

**Ministry of Higher Education and  
Scientific Research**

**Scientific Supervision and  
Evaluation Authority**

**Quality Assurance and  
Academic Accreditation Department**

**Accreditation Division**



# **Academic Program and Course Description Guide**

**2025-2026**

## Academic Program Description Template

**University Name:** University of Mosul  
**College/Institute:** College of Fine Arts  
**Academic Department:** Department of Plastic Arts  
**Academic or professional program name:** Bachelor of Fine Arts (Painting)  
**Final Certificate Title:** Bachelor of Fine Arts / Painting  
**Academic system:** Annual  
**Description prepared on:** 1/9/2025  
**Date the file was filled out:** 1/10/2025

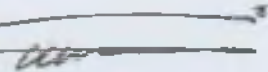
Signature:



Head of Department:  
Asst. Prof. Dr. Ziyad Khalaf Zannad

Date:

Signature:



Scientific Assistant:  
Lecturer Dr. Omar Fawaz Jabbar

Date:

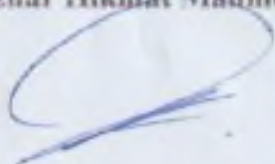
1/10/2025

**File Reviewed By:**  
Quality Assurance and University Performance Division

**Name of Director of Quality Assurance and University Performance Division:**  
Lecturer Azhar Hikmat Mahmoud

Date:

Signature:



كلية الفنون الجميلة  
جامعة الموصل  
رئاسة قسم الفنون الجميلة

  
Dean's approval

## **Introduction**

The educational program is a coordinated and structured set of courses that encompasses a range of procedures and learning experiences, systematically organized into course components. Its primary objective is to develop and enhance graduates' skills, enabling them to meet the requirements of the labor market. The program is subject to annual review and evaluation through internal and external quality assurance mechanisms, including processes such as the external examiner system.

The academic program description provides a concise overview of the program's key features and its courses, highlighting the skills that students are expected to acquire in alignment with the program's objectives. The significance of this description lies in its role as a fundamental requirement for obtaining program accreditation. It is prepared by faculty members under the supervision of the scientific committees within academic departments.

This second edition of the guide presents an updated description of the academic program, incorporating revisions to the terminology and structure of the previous edition in response to recent developments in the Iraqi higher education system. These updates include both the traditional formats of academic programs (annual and semester systems) and the adoption of a unified academic program description in accordance with the Department of Studies letter No. TM3/2906 dated 03/05/2023, particularly for programs implementing the Bologna Process as a framework for their operation.

In this context, it is essential to emphasize the importance of preparing accurate descriptions of academic programs and courses to ensure the effective and efficient implementation of the educational process.

## **Concepts and Terminology**

### **Academic Program Description:**

A concise summary outlining the program's vision, mission, and objectives, including a clear specification of the intended learning outcomes in accordance with defined learning strategies.

### **Course Description:**

A brief summary of the key features of a course and its expected learning outcomes, demonstrating the extent to which students benefit from the available learning opportunities. It is derived from the academic program description.

### **Program Vision:**

An aspirational statement reflecting the future ambitions of the academic program, aiming to be advanced, inspiring, motivating, realistic, and applicable.

**Program Mission:**

A concise statement that defines the program's goals and the activities required to achieve them, while identifying its developmental directions and pathways.

**Program Objectives:**

Specific, measurable, and observable statements that define what the academic program intends to achieve within a defined timeframe.

**Curriculum Structure:**

The set of all courses and study units included in the academic program in accordance with the approved educational system (semester, annual, or Bologna Process), including both compulsory and elective components at the levels of the Ministry, University, College, and Department.

**Learning Outcomes:**

An integrated set of knowledge, skills, and values acquired by students upon successful completion of the academic program. Each course must define its learning outcomes in a manner that aligns with and supports the overall program objectives.

**Teaching and Learning Strategies:**

The approaches and methods employed by faculty members to facilitate and enhance student learning. These strategies include structured plans and activities—both in-class and extracurricular—designed to achieve the intended learning outcomes of the program.

**1. 1. Program Vision**

1. Preparing artists equipped with broad knowledge and a scientific and artistic approach to thinking and analysis, in order to serve the nation and meet the requirements of comprehensive national development through achieving a balanced advancement in both the theoretical and practical aspects of the arts.
2. Contributing to the development of creative professional talents capable of enriching civil society with exemplary artistic works that enhance specialized knowledge in artistic creativity and visual expression.

**2. Program Mission**

1. To develop and refine students' talents and motivations, while providing them with a solid foundation of scientific and artistic knowledge.
2. To foster a spirit of creativity and innovation among students throughout their studies and beyond, through workshops, seminars, and continuous support for talented individuals.
3. To encourage artistic experimentation and creative potential, contributing to students' development and growth through active participation in departmental activities such as festivals, art exhibitions, and related events.

### 3. Program Objectives

1. To prepare qualified artists capable of assuming national responsibility and occupying artistic positions across various governmental and institutional sectors

2. To develop a balanced and integrated artistic personality in students—intellectually and behaviorally—by enhancing their talents and fostering creativity and innovation, while drawing on both cultural heritage and contemporary global developments

3. To provide scientific and technical services and consultations in the field of fine arts and contribute to their development, in a manner that reflects and promotes the civilization of Mesopotamia while aligning cultural values with modern perspectives

### 4. Program Accreditation

Not available.

