

Course Description Form

1. Course Name:					
Grammar					
2. Course Code:					
3. Semester / Year:					
2023–2024					
4. Description Preparation Date:					
1–9–2023					
5. Available Attendance Forms:					
Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3/ 5					
7. Course administrator's name (mention all, if more than one name)					
Name: Sahar Faiq Ali Email: saharfaiq@uomosul.edu.iq					
8. Course Objectives					
Course Objectives			Improving students' skills in in using Eng grammar rules..... Improving students' language level..... Understanding the multiple uses of Eng grammar and develop the students' cognit abilities.....		
9. Teaching and Learning Strategies					
Strategy		Lecture, discussion, asking questions			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	3		Present simp present continuo	lecture	quiz

			past simple		
2 nd	3		Past continuous, Present perfect		
3 rd	3		Present perfect continuous, present perfect		
4 th	3		Past perfect continuous, future simple		
5 th	3		Future continuous Future perfect		
6 th	3		Conditional sentences		
7 th	3		Passive voice		
8 th	3		Passive voice		
9 th	3		Direct and indirect speech		
10 th	3		Drills		
11 th	3		Verbs + infinitive		
12 th	3		Verbs+ infinitive		
13 th	3		Exam		
14 th	3		Mid-year exam		

15 th	3		Mid-year exam		
16 th	3		Articles		
17 th	3		Relative pronouns		
18 th	3		Drills		
19 th	3		Word order		
20 th	3		Conjunctions		
21 st			Drills		
22 nd	3		Prepositions		
23 rd	3		Phrasal verbs		
24 th			Drills		
25 th	3		Adjectives+ prepositions		
26 th	3		Nouns+ prepositions		
27 th	3		Verbs+ prepositions		
28 th			Exam		
29 th			Final exam		
30 th			Final exam		

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11. Course Evaluation

Daily and monthly exams

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Murphy,R.(2004) English Grammar in Use. New York: Longman.
Main references (sources)	Alexander, L. (1990) Longman English Grammar. New York: Longman. Hewings, M. (1999) Advanced Grammar in Use. Cambridge: Cambridge University Press.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name: Introduction to English Literature	
2. Course Code:	
3. Semester / Year: 2023-2024	
4. Description Preparation Date: 2-10-2023	
5. Available Attendance Forms: E-Classes, In person	
6. Number of Credit Hours (3) / Number of Units (5)	
7. Course administrator's name (mention all, if more than one name)	
Name: Lec. Ahmed K. Fadhil Email: ahmedalabid899@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	1-Learning what is meant by literature. 2-Practicing literary appreciation of poetry, prose and drama. 3-Enriching student's vocabulary.
9. Teaching and Learning Strategies	
Strategy	Theoretical Lectures, Discussions, Oral questions.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Definition of literature, importance, its genres.	Intr. to Literature	Lecture	Oral questions
2	3	The literary devices	Intr. to Literature	Lecture	Oral questions
3	3	Definition of Poetry, its types.	Intr. to Literature	Lecture	Oral questions
4	3	Studying "Beowulf"	Intr. to Literature	Lecture	Oral questions
5	3	Studying "Death be Proud"	Intr. to Literature	Lecture	Oral questions
6	1	Internal exam	Intr. to Literature		
7	3	Studying "Unstable Dream"	Intr. to Literature	Lecture	Oral questions
8	3	Studying "Winter"	Intr. to Literature	Lecture	Oral questions
9	3	Studying "Sonnet 116"	Intr. to Literature	Lecture	Oral questions
10	3	Studying "The Sick Rose"	Intr. to Literature	Lecture	Oral questions
11	1	Internal exam 2	Intr. to Literature	Lecture	Oral questions
12	3	Presentation	Intr. to Literature		
13	3	Presentation	Intr. to Literature		
14		Mid-year exam			
15		Mid-year exam			
16	3	Definition of Drama, Its types&elements.	Intr. to Literature	Lecture	Oral questions
17	3	Studying Oedipus Tyrannus.	Intr. to Literature	Lecture	Oral questions
18	3	Analysis of Oedipus Tyrannus	Intr. to Literature	Lecture	Oral questions
19	3	Analysis of characters	Intr. to Literature	Lecture	Oral questions
20	3	Studying <i>Everyman</i>			
21	3	Analysis of the characters	Intr. to Literature	Lecture	Oral questions
22	3	Studying the moral lessons of play	Intr. to Literature	Lecture	Oral questions
23	1	Internal exam 1	Intr. to Literature	Lecture	Oral questions
24	3	Definition of Fiction, elements and types.	Intr. to Literature	Lecture	Oral questions
25	3	Definition of short story	Intr. to Literature	Lecture	Oral questions
26	3	Studying "Shooting Elephant"	Intr. to Literature	Lecture	Oral questions
27	3	Studying an essay entitled "The Sea and The Wind"	Intr. to Literature	Lecture	Oral questions

11. Course Evaluation					
Attendance 2					
Class participation 3					
Homework 2					
Presentations 3					
Quizzes 5					
Exam, mid and final 85					

