

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



# **Academic Program and Course Description Guide**

**2024/2025**

## **Introduction:**

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

## **Concepts and terminology:**

**Academic Program Description:** The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

**Course Description:** Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

**Program Vision:** An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

**Program Mission:** Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

**Program Objectives:** They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

**Curriculum Structure:** All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

**Teaching and learning strategies:** They are the strategies used by the faculty members to develop students' teaching and learning.

## Academic Program Description Form

University Name: The University of Mosul

Faculty/Institute: College of Education for Humanities

Scientific Department: : Department of English

Academic or Professional Program Name: Bachelor' degree in English language

Final Certificate Name: Bachelor

Academic System: Annual

Description Preparation Date: 1/9/2024

File Completion Date:

Signature:

Head of Department Name:

Date: 25-5-2025

Signature:

Scientific Associate Name:

Date: 25/5/2025



The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 25/5/2025

Signature:

Approval of the Dean

عميد كلية التربية للعلوم الانسانية

25/5/2025

**Providing a distinguished academic mentor who helps faculty members and students achieve advanced academic results. Building national scientific cadres qualified to continue their achievements in the higher educational levels, and capable of conducting distinguished scientific research. Graduating students qualified to meet the requirements of the labor market in the field of English language. Enriching and supporting the ongoing activity of students and faculty members in the department and graduating scientifically and educationally qualified cadres to teach in secondary schools who are able to deal with scientific developments. Constant communication with students to provide them with the necessary guidance in an effort by the department to respond to the students' needs and follow up on their academic progress**

### **1. Program Vision**

From the perspective of English language learners, including those in science and technology, believes that the English language should be given the importance it deserves. Keeping up with the latest developments in each field and its own. Old educational outcomes and a distinctive blanket of community development in the field of the English language, achieving academic patience in the cognitive and research empowerment of students in the English language at the local, regional and international levels.

### **2. Program Mission**

Providing instructional support to pupils and working to ensure their scientific, educational, and social needs are met. In order to qualify students to compete in the job market, complete their graduate degrees, engage in scientific research, and serve the academy, we strive to prepare capable students with the scientific and research knowledge in English language and literature as well as practical excellence.

### **3. Program Objectives**

Providing a distinguished academic mentor who helps faculty members and students achieve advanced academic results. Building national scientific cadres qualified to continue their achievements in the higher educational levels, and capable of conducting distinguished scientific research. Graduating students qualified to meet the requirements of the labor market in the field of English language. Enriching and supporting the ongoing activity of students and faculty members in the department and graduating scientifically and educationally qualified cadres to teach in secondary schools who are able to deal with scientific developments. Constant communication with students to provide them with the necessary guidance in an effort by the department to respond to the students' needs and follow up on their academic progress

#### 4. Program Accreditation

NCATE

#### 5. Other external influences

#### 6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	1	2	1.83	Theoretical
College Requirements	8	32	17.39	Theoretical
Department Requirements	32	150	81.5	Theoretical
Summer Training	1	4	2.77	Practical
Other				

\* This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Fourth			theoretical	practical
Third				
Second				
First				

8. Expected learning outcomes of the program	
<b>Knowledge</b>	
Learning Outcomes 1	Preparing graduates who are scientifically and educationally qualified to work in the field of teaching and providing students with appropriate experiences related to teaching methods.
<b>Skills</b>	
Learning Outcomes 2	Interest in postgraduate studies and carrying out scientific research in order to protect national wealth (plant, animal, and natural environment).
Learning Outcomes 3	Providing scientific expertise in the field of life sciences to state institutions and the private sector.
<b>Ethics</b>	
Learning Outcomes 4	Students direction Positive in Dealing with the language English students principles Pronunciation And pronunciation the correct form
Learning Outcomes 5	Training in using aspects of connected speech, such as deletion and assimilation, in addition to vocal intonation

9. Teaching and Learning Strategies
lecture , Discussion , Interrogation Solution, Exercises and exercises , Programs Computational

10. Evaluation methods
Tests Formative And achievement Finally, reports weekly



## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Linguistics, Literature, Methods of teaching	Pragmatics, Drama Assessment			3	
Assistant Professor	Linguistics, Literature, Methods of teaching	Pragmatics, Drama, Novel, Poetry, Semantics, Phonetics, Assessment			10	
Lecturer	Linguistics, Literature, Methods of teaching	Pragmatics, Drama, Novel, Poetry, Semantics, Phonetics, Assessment			10	
Assistant Lecturer	Linguistics, Literature, Methods of teaching	Pragmatics, Drama, Novel, Poetry, Semantics, Phonetics, Assessment, translation			13	

### Professional Development

#### Mentoring new faculty members

Supporting new scientific educational sources along with Seminars, and workshops

#### Professional development of faculty members

Providing the library with modern scientific sources and participating in specialized training courses

## 12. Acceptance Criterion

Central Governmental Admission



<b>13. The most important sources of information about the program</b>
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Central admission guide, the department's website and the Internet
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<b>14. Program Development Plan</b>
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Updated sources and texts
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Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		English Grammar	Basic	*	*		*	*	*		*		*		*
		Phonetics	Basic	*	*		*	*	*		*		*		*
		Listening and Speaking	Basic	*	*		*	*	*		*		*		*
		Reading I	Basic	*	*		*						*		
		Composition Writing	Basic	*	*		*						*		
		An Introduction to English Literature	Basic	*	*	*		*				*	*	*	*
		Human Rights	Basic	*	*				*		*				
		Educational Psychology	Basic	*										*	

		Fundamentals of Education	Basic	*				*				*	*	*	*
		Computer Science	Basic									*	*	*	
		Arabic Language	Basic	*										*	
Second		Morphology and Syntax	Basic	*											
		English Phonology	Basic	*	*		*	*	*		*		*		*
		Advanced Reading	Basic	*	*		*	*	*		*		*		*
		An Introduction to Academic Writing	Basic	*	*	*	*	*	*		*		*		*
		One Act Play and Elizabethan Drama	Basic	*	*	*	*	*	*		*		*		*
		Short Story	Basic	*	*			*			*				*
		16th to 18th Century Poetry	Basic	*	*				*		*				
		Listening and Speaking	Basic	*	*	*		*				*	*	*	*

		An Introduction to ELT	<b>Basic</b>	*	*	*		*				*	*	*	*
		Adults Education	<b>Basic</b>	*	*						*				
		Crimes of the defunct Baath Party	<b>Basic</b>		*										*
<b>Third</b>		Contemporary Grammar of English	<b>Basic</b>										*	*	*
		Introduction to Linguistics	<b>Basic</b>	*	*	*	*	*	*		*		*		*
		Writing Academic English	<b>Basic</b>	*	*	*	*	*	*		*		*		*
		Listening and Speaking- 3	<b>Basic</b>	*	*	*	*	*	*		*		*		*
		Victorian Novel 1830-1900	<b>Basic</b>	*	*	*	*	*	*		*		*		*
		Renaissance Drama 16-18th Century	<b>Basic</b>	*	*	*	*	*	*		*		*		*
		Romantic and Victorian Poetry 1780- 1900	<b>Basic</b>	*	*	*		*				*	*	*	*
		Pedagogy and Curriculum Innovation	<b>Basic</b>	*	*	*		*				*	*	*	*

		Guidance and Psychological Health	<b>Basic</b>	*	*	*		*				*	*	*	*
<b>Fourth</b>		Contemporary Grammar of English	<b>Basic</b>	*	*	*	*	*	*		*		*		*
		Linguistics II	<b>Basic</b>		*										*
		Modern Novel	<b>Basic</b>	*	*	*	*	*	*	*	*		*		*
		Modern Drama	<b>Basic</b>	*	*	*	*	*	*	*	*		*		*
		Modern Poetry	<b>Basic</b>	*	*	*	*	*	*		*		*		*
		Translation	<b>Basic</b>	*	*	*	*	*	*	*	*		*		*
		Advanced Listening and Speaking	<b>Basic</b>	*	*	*	*	*	*		*		*		*
		Test Design and Assessment	<b>Basic</b>	*	*	*		*				*	*	*	*
		Practicum and EFL Classroom Practices	<b>Basic</b>	*	*	*	*	*	*	*	*		*		*
		Graduation Research	<b>Basic</b>	*										*	*

- **Please tick the boxes corresponding to the individual program learning outcomes under evaluation.**





## Course Description Form

1. Course Name:					
Grammar					
2. Course Code:					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
1-10-2024					
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: Rafah Abdulkareem Adham Email: <a href="mailto:rafah.abdulkareem@uomosul.edu.iq">rafah.abdulkareem@uomosul.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>			Improving students' skills in using English grammar rules.. Improving students' language level..... Understanding the multiple uses of English grammar and develop the students' cognitive abilities..... • ..... • .....		
9. Teaching and Learning Strategies					
<b>Strategy</b>		Lecture, discussion, asking questions			
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required</b>	<b>Unit or</b>	<b>Learning</b>	<b>Evaluation</b>

		<b>Learning Outcomes</b>	<b>subject name</b>	<b>method</b>	<b>method</b>
1 <sup>st</sup>	3	Present simple present continuous past simple		lectur	quiz
2 <sup>nd</sup>	3	Past continuous Present perfect			
3rd	3	Present perfect continuous, past perfect			
4th	3	Past perfect continuous,			
5th	3	future simple			
6th	3	Future continuous, Future perfect			
7th	3	Conditional sentences			
8th	3	Passive voice			
9th	3	Passive voice			
10th	3	Direct and indirect speech Drills			
11th	3	Verbs + infinitive			
12th	3				
13th	3				

14th	3	Verbs+ infinitive			
15th		Exam			
16th	3	Mid-year exam			
17th	3	Mid-year exam			
18th	3	Articles			
19th	3	Relative pronouns			
20th	3	Drills			
21st	3	Word order			
22 <sup>nd</sup>	3				
23rd	3	Conjunctions			
24th	3	Drills			
25th	3	Prepositions			
26th	3	Phrasal verbs			
27th	3	Drills			
		Adjectives+ prepositions			
28 <sup>th</sup>		Nouns+ prepositions			

29th		Verbs+ preposition			
30th		Exam			
		Final exam			
		Final 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

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: CU
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description Form

<b>1. Course Name:</b>					
English for History 2 <sup>nd</sup> year students					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2024-2025					
<b>4. Description Preparation Date:</b>					
1-10-2024					
<b>5. Available Attendance Forms:</b>					
In classroom and Electronic classes					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
5 hours					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Dalal Munther Faraj Email: <a href="mailto:dalalmunther.f@uomosul.edu.iq">dalalmunther.f@uomosul.edu.iq</a>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>			<ul style="list-style-type: none"> <li>Introduce students to the cultures of our countries</li> <li>Acquire knowledge in structuring English sentences in a correct way</li> <li> </li> <li>.....</li> </ul>		
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		By reading and listening and writing the teacher's notes, beside answering questions raised by the teacher			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1-30	3	1-9 units	تعريف الزملاء لبعضهم في محادثة, تركيب الجملة والفرق بين استخدام المفعول به او التكملة والسبب, الفرق بالاستخدام بين الزمن الحاضر البسيط والمستمر, استخدامات الماضي البسيط, موضوع عن كيف تستطيع تحقيق التواصل مع الآخرين, استخدام وعدم	Teacher's discussion writing on board	Oral and written Exam

			استخدام حرف الجر في حالات معينة, عبارات الكمية واستخداماتها, الاضافات المقطعية في بداية الكلمة, الاضافات المقطعية في نهاية الكلمة, استخدام الادوات, درجات المقارنة والتفضيل, المستقبل وتمييزه عن صيغة الحاضر والماضي, استخدامات will وgoing to,must, should, have to, used to.....		
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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, daily oral, monthly, or written exams, reports .... etc

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	New Headway Plus for Liz and Soars. Pre-Intermediate Student's Book
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description Form

<b>1. Course Name:</b>					
English Phonology					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2 <sup>nd</sup> Year/ 2024-2025					
<b>4. Description Preparation Date:</b>					
1/5/2025					
<b>5. Available Attendance Forms:</b>					
Face to Face					
<b>6. Number of Credit Hours (Total) / Number of Units (Total):</b>					
3/5					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Asst. Prof. Dr. Ziyad R. Kasim Email: zrkasim@uomosul.edu.iq					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		Upon completing the course, students are expected to: 1- identify locations and functions of speech organs, 2- distinguish and produce all English sounds and know their features, 3- use phonetic symbols in order to transcribe English sounds, 4- produce sounds and clusters that cause problems for Arabic speakers, 5- recognize supra-segmental features, such as stress, rhythm, intonation ... etc.			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		Lecture, discussion, questions			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1 2 3	3	Understanding English sounds functions	Introduction The phoneme Phonology	Lecture	Quizzes, oral questions

4			Further phonology:		
5			Symbols & syllables		
6			Symbols		
7			The syllable		
8			Strong & weak syllables		
9			Types of centre		
10			Stress in simple words		
11			The nature of stress		
12			Complex word stress		
13			Compound words		
14			Weak forms		
15			Problems in phonemic analysis		
16			Problems of analysis		
17			Problems of assignment		
18			Aspects of connected speech		
19			Rhythm & assimilation		
20			Elision & linking		
21			Intonation 1: form & function		
22			Some functions of English tones		
23			Intonation 2: the tone unit		
24			The structure of the tone unit		
25			Intonation 3		
			Problems in analyzing the form of intonation		
26			Functions of intonation		
27			The attitudinal function		
28			Functions of intonation		
29			The accentual function		
30			The grammatical function		
			the discourse function		

## 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. (2009). English Phonetics and Phonology: A practical course (4 <sup>th</sup> ed.). CUP.
Main references (sources)	Hancock, M. (2003). English Pronunciation in Use. CUP.
Recommended books and references (scientific journals, reports...)	Journal of the International Phonetic Association

Electronic References, Websites

<https://www.cambridge.org/gb/cambridgeenglish/catalog/teacher-training-development-and-research/english-phonetics-and-phonology-4th-edition>

<https://www.peterroach.net/english-phonetics-and-phonology.html>

## Course Description

1. Course Name: <b>Pedagogy and Curriculum Innovation</b>	
2. Course Code:	
3. Semester / Year: <b>2024 - 2025</b>	
4. Description Preparation Date: <b>15/09/2024</b>	
5. Available Attendance Forms: <b>Blended, Virtual and In-Person.</b>	
6. Number of Credit Hours (Total) / Number of Units (Total): <b>3 Hours/ 4 Credits</b>	
7. Course Administrator's Name (mention all, if more than one name)	
<p>Name: Firas Muayyad Salih</p> <p>Email: <a href="mailto:firasmuayyad@uomosul.edu.iq">firasmuayyad@uomosul.edu.iq</a></p>	
8. Course Objectives	
<p>Course Objectives:</p>	<ul style="list-style-type: none"> <li>✓ To unveil a rich tapestry of pedagogical philosophies, approaches, methods, techniques, strategies, curriculum and its designs, and their developments over the years;</li> <li>✓ To recognize how language is learned based on theoretical assumptions and practice;</li> <li>✓ To gain insights into language approaches, methods, techniques, curriculum, learning strategies and styles;</li> <li>✓ To apply advanced teaching methods and strategies to help learners develop English proficiency;</li> <li>✓ To combine classroom instruction with practicum components to provide students with hands on experience; and</li> <li>✓ To provide applicable learning and teaching strategies to support students with limited English proficiency.</li> </ul>

## 9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> <li>✓ Lectures, discussion, interrogation methods and presentations;</li> <li>✓ pair and group work;</li> <li>✓ educational videos and PP slides;</li> <li>✓ self-directed learning;</li> <li>✓ quizzes and exams;</li> <li>✓ graded activities and project assignments, which require reading, research; and</li> <li>✓ summarizing of information and reflection.</li> </ul>
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## 10. Course Structure

Week	Hours	Unit or Subject Name	Learning Method	Evaluation Method
3-1	3	Historical background. Definition of basic terms. Introducing methods and approaches to language teaching.	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
6-4	3	Grammar Translation Method	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
9-7	3	Direct Method	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
10-8	3	Audio-Lingual Method	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
12-11	3	Community Language Learning	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
14-13	3	Communicative Language Teaching	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
17-15		Mid-Year Holiday		
19-18	3	Content-Based Instruction	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam

21-20	3	Task-Based Language Teaching	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
23-22	3	The Political Dimensions of Language Teaching and the Participatory Approach	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
25-24	3	Learning Strategy Training, Cooperative Learning, and Multiple Intelligences	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
27-26	3	Curriculum Design	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
29-28	3	Second/Foreign Language Learning Strategies	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/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"> <li>✓ "Techniques and Principles in Language Teaching", edition, by Diane Larsen-Freeman (2011): Larsen-Freeman Diane, and Marti Anderson (2011). Techniques Principles in Language Teaching. 3rd ed. New York: Oxford University Press.</li> <li>✓ "Methodology in Language Teaching: Anthology of Current Practice" by Richards, J. C. and Renandya, W. A. (Eds.), (2002). "Methodology in Language Teaching: Anthology of Current Practice". Cambridge: CUP.</li> <li>✓ "Trends in ELT Syllabus Design" by Shatha Kathim Al-Saadi (2012). Trends in ELT Syllabus Design. University of Baghdad: University of Baghdad Press.</li> </ul>
Main References (Sources)	<ul style="list-style-type: none"> <li>✓ Richards, J. C. (2017). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains, NY: Longman.</li> </ul>
Recommended Books and References (Scientific Journals, Reports...)	<ul style="list-style-type: none"> <li>✓ Larsen-Freeman, D., &amp; Anderson, M. (2011). Techniques and principles in language teaching (3RD Ed.). New York: Oxford University Press.</li> <li>✓ Richards, J. C., &amp; Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.</li> <li>✓ Richards, J. C. (2017). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.</li> <li>✓ Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains, NY: Longman.</li> </ul>
Electronic References, Websites	<ul style="list-style-type: none"> <li>✓ <a href="https://www.bbc.co.uk/teach/skillswise/speaking-and-listening">https://www.bbc.co.uk/teach/skillswise/speaking-and-listening</a></li> <li>✓ <a href="https://www.talkenglish.com">https://www.talkenglish.com</a></li> <li>✓ <a href="https://www.englishclub.com">https://www.englishclub.com</a></li> </ul>