### 5. Other External Influences

#### Labor Market:

A number of seminars and discussions have been conducted with universities and colleges offering similar specializations. These activities are based on collaborative mechanisms that facilitate communication between faculty members and students, aiming to establish a shared vision and develop plans to enhance both academic and artistic content.

### 6. Program Structure

Program Structure	Number of Courses	Credit Units	Percentage	Comments
Institutional Requirements	9	18	21.43%	
College Requirements	8	16	19.05%	
Department Requirements	21	48	50%	
Summer Training	—	—	—	
Other	—	—	—	

*Comments may include whether the course is core or elective.*

### 1. Program Description

Year / Level	Course code	Course name	Credit Hours	
First/2025-2026			theoretical	practical
		History of Ancient Iraqi Art	2	
		Computer	1	2
		Arabic Language	2	
		Elements of Art	1	2
		Human Rights and Democracy	1	
		Drawing		4
		Color Studies		4
		Sculpture		4
		Ceramics		4
		English Language	2	

		Graphic Techniques	1	2
<b>Year / Level</b>	<b>Course code</b>	<b>Course name</b>	<b>Credit Hours</b>	
<b>Second/2025-2026</b>			<b>theoretical</b>	<b>practical</b>
		History of Art in Ancient Civilizations	2	
		Computer	1	2
		Anatomy	1	2
		Drawing		4
		Color Studies		8
		Perspective	1	2
		Pictorial Composition		4
		Drawing Techniques and Technology	1	2
		English Language	2	
		Ba'ath Party Crimes	1	
		Arabic Language	2	
<b>Year / Level</b>	<b>Course code</b>	<b>Course name</b>	<b>Credit Hours</b>	
<b>Third/2025-2026</b>			<b>theoretical</b>	<b>practical</b>
		History of Islamic Art	2	
		Research Methodology	2	
		Philosophy of Art and Aesthetics	2	
		Drawing		4
		Color Studies		6
		Pictorial Composition		6
		Graphics		4
		Digital Applications in Art		4

Year / Level	Course code	Course name	Credit Hours	
			theoretical	practical
Fourth/2025-2026				
		Modern and Contemporary Painting	2	
		Art Criticism	2	
		Murals		4
		Graduation Project		12
		Advanced Drawing		4
		Graduation Research	2	
		Advanced Color Studies		4
		English Language	2	

### 8. Expected Learning Outcomes

#### Knowledge

Understanding the historical development of art, familiarity with art movements and schools, knowledge of aesthetic theories, critical thinking in art, awareness of the role of art in society and culture, engagement with global cultures, and knowledge of artistic techniques, materials, composition, design, and modern technologies.

#### Skills

Technical and artistic skills including mastery of drawing techniques, composition and design, creativity and innovation, experimentation, and continuous development.

#### Values

Professional and ethical commitment, appreciation of cultural and artistic heritage, social responsibility, environmental awareness, lifelong learning, and teamwork.

### 9. Teaching and Learning Strategies

#### Teaching and Learning Strategies

- Lectures:**  
 Provide a solid theoretical foundation that supports the development of students' knowledge and intellectual abilities.
- Practical Workshops and Studios:**  
 Offer hands-on experiences that enhance students' technical and artistic skills, while reinforcing the fundamental principles required for executing practical projects in accordance with safety standards.
- Training and Applied Projects:**  
 The Department of Fine Arts emphasizes transforming theoretical and practical knowledge into applied artistic projects, where students present outcomes of their learning through annual exhibitions and artistic activities.

## 10. Assessment Methods

### Assessment Methods

- Short research projects
- Seminars
- Scientific discussions
- Oral presentations and dialogue
- Daily, mid-term, and final examinations
- Homework and assignments
- Preparation and submission of periodic and weekly reports
- Analysis and critique of international, Arab, and local art exhibitions

### Skills Assessment

- Presenting research problems and proposing appropriate solutions
- Encouraging critical thinking and inquiry-based learning
- Enhancing students' motivation through continuous assessment
- Using objective tests to evaluate knowledge, comprehension, and application

### Types of Questions:

- True/False questions
- Multiple-choice questions
- Oral interview questions
- Completion questions

### Practical Assessment Includes:

- Understanding core concepts
- Applying knowledge to analyze data and solve problems

### General and Transferable Skills

- Promoting teamwork and collaboration
- Developing communication skills through artistic presentations
- Enhancing adaptability in practical and creative environments

## 11. Faculty

### Faculty Members

Academic Rank	Specialization	Sub-specialization	Notes	Staff	Lecturers
Lecturer	Fine Arts	Painting		1	
Assistant Professor	Fine Arts	Painting		4	
Lecturer	Fine Arts	Painting		8	
Assistant Lecturer	Fine Arts	Painting		2	1
Assistant Lecturer	Fine Arts	Sculpture			1
Lecturer	Performing Arts	Stage Direction			1
Assistant Professor	Islamic Arts	Manuscripts		1	
Assistant Professor	Manuscript Studies	Textual Criticism		1	
Assistant Lecturer	English Language	Applied Linguistics			1
Assistant Lecturer	Computer Science	Computer Science		1	
Assistant Lecturer	Mathematics	Pure Mathematics			1
Assistant Lecturer	Earth Sciences	Geochemistry		1	
Lecturer	Arabic Language	Literature			1
Lecturer	Public Law	Administrative Law			1
Lecturer	Political Science	International Relations			1
Assistant Lecturer	English Language	English Language			1

### Professional Development

#### Orientation of New Faculty

New, visiting, and part-time faculty members are guided through structured orientation processes at both institutional and departmental levels.

#### Faculty Development

The Department of Fine Arts is committed to continuous improvement and quality enhancement in education and learning outcomes. Key initiatives include:

- Continuous training programs and workshops
- Encouraging participation in conferences, seminars, and exhibitions
- Supporting faculty in achieving higher academic and administrative ranks
- Providing updated academic resources and references
- Ensuring availability of office facilities and internet access

## 12. Admission Standards

The Department of Fine Arts follows the official admission system regulated by the Ministry of Higher Education and Scientific Research.

Applicants are admitted through:

### 1. Direct Admission:

Graduates of Art Institutes, preparatory schools (scientific, applied, literary), vocational schools (agriculture, commerce, industry), applied arts schools, tourism institutes, and gifted students programs.

### 2. Central Admission:

Students admitted through the national centralized admission system.

## 13. Key Sources of Information

- Official curriculum approved by the Ministry of Higher Education and Scientific Research
- Recommendations of quality assurance and accreditation committees
- Specialized academic references
- Faculty expertise and professional experience

#### **14. Program Development Plan**

The Department of Fine Arts adopts a systematic and continuous approach to developing its academic program in alignment with institutional goals and labor market requirements. The development plan includes the following:

- Evaluating both general and specific objectives of the program and ensuring their alignment with the vision and mission of the college and university.
- Reviewing and updating learning outcomes to ensure comprehensive coverage of cognitive, skill-based, and value-oriented competencies required for students.
- Assessing graduates' performance in the labor market and measuring the extent to which their skills correspond to market needs.
- Identifying areas requiring development, whether related to curriculum content, teaching methodologies, or academic and artistic activities.
- Periodically reviewing curricula to ensure alignment with modern technologies, contemporary artistic trends, and evolving labor market demands.
- Updating learning outcomes to incorporate emerging competencies such as digital art practices, advanced art criticism, and innovative approaches in visual arts production.
- Establishing specialized committees comprising faculty members, academic experts, and labor market representatives to actively contribute to program development.
- Integrating new trends in visual arts into the curriculum, including digital art, environmental art, and experimental artistic practices.
- Adopting modern teaching strategies such as project-based learning, studio-based practice, workshops, and digital learning environments.
- Enhancing assessment methods by incorporating continuous evaluation, practical projects, and critical artistic analysis, rather than relying solely on traditional examinations.
- Organizing training programs and workshops for faculty members to improve their use of modern teaching technologies and methodologies.
- Documenting all modifications made to the program and submitting them to the relevant academic authorities for approval.
- Strengthening collaboration with local and international artistic communities through exhibitions, workshops, and cultural events that enable students to engage with professionals and apply their skills in real-world contexts.

Program Skills Plan															
First Year (2025–2026)															
Year / Level	Course Name	Status	A1	A2	A3	A4	B1	B2	B3	B4	Values 1	Values 2	Values 3	Values 4	
2025–2026 First	History of Ancient Iraqi Art	Core	✓	✓	✓	✓					✓	✓	✓	✓	
	Computer	Core	✓				✓	✓	✓	✓					
	Arabic Language	Core	✓								✓	✓			
	Elements of Art	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Human Rights and Democracy	Core	✓								✓	✓	✓	✓	
	Drawing	Core	✓	✓			✓	✓	✓	✓	✓	✓			
	Color Studies	Core	✓	✓			✓	✓	✓	✓	✓	✓			
	Sculpture	Core	✓	✓			✓	✓	✓	✓	✓	✓			
	Ceramics	Core	✓	✓			✓	✓	✓	✓	✓	✓			
	English Language	Core	✓								✓	✓			
	Graphic Techniques	Core	✓	✓			✓	✓	✓	✓	✓	✓			

Second Year (2025–2026)															
Year / Level	Course Name	Status	A1	A2	A3	A4	B1	B2	B3	B4	Values 1	Values 2	Values 3	Values 4	
2025–2026 Second	History of Art in Ancient Civilizations	Core	✓	✓	✓	✓					✓	✓			
	Computer	Core	✓				✓	✓	✓	✓	✓	✓			
	Anatomy	Core	✓	✓			✓	✓	✓	✓	✓	✓			
	Drawing	Core	✓	✓			✓	✓	✓	✓	✓	✓			
	Color Studies	Core	✓	✓			✓	✓	✓	✓	✓	✓			
	Perspective	Core	✓	✓			✓	✓	✓	✓	✓	✓			
	Pictorial Composition	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Drawing Techniques and Technology	Core	✓	✓			✓	✓	✓	✓					
	English Language	Core	✓	✓							✓				
	Ba'ath Party Crimes	Core	✓	✓							✓	✓	✓	✓	
	Arabic Language	Core	✓	✓							✓	✓	✓		

Third Year (2025–2026)														
Year / Level	Course Name	Status	A1	A2	A3	A4	B1	B2	B3	B4	Values 1	Values 2	Values 3	Values 4
2025–2026 Third	History of Islamic Art	Core	✓	✓	✓	✓					✓	✓	✓	✓
	Research Methodology	Core	✓	✓	✓	✓	✓	✓			✓	✓		
	Philosophy of Art and Aesthetics	Core	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	Drawing	Core	✓	✓			✓	✓	✓	✓	✓	✓		
	Color Studies	Core	✓	✓			✓	✓	✓	✓	✓	✓		
	Pictorial Composition	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Graphics	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Digital Art Applications	Core	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

Fourth Year (2025–2026)														
Year / Level	Course Name	Status	A1	A2	A3	A4	B1	B2	B3	B4	Values 1	Values 2	Values 3	Values 4
2025–2026 Fourth	Modern and Contemporary Painting	Core	✓	✓	✓	✓					✓	✓	✓	✓
	Art Criticism	Core	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	Murals	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Graduation Project	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Advanced Drawing	Core	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	Graduation Research	Core	✓	✓	✓	✓					✓	✓	✓	
	Advanced Color Studies	Core	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	English Language	Core	✓	✓							✓			

- Please indicate the relevant boxes corresponding to the specific program learning outcomes being assessed.

## First Stage

<b>1. Course Name and Academic Level</b>					
History of Art in Mesopotamia / First Year					
<b>2. Course Code</b>					
FAPL0101					
<b>3. Semester / Year</b>					
First Semester / 2025–2026					
<b>4. Date this Description was Prepared</b>					
2026					
<b>5. Available Attendance Formats</b>					
In-person / Online					
<b>6. Total Number of Study Hours / Units</b>					
2 Theoretical Hours					
<b>7. Course Coordinator (Name and Academic Title)</b>					
Name: ASST. LECT. Azhar Hikmat Mahmoud					
Email: azhar.h@uomosul.edu.iq					
<b>8. Course Objectives</b>					
The course aims to provide students with knowledge of the characteristics of ancient artistic achievements, including architecture, sculpture, painting, and pottery. It also explores the development of art throughout history and examines the political, social, and economic contexts in which artistic works were produced.					
<b>9. Teaching and Learning Strategies</b>					
Lectures, guided discussions, and visual presentations are used to enhance students' understanding of historical artistic developments and their cultural contexts.					
<b>10. Course Structure</b>					
Week	Hours	Learning Outcomes	Topic	Learning Method	Assessment Method
1	2		Introduction to the course and prehistoric art	Lecture	
2	2		Major Paleolithic art sites	Lecture	
3	2		Materials and themes of early art	Lecture	
4	2		Styles and themes of early art	Lecture	
5	2		Human motivations in Stone Age art	Lecture	
6	2		Architecture, pottery, and sculpture	Lecture	
7	2		Neolithic and Metal Age art	Lecture	
8	2		Architecture, pottery, and sculpture (continued)	Lecture	
9	2		Protohistoric arts and crafts	Lecture	

10	2		Sumerian art	Lecture	
11	2		Architecture and sculpture	Lecture	
12	2		Cylinder seals	Lecture	
13	2		Protohistoric pottery	Lecture	
14	2		Akkadian art	Lecture	
15	2		First semester exam	Exam	
16	2		Akkadian Renaissance	Lecture	
17	2		Artistic forms and materials	Lecture	
18	2		Kassite art	Lecture	
19	2		Seals and mural art (Kish)	Lecture	
20	2		Assyrian art periods	Lecture	
21	2		Assyrian architecture and sculpture	Lecture	
22	2		Assyrian relief sculpture	Lecture	
23	2		Assyrian murals	Lecture	
24	2		Assyrian bronze art	Lecture	
25	2		Assyrian ivory art	Lecture	
26	2		Assyrian cylinder seals	Lecture	
27	2		Neo-Babylonian art	Lecture	
28	2		Babylonian murals and pottery	Lecture	
29	2		Course review	Review	
30	2		Final exam	Exam	

#### 11. Course Evaluation and Grade Breakdown

The final grade (out of 100) is distributed based on class participation, daily preparation, oral and written assessments, periodic tests, reports, and final examinations.

#### 12. Learning and Teaching Resources

Required Textbooks:	Zuhair Sahib & Hamid Nafil, <i>History of Art in Mesopotamia</i>
Main References:	Taha Baqir, <i>Introduction to the History of Ancient Civilizations</i> Fadhil Abdul Wahid Ali, <i>History of Ancient Iraq</i> (Vol. 1 & 2) Tharwat Okasha, <i>History of Ancient Iraqi Art: Babylon and Assyria</i> Subhi Anwar Rashid, <i>The Art of Cylinder Seals</i>
Supporting Resources:	Research published in Iraqi and international journals
Websites and Media:	Documentary films and online visual materials

#### Course description

Elements of ArtE First Grade –

Course code

<b>FAPL0104</b>					
<b>Semester/Year</b>					
<b>Chapters 1 and 2 2026-2025</b>					
<b>Date this description was prepared</b>					
<b>2026 - 2025</b>					
<b>Available forms of attendance</b>					
<b>My presence</b>					
<b>Number of study hours (total) / Number of units (total)</b>					
<b>hours, 2 units 2</b>					
<b>.Name of the course coordinator (if there is more than one, please mention it)</b>					
<b>Lect.Nour Khalif Mahmoud</b> <b>Noor.mahmood@uomos.edu.iq</b>					
<b>Course objectives</b>					
.					
<b>.Course Objectives - The course aims to introduce students to the nature of the elements of a painting</b>					
<b>. complete artwork</b>					
<b>.And keeping pace with contemporary arts in artistic formation</b>					
<b>Developing students' ability to evaluate artworks with different elements - 3</b>					
<b>Teaching and learning strategies</b>					
<b>strategy</b>		Encouraging students to create new works of art by exploring different styles and techniques using lines			
		Holding an exhibition for students to boost students' self-confidence			
<b>Course structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
1	2		Getting to know art, art throughout history, my practical presence		exam paper
2	2		The point, the line, how a line is formed		
3	2		types of fonts , font directions		
4	2		Types of lines ( vertical line, horizontal line, slanted (line, curved line		
5	2		Optical illusions using lines: the expressive and .symbolic meanings of line directions		

6	2		Shape, form, types of shapes, general principles governing the distribution of shapes, drawing different shapes		
7	2		Classification of shapes, the relationship that arises between shapes		
8	2		Form and content: Classifying forms based on the .relationship between form and content		
9	2		Color, (color pigments) and light colors, color mixing in pigments		
10	2		, light colors , identifying warm and cool colors contrast, color saturation and their number, and .neutral colors		
11	2		,theory , light, colors of light, light and matter physical classification of colors		
12	2		Circle of inheritance		
13	2		Oswald's Color Wheel		
14	2		properties , color description		
15	2		Midterm exam		
16	2		Origin of color, color value		
17	2		Color intensity		
18	2		Planning to color the artwork		
19	2		– Advanced and delayed colors ( linear perspective (color perspective		
20	2		The expressive and symbolic meanings of colors		
21	2		The significance of color in artwork		
22	2		Texture, Texture Classification		
23	2		The nature of the texture and its physical material		
24	2		Color and its relationship to the structural composition of matter		
25	2		Space and void, the meaning of space		
26	2		Proportions in the human body		
27	2		A discussion of the structural compositions of international artworks		
28	2		A study in the planning and shading of human body parts ( fee )		
29	2		Creating mural designs using various fonts and colors		
30	2		Second semester exam		

Course evaluation

,The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily .oral, monthly, and written exams, and reports

#### Learning and teaching resources

Required textbooks (methodology, if applicable)	Elements of Fine Art
Main references (sources )	Elements of Fine Art, by Faraj Abbo
Recommended supporting books and references (...scientific journals, reports)	Shaker Abdel Hamid – The Book of Aesthetic Preference Nazih Abdul Hamid – The Principles of Design
references , websites	MoMA – Glossary of Art Terms Smarthistory.org The Art Story Foundation

#### 1. Course Name:

Arabic Language / First Stage

#### 2.Course Code

FAPL0103

#### 3. Semester Year/

First and second semesters of the 2025-2026 academic year

#### 4.Date this description was prepared .

2025/9/1

#### Available attendance formats .5

In-person/Theoretical nature of the course

#### Total number of study hours / Total number of units .6

Theory (2) hours per week / (2) two units 2

#### Name of the course coordinator ( if there is more than one, please state it) and their academic title .7

,Name: Dr. Zeina Hamidi Nayef

Email: [zena.homedel1990@uomosul.edu.iq](mailto:zena.homedel1990@uomosul.edu.iq)

#### Course Objectives .8

,The aim of studying the hamza (glottal stop) is to equip students with the ability to write and spell correctly developing this skill according to spelling rules and connecting language materials to all its branches. Language is a means of communication, translating ideas, fostering understanding, and facilitating interaction among members of society in all spheres of life. Similarly, the study of literary arts and theatrical texts aims to provide a cohesive and interconnected literary form, as well as to familiarize students with the elements of these arts. This helps students .learn, increases their receptiveness to lessons, and cultivates their artistic and aesthetic appreciation

#### Teaching and learning strategies .9

The Arabic language holds great importance in Arab culture, heritage, and literature; it is considered part of Arab civilization and is one of the languages that has maintained its theoretical presence. It has a rich linguistic and grammatical history. This has made its value prominent in art, literature, and speeches, as it is a key to communication between peoples.

**Course Structure .10**

<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
2	2	Knowing the rules Grammar and morphology	Dictation	My presence is theoretical	
2	2		The hamza and its types, the difference between ha and ta	My presence is theoretical	
3	2		The difference between the short alif and the long alif	My presence is theoretical	
4	2		punctuation marks	My presence is theoretical	oral exam
5	2	.	The difference and ض between ظ	My presence is theoretical	
6	2		Grammar: The word and its parts	My presence is theoretical	
7	2	Knowing the rules Grammar and morphology	Types of sentences in :Arabic nominal and) (verbal	My presence is theoretical	Theory exams
8	2		Pronouns in the Arabic language	My presence is theoretical	a report
9	2		Arabic phonetic syllables	My presence is theoretical	
10			Collection and its accessories	My presence is theoretical	oral exam
11	2		The dual and its .related forms	My presence is theoretical	
12	2	linguistic and literary works	:Literature Symbol and	My presence is theoretical	

			<b>Symbolism in Arabic Literature</b>		
<b>13</b>	<b>2</b>	<b>Introducing these arts</b>	<b>The play: its definition, its elements</b>	<b>My presence</b>	<b>Theory exams</b>
<b>14</b>	<b>2</b>		<b>The Roots of Arab Theatre</b>	<b>My presence is theoretical</b>	
<b>15</b>	<b>2</b>		<b>The play in modern Arabic literature</b>	<b>My presence is theoretical</b>	
<b>16</b>	<b>2</b>		<b>:Applied model Tawfiq al- , Hakim, his life his most important plays</b>	<b>My presence is theoretical</b>	<b>homework</b>
<b>17</b>	<b>2</b>		<b>The play People of the" . "Cave</b>	<b>My presence is theoretical</b>	<b>Theory exams</b>
<b>18</b>	<b>2</b>		<b>The story: its ,definition ,development and elements</b>	<b>My presence is theoretical</b>	
<b>19</b>	<b>2</b>		<b>The story Under the" Umbrella" by Naguib Mahfouz</b>	<b>My presence is theoretical</b>	
<b>20</b>	<b>2</b>		<b>:Article Definition, Types</b>	<b>My presence is theoretical</b>	
<b>21</b>	<b>2</b>		<b>Biography: its definition and :types</b>	<b>My presence is theoretical</b>	
<b>22</b>	<b>2</b>		<b>The thought, the .novel</b>	<b>My presence is theoretical</b>	<b>oral exam</b>
<b>23</b>	<b>2</b>		<b>Muhammad's literature of satire Al- Maghout in the play (The</b>	<b>My presence is theoretical</b>	

			<b>Hunchbacked (Sparrow</b>		
<b>24</b>	<b>2</b>		<b>Definition of the dramatic poem</b>	<b>My presence is theoretical</b>	<b>homework</b>
<b>25</b>	<b>2</b>		<b>The applied model: Adonis's poem "A Bundle of "Reeds</b>	<b>My presence is theoretical</b>	<b>Theory exams</b>
<b>26</b>	<b>2</b>		<b>Abbasid era</b>	<b>My presence is theoretical</b>	
<b>27</b>	<b>2</b>		<b>Abu Nuwas was one of the most prominent poets .of the era</b>	<b>My presence is theoretical</b>	
<b>28</b>	<b>2</b>		<b>The poet Abu Tammam highlighted his most prominent poetic themes</b>	<b>My presence is theoretical</b>	
<b>29</b>	<b>2</b>		<b>A practical example of his poem</b>	<b>My presence is theoretical</b>	
<b>30</b>			<b>review</b>	<b>My presence is theoretical</b>	

#### **Course evaluation and grade breakdown .11**

**,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily .oral, monthly, and written exams, reports, etc**

#### **Learning and teaching resources .12**

**Required textbooks (methodology, if applicable)**

**Main references (sources)**

**Recommended supporting books and references ( scientific  
journals, reports)**

**Clear Grammar... Dr. Ali Al-Jarim  
...Comprehensive collection of Arabic lessons  
Dr. Mustafa Al-Ghalayini  
Literary Texts ... Dr. Ali Hussein Al-Atoum**

**references , websites**

<b>1- Course name and academic level</b>					
Ceramics, first stage					
<b>2- Course Code</b>					
FAPL0109					
<b>3- Semester/Year</b>					
2026-2025					
<b>4- Date this description was prepared</b>					
2025/9/1					
<b>5- Available attendance formats</b>					
My presence					
<b>6- Total number of study hours / Total number of units</b>					
4					
<b>7- Name of the course coordinator ( if there is more than one, please state it) and their academic title</b>					
Name: Asst. Prof.: Maida Tariq Mohammed Email: <a href="mailto:maid.mohammed79@uomosul.edu.iq">maid.mohammed79@uomosul.edu.iq</a> Name: Asst Lect.: Ali Hashim Al-Dabbagh Email: <a href="mailto:ali.h@uomosul.edu.iq">ali.h@uomosul.edu.iq</a>					
<b>8- Course Objectives</b>					
Course objectives The course aims to equip the student with the technical skills to create ceramic works, to familiarize them with the ....tools and materials used, and to introduce them to different types of clay					
<b>9- Teaching and learning strategies</b>					
strategy			Practical application in ceramics laboratories		
<b>10- Course Structure</b>					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	4		Creating a cone-shaped artwork	The method lies Learning through Direct implementation	
2	4		Make a pencil case using one of the methods we learned in the first chapter: ropes, ribbons , sheets		
3	4		Training the student to create regular , decorative , girly vase shapes		

4	4		The student created an artistic shape and decorated it with . botanical motifs		
5	4		Training the student to make several types of molds		
6	4		Create an artistic shape using a ball mold		
7	4		The student created an artistic piece: a spherical vase with .botanical decoration		
8	4		Make a vase using one of the methods we've discussed previously, combining several . different techniques		
9	4		The student was tasked with making a vase by combining the .action of a ball with some ropes		
10	4		Creating a small mural by drawing on clay		
12	4		Create a simple mural by adding .raised shapes to the artwork		
13	4		He created more than one art form .of different sizes		
14	4		The student was tasked with .making a vase using sheet metal		
15	4		Making a vase using sheets		
1	4		First semester exam		
2	4		Making models using ribbons		
3	4		Completing the work of the models		
4	4		Making a vase using sheet metal and ropes		
5	4		Completing the vase's work		
6	4		Creating murals with artistic themes		
7	4		Completing the mural work		
8	4		Completing the mural work		
9	4		Making a vase with added sculptural shapes		
10	4		Completing the vase's work		

11	4		Making a set of teacups		
12	4		Continuation of the work		
13	4		Making different models		
14	4		Working on the electric wheel		
15	4		exam		

#### 11- Course evaluation and grade breakdown

,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation daily oral, monthly, and written exams, reports, etc

#### 12- Learning and teaching resources

,Required textbooks (methodology (if applicable)		Semester
Main references (sources)		
Recommended supporting books and references ( scientific (...journals, reports	Islamic Ceramics / Tharwat Okasha Islamic Ceramics Through the Ages / Hassan Al-Basha The Art of Pottery / Fakhri Khalil	
References , websites	The Craft and Art of Clay – Susan Peterson Ceramics: Contemporary Artists Working in Clay – Kate Singleton. Ceramics: A Potter's Handbook – Glenn C. Nelson	

#### Course name and academic level .1

English Language - First Stage- Headway Elementary

#### Course Code .2

FAPL0110

#### 3 .Semester/ Year

First and Second Semesters 2026-2025

#### Date this description was prepared .4

2025-9-1

#### Available attendance formats .5

My presence

#### Total number of study hours / Total number of units .6

hours 2

#### Name of the course coordinator ( if there is more than one, please state it) and their academic title .7

Name: Asst. Lect. Sattam Khader Jassim

Email: [sattamaljiboury@gmail.com](mailto:sattamaljiboury@gmail.com)

**Course Objectives .8**

<b>Course objectives</b>	<p>Teaching basic English grammar rules for building simple sentences -1.</p> <p>2- Increasing the vocabulary of everyday words to enable the student to talk about themselves and their surroundings</p> <p>.Developing basic listening and conversation skills to interact with others easily -3</p> <p>Enhancing confidence in communicating in English and gaining a strong foundation for -4</p> <p>.subsequent levels</p>
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**Teaching and learning strategies .9**

<b>strategy</b>	<p>.first phase helps students expand their ability to communicate in everyday situations</p> <p>Additionally, it helps Arabic-speaking students adapt to the English alphabet and improve their pronunciation skills.</p> <p>It also contributes to teaching students English language skills and developing them through modern study</p> <p>of students' general and professional skills, such as skills related to employability and personal development in the English language</p> <p>.It also contributes to preparing a student with good skills in English writing and reading</p> <p>It contributes to the development of conversation in the English language by listening to some everyday situations and turning them into assignments</p>
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**Course Structure .10**

<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
1	2		Grammar: Basic sentence structure, present simple tense, present continuous tense, past simple tense, articles, prepositions, possessive adjectives, and conjunctions.	Interactive learning through activities	,Oral assessment, short tests and term tests
2	2		2- Vocabulary: Basic everyday vocabulary (eg, colors, numbers, family members, basic descriptions, common objects), as well as greetings and basic expressions.	Interactive learning through activities	,Oral assessment, short tests and term tests
3	2		3- Speaking and Listening: Practice through basic conversations and dialogues.	Interactive learning	,Oral assessment, short tests and term tests

			<b>Focus on greetings, introductions, simple questions, and answers about personal information.</b>	<b>through activities</b>	
<b>4</b>	<b>2</b>		<b>4- Reading and Writing: Simple texts on familiar topics, such as personal information, daily routines, and simple descriptions.</b>	<b>Interactive learning through activities</b>	<b>,Oral assessment, short tests and term tests</b>
<b>5</b>	<b>2</b>		<b>5- Grammar: Past continuous tense, simple future tense, comparatives and superlatives, countable and uncountable nouns, basic modals (can, could, would, should), and simple relative clauses.</b>	<b>Interactive learning through activities</b>	<b>,Oral assessment, short tests and term tests</b>
<b>6</b>	<b>2</b>		<b>6- Vocabulary: More everyday vocabulary (eg, food, clothes, jobs, hobbies, time, and dates), as well as useful expressions for everyday situations.</b>	<b>Interactive learning through activities</b>	<b>,Oral assessment, short tests and term tests</b>
<b>7</b>	<b>2</b>		<b>7- Speaking and Listening: More complex conversations and dialogues. Focus on expressing likes/dislikes, preferences, routines, and plans.</b>	<b>Interactive learning through activities</b>	<b>,Oral assessment, short tests and term tests</b>
<b>8</b>	<b>2</b>		<b>8- Reading and Writing: More complex texts on familiar topics, such as personal experiences, opinions, plans, and narratives.</b>	<b>Interactive learning through activities</b>	<b>,Oral assessment, short tests and term tests</b>
<b>9</b>	<b>2</b>		<b>What a wonderful world</b>	<b>Interactive learning</b>	<b>,Oral assessment, short tests and term tests</b>

				through activities	
10	2		What a wonderful world	Interactive learning through activities	,Oral assessment, short tests and term tests
11	2		Wonders of the modern world	Interactive learning through activities	,Oral assessment, short tests and term tests
12	2		Wonders of the modern world	Interactive learning through activities	,Oral assessment, short tests and term tests
13	2		13- Hot verbs/ takes, put, telephone conversation	Interactive learning through activities	,Oral assessment, short tests and term tests
14	2		14- Language focus/going to	Interactive learning through activities	,Oral assessment, short tests and term tests
15	2		EXAM1	Interactive learning through activities	,Oral assessment, short tests and term tests
16	2		Doing the right thing	Interactive learning through activities	,Oral assessment, short tests and term tests
17	2		Doing the right thing	Interactive learning through activities	,Oral assessment, short tests and term tests
18	2		Likes and dislikes	Interactive learning through activities	,Oral assessment, short tests and term tests
19	2		19- Exaggeration and understanding	Interactive learning	,Oral assessment, short tests and term tests

				through activities	
20	2		20 Answering the exercises 19,20,21,22	Interactive learning through activities	,Oral assessment, short tests and term tests
21	2		21- Frequency adverb	Interactive learning through activities	,Oral assessment, short tests and term tests
22	2		22-Reading comprehension skills	Interactive learning through activities	,Oral assessment, short tests and term tests
23	2		23- Countable and uncountable	Interactive learning through activities	,Oral assessment, short tests and term tests
24	2		24-Peer writing (why writers use peer writing)	Interactive learning through activities	,Oral assessment, short tests and term tests
25	2		25- Regular and irregular	Interactive learning through activities	,Oral assessment, short tests and term tests
26	2		26- Risking life and limb/ auxiliary model 2	Interactive learning through activities	,Oral assessment, short tests and term tests
27	2		27- Possessive forms	Interactive learning through activities	,Oral assessment, short tests and term tests
28	2		28- In your dream/ expressions with if	Interactive learning through activities	,Oral assessment, short tests and term tests
29	4		29- Some, any, a lot, a lot of	Interactive learning	,Oral assessment, short tests and term tests

				through activities	
30	4		30- Revision	Interactive learning through activities	,Oral assessment, short tests and term tests
<b>Course evaluation and grade breakdown .11</b>					
,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily .oral, monthly, and written exams, reports, etc					
<b>Learning and teaching resources .12</b>					
<b>Required textbooks (methodology, if applicable)</b>				headway Elementary	
<b>Main references (sources)</b>					
<b>Recommended supporting books and references ( scientific (...journals, reports references , websites</b>				<a href="https://www.esolcourses.com">https://www.esolcourses.com</a> <a href="https://www.learnenglish.britishcouncil.org">https://www.learnenglish.britishcouncil.org</a>	
<b>Curriculum or description update rate</b>				This material is very modern and accredited in .teaching English to non-native speakers	

<b>Course description</b>
Watercolors - Grade 1
<b>Course code</b>
FAPL0107
<b>Semester/Year</b>
Chapters 1 and 2 2026-2025
<b>Date this description was prepared</b>
2026 - 2025
<b>Available forms of attendance</b>
My presence
<b>Number of study hours (total) / Number of units (total)</b>
hours, 2 units 4
<b>.Name of the course coordinator (if there is more than one, please mention it)</b>
:The name Al- A tends to Asst. Lect.Nour Khalif Mahmoud <a href="mailto:Noor.mahmood@uomos.edu.iq">Noor.mahmood@uomos.edu.iq</a>
<b>Course objectives</b>
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**Course objectives**

**.It aims to understand the properties and techniques of watercolors**

**To equip the student with skills in controlling tools and materials such as brushes, paints, and paper**

**Developing students' ability to evaluate different works of art**

**Teaching and learning strategies**

**Delivering a lecture supported by images using a data projector**

**Performing work inside the studio**

**Discussion and analysis of the works**

**Holding an exhibition for students to boost students' self-confidence**

**Course structure**

<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
1	4		<b>An introduction to watercolors and their importance in artistic .expression. Practical application</b>		<b>Exam board</b>
2	4		<b>Studying the tools and materials specific to .watercolors and how to use them</b>		
3	4		<b>,Identifying the properties of watercolor (transparency .(fluidity, gradation</b>		
4	4		<b>The fundamentals of color mixing and the creation of .color gradients</b>		
5	4		<b>Controlling water and brush to achieve different color .effects</b>		
6	4		<b>.Applying elements of plastic art within the color work</b>		
6					
7	4		<b>.Employing design principles in simple compositions</b>		
8	4		<b>Performing practical exercises gradually from easy to .more complex</b>		
9	4		<b>Studying color values, light and shadow in a simplified .manner</b>		
10	4		<b>.Handling spaces and textures in watercolor painting</b>		
11	4		<b>Developing visual observation and aesthetic sense in students</b>		

12	4		Encouraging experimentation and innovation in .artistic performance		
13	4		Executing applied artworks that reflect technical and .aesthetic understanding		
14	4		Developing the ability to express oneself using watercolor		
15	4		Midterm exam		
16	4		Coloring geometric shapes		
17	4		Coloring each fruit shape separately		
18	4		Coloring a complete theme ( fruits )		
19	4		Coloring each vegetable separately		
20	4		Coloring a complete theme (vegetables )		
21	4		Coloring different folds of fabric		
22	4		Coloring a complete theme based on fabric		
23	4		Full Estelife drawing		
24	4		coloring the animal's body		
25	4		Coloring a head carved from a human body		
26	4		Coloring the head of a human body		
27	4		coloring half body		
28	4		Coloring several half- bodies in one work from different directions		
29	4		Coloring work nature		
30	4		Second semester exam		

#### Course evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation and the .final exam

#### Learning and teaching resources

Required textbooks (methodology, if applicable)

Main references (sources )

Watercolor Beginners and Beyond

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

Let's Make Art, Books  
Paul Clark

references , websites

The National Platform for E-Learning – Watercolor Painting Course for Beginners (Basics and Techniques)

#### Course Name

Sculpture, first stage

#### Course code

FAPL0108

<b>Semester/Year</b>					
First and second semesters / First year 2025-2026					
<b>Date this description was prepared</b>					
2025-9-1					
<b>Available forms of attendance</b>					
My presence					
<b>Number of study hours (total) / Number of units (total)</b>					
Number of hours: 4 / Number of units: 2					
<b>.Name of the course coordinator (if there is more than one, please mention it)</b>					
Asst. Lect. Mohammed Tahseen Jamal <a href="mailto:mohammed.m@uomosul.edu.iq">mohammed.m@uomosul.edu.iq</a>					
<b>Course objectives</b>					
The course aims to provide the student with knowledge of the material of sculpture and the methods and techniques used in creating prominent and three-dimensional works of art, as well as for aesthetic and creative purposes that .benefit the student in knowing how to employ the material in artistic productions					
<b>Teaching and learning strategies</b>					
<b>Course structure</b>					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	4		introduction to the importance of . the art of sculpture	My work presence	In-person practical exam
2			The importance of materials and .raw materials in sculpture		
3			.Types of sculpture		
4			How to prepare and purify clay .for sculpting		
5			Create a flat, three-dimensional surