | Le loup et l'agneau | | |
| ١٦ | | | العطلة الربيعية | | |
| ١٧ | | | Berenice | | |
| ١٨ | | | La princesse de Cleves | | |
| ١٩ | | | Le XVIIIe siècle | | |
| ٢٠ | | | Les lumières, monde éclairé par la philosophie, l'Encyclopédie | | |
| ٢١ | | | Les genres littéraires : la poésie, le théâtre, le roman | | |
| ٢٢ | | | Letters pernasse | | |
| ٢٣ | | | Le jeu de l'amour et du hasard | | |
| ٢٤ | | | Autorité politique | | |
| ٢٥ | | | Candide | | |
| ٢٦ | | | Les Confessions | | |
| ٢٧ | | | Lettres | | |
| ٢٨ | | | Les liaisons dangereuses | | |
| ٢٩ | | | Le marriage de Figaro | | |
| ٣٠ | | | Je vis, je meurs……. | | |

## Course Evaluation

1- Conducting written tests (Midyear and final) through some questions on the subject of the study material to know the extent of their comprehension of the subject

2-Quiz (short exam)

3-Practical

4- Attendance of students and assessment through interactive learning

| | |
|---|---|
| Required textbooks (curricular books, if any) | None |
| Main references (sources) | Histoire de la littérature française |
| Recommended books and references (scientific journals, reports...) | La littérature progressive du français |
| Electronic References, Websites | https://www.deboecksuperieur.com/ouvrage/9782804189303-histoire-de-la-litterature-francaise. |

Head of Department:

Ahmed Amin Tawfik

Course administrators:

Alaa Tawfik Aziz

# Course Description Form

| Course Name: |
|---|
| Oral and Written Communication \ Third Year |

| Course Code: |
|---|
| UoM-Art-Fr-306 |

| Semester / Year: Academic Year 2024-2025 |
|---|
|  |

| Description Preparation Date: 24/04/2025 |
|---|
|  |

| Available Attendance Forms: On campus / Electronic Platform |
|---|
|  |

| Number of Credit Hours (90) / Number of Units (3): |
|---|
|  |

| Course administrator's name (mention all, if more than one name) |
|---|
| Name: Baraa Ibrahim Mahmood<br>Email: baraa.ibrahim@uomosul.edu.iq |

| Course Objectives | |
|---|---|
| **Course Objectives** | the student would be able to understand and assimilate oral and written text and to be able to express him/herself orally and written |

| Teaching and Learning Strategies | |
|---|---|
| **Strategy** | Learning and Teaching Strategies<br><br>Modern education strategies aim to achieve specific goals to provide opportunities for students to increase their learning abilities and diversity in the methods and implementation of curricula in teaching processes that take into account individual circumstances and the abilities and potential of learners. Learning and teaching are carried out according to the latest self-education tools using the computer and through modern programs in the fields of education. |

## Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|---|---|---|---|---|---|
| 1 | 3 | **Bachelor**<br><br>**Dialogue and interaction Constructive criticism Brainstorming** | **Rendre compte d'un évènement, d'une information, une interview** | **Dialogue and interaction Constructive criticism Brainstorming** | **Written and oral evaluation**<br><br>**Cognitive evaluation Skill evaluation Creative evaluation Self-evaluation** |
| 2 | | | **Donner son avis sur l'éducation. Parler des modes d'éducation alternatives** | | |
| 3 | | | **Raconter des souvenirs d'école** | | |

| | | | | | |
|---|---|---|---|---|---|
| 4 | | | **Rapporter les paroles d'autrui** | | |
| 5 | | | **Présenter des faits et des informations** | | |
| 6 | | | **Donner son avis sur l'excès d'informations** | | |
| 7 | | | **Révision et examen** | | |
| 8 | | | **Parler de la santé et de l'alimentation.** **Découvrir les dernières tendances alimentaires** | | |
| 9 | | | **Parler du phénomène de la passion pour la cuisine.** **Découvrir les enjeux actuels de l'alimentation** | | |
| 10 | | | **Commenter un graphique. Commenter des données chiffrées** | | |
| 11 | | | **donner son avis sur ce que signifie « être vieux » et « être adulte ». découvrir des initiatives intergénérationnelles** | | |
| 12 | | | **parler des relations interpersonnelles. Comparer** | | |
| 13 | | | **parler des défis de la jeunesse. Résoudre un conflit** | | |
| 14 | | | **Révision et examen** | | |
| ١٥ | | | **Donner son avis sur des campagnes de lutte contre les discriminations** | | |
| ١٦ | | | **Donner son avis sur des campagnes de lutte contre les discriminations** | | |
| ١٧ | | | **Donner son avis sur des campagnes de lutte contre les discriminations** | | |
| ١٨ | | | **Découvrir des discriminations surprenantes** | | |
| ١٩ | | | **Discuter des préjugés et de leur origine.** | | |
| ٢٠ | | | **Discuter des préjugés et de leur origine.** | | |
| ٢١ | | | **Révision et examen** | | |
| ٢٢ | | | **Découvrir les effets de l'amour sur le corps** | | |
| ٢٣ | | | **Comparer l'amour et l'amitié** | | |

| ٢٤ | | | **Découvrir des expressions idiomatiques sur l'amour** | | |
|---|---|---|---|---|---|
| ٢٥ | | | **Découvrir des formes traditionnelles et nouvelles d'expression sentimentale** | | |
| ٢٦ | | | **Donner son avis sur l'exposition de sa vie de couple en ligne** | | |
| ٢٧ | | | **Rédiger un résumé** | | |
| ٢٨ | | | **Révision et examen** | | |
| ٢٩ | | | **Préparation au DELF** | | |
| ٣٠ | | | **Préparation au DELF et examen de DELF** | | |

## .Course Evaluation

1- Conducting written tests (Midyear and final) through some questions on the subject of the study material to know the extent of their comprehension of the subject

2-Quiz (short exam)

3-Practical

4- Attendance of students and assessment through interactive learning

5- The homework

## .

| Required textbooks (curricular books, if any) | Entre Nous 3 |
|---|---|
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | Resources and links are provided to students via: Google classroom |
| Electronic References, Websites | https://www.youtube.com/watch?v=byNbe1SVoLs&t=1s <br><br> https://www.youtube.com/watch?v=MvDT2kUakK0 <br><br> https://www.youtube.com/watch?v=QhysP1PazZA&t=111s <br><br> https://apprendre.tv5monde.com/fr/exercices/b2-avance |

Head of Department:

Ahmed Amin Tawfik

Course administrators:

Baraa Ibrahim Mahmood