## Course Description

1. Course Name: <b>Language Assessment</b>	
2. Course Code:	
3. Semester / Year: <b>2024 - 2025</b>	
4. Description Preparation Date: <b>15/09/2024</b>	
5. Available Attendance Forms: <b>Blended, Virtual and In-Person.</b>	
6. Number of Credit Hours (Total) / Number of Units (Total): <b>2 Hours/ 4 Credits</b>	
7. Course Administrator's Name (mention all, if more than one name)	
<p>Name: Firas Muayyad Salih</p> <p>Email: <a href="mailto:firasmuayyad@uomosul.edu.iq">firasmuayyad@uomosul.edu.iq</a></p>	
8. Course Objectives	
<p>Course Objectives:</p>	<ul style="list-style-type: none"> <li>✓ Acquire the knowledge and skills necessary to conduct assessment and design comprehensive, high-quality, objective language tests.</li> <li>✓ Understand the concepts, principles, and methods related to assessment, test design, and other activities.</li> <li>✓ Empower 4<sup>th</sup>-year EFL students on how to assess language learners in a formative and summative ways, create a wide and diverse range of high-quality language tests, and select the most appropriate ones for their specific teaching purposes.</li> <li>✓ Instill in students a positive attitude and develop their interest in language assessment.</li> </ul>
9. Teaching and Learning Strategies	
<p>Strategy</p>	<ul style="list-style-type: none"> <li>✓ Lectures, discussion, interrogation methods and presentations;</li> <li>✓ pair and group work;</li> </ul>

- ✓ educational videos and PP slides;
- ✓ self-directed learning;
- ✓ quizzes and exams;
- ✓ graded activities and project assignments, which require reading, research; and
- ✓ summarizing of information and reflection.

## 10. Course Structure

Week	Hours	Unit or Subject Name	Learning Method	Evaluation Method
3-1	2	Basic Assessment and Testing Concepts	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
6-4	2	Approaches to Language Testing	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
9-7	2	Characteristics of a Good Language Test	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
10-8	2	Techniques of Assessment	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
12-11	2	Oral and Aural Assessment	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
14-13	2	Written Assessment	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
17-15		Mid-Year Holiday		
<b>Teaching Practicum</b>				

27-26	2	Testing Language Skills and Components	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/Exam
29-28	2	Statistical Analysis	Lecture, discussion groups, and interrogation methods (brainstorming)	Discussions Graded Assignment Quizzes/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)	✓ Al-Juboury, Nejat. (2014). Language Teacher's Guide to Assessment. Baghdad: BUP.
Main References (Sources)	<ul style="list-style-type: none"> <li>✓ McNamara, T. (2009). Language Testing. Oxford: OUP.</li> <li>✓ Brown, H. (2004). Language Assessment, Principles, and Classroom Practices. Cambridge: CUP.</li> <li>✓ Coombe, C. A. 1., Folse, K. S., and Hubley, N. J. (2007). A Practical Guide to Assessing English Language Learners. University of Michigan: University of Michigan Press.</li> </ul>
Recommended Books and References (Scientific Journals, Reports...)	<p style="text-align: center;"><b>Books</b></p> <ul style="list-style-type: none"> <li>✓ Practical Language Testing – Glenn Fulcher</li> <li>✓ Language Assessment in Practice – Lyle F. Bachman</li> <li>✓ Assessing Speaking – Sari Luoma</li> <li>✓ Assessing Grammar – James E. Purpura</li> <li>✓ Designing and Analyzing Language Tests – Nathan T. Carr</li> <li>✓ Authentic Assessment for English Language Learners - J. Michael O'Malley</li> <li>✓ The Routledge Handbook of Language Testing – Glenn Fulcher &amp; Luke Harding</li> </ul> <p style="text-align: center;"><b>Scientific Journals &amp; Reports</b></p> <ul style="list-style-type: none"> <li>✓ Language Testing Journal – Covers research on language assessment methodologies.</li> <li>✓ Assessing Writing Journal – Focuses on writing assessment in second language learning.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Second Language Assessment &amp; Testing Reports – Published by Routledge.</li> <li>✓ Educational Assessment Books – A collection of influential works on assessment.</li> </ul>
Electronic References, Websites	<ul style="list-style-type: none"> <li>✓ <a href="https://www.researchgate.net/">https://www.researchgate.net/</a></li> <li>✓ <a href="https://scholar.google.com/">https://scholar.google.com/</a></li> <li>✓ <a href="https://languagetesting.info/">https://languagetesting.info/</a></li> <li>✓ <a href="https://journals.sagepub.com/home/ltj">https://journals.sagepub.com/home/ltj</a></li> </ul>

## Course Description Form

<b>1. Course Name:</b>					
Grammar					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2024-2025					
<b>4. Description Preparation Date:</b>					
1-9-2024					
<b>5. Available Attendance Forms:</b>					
Attendance					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
3/5					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Sahar Faiq Ali Email: saharfaiq@uomosul.edu.iq					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>improving student's skills using the grammatical rules</li> <li>Improving the student's language level...</li> <li>Developing the students' abilities in understanding the multiple uses of English grammar.</li> </ul>			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		Lecture, discussion, asking questions			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1 <sup>st</sup>	3		Present simple/	Lecture	Quiz

2 <sup>nd</sup>	3		Present continuo Le Past simple Past continuous Present perfect		
3 <sup>rd</sup>	3		Present perfect Continuous/PAST Perfect		
4 <sup>th</sup>	3		Past perfect continuous/future Simple		
5 <sup>th</sup>	3		Future continuous/ Future perfect		
6 <sup>th</sup>	3		Conditional sentences		
7 <sup>th</sup>	3		Passive voice		
8 <sup>th</sup>	3		Passive voice		
9 <sup>th</sup>	3		Direct and indirect Speech		
10 <sup>th</sup>	3		Drills		
11 <sup>th</sup>	3		Verbs+infinitive		
12 <sup>th</sup>	3		Verbs +infinitive		
13 <sup>th</sup>	3		Exam		
14 <sup>th</sup>			Mid-year exam		
15 <sup>th</sup>			Mid-year exam		
16 <sup>th</sup>	3		Articles		
17 <sup>th</sup>	3		Relative pronouns		
18 <sup>th</sup>	3		Drills		

19 <sup>th</sup>	3		Word order		
20 <sup>th</sup>	3		Conjunctions		
21 <sup>st</sup>	3		Drills		
22 <sup>nd</sup>	3		Prepositions		
23 <sup>rd</sup>	3		Phrasal verbs		
24 <sup>th</sup>	3		Drills		
25 <sup>th</sup>	3		Adjectives +prepositions		
26 <sup>th</sup>	3		Nouns+prepositions		
27 <sup>th</sup>	3		Verbs+prepositions		
28 <sup>th</sup>	3		Exam		
29 <sup>th</sup>	3		Final exam		
30 <sup>th</sup>	3		Final 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)	Murphy, R. 2004. English grammar in Use. Longman:New york.
Main references (sources)	Alexander, L. 1990 . Longman English Grammar. Longman:New york. Hewings, M 1999. Advanced Grammar use . CUP:Cambridge.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description Form

1. Course Name: Victorian Novel	
2. Course Code:	
3. Semester / Year: 2024–2025	
4. Description Preparation Date: 20/9/2024	
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: <a href="mailto:iqbal-salih@uomousul.edu.iq">iqbal-salih@uomousul.edu.iq</a>	
8. Course Objectives	
<p><b>Course Objectives</b> The course aims at teaching the Third Year Students Victorian Novel, including the most distinctive novelists of this period.</p>	<ul style="list-style-type: none"> <li>Definition and characteristics of Victorian novel are discussed. Accordingly, the most distinctive writers of this period are dealt with; Charlotte Bronte's <i>Jane Eyre</i> and Charles Dickens <i>Hard Times</i> are studies; they are profoundly and critically analysed.</li> <li>The main themes, the characters and the novelistic techniques used by Victorian novelists in their novels are all</li> </ul>

			discussed.		
9. Teaching and Learning Strategies					
Strategy			theoretical lectures, discussions and homework		
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One	3	Charlotte Bronte’s <i>Jane Eyre</i>	The Rise of the English Novel	Lecture	Quiz
Two	3	Charlotte Bronte’s <i>Jane Eyre</i>	The Victorian Age and the Victorian Novel	Lecture	Quiz
Three	3	Charlotte Bronte’s <i>Jane Eyre</i>	The life of the novelist and the features of his novels.	Lecture	Quizzes
Four	3	Charlotte Bronte’s <i>Jane Eyre</i>	Jane Eyre chapters 1 and 2	Lecture	Quiz, report , homework
Five	3	Charlotte Bronte’s <i>Jane Eyre</i>	Jane Eyre Chapters 3 and 4	Lecture	Homework
Six	3	Charlotte Bronte’s <i>Jane Eyre</i>	Jane Eyre Chapters 5 and 6	Lecture	Quiz, report , homework
Seven	3	Charlotte Bronte’s <i>Jane Eyre</i>	Jane Eyre Chapters 7 and 8	Lecture	Homework
Eight	3	Charlotte Bronte’s <i>Jane Eyre</i>	Chapters 9 and ten	Lecture	Quiz, report , homework
Nine	3	Charlotte Bronte’s <i>Jane Eyre</i>	Chapters 11 and 12	Lecture	Homework
Ten	3	Charlotte Bronte’s <i>Jane Eyre</i>	Jane Eyre chapter 13, 14 and 15	Lecture	Quiz, report homework
Eleven	3	Charlotte Bronte’s <i>Jane Eyre</i>	Jane Eyre chapters 16 and 17	Lecture	Quiz, report homework
Twelve	3	Charlotte Bronte’s <i>Jane Eyre</i>	Jane Eyre chapters 19 and 18	Lecture	Homework
Thirteen	3	Charlotte Bronte’s <i>Jane Eyre</i>	Jane Eyre chapter 20 and 21	Lecture	Quiz, and homework
Fourteen	3	Charlotte Bronte’s <i>Jane Eyre</i>	Jane Eyre Chapter 22 and 23	Lecture	Homework

Fifteen	3	Charlotte Bronte's <i>Jane Eyre</i>	Jane Eyre Chapter 24 and 25	Lecture	
Sixteen	3	Charlotte Bronte's <i>Jane Eyre</i>	Jane Eyre Chapter 26 and 27	Lecture	Quiz, report , homework
Seventeen	3	Charlotte Bronte's <i>Jane Eyre</i>	Jane Eyre Chapter 28	lecture	Quizzes
Eighteen	3	<i>Hard Times</i> by Charles Dickens	Jane Eyre chapters 29 and 30	lecture	Quiz, and homework
Nineteen	3	<i>Hard Times</i> by Charles Dickens	Jane Eyre chapters 31 and 32	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 Charles Dickens	<i>Hard Times</i> / section nine and ten.	lecture	Quiz
Twenty nine	3	<i>Hard Times</i> by Charles Dickens	Section eleven	lecture	Quiz

Thirty	1	Exam			
<b>11. Course Evaluation</b>					
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					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)			The texts of Charlotte Bronte's <i>Jane Eyre</i> and Charles Dickens's <i>Hard Times</i> .		
Main references (sources)			Deirdre David, <i>The Cambridge Companion to the Victorian Novel</i> (Cambridge university Press, 2012). Critical Books related to Victorian Novel, Charlotte Bronte and Charles Dickens.		
Recommended books and references (scientific journals, reports...)			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, Charlotte Bronte and Charles Dickens.		
Electronic References, Websites			<a href="http://www.pdfdrive.com">www.pdfdrive.com</a> <a href="http://www.researchgate.net">www.researchgate.net</a> <a href="http://www.googlebooks.com">www.googlebooks.com</a> <a href="http://www.jstore.com">www.jstore.com</a>		



# Mosul University – College of Education for Humanities

## Department of English

### Course Description

<b>1. Course Name:</b>	
Grammar	
<b>2. Course Code:</b>	
<b>3. Semester / Year:</b>	
2024 / 2025	
<b>4. Description Preparation Date:</b>	
1/10/2024	
<b>5. Available Attendance Forms:</b>	
In-Person Attendance Form	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
90 hrs	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Dr. Ashraf Abdulwahid Dhannoon <a href="mailto:E.ashrafdhannoon1971@uomosul.edu.iq">E.ashrafdhannoon1971@uomosul.edu.iq</a>	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	1- Provide students with knowledge in grammar and morphology. 2- Enable students to understand basic grammatical rules. 3- Enhance the ability to analyze sentences. 4- Apply grammatical rules correctly in writing and conversation. 5- Study tenses and grammatical time forms.
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	Active Learning, Direct Instruction, Cooperative Learning

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1st	3	Sentence Element	Grammar Elements	Active Learning	Formative
2nd	3	Sentence Element	Grammar Elements	Active Learning	Formative
3rd	3	Sentence Element	Grammar Elements	Active Learning	Formative
4 <sup>th</sup>	3	Parts of speech	Grammar Elements	Active Learning	Formative
5 <sup>th</sup>	3	Parts of speech	Grammar Elements	Active Learning	Formative
6 <sup>th</sup>	3	Stative/dynamic	Grammar Elements	Active Learning	Formative
7 <sup>th</sup>	3	Stative/dynamic	Grammar Elements	Active Learning	Formative
8 <sup>th</sup>	3	Pro-forms	Grammar Elements	Active Learning	Formative
9 <sup>th</sup>	3	Pro-forms	Grammar Elements	Active Learning	Formative
10 <sup>th</sup>	3	Question	Grammar Elements	Active Learning	Formative
11 <sup>th</sup>	3	Question	Grammar Elements	Active Learning	Formative
12 <sup>th</sup>	3	Question	Grammar Elements	Active Learning	Formative
13 <sup>th</sup>	3	Negation	Grammar Elements	Active Learning	Formative
14 <sup>th</sup>	3	Negation	Grammar Elements	Active Learning	Formative
15 <sup>th</sup>	3	Negation	Grammar Elements	Active Learning	Formative
16 <sup>th</sup>	3				Exam
17 <sup>th</sup>	3	Regular verbs	Verb & Verb Phrase	Active Learning	Formative
18 <sup>th</sup>	3	Regular verbs	Verb & Verb Phrase	Active Learning	Formative
19 <sup>th</sup>	3	Regular verbs	Verb & Verb Phrase	Active Learning	Formative
20 <sup>th</sup>	3	Inflectional rules	Verb & Verb Phrase	Active Learning	Formative
21 <sup>st</sup>	3	Inflectional rules	Verb & Verb Phrase	Active Learning	Formative
22 <sup>nd</sup>	3	Irregular verbs	Verb & Verb Phrase	Active Learning	Formative
23 <sup>rd</sup>	3	Irregular verbs	Verb & Verb Phrase	Active Learning	Formative
24 <sup>th</sup>	3	Irregular verbs	Verb & Verb Phrase	Active Learning	Formative
25 <sup>th</sup>	3	Auxiliary verbs	Verb & Verb Phrase	Active Learning	Formative
26 <sup>th</sup>	3	Auxiliary verbs	Verb & Verb Phrase	Active Learning	Formative
27 <sup>th</sup>	3	Tense, aspect, mood	Verb & Verb Phrase	Active Learning	Formative
28 <sup>th</sup>	3	Tense, aspect, mood	Verb & Verb Phrase	Active Learning	Formative
29 <sup>th</sup>	3	Tense, aspect, mood	Verb & Verb Phrase	Active Learning	Formative
30 <sup>th</sup>	3				Exam

## 11. Course Evaluation

Pre-mid-term : Attendance & daily preparation: 5 M. - Written exams: 5 M.  
 Mid-term exam: 20 M.  
 Post mid-term: Attendance & daily preparation: 5 M. - Written exam: 5 M  
 Final Exam: 60 M.

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	A University Grammar of English By Quirk
Main references (sources)	Rapid Review of English Grammar: For Students of English as a Second Language by Jean Praninskas
Recommended books and references (scientific journals, reports...)	Book: English Grammar in Use by Raymond Murphy
Electronic References, Websites	website: <a href="https://www.grammar.com/">https://www.grammar.com/</a>

## Course Description Form

1. Course Name: Linguistics	
2. Course Code:	
3. Semester / Year: 2024–2025	
4. Description Preparation Date: 2024/10/1	
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	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Pursuing linguistic studies in semantics, pragmatics, and discourse analysis.</li> <li>Enabling students to become acquainted with the various fields of language.</li> <li>Highlighting the importance of language and its relationship with society and different cultures among communities.</li> <li>Understanding the stages of acquiring the mother tongue and its development according to the child's age stages.</li> <li>Knowing the stages of a human learning a second language and the stages and methods of its development among adolescents and adults.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	Theoretical and practical lectures, dialogue and discussions, oral questions



## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	3	Understanding and Comprehension	Chapter Nine/Part 1 - Semantics: Meaning, Characteristics of Meaning, Importance of Meaning	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
2	3	Understanding and Comprehension	Chapter Nine/Part 2 - Semantic Roles: Agent, Theme, Instrument, and Experiencer	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
3	3	Understanding and Comprehension	Chapter Nine/Part 3 - Lexical Relations: Synonyms and their Extensions	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
4	3	Understanding and Comprehension	Chapter Nine/Part 4 - Lexical Relations: Synonyms and their Extensions (Continued)	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
5	3	Understanding and Comprehension	Chapter Ten/Part 1 - Pragmatics: Hidden Meaning, Context	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
6	3	Understanding and Comprehension	Chapter Ten/Part 2 - Deictic Tools, Deixis, Reference	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
7	3	Understanding and Comprehension	Chapter Ten/Part 3 - Inference, Anaphora, Presupposition	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
8	3	Understanding and Comprehension	Chapter Ten/Part 4 - Pragmatic Markers, Politeness, Speech Acts	Lecture and Discussion	Daily Written Exam
9	3	Understanding and Comprehension	Chapter Eleven/Part 1 - Discourse Analysis: Meaning of Discourse, Interpretation of Discourse	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
10	3	Understanding and Comprehension	Chapter Eleven/Part 2 - Cohesion, Coherence, Role Exchange	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
11	3	Understanding and Comprehension	Chapter Eleven/Part 3 - Conversation Analysis, Turn-Taking	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
12	3	Understanding and Comprehension	Chapter Eleven/Part 4 - Cooperative Principle, Hedges	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
13	3	Understanding and Comprehension	Chapter Eleven/Part 5 - Implicature, Background Knowledge	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
14	3	Understanding and Comprehension	Chapter Thirteen/Part 1 - First Language Acquisition: Acquisition, Input, Caregiver Speech, The Acquisition Schedule	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
15	3	Understanding and Comprehension	Chapter Thirteen/Part 2 - The Acquisition Process: Developing Morphology, Syntax, Semantics	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)

16	3	Understanding and Comprehension	Comprehensive Exam for Everything Previously Covered	Lecture and Discussion	Comprehensive Written Exam
17	-	Mid-Year Examination	Covers Chapters Nine to Thirteen	-	Mid-Year Examination
18	3	Understanding and Comprehension	Chapter Fourteen/Part 1 - Second Language Learning: Learning and Teaching, Learning Barriers	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
19	3	Understanding and Comprehension	Chapter Fourteen/Part 2 - Focusing on Learning Methods, Teaching Methods	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
20	3	Understanding and Comprehension	Chapter Fourteen/Part 3 - Focusing on Learners, Motivation	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
21	3	Understanding and Comprehension	Chapter Fourteen/Part 4 - Inputs and Outputs, Communicative Performance	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
22	3	Understanding and Comprehension	Chapter Twenty/Part 1 - Language and Culture: Culture	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
23	3	Understanding and Comprehension	Chapter Twenty/Part 2 - Vocative Names, Kinship Terms, Time Designations, Linguistic Cohesion	Lecture and Discussion	Diagnostic Evaluation (Oral Exam)
24	3	Understanding and Comprehension	Comprehensive Written Exam Covering the Last Three Chapters	Lecture and Discussion	Comprehensive Written Exam
25	Final Examination				

## 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...) Electronic References, Websites	Journal of Linguistic Studies Journal of Semantics Journal of Education and Teaching

## Course Description Form

1. Course Name: Introduction to English Literature	
2. Course Code:	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 2-10-2024	
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	
<b>Course Objectives</b>	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	
<b>Strategy</b>	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		
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

<b>1. Course Name:</b>					
An introduction to English language teaching					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2024-2025					
<b>4. Description Preparation Date:</b>					
2024-10-1					
<b>5. Available Attendance Forms:</b>					
Attending lectures in person					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
3    //    4					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Abdulbasit Saady Yousif Email: abdulbasitsalim2020@uomosul.edu.iq					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>• Introducing students to fundamentals ELT</li> <li>• Manage discussions of how EFL can taghut</li> <li>• Follow examples and illustrations of h EFL can be taghut</li> </ul>			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		Questioning			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluati on method</b>

1 <sup>st</sup> 2 <sup>nd</sup>	3	Questioning/ discussion / follow examples	An introductory lecture	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
2 <sup>nd</sup>	3	Questioning/ discussion / follo examples	Psychological principles	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
3 <sup>rd</sup>	3	Questioning/ discussion / follo examples	Psychological principles	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
4 <sup>th</sup>	3	Questioning/ discussion / follo examples	Psychological principles	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
5 <sup>th</sup>	3	Questioning/ discussion / follo examples	Linguistic priciples	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
6 <sup>th</sup>	3	Questioning/ discussion / follo examples	Linguistic priciples	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
7 <sup>th</sup>	3	Questioning/ discussion / follo examples	Linguistic priciples	Lectureing /questioning/ following examples	Quizzes, monthly exams

					mid a final exams
8 <sup>th</sup>	3	Questioning/ discussion / follo examples	Self developme	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
9 <sup>th</sup>	3	Questioning/ discussion / follo examples	Explorations	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
10 <sup>th</sup>	3	Questioning/ discussion / follo examples	Setting	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
11 <sup>th</sup>	3	Questioning/ discussion / follo examples	Exploration teaching	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
12 <sup>th</sup>	3	Questioning/ discussion / follo examples	Exploration teaching	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
13 <sup>th</sup>	3	Questioning/ discussion / follo examples	Exploration teaching	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
14 <sup>th</sup>	3	Questioning/ discussion / follo examples	EFL teach setting	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a



					final exams
15 <sup>th</sup>	3	Questioning/ discussion / follow examples	ESL teaching setting	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
16 <sup>th</sup>	3	Questioning/ discussion / follow examples	Comparing E setting with ESL	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
17 <sup>th</sup>	3	Questioning/ discussion / follow examples	Principles of E teaching	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
18 <sup>th</sup>	3	Questioning/ discussion / follow examples	Principles of E teaching	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
19 <sup>th</sup>	3	Questioning/ discussion / follow examples	Principles of E teaching	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
20 <sup>th</sup>	3	Questioning/ discussion / follow examples	Teaching language as communication among students	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a final exams
21 <sup>th</sup>	3	Questioning/ discussion / follow examples	Teaching language as communication among students	Lectureing /questioning/ following examples	Quizzes, monthly exams mid a

					final exams
22 <sup>th</sup>	3	Questioning/ discussion / follow examples	Teaching language as communication among students	Lecturing /questioning/ following examples	Quizzes, monthly exams mid a final exams
23 <sup>th</sup>	3	Questioning/ discussion / follow examples	Classroom management	Lecturing /questioning/ following examples	Quizzes, monthly exams mid a final exams
24 <sup>th</sup>	3	Questioning/ discussion / follow examples	Classroom management	Lecturing /questioning/ following examples	Quizzes, monthly exams mid a final exams
25 <sup>th</sup>	3	Questioning/ discussion / follow examples	Classroom management	Lecturing /questioning/ following examples	Quizzes, monthly exams mid a final exams
26 <sup>th</sup>	3	Questioning/ discussion / follow examples	EFL materials	Lecturing /questioning/ following examples	Quizzes, monthly exams mid a final exams
27 <sup>th</sup>	3	Questioning/ discussion / follow examples	EFL materials	Lecturing /questioning/ following examples	Quizzes, monthly exams mid a final exams
28 <sup>th</sup>	3	Questioning/ discussion / follow examples	Media technology in class	Lecturing /questioning/ following examples	Quizzes, monthly exams mid a

Electronic References, Websites	<a href="https://iraq.britishcouncil.org/teach?_ga=1*15lrk6*_up*MQ..*_ga*NjY4MjY0Njk5L3MjQ2NzQzOTU.*_ga_S21TP0DG7R*MTNDY3NDM5NC4xLjAuMTcyNDY3NDM5NC4wLjAuMA..*_ga_X5M3D7HLQQ*MTcyNDY3NDM5NS4xLjAuMTcyNDY3NDM5NwLjAuMA..">https://iraq.britishcouncil.org/teach?_ga=1*15lrk6*_up*MQ..*_ga=NjY4MjY0Njk5L3MjQ2NzQzOTU.*_ga_S21TP0DG7R*MTNDY3NDM5NC4xLjAuMTcyNDY3NDM5NC4wLjAuMA..*_ga_X5M3D7HLQQ*MTcyNDY3NDM5NS4xLjAuMTcyNDY3NDM5NwLjAuMA..</a>
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## Course Description Form

1. Course Name:					
Romantic and Victorian English Poetry					
2. Course Code:					
3. Semester / Year:					
2024/2025 Year Three			annual system		
4. Description Preparation Date:					
01/10/2024					
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					
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>It also develops the analytical and critical ability further.</li> </ul>			
9. Teaching and Learning Strategies					
<b>Strategy</b>		<ul style="list-style-type: none"> <li>Method of explanation done by the teacher using English language</li> <li>Using methods of teaching by videos, pictures, voice recordings, etc.</li> </ul>			
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		William 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. Bailly (ed.) Victorian Poetry.
Electronic References, Websites	<a href="https://www.classcentral.com/search?q=english+poetry">https://www.classcentral.com/search?q=english+poetry</a>

## Course Description Form

1. Course Name: Modern Poetry	
2. Course Code: Poetry /fourth year	
3. Semester / Year:2024/2025	
4. Description Preparation Date: 01/10/2024	
5. Available Attendance Forms: Attendance by person and google Classrooms	
6. Number of Credit Hours (Total) / Number of Units (Total)	
102/5	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Mohammed Fattah Rashid Al-Obaidi	
Email: muhammed_fattah@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>The aim of this course is to study English poetry of the Twentieth Century.</li> <li>It concentrates on the revolutionary nature of this poetry and the innovations made in form and technique.</li> <li>It enables students to have a clear idea about the various modern schools.</li> <li>It also tries to improve the linguistic and critical abilities of fourth-year English poetry is considered a common source in the educational process, as it provides the opportunity for the student to unleash linguistic talent and expand his imagination.</li> <li>Poetry also makes an effective contribution to improving educational outcomes, as well as increasing the student's cultural awareness in terms of familiarity with the experiences and cultures of other peoples and how to harness literature to build the new generation.ar students.</li> </ul>
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> <li>Lecturer method</li> <li>Discussion method</li> <li>Hot chair</li> </ul>

- Brainstorming
- T.P.S. Strategy
- Self-learning by assigning students to some extracurricular activities.
- Jigsaw
- Prezi
- Wordle
- Technical skills.
- Teamwork skills.
- Creativity.
- Social skills.
- Accountability and responsibility.
- Communicative skills.
- Positivity and emotional skills.
- Interpersonal skills.
- Flexibility and dependability.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Modern literary terms	Modernism, its definition, beginning and the major periods of Modernism		
2	2	Modern literary terms	Modernism, its definition, beginning and the major periods of Modernism		
3	2	General Introduction to the contemporary Age	Modernism, its definition, beginning and the major periods of Modernism		
4	2	General Introduction to the contemporary Age	Modernism, its definition, beginning and the major periods of Modernism		
5	2	An introduction to modernism and its main ideas and features	The Symbolist Movement.		
6	2	An introduction to modernism and its main ideas and features	W. B. Yeats and his poem, "Sailing to Byzantium."		
7	2	Introduce students to the concept of poem and how to analyze it	W. B. Yeats and his poem, "Sailing to Byzantium."		



8	2	Introduce students to the concept of poem and how to analyze it	W. B. Yeats and his poem, "Sailing to Byzantium."		
9	2	Introduce students to the concept of poem and how to analyze it	The Imagist Movement		
10	2	Introduce students to the concept of poem and how to analyze it	Ezra Pound "The Love Song of J. Alfred Prufrock"		
11	2	Introduce students to the concept of poem and how to analyze it	Ezra Pound "The Love Song of J. Alfred Prufrock"		
12	2	Introduce students to the concept of poem and how to analyze it	Ezra Pound "The Love Song of J. Alfred Prufrock"		
13	2	Introduce students to the concept of poem and how to analyze it	The Georgian School.		
14	2	Introduce students to the concept of poem and how to analyze it	"The Listeners". by: Walter De LaMare.		
15	2	Introduce students to the concept of poem and how to analyze it	"The Listeners". by: Walter De LaMare.		
16	2	Introduce students to the concept of poem and how to analyze it	"The Listeners". by: Walter De LaMare.		
17	2	Introduce students to	The Socialist School.		

		the concept of poem and how to analyze it			
18	2	Introduce students to the concept of poem and how to analyze it	W.H. Auden 's "The Unknown Citizen"		
19	2	Introduce students to the concept of poem and how to analyze it	The Socialist School.		
20	2	Introduce students to the concept of poem and how to analyze it	W.H. Auden 's "The Unknown Citizen"		
21	2	Introduce students to the concept of poem and how to analyze it	The Socialist School.		
22	2	Introduce students to the concept of poem and how to analyze it	Neo-Romanticism		
23	2	Introduce students to the concept of poem and how to analyze it	Dylan Thomas' " Fern Hill"		
24	2	Introduce students to the concept of poem and how to analyze it	Dylan Thomas' " Fern Hill"		
25	2	Introduce students to the concept of poem and how to analyze it	Dylan Thomas' " Fern Hill"		
26	2	Introduce students to the concept of poem and	Dylan Thomas' " Fern Hill"		

		how to analyze it			
27	2	Introduce students to the concept of poem and how to analyze it	The Movement		
28	2	Introduce students to the concept of poem and how to analyze it	Philip Larkin's At Grass		
29	2	Introduce students to the concept of poem and how to analyze it	Philip Larkin's At Grass		
30	2	Introduce students to the concept of poem and how to analyze it	Philip Larkin's Church Going		
31	2	Introduce students to the concept of poem and how to analyze it	Philip Larkin's Church Going		
32	2	Introduce students to the concept of poem and how to analyze it	Extremist Art		
33	2	Introduce students to the concept of poem and how to analyze it	Ted Hughes' The Casualty		
34	2	Introduce students to the concept of poem and how to analyze it	Ted Hughes' Thought Fox		

## 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 any)	<ul style="list-style-type: none"> <li>• Maurice Wollman, ed. (1957). Ten Twentieth Century Poets. London: George Harrap Co. LTD.</li> <li>• Syllabus for the 20th Century Poetry.</li> </ul>
Main references (sources)	<ul style="list-style-type: none"> <li>• Dr. Sharad Rajimwale, A history of English literature.2009</li> <li>• M.A. R. Habib. Literary Criticism From Plato to the Present, 2011</li> <li>• John Spencer Hill. The Romantic Imagination. 1977</li> <li>• Herbert Grieson &amp; J.C. Smith. A Critical History of English Poetry, 1962</li> </ul>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> <li>• Greenblatt, Stephen, et al. (2007). The Norton Anthology to English Literature. London: W. W. Norton &amp; Company.</li> <li>• Krasner, David, ed. A Companion to Twentieth American Poetry (2005).</li> <li>• Sanders, Andrew. The Short Oxford History of English Literature (1999).</li> </ul>
Electronic References, Websites	<ul style="list-style-type: none"> <li>• <a href="https://www.iasj.net/iasj">https://www.iasj.net/iasj</a></li> <li>• <a href="https://www.modernamericanpoetry.org/">https://www.modernamericanpoetry.org/</a></li> <li>• <a href="https://poets.org/">https://poets.org/</a></li> <li>• <a href="https://capa.conncoll.edu/">https://capa.conncoll.edu/</a></li> <li>• <a href="https://writing.upenn.edu/epc/">https://writing.upenn.edu/epc/</a></li> <li>• <a href="#">Poetry Archive</a></li> <li>• <a href="#">Poets and Writers</a></li> <li>• <a href="#">Poetry Out Loud</a></li> <li>• <a href="#">Poets Everywhere: PBS</a></li> <li>• <a href="#">Poetry Society of America</a></li> <li>• <a href="#">Poets House</a></li> </ul>

### Course Description Form

1. Course Name: Reading/ First Stage					
2. Course Code:					
3. Semester / Year: 2024-2025					
4. Description Preparation Date: 2024-10-4					
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: <input type="radio"/> understand the reading contents. <input type="radio"/> analyze selected readings. <input type="radio"/> build vocabulary.		
9. Teaching and Learning Strategies					
Strategy		<input type="radio"/> Before reading, students are asked to deal with the topic actively and to activate their background knowledge. <input type="radio"/> Students are asked to identify the themes of selected reading. <input type="radio"/> Encourage students to skim and scan quickly to know the main and supporting ideas. <input type="radio"/> Urging students to discuss their reactions to new words, expressions, and phrases in pairs or groups. <input type="radio"/> help students to recall information, identify reasons and make inferences .			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name		
1.	3/12/2024	Using context	Answering interview questions		
2.	10/12/2024	Understanding phrasal verbs			
3.	17/12/2024	Making inferences	Making a difference in the world		

4.	24/12/2024	Understanding suffixes		
5.	31/12/2024	Skimming and Scanning	Achieving academic through teamwork	
6.	7/1/2025	Learning collocations		
7.	14/1/2025	Distinguishing facts from opinions	How children learn languages	
8.	21/1/2025	Understanding connecting words		
9.	28/1/2025	Using context clues	What you can see when you look at the moon	
10.	4/2/2025	Learning synonyms		
11.	11/2/2025	Finding the topic and main i	Adjusting to life in a foreign country	
Mid-Year Examination				
12.	25/2/2025	Identifying supporting ideas	Having a special place to go to reflect on life	
13.	3/3/2025	Learning noun suffixes		
14.	10/3/2025	Identifying pronoun reference	Talents and abilities	
15.	17/3/2025	Understanding compound nouns		
16.	24/3/2025	Understanding multi-word verbs	Preparing and making a good speech	
17.	31/4/2025	Understanding text organization: Headings		
18.	7/4/2025	Understanding patterns of organization Understanding figurative language	different ways people converse	
19.	14/4/2025	learning prefixes		
20.	21/4/2025	Notetaking	applying for a job	
21.	28/4/2025	Understanding connecting words		
22.	5/5/2025			
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: Preintermediate. Oxford University.	

Main references (sources)	Lee, L., & Gundersen, E. (2002). Select readings: Preintermediate. Oxford University.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	objective texts, selected from the intent



# University of Mosul – College of Education

## Department of English

### Course Description



<b>1. Course Name:</b>	
Grammar– Second Class	
<b>2. Course Code:</b>	
<b>3. Semester / Year:</b>	
2024– 2025	
<b>4. Description Preparation Date:</b>	
2024/ 10/7	
<b>5. Available Attendance Forms:</b>	
In-Person Attendance Form	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
90 hours/ 3 units	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Asst. Lect. Ziyad Kh. Hameed Email: ziyad.hameed@uomosul.edu.iq	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	1- Grammar knowledge development 2- Exploring grammar skills 3- Identifying English tenses 4- Developing basic grammar structural skills 5- Initiating seminars and symposiums in this domain
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	Active Learning, Direct Instruction, Cooperative Learning, Explicit Teaching



10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 Hrs	Understanding Grammar basics	Introduction	Theoretical and practical explanation	
2	3 Hrs	Understanding Grammar principles	Introduction	Theoretical and practical explanation	
3	3 Hrs	Knowing how to use simple present and present continuous tenses	Simple present and present continuous tenses	Theoretical and practical explanation	
4	3 Hrs	Knowing how to uses past simple and present perfect	Past simple and present perfect	Theoretical and practical explanation	
5	3 Hrs	Knowing how to use past simple and past continuous	Past simple and past continuous	Theoretical and practical explanation	
6	3 Hrs	Knowing how to use past perfect tense	Past perfect tense	Theoretical and practical explanation	
7	3 Hrs				Theoretical and practical exam
8	3 Hrs	Knowing how to use present perfect continuous	Present perfect continuous	Theoretical and practical explanation	
9	3 Hrs	Knowing how to use (Will/ Be going to) to refer to future	Future tense	Theoretical and practical explanations	
10	3 Hrs	Knowing how to use simple present and present continuous to refer to future	Future tense	Theoretical and practical explanation	
11	3 Hrs	Knowing how to use (Be to+ inf./ Be about to+ inf.) to refer to future	Future tense	Theoretical and practical explanation	
12	3 Hrs				Theoretical and practical exam
13	3 Hrs	Knowing how to use the modal verbs (Can,	Modal verbs	Theoretical and practical explanation	

		Could, be able to, be allowed to) to refer to ability, possibility and permission			
14	3 Hrs	Knowing how to use the modal verbs (Will, Would, Used to)	Modal verbs	Theoretical and practical explanation	
15	3 Hrs				Semester final exam
16	3 Hrs	Knowing how to use the modal verbs (May, Might)	Modal verbs	Theoretical and practical explanation	
17	3 Hrs	Knowing how to use the modal verbs (Must, Have (got) to)	Modal verbs	Theoretical and practical explanation	
18	3 Hrs	Knowing how to use the modal verbs (Need (n't), Don't need to, Don't have to)	Modal verbs	Theoretical and practical explanation	
19	3 Hrs	Knowing how to use linking verbs (Be, Appear, Seem, Become, Get, etc)	Linking verbs	Theoretical and practical explanation	
20	3 Hrs	Knowing how to use passive voice	Passive voice	Theoretical and practical explanation	
21	3 Hrs				Theoretical and practical exam
22	3 Hrs	Knowing how to form passive sentences	Passive voice	Theoretical and practical explanation	
23	3 Hrs	Knowing how to form passive sentences using (verb+ -ing/ to+ infinitive)	Passive voice	Theoretical and practical explanation	
24	3 Hrs	Knowing how to use Wh-questions with (Who, Whom, Which, How, Whose)	Wh-questions	Theoretical and practical explanation	
25	3 Hrs	Knowing how to use negative questions (echo questions/ questions with that-clauses)	Negative questions	Theoretical and practical explanation	
26	3 Hrs				Theoretical and practical exam

27	3 Hrs	Understanding verbs, objects, and complements	Elements of English sentence	Theoretical and practical explanation	
28	3 Hrs	Understanding verbs+ two objects	Elements of English sentence	Theoretical and practical explanation	
29	3 Hrs	Understanding verbs with –ing forms and infinitives1	Verb forms	Theoretical and practical explanation	
30	3 Hrs				Final 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)	Advanced Grammar in Use/ by Martin Hewings
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Academia, Research Gate

### Course Description Form

1. Course Name:				
<b>The 16<sup>th</sup> and 17<sup>th</sup> C. Poetry</b>				
2. Course Code:				
3. Semester / Year:				
2024-2025				
4. Description Preparation Date:				
1/10/2024				
5. Available Attendance Forms:				
In Person. Classroom Codes ( <b>msykjvh - ivhmtng - fepm3ls - bjlqk6q</b> )				
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: <a href="mailto:fadi_butrus@uomosul.edu.iq">fadi_butrus@uomosul.edu.iq</a>				
8. Course Objectives				
<b>Course Objectives</b>	This course is designed to enable undergraduate students to distinguish between the 16th C. and 17th C. Poetry. The 16th C. poetry represented by the initiation of the Petrarchan (Italian) sonnet till the adopting of Shakespearean (English) sonnet. In the 17th c. important English schools of poetry appeared which are the school of John Donne and the school of Ben Jonson. The followers of these schools refused the Elizabethan norms of poetry and were involved with philosophical and witty types of poetry.			
9. Teaching and Learning Strategies				
<b>Strategy</b>	This course will enhance and develop the students' knowledge about the historical periods of English Literature, 16 <sup>th</sup> , 17 <sup>th</sup> centuries and the trends, and schools that initiated during that particular period. Students will be able to develop moral considerations and increase the human good side and revive actively their human conscience to overcome upon all kinds of evilness of life and its attractions. They will be able to distinguish between good and evil, positive and negative, moral and immoral, sacred and damned as well as will enhance positive opinions towards the civil rights of women especially in patriarchal dominant societies. In addition, the students will be able to communicate fluently and enlarge their vocabulary. Moreover, they will obtain detailed information on various topics related to the historical, political, social, economic and even religious' fields			
10. Course Structure				
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>
	2 hrs	Making the student able to comprehend 16 <sup>th</sup> and 17 <sup>th</sup> century poetry in an appropriate way.	Week 1- Introduction to 16th C. : Historical Background and its Poetry Week 2- Literary Terms (Meaning and Sound Devices), Types of Meters, Rhythm and Scansion. Week 3- The Characteristics of the 16th c and Courtly Love. Week 4- Sir Thomas Wyatt (1503-1542): Life and the features of his poetry. Week 5- Paraphrasing of Sir Thomas Wyatt sonnet: "The Hind" Week 6- Earl of Surrey(1517- 1547): Life and his poetry features Week 7-Paraphrasing of Henry Howard, Earl of Surrey's sonnet:"Complaint of a Lover Rebuked" Week 8- Sir Walter Raleigh(1554?-1618): his life and poetry traits Week 9- Analysis (Paraphrasing)of Sir Walter Raleigh's: "What is our Life?" Week 10-Sir Philip Sidney (1554-1586): His Life and features of poetry Week 11- Analysis(Paraphrasing) of Sir Philip Sidney: "'Thou blind man's mark," Week 12-William Shakespeare his life and Sonnet 116 (Let me not to the Marriage of True Minds). Week 13- Monthly Exam Week 14- Mid-Year Exam Week 15- Edmund Spenser (ca. 1552-1599): His Life and Poetry Traits. Week 16- Analysis (Paraphrasing) of Edmund Spenser's Sonnet "Like as a Ship" Week 17- Introduction to 17th C. : Historical Background and its Poetry Week 18- The School of John Donne and the Characteristics of the Metaphysical Poetry Week 19- John Donne (1572-1631) Week 20- Analysis of John Donne's Holy Sonnet 10 "Death, be not Proud" Week 21- George Herbert (1593-1633) Week 22- Analysis of George Herbert's "The Collar"	Lecture

			Week 23- An Introduction to Cavalier Poetry and the Characteristics of the School of Ben Jonson Week 24- Ben Jonson (1572- 1637) Week 25- Analysis of Ben Jonson's "Come, My Celia, Let Us Prove" Week 26- Robert Herrick(1591- 1674) Week 27- Robert Herrick's poem "To Daffodils" Week 28- Neo-classical Poetry: John Dryden and John Milton Week 29- Monthly Exam Week 30-Final 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)		-Al-Jubouri, Ala'uddin H. , A.W. Al-Wakil, Dr. Khalid Mahir, Dr. Issam Al-Khatib. English Poetry 1: The Sixteenth Century. University of Mosul Press.1980 .  - Mustafa, Shakir M. Seventieth Century English Poetry: An Introductory Course. University of Mosul Press. 1990.		
Main references (sources)		Braden, Gordon . Sixteenth-Century Poetry: An Annotated Anthology (Blackwell Annotated Anthologies). 2005.		
Recommended books and references (scientific journals, reports...)		Gary Kuchar (auth.). George Herbert and the Mystery of the Word: Poetry and Scripture in Seventeenth-Century England. Palgrave Macmillan, Year: 2017.		
Electronic References, Websites		<a href="https://www.publicconsulting.com/wordpress/introtopoetry/chapter/chapter-12/">https://www.publicconsulting.com/wordpress/introtopoetry/chapter/chapter-12/</a>		

## Course Description Form

1. Course Name: Conversation	
2. Course Code: First class	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 2025/4/28	
5. Available Attendance Forms: Present and electronic class	
6. Number of Credit Hours (68) / Number of Units (2)	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lecturer Ahmed Wael Hazim Email: ahmed.wael@uomosul.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	Teaching the students the styles and methods of conversation through listening and speaking Expanding mental lexicon Training students on using language in everyday situations Training them on deducing meanings of words and expressions from the linguistic and situational contexts Training them on using language in formal and non-formal situations Providing them with the knowledge about the culture of native speakers of English Engage students in real life activities similar to those of native speakers.....
9. Teaching and Learning Strategies	

<b>Strategy</b>	Theoretical, practical and electronic lectures, dialogue and discussions, o questions and answers.
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## 10. Course Structure

<b>Week</b>	<b>Hours</b>	<b>Unit</b>	<b>Subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
<b>Week 1</b>	<b>2</b>	<b>Unit 1</b>	<b>How do you know Mark?</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 2</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>
<b>Week 3</b>	<b>2</b>	<b>Unit 2:</b>	<b>I'm phoning about the house</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 4</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>
<b>Week 5</b>	<b>2</b>	<b>Unit 3:</b>	<b>How do I buy a ticket?</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 6</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>
<b>Week 7</b>	<b>2</b>		<b>Review</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 8</b>	<b>2</b>	<b>Unit 4:</b>	<b>Shall we go out for dinner?</b>	<b>=</b>	<b>=</b>
<b>Week 9</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>
<b>Week 10</b>	<b>2</b>	<b>Unit 5:</b>	<b>You should go to the police</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 11</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 12</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>
<b>Week 13</b>	<b>2</b>	<b>Unit 6:</b>	<b>Have you got a headache?</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 14</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>
<b>Week 15</b>	<b>2</b>		<b>Review</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 16</b>	<b>2</b>	<b>Unit 7:</b>	<b>How about a hostel?</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 17</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>

<b>Week 18</b>	<b>2</b>		<b>Mid–Term Break</b>	<b>Mid–Term Break</b>	<b>Mid–Term Break</b>
<b>Week 19</b>	<b>2</b>	<b>Unit 8:</b>	<b>What can I do here?</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 20</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>
<b>Week 21</b>	<b>2</b>	<b>Unit 9:</b>	<b>When are you flying?</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 22</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>
<b>Week 23</b>	<b>2</b>	<b>Unit 10:</b>	<b>The weather is changing</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 24</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>
<b>Week 25</b>	<b>2</b>		<b>Review</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 26</b>	<b>2</b>	<b>Unit 11:</b>	<b>I have our schedule</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 27</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>
<b>Week 28</b>	<b>2</b>	<b>Unit 12</b>	<b>: You did really well</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 29</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>
<b>Week 30</b>	<b>2</b>	<b>Unit 13</b>	<b>: I've organized the trainer</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 31</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>=</b>
<b>Week 32</b>	<b>2</b>	<b>Unit 14:</b>	<b>You need a budget</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>
<b>Week 33</b>	<b>2</b>	<b>=</b>	<b>=</b>	<b>=</b>	<b>Oral Tests</b>
<b>Week 34</b>	<b>2</b>		<b>Review</b>	<b>Dialogue and Discussion</b>	<b>Oral Tests</b>

### 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 any)	Real Listening and Speaking 2 by Sally Logan and Craig Thaine
Main references (sources)	



Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/teach/skillswise/speaking-and-listening">https://www.bbc.co.uk/teach/skillswise/speaking-and-listening</a></li> <li>• <a href="https://www.talkenglish.com">https://www.talkenglish.com</a></li> <li>• <a href="https://www.englishclub.com">https://www.englishclub.com</a></li> </ul>



## Course Description

### 1. General Information:

Code	Course Title	No. of Credits	Learning Hours		Pre-requisite	Course Type
			Theoretical	Practical		
0	Modern Novel	5	3	0	No	Core

### 2. Course Description:

The course is designed to study the modern English novel. It begins first by introducing the fourth-year students to the major characteristics of modern novel; detachment, aggressive realism, interest in psychology... etc. Two outstanding English novels are chosen as representatives of the modern novel in general.

### 3. Course Objectives:

This course intends to give the fourth-year students an idea on Twentieth Century English novel. It introduces the major characteristics and techniques adapted by the modern novelists. The language of the novels if these novels is modern in spirit. In addition to the cultural and critical importance of the course, it enriches the students' vocabulary and their mastery over language.

### 4. Course Contents:

Joseph Conrad's *Heart of Darkness*  
William Golding's *Lord of the Flies*

## **5. Expected Learning Outcomes:**

### **5.1 Cognitive Skills:**

1. Creative thinking skills.
2. Critical thinking skills.
3. Decision-making skills.

### **5.2 Perceptual Skills:**

1. Auditory skills.
2. Visual skills.
3. Verbal skills.

### **5.3 Practical Skills:**

1. Time management skills.
2. Organizational skills.
3. Oratory and speech skills.

### **5.4 Personal Skills:**

1. Technical skills.
2. Teamwork skills.
3. Creativity.
4. Social skills.
5. Accountability and responsibility.
6. Communicative skills.
7. Positivity and emotional skills.
8. Interpersonal skills.
9. Flexibility and dependability.

## 6. Teaching Method(s):

The class will be taught by following:

#	Teaching Method	Used	Additional Information (if desired)
1.	Lecture	*	
2.	Demonstrations		
3.	Discussion	*	
4.	Fieldtrips		
5.	Fieldwork		
6.	Films / videos / Slides	*	
7.	Group work	*	
8.	Guest speakers		
9.	Language lab		
10.	Listening exercises	*	
11.	Observation		
12.	Online work	*	
13.	Presentations	*	
14.	Problem sets		
15.	Seminar	*	
16.	Simulation / role-play	*	
17.	Writing assignments	*	
18.	Other		

Other (if your teaching method is not listed, choose “Other” above and enter further description here):

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## 7. Evaluation Method:

The following criteria will be used for grading:

#	Evaluation Method	Used	Additional information (if desired)
1.	Attendance	*	
2.	Class participation	*	
3.	Writing assignments	*	
4.	Group work	*	
5.	Homework	*	
6.	Presentations	*	
7.	Quizzes	*	
8.	Exam, mid and final	*	
9.	Other		

Other (if your evaluation method is not listed, choose “Other” above and enter further description here):

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## 8. Required Text:

Joseph Conrad's *Heart of Darkness*  
William Golding's *Lord of the Flies*

## 9. Recommended Text(s):

White, A. (1996) Conrad and imperialism. In Stape, J. (ed.) *The Cambridge companion to Joseph Conrad*. Cambridge: Cambridge University Press, 179-202.

Wartenberg, T. (1990) *The forms of power: from domination to transformation*. Philadelphia: Temple University Press.

Tyson, L. (2006) *Critical theory today: a user- friendly guide*, 2<sup>nd</sup> edition. New York: Routledge.

Thompson, J. (1993) *Fiction, crime, and empire: clues to modernity and modernism*. Urbana:  
University of Illinois Press.

### 10. Instructor Information:

No.	Name	Dr. Hassan Muayad Hamid
1.	Education and Academic Title	Assist. Professor
2.	Specific Specialization	Modern Novel
3.	Contact Details	Phone No.: 07724558922
		E-mail: <a href="mailto:alhyalli_hassan@uomosul.edu.iq">alhyalli_hassan@uomosul.edu.iq</a>
4.	Academic Profile	N/A
5.	Office	College of Education for Humanities, third Floor

### 11. Weekly Schedule:

Week	Topic for Discussion	Notes
Week 1	Introduction	
Week 2	Chapter One	
Week 3	Chapter Two	
Week 4	Chapter Three	
Week 5	Chapter Four	
Week 6	Chapter Five	
Week 7	Chapter Six	
Week 8	Chapter Seven	
Week 9	Chapter Eight	

Week 10	Chapter Nine	
Week 11	Chapter Ten	
Week 12	Chapter Eleven	
Week 13	Chapter Twelve	
Week 14	Chapter Thirteen	
Week 15	Chapter Fourteen and Fifteen	

## Course Description Form

<b>1. Course Name:</b>					
3 <sup>rd</sup> Year Real Listening and Speaking 4					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2024-2025					
<b>4. Description Preparation Date:</b>					
1-10-2024					
<b>5. Available Attendance Forms:</b>					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
9					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Rafah Abdulkareem Adham Email: <a href="mailto:rafah.abdulkareem@uomosul.edu.iq">rafah.abdulkareem@uomosul.edu.iq</a>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>• ENHANCE OF LEARNING.....</li> <li>• PROMOTION OF SPEAKING.....</li> <li>• .....</li> <li>• .....</li> </ul>			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		BY READING AND LISTENING			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1-30	3	1-9 units	How's it going? I'm looking for a camera I need to see a doctor What is the problem What a lot of red tape What a great view I'd appreciate it This is your office	Listening audio	Exam



			I'll sort it out		
<b>11. Course Evaluation</b>					
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					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)			Real listening & speaking		
Main references (sources)			MP3-CD		
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					