Course Description Form

1. Course Name:					
Phonetics					
2. Course Code:					
3. Semester / Year:					
2023- 2024					
4. Description Preparation Date:					
27-5-2024					
5. Available Attendance Forms:					
lectures inside the class					
6. Number of Credit Hours (Total) / Number of Units (Total)					
9 hours- 5 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Zena Matty Khidhir		Salah Y. Rasheed			
Email: z.matty@uomosul.edu.iq		salah.yaseen@uomosul.edu.iq			
Ummaya Idrees Younis					
8. Course Objectives					
Course Objectives		<p>To identify the phonemes of the English language.....</p> <p>To know the basic of the articulatory system and to study the features of sounds in English.....</p> <p>To understand how to use the basic procedures in phonemic analysis and to be familiar with sound description.....</p>			
9. Teaching and Learning Strategies					
Strategy		Discussion, Questions and answers, the lectures, doing more exercises.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
30	hours a wee	Knowing ma	Identifying	Daily exa	Dailyand

		aspects of English Phonetics	phonemes	and participatio	monthly exams
First	3	Identifying phonemes	Identifying phonemes		
Second	3	Identifying phonemes	Identifying phonemes		
Third	3		Letters a		
Fourth	3	Letters a	sound		
Fifth	3	Organs soeekh	Organs soeekh		
6 th	3	Organs of speech	Organs of speech		
7 th	3	Organs of speech	Organs of speech		
8 th	3	Consonants of English	Consonant of English		
9 th					
10 th					
11 th					
12 th					
13 th		Monthly exam			
14 th		Mid-year exam			
15 th	3				
16 th					
17 th		Consonant sequence			
18 th	3				
19 th	3				
20 th	3	The Vowels of English			
21 st	3	Vowel Sequence			
22 nd	3	Weak Forms			
23		Stressed and unstressed syllables			
24	intonation				
25	intonation				
26	intonation				
27	monthly				

28	exam				
29	final exam				
30					

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ... etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Better English Pronunciation J. D. O'Connor Ladefoged, A Course Phonetics Gimson, the Pronunciation English.
Main references (sources)	Better English Pronunciation J. D. O'Connor
Recommended books and references (scientific journals, reports...)	Dictionaries
Electronic References, Websites	http://tme/df/756

Course Description Form

1. Course Name: Reading/ First Stage					
2. Course Code:					
3. Semester / Year: 2023-2024					
4. Description Preparation Date: 2023-09-27					
5. Available Attendance Forms: Presence					
6. Number of Credit Hours (2) / Number of Units (11)					
7. Course administrator's name (mention all, if more than one name)					
Name: Lect. Ramziya Khaleel Ismael Email: ramziyahsaad@uomosul.edu.iq					
8. Course Objectives					
Course Objectives			Training students to: <ul style="list-style-type: none"> ➤ understand the reading contents. ➤ analyze selected readings. ➤ build vocabulary. 		
9. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> ➤ Before reading, students are asked to deal with the topic actively and to activate their background knowledge. ➤ Students are asked to identify the themes of selected reading. ➤ Encourage students to skim and scan quickly to know the main and supporting ideas. ➤ Urging students to discuss their reactions to new words, expressions, and phrases in pairs or groups. ➤ help students to recall information, identify reasons and make inferences . 			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name		
1.	3/12/2023	Using context	Answering interview questions		
2.	10/12/2023	Understanding phrasal verbs			
3.	17/12/2023	Making inferences	Making a difference in the world		
4.	24/12/2023	Understanding suffixes			
5.	31/12/2023	Skimming and Scanning	Achieving academic through teamwork		
6.	7/1/2024	Learning collocations			

7.	14/1/2024	Distinguishing facts from opinions	How children learn languages		
8.	21/1/2024	Understanding connecting words			
9.	28/1/2024	Using context clues	What you can see when you look at the moon		
10.	4/2/2024	Learning synonyms			
11.	11/2/2024	Finding the topic and main idea	Adjusting to life in a foreign country		

Mid-Year Examination

12.	25/2/2024	Identifying supporting ideas	Having a special place to go to reflect on life		
13.	3/3/2024	Learning noun suffixes			
14.	10/3/2024	Identifying pronoun referents	Talents and abilities		
15.	17/3/2024	Understanding compound nouns			
16.	24/3/2024	Understanding multi-word verbs	Preparing and making a good speech		
17.	31/4/2024	Understanding text organization: Headings			
18.	7/4/2024	Understanding patterns of organization Understanding figurative language	different ways people converse		
19.	14/4/2024	learning prefixes			
20.	21/4/2024	Notetaking	applying for a job		
21.	28/4/2024	Understanding connecting words			
22.	5/5/2024				

Final Examination

11. Course Evaluation

Test 1	Test 2	Discussion	Total Sum	Final Exam
15	15	10	40	60

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Lee, L., & Gundersen, E. (2002). Select readings: Pre-intermediate. Oxford University.
Main references (sources)	Lee, L., & Gundersen, E. (2002). Select readings: Pre-intermediate. Oxford University.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	objective texts, selected from the intent

Course Description Form

1. Course Name:					
English Phonology					
2. Course Code:					
3. Semester / Year:					
2023–2024					
4. Description Preparation Date:					
27/5/2024					
5. Available Attendance Forms:					
Face to face					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 / 5					
7. Course administrator's name (mention all, if more than one name)					
Name: Z. R. Kasim & O. Idress					
8. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> • Introduction to English phonology 		
9. Teaching and Learning Strategies					
Strategy		Lecture, discussion, questions			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding English sound functions	Introduction	Lecture	Quizzes, questions
2			The phoneme		
3			Phonology		
4			Further phonology		
5			Symbols & syllables		
6			Symbols		
7			The syllable		
8			Strong & weak syllables		
			Types of centre		
			Stress in simple words		
			The nature of stress		

9			Complex word stress		
10			Compound words		
11			Weak forms		
12			Problems in phonetic		
13			analysis		
14			Problems of analysis		
15			Problems of assignment		
16			Aspects of connected		
17			speech		
18			Rhythm & assimilation		
19			Elision & linking		
20			Intonation 1: form and		
21			function		
22			Some functions		
23			English tones		
24			Intonation 2: the tone		
25			unit		
26			The structure of		
27			tone unit		
28			Intonation 3		
29			Problems in analyzing		
30			the form of intonation		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Roach, P. (2008). English Phonetics and Phonology: A practical course

Main references (sources)

Jonathan Marks, English Pronunciation in Use.

Recommended books and references (scientific journals, reports...)

Electronic References, Websites		
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Course Description Form

1. Course Name:	
The 16 th and 17 th C. Poetry	
2. Course Code:	
3. Semester / Year:	
2024-2023	
4. Description Preparation Date:	
2024/2/10	
5. Available Attendance Forms:	
In Person. Classroom Codes (oknvrqk - k6yxpkv - uv3xnqy - gyv3phv)	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2Hrs per Week. 4 Credits	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant Prof. Fadi Butrus Karomi Email: fadi.butrus@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> This course is designed to enable understanding of the cultural and literary connections between the 16th C. and 17th C. Poetry, represented by the initiation of the Petrarchan and the adopting of Shakespearean (English) poetry. It covers the important English schools of poetry, including John Donne and the school of Ben Jonson. It also discusses how these schools refused the Elizabethan norms of philosophical and witty types of poetry.
9. Teaching and Learning Strategies	
Strategy	<p>This course will enhance and develop the students' knowledge about the history of English Literature, 16th, 17th centuries and the trends, and schools that initiated during that period. Students will be able to develop moral considerations and increase the level of their human conscience to overcome upon all kinds of evilness of life and its consequences. They will distinguish between good and evil, positive and negative, moral and immoral actions. This will enhance positive opinions towards the civil rights of women in different societies. In addition, the students will be able to communicate fluently and effectively. Moreover, they will obtain deeply information on various topics related to the economic and even religious' fields.</p>

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Eva
	2 hrs	Making t students able comprehe the 16 th a 17 th centuries' poetry in appropria way.	<p>Week 1- Introduction to 16th C. : Historical Background and its Poetry</p> <p>Week 2- Literary Terms (Meaning and Sound Devices), Types of Meters, Rhythm and Scansion.</p> <p>Week 3- The Characteristics of the 16th c and Courtly Love.</p> <p>Week 4- Sir Thomas Wyatt (1503- 1542): Life and the features of his poetry.</p> <p>Week 5- Paraphrasing of Sir Thomas Wyatt sonnet: "The Hind"</p> <p>Week 6- Earl of Surrey(1517- 1547): Life and his poetry features</p> <p>Week 7-Paraphrasing of Henry Howard, Earl of Surrey's sonnet:"Complaint of a Lover Rebuked"</p> <p>Week 8- Sir Walter Raleigh(1554?- 1618): his life and poetry traits</p> <p>Week 9- Analysis (Paraphrasing)of Sir Walter Raleigh's: "What is our Life?"</p> <p>Week 10-Sir Philip Sidney (1554- 1586): His Life and features of poetry</p> <p>Week 11- Analysis(Paraphrasing) of Sir Philip Sidney: ""Thou blind man's mark,"</p> <p>Week 12-Monthly Exam</p> <p>Week 13-Mid-Year Exam</p> <p>Week 14- Mid-Year Exam</p> <p>Week 15- Edmund Spenser (ca. 1552-1599): His Life and Poetry Traits.</p> <p>Week 16- Analysis (Paraphrasing) of Edmund Spenser's Sonnet "Like as a Ship"</p> <p>Week 17- Introduction to 17th C. : Historical Background and its Poetry</p> <p>Week 18- The School of John Donne and the Characteristics of the Metaphysical Poetry</p> <p>Week 19- John Donne (1572- 1631)</p> <p>Week 20- Analysis of John Donne's Holy Sonnet 10 "Death, be not Proud"</p> <p>Week 21- George Herbert</p>	Lecture	

			<p>(1593-1633)</p> <p>Week 22- Analysis of George Herbert's "The Collar"</p> <p>Week 23- An Introduction to Cavalier Poetry and the Characteristics of the School of Ben Jonson</p> <p>Week 24- Ben Jonson (1572-1637)</p> <p>Week 25- Analysis of Ben Jonson's "Come, My Celia, Let Us Prove"</p> <p>Week 26- Robert Herrick(1591- 1674)</p> <p>Week 27- Robert Herrick's poem "To Daffodils"</p> <p>Week 28- Monthly Exam</p> <p>Week 29-Final Exam</p> <p>Week 30-Final Exam</p>	
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11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, any)	<p>-Al-Jubouri, Ala'uddin H. , A.W. Al-Wakil, Dr. Khalid Mahir, Dr. Issam Al-Khalaf. Sixteenth-Century English Poetry. University of Mosul Press.1980 .</p> <p>- Mustafa, Shakir M. Seventieth Century English Poetry: An Introductory Course. 1980.</p>
Main references (sources)	Braden, Gordon . Sixteenth-Century Poetry: An Annotated Anthology (Blackwell Academic)
Recommended books and references (scientific journals, reports...)	Gary Kuchar (auth.). George Herbert and the Mystery of the Word: Poetry and the Word in the Sixteenth Century. Palgrave Macmillan, Year: 2017.
Electronic References, Websites	https://www.publicconsulting.com/wordpress/introduction-to-12/

Course Description Form

1. Course Name:	
Elizabethan Drama	
2. Course Code:	
3. Semester / Year:	
2023/2024	
4. Description Preparation Date:	
27/05/2024	
5. Available Attendance Forms:	
Blended Teaching	
6. Number of Credit Hours (Total) / Number of Units (Total)	
66/5	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr Ammar Hashim Saleh Email: ammaralalabasy@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<p>The objective of this course is to initiate the students into the world of ancient English classical literature, especially, the English drama. It also seeks to apprise the students of the rich cultural and literary heritage of English literature as well as Elizabethan literature through the appreciation of the literary masterpieces like Macbeth, Hamlet, Twelfth Night, etc. It enables the students to imbibe artistic and aesthetic sensibilities and develop imaginative and creative faculties by following the great literary geniuses like William Shakespeare and Christopher Marlow,</p>
9. Teaching and Learning Strategies	
Strategy	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Elizabethan drama is a course that focuses primarily on highlighting the role played by the latter as a turning point in the history of English Literature. Academically speaking, the student should be able to distinguish between

the various dramatic periods and their features.

- The emphasis is going to be directed towards an overview about the Elizabethan drama, its characteristics, themes, and its influence on other dramatic ages. As Shakespeare’s works are viewed as canons during the Elizabethan era, we will refer to *Macbeth* as a case study.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	6	Discussion	An overview about English Drama	Blended teaching Blended teaching	Monthly exams and quizzes
3-5	9	Discussion	An introduction to the Elizabethan Age and Renaissance	Blended teaching	Monthly exams and quizzes Monthly exams and quizzes
5-11	21	Discussion	A close reading of Elizabethan Drama and its features	Blended teaching	Monthly exams and quizzes
16-26	30	Discussion	Shakespeare’s <i>Macbeth</i> would be introduced as a case study	Blended teaching	Monthly exams and quizzes

11. Course Evaluation

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

*Ask them to write their feedback and to make suggestions

*Communicate with them virtually through emails and groups on what’s

*Asking them indirect questions during the course.

2 Processes for Improvement of Teaching

*Organizing workshops and conferences about literature.

*Organizing extra hours in which I communicate with students, share their obstacles and listen to their suggestions.

*Simplify the material and ask the students to go in depth with the given knowledge.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Shakespeare, William. " <i>Macbeth</i> ." <i>Teaching Literacy through Drama</i> . Routledge, 2003. 110-122.
Main references (sources)	<ul style="list-style-type: none">• Shakespeare, William. <i>The tragedy of Macbeth</i>. Vol. 2. Classic Books Company, 2001.• Costa, Bana E., A. Carlos, and Jean-Claude Vansnick. "The MACBETH approach: Basic ideas, software, and an application." <i>Advances in decision analysis</i>. Springer, Dordrecht, 1999. 131-157.
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none">• Levin, Joanna. "Lady Macbeth and the daemionologie of hysteria." <i>Elh</i> 69.1 (2002): 21-55.
Electronic References, Websites	<ul style="list-style-type: none">• http://shakespeare.mit.edu/macbeth/full.html• https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/shakespeares-plays/macbeth/

Course Description Form

1. Course Name:					
Romantic & Victorian Poetry					
2. Course Code:					
3. Semester / Year:					
2023/2024/ Year Three			annual system		
4. Description Preparation Date:					
10/02/2024					
5. Available Attendance Forms:					
University of Mosul/College of Education for Humanities/ English Department (physical + electronic attendance).					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 In- class lectures (total 54 hours)					
7. Course administrator's name (mention all, if more than one name)					
Name: Dr. Ibtisaam Natheer Hameed Email: ibtisaam.natheer@uomosul.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> • The principal aim of this course is to provide the third-year students with knowledge of the poetry of the late eighteenth and nineteenth centuries • In addition to both poetry of these two periods, the course gives the student an idea about the intellectual atmosphere at that time. The richness of poetry of these schools increases the students' knowledge of the language of poetry in particular and English language in general. • It also develops the analytical and critical ability further. 			
9. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> • Method of explanation done by the teacher using English language • Using methods of teaching by videos, pictures, voice recordings, etc. 			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
week 1	2	-Develop student abilities to identify the most important literary vocabularies and terms related to English poetry. -Having knowledge about English poetry in all its genres -Ability to analyze literary texts. -Ability to identify the meaning	Introduction to the History Background of Romanticism	Through lectures, teacher explains subject using modern teaching presentation methods	Daily exams -Daily Student Participation -Semester Assessment -Final exams -Student Activities

		sound devices used by the author then explain it.			
Week 2-3	4		The Major Characteristics of Romanticism		
Week 4	2		Pre-Romantic Era /Neo Classicism		
Week 5	2		Romantic Imagination		
Week 6	2		Thomas Gray’s “Elegy Written in a Country Churchyard”		
Week 7	2		William Blake/ From Songs of Innocence “The Lamb”		
Week 8	2		William Blake/ From Songs of Experience “The Tyger”		
Week 9	2		William Wordsworth “The World is too much with Us”		
Week 10	2		S.T. Coleridge “Kubla Khan” Part 1		
Week 11	2		S.T. Coleridge “Kubla Khan” Part 2		
Week 12	2		Romanticism/ The second Generation		
Week 13	2		P.B. Shelley “Ode to the West Wind”		
Week 14	2		John Keats “Ode to a Nightingale”		
Week 15	2		Lord Byron “She Walks In Beauty”		
Week 16	2		Mid-Year Exam		
Week 17	2		An Introduction to the Historical Background of Victorian Era		

Week 18	2		The Major Characteristics of Victorian Poetry		
Week 19	2		A.L. Tennyson's "Ulysses" Part 1		
Week 20	2		A.L. Tennyson's "Ulysses" Part 1		
Week 21	2		Robert Browning's "My Last Duchess"		
Week 22	2		Mathew Arnold's "Dover Beach"		
Week 23	2		E.B. Browning's "The Cry of the Children" part 1		
Week 24	2		E.B. Browning's "The Cry of the Children" part 2		
Week 25	2		E.B. Browning's "The Cry of the Children" part 3		
Week 26	2		Christina Rossetti's "A Birthday"		
Week 27	2		Willian Morris's "The Day is Coming"		
Week 28			Final Exam		

11. Course Evaluation

1st Semester	2nd semester	Average	Final Exam
15%	25%	40%	60%

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	James Reeves (ed.). The Poets World Dhea Al-Jubori and Amy Sequira. Victorian Poetry
Recommended books and references (scientific journals, reports...)	The Norton Anthology to English Literature II E.K. Brown and J.O. Baily (ed.) Victorian Poetry.
Electronic References, Websites	https://www.classcentral.com/search?q=english+poetry

Course Description Form

1. Course Name: Victorian Novel	
2. Course Code:	
3. Semester / Year: 2023–2024	
4. Description Preparation Date: 1/9/2023	
5. Available Attendance Forms: Actual and electronic Classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours and 5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Iqbal Mahdi Salih Email: iqbal-salih@uomousul.edu.iq	
8. Course Objectives	
<p>Course Objectives The course aims at teaching the Third Year Students Victorian Novel, including the most distinctive novelists in this period.</p>	<ul style="list-style-type: none">• Definition and characteristics of the pre-Victorian novel as well as Victorian novel are discussed. Accordingly, the most distinctive writers of this period are dealt with; Daniel Defoe's <i>Robinson Crusoe</i> and Charles Dickens <i>Hard Times</i> are studied and profoundly and critically analysed.• The main themes, the characters and the novelistic techniques used by Victorian

	novelists in their novels are all discussed.
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9. Teaching and Learning Strategies

Strategy	theoretical lectures, discussions and homework
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One	3	Daniel Defoe's Robinson Crusoe	The Pre-Victorian period and the Victorian one.	Lecture	quiz
Two	3	Daniel Defoe's Robinson Crusoe	The Pre-Victorian period and the Victorian one.	Lecture	quiz
Three	3	Daniel Defoe's Robinson Crusoe	The life of novelist and features of novels.	Lecture	quizzes
Four	3	Daniel Defoe's Robinson Crusoe	Daniel Defoe's Robinson Crusoe Chapter One and Chapter	Lecture	Quiz, report , homework
Five	3	Daniel Defoe's Robinson Crusoe	Chapter Three and Chapter Four	Lecture	Homework
Six	3	Daniel Defoe's Robinson Crusoe	Chapter Five and Chapter Six	Lecture	Quiz, report , homework
Seven	3	Daniel Defoe's Robinson Crusoe	Chapter Seven and Chapter Eight	Lecture	Homework
Eight	3	Daniel Defoe's Robinson Crusoe	Chapter Nine, Ten and Twelve	Lecture	Quiz, report , homework
Nine	3	Daniel Defoe's Robinson Crusoe	Chapter Thirteen	Lecture	Homework
Ten	3	Daniel Defoe's Robinson Crusoe	Chapter Fourteen	Lecture	Quiz, report homework
Eleven	3	Daniel Defoe's Robinson Crusoe	Robinson Crusoe Chapter Fifteen	Lecture	Quiz, report homework
Twelve	3	Daniel Defoe's Robinson Crusoe	Robinson Crusoe Chapter Sixteen	Lecture	Homework
Thirteen	3	Daniel Defoe's Robinson Crusoe	Robinson Crusoe Chapter Seventeen	Lecture	Quiz, and homework

Fourteen	3	Daniel Defoe's Robinson Crusoe	Robinson Crusoe Chapter Eighteen	Lecture	Homework
Fifteen	3	Daniel Defoe's Robinson Crusoe Chapter Nineteen	Robinson Crusoe Chapter Nineteen	Lecture	
Sixteen	3	Daniel Defoe's Robinson Crusoe	Robinson Crusoe Chapter Twenty	Lecture	Quiz, report , homework
Seventeen	3	Daniel Defoe's Robinson Crusoe	Robinson Crusoe Chapter Twenty	lecture	Quizzes
Eighteen	3	<i>Hard Times</i> by Charles Dickens	Robinson Crusoe Chapter Twenty	lecture	Quiz, and homework
Nineteen	3	<i>Hard Times</i> by Charles Dickens	Robinson Crusoe Chapter Twenty one	Lecture	Quizzes
Twenty	3	<i>Hard Times</i> by Charles Dickens	The Life and works of Charles Dickens.	Lecture	Homework
Twenty one	3	<i>Hard Times</i> by Charles Dickens	The characteristics of the novel of Charles Dickens.	lecture	Quiz, and homework
Twenty two	3	<i>Hard Times</i> by Charles Dickens	<i>Hard Times</i> / Section one.	lecture	Quiz, and homework
Twenty three	3	<i>Hard Times</i> by Charles Dickens	<i>Hard Times</i> / Section Two.	Lecture	
Twenty four	3	<i>Hard Times</i> by Charles Dickens	<i>Hard Times</i> / Section Three and four.	Lecture	Homework
Twenty five	3	<i>Hard Times</i> by Charles Dickens	<i>Hard Times</i> /section Five and six.	Lecture	Quiz
Twenty six	3	<i>Hard Times</i> by Charles Dickens	<i>Hard Times</i> /section seven and eight.	lecture	Homework
Twenty seven	3	<i>Hard Times</i> by Charles Dickens	<i>Hard Times</i> / section nine and ten.	Lecture	Quiz
Twenty eight	3	<i>Hard Times</i> by	<i>Hard Times</i> /	lecture	Quiz

		Charles Dickens	section nine and ten.		
Twenty nine	3	<i>Hard Times</i> by Charles Dickens	Section eleven	lecture	Quiz
Thirty	1	Exam			

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The texts of Daniel Defoe's <i>Robinson Crusoe</i> and Charles Dickens's <i>Hard Times</i> .
Main references (sources)	John Richetti, <i>The Cambridge Companion to Daniel Defoe</i> (Cambridge university Press, 2009). Deirdre David, <i>The Cambridge Companion to the Victorian Novel</i> (Cambridge university Press, 2012). Critical Books related to Victorian Novel, Daniel Defoe and Charles Dickens.
Recommended books and references (scientific journals, reports...)	John Richetti, <i>The Cambridge Companion to Daniel Defoe</i> (Cambridge university Press, 2009). Deirdre David, <i>The Cambridge Companion to the Victorian Novel</i> (Cambridge university Press, 2012). Harold Bloom, <i>The Victorian Novel</i> (2010). Paul B. Davis, <i>Critical companion to Charles Dickens: A Literary References to his Life and Works</i> (2006). Paul B. Davis, <i>Charles Dickens A to Z: The Essential Reference to his Life and Work</i> (the Literary A to Z series, 1999). Grace Moore, <i>Dickens and Empire: Discourses of Class, Race, and Colonialism in the Works of Charles Dickens</i> (2004).

	Critical Books related to Victorian Novel, Daniel Defoe and Charles Dickens.
Electronic References, Websites	www.pdfdrive.com www.researchgate.net www.googlebooks.com www.jstore.com

Course Description Form

1. Course Name:	
Linguistics	
2. Course Code:	
3. Semester / Year:	
2024-2023	
4. Description Preparation Date:	
2024/2/10	
5. Available Attendance Forms:	
Attendance: in-person – online class.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Kamal H. Hussein Name: Dr. Ashraf Abdulwahid Dhannoon	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Pursuing linguistic studies in semantics, pragmatics, and discourse analysis.• Enabling students to become acquainted with the various fields of language.• Highlighting the importance of language and its relationship with society and different cultures among communities.• Understanding the stages of acquiring the mother tongue and its development according to the child's age stages.• Knowing the stages of a human learning a second language and the stages and methods of its development

among adolescents and adults.

9. Teaching and Learning Strategies

Strategy	Theoretical and practical lectures, dialogue and discussions, oral questions
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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1. **First:** 3 - Understanding and Comprehension - Chapter Nine/Part 1/Semantics/Meaning/Characteristics of Meaning/Importance of Meaning - Lecture and Discussion - Diagnostic Evaluation Oral Exam
2. **Second:** 3 - Understanding and Comprehension - Part 2/Lexical Relations - Synonyms and their Extensions - Lecture and Discussion - Diagnostic Evaluation Oral Exam
3. **Third:** 3 - Understanding and Comprehension - Part 3/Irony - Lecture and Discussion - Diagnostic Evaluation Daily Written Exam
4. **Fourth:** 3 - Understanding and Comprehension - Chapter Ten/Part 1/Pragmatics Hidden Meaning/Context - Lecture and Discussion - Diagnostic Evaluation Oral Exam
5. **Fifth:** 3 - Understanding and Comprehension - Part 2/Deictic Tools/Deixis - Lecture and Discussion - Diagnostic Evaluation Oral Exam
6. **Sixth:** 3 - Understanding and Comprehension - Part 3/Guessing/Pragmatic Implications - Lecture and Discussion - Diagnostic Evaluation Oral Exam
7. **Seventh:** 3 - Understanding and Comprehension - Part 4/Politeness/Speech Acts - Lecture and Discussion - Diagnostic Evaluation Daily Written Exam
8. **Eighth:** 3 - Understanding and Comprehension - Chapter Eleven/Part 1/Discourse Analysis/Meaning of Discourse/Interpretation of Discourse - Lecture and Discussion - Diagnostic Evaluation Oral Exam
9. **Ninth:** 3 - Understanding and Comprehension - Part 2/Dialogue Analysis/Role Exchange - Lecture and Discussion - Diagnostic Evaluation Oral Exam
10. **Tenth:** 3 - Understanding and Comprehension - Part 3/Cooperative Principle/Hedging Techniques - Lecture and Discussion - Diagnostic Evaluation Oral Exam
11. **Eleventh:** 3 - Understanding and Comprehension - Part 5/Implicature/Prior Knowledge - Lecture and Discussion - Diagnostic Evaluation Oral Exam

12. **Twelfth:** 3 - Understanding and Comprehension - Comprehensive Exam for Everything Previously Covered - Lecture and Discussion - Comprehensive Written Exam
13. **Thirteenth:** 3 - Understanding and Comprehension - Chapter Thirteen/Part 1/Mother Tongue Acquisition/Acquisition and Learning - Lecture and Discussion - Diagnostic Evaluation Oral Exam
14. **Fourteenth:** 3 - Understanding and Comprehension - Part 2/Acquisition Scheduling/One-Word and Two-Word Stage - Lecture and Discussion - Diagnostic Evaluation Oral Exam
15. **Fifteenth:** 3 - Understanding and Comprehension - Part 3/Telegraphic Speech/Acquisition Process/Imitation/Correction - Lecture and Discussion - Diagnostic Evaluation Oral Exam
16. **Sixteenth:** 3 - Understanding and Comprehension - Part 4/Development of Phonological Segments - Lecture and Discussion - Diagnostic Evaluation Oral Exam
17. **Seventeenth:** 3 - Understanding and Comprehension - Part 5/Development of Structural Knowledge/Question Formation/Negation Formation - Lecture and Discussion - Diagnostic Evaluation Oral Exam
18. **Eighteenth:** 3 - Understanding and Comprehension - Part 6/Development of Semantic Vocabulary - Lecture and Discussion - Diagnostic Evaluation Oral Exam
19. **Nineteenth:** 3 - Understanding and Comprehension - Chapter Fourteen/Part 1/Second Language Learning/Learning and Teaching/Learning Barriers - Lecture and Discussion - Diagnostic Evaluation Oral Exam
20. **Twentieth:** 3 - Understanding and Comprehension - Part 2/Focusing on Learning Methods/Focusing on Teaching Methods - Lecture and Discussion - Diagnostic Evaluation Oral Exam
21. **Twenty-first:** 3 - Understanding and Comprehension - Part 3/Focusing on Learners/Motivation - Lecture and Discussion - Diagnostic Evaluation Oral Exam
22. **Twenty-second:** 3 - Understanding and Comprehension - Part 4/Inputs and Outputs/Communicative Performance - Lecture and Discussion - Diagnostic Evaluation Oral Exam
23. **Twenty-third:** 3 - Understanding and Comprehension - Chapter Twenty/Part 1/Language and Culture/Culture - Lecture and Discussion - Diagnostic Evaluation Oral Exam
24. **Twenty-fourth:** 3 - Understanding and Comprehension - Part 2/Vocative Names and Kinship Terms/Time Designations/Linguistic Cohesion - Lecture and Discussion - Diagnostic Evaluation Oral Exam
25. **Twenty-fifth:** 3 - Understanding and Comprehension - Comprehensive Written Exam Covering the Last Three Chapters - Lecture and Discussion - Comprehensive Written Exam Covering the Last Three Chapters

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Yule,G(2017)6th ed. The study of language, Cambridge. CUP.
Main references (sources)	Lyons ;j(1982) Language and Linguistics
Recommended books and references (scientific journals, reports...)	Journal of Linguistic Studies Journal of Semantics Journal of Education and Teaching
Electronic References, Websites	

Course Description Form

1. Course Name: Modern Novel					
2. Course Code:					
3. Semester / Year: First and Second Semester 2024					
4. Description Preparation Date: 10-2-2024					
5. Available Attendance Forms: Attendance and virtual					
6. Number of Credit Hours (90) / Number of Units (6)					
7. Course administrator's name (mention all, if more than one name)					
Name: Assist. Prof. Dr. Hassan Muayad Alhyalli					
Email: alhyalli_hassan@uomosul.edu.iq					
8. Course Objectives					
Course Objectives	<ol style="list-style-type: none"> 1. Introducing the student to the basic concepts of the modern novel 2. Providing the student with the skills of reading modern novel texts 3. Providing students with a positive attitude towards modern English literature 				
9. Teaching and Learning Strategies					
Strategy	Theoretical and presentation lecture, discussions, oral questions				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One	3	Understand modern novel its themes	Introduction about the Modern Novel	Lecturing	Presentation daily exam

Two	3	Understand modern novel its themes	Identifying the basics constructing the modern no Part 1	Lecturing	Presentation daily exam
Three	3	Understand modern novel its themes	Identifying the basics constructing the modern no Part 2	Lecturing	Presentation daily exam
Four	3	Understand modern novel its themes	Introducing the Orien conception in the selec novel	Lecturing	Presentation daily exam
Five	3	Understand modern novel its themes	Introducing the Orien conception in the selec novel	Lecturing	Presentation daily exam
Six	3	Understand modern novel its themes	Introducing the color conception in the selec novel	Lecturing	Presentation daily exam
Seven	3	Understand modern novel its themes	Introducing the concept of cultural interaction	Lecturing	Presentation daily exam
Eight	3	Understand modern novel its themes	Introducing the concept of Self and the Other	Lecturing	Presentation daily exam
Nine	3	Understand modern novel its themes	Introducing the concept of Self and the Other	Lecturing	Presentation daily exam
Ten	3	Understand modern novel its themes	Studying the concept of the and the Other in <i>Heart Darkness</i>	Lecturing	Presentation daily exam
Eleven	3	Understand modern novel its themes	Discussing the clash betw cultures	Lecturing	Presentation daily exam
Twelve	3	Understand modern novel its themes	Studying the cultu interaction in Heart Darkness	Lecturing	Presentation daily exam
Thirteen	3	Understand modern novel its themes	Analyzing the characters the events	Lecturing	Presentation daily exam
Fourteen	3	Understand modern novel its themes	Analyzing the characters the events	Lecturing	Presentation daily exam
Fifteen	3	Understand modern novel its themes	Analyzing the characters the events	Lecturing	Presentation daily exam
sixteen	3	Understand modern novel its themes	Introduction of the seco selected text part 1.	Lecturing	Presentation daily exam
Seventeen	3	Understand modern novel its themes	Introduction of the seco selected text part 2.	Lecturing	Presentation daily exam

Eighteen	3	Understand modern novel its themes	Introducing the historical political situation of the per	Lecturing	Presentation daily exam
Nineteen	3	Understand modern novel its themes	Introducing the m characters of the text	Lecturing	Presentation daily exam
Twenty	3	Understand modern novel its themes	Studying the m psychological theories	Lecturing	Presentation daily exam
Twenty one	3	Understand modern novel its themes	Studying the m psychological theories	Lecturing	Presentation daily exam
Twenty Two	3	Understand modern novel its themes	Introducing the cultural the	Lecturing	Presentation daily exam
Twenty Thre	3	Understand modern novel its themes	Introducing the colonial the	Lecturing	Presentation daily exam
Twenty Four	3	Understand modern novel its themes	Analyzing the characters the main events	Lecturing	Presentation daily exam
Twenty Five	3	Understand modern novel its themes	Analyzing the characters the main events	Lecturing	Presentation daily exam
Twenty Six	3	Understand modern novel its themes	Analyzing the characters the main events	Lecturing	Presentation daily exam
Twenty Seve	3	Understand modern novel its themes	Analyzing the characters the main events	Lecturing	Presentation daily exam
Twenty Eigh	3	Understand modern novel its themes	Analyzing the characters the main events	Lecturing	Presentation daily exam
Twenty Nine	3	Understand modern novel its themes	Analyzing the characters the main events	Lecturing	Presentation daily exam
Thirty	3	Understand modern novel its themes	Analyzing the characters the main events	Lecturing	Presentation daily exam

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> • Joseph Conrad's <i>Heart of Darkness</i> • William Golding's <i>Lord of the Flies</i>
Main references (sources)	Edward Said's <i>Orientalism</i> (1979)
Recommended books and references (scientific journals, reports...)	White, A. (1996) Conrad and imperialism. In Stapo (ed.) <i>The Cambridge companion to Joseph Con</i> Cambridge: Cambridge University Press, 179-202.

	<p>Wartenberg, T. (1990) <i>The forms of power: from domination to transformation</i>. Philadelphia: Temple University Press.</p> <p>Thompson, J. (1993) <i>Fiction, crime, and empire: clues to modernity and modernism</i>. Urbana: University of Illinois Press.</p>
Electronic References, Websites	<p>https://www.youtube.com/watch?v=jkwcIn7ssT0</p> <p>https://www.britannica.com/topic/Heart-of-Darkness</p> <p>https://www.shmoop.com/study-guides/lord-of-the-flies/</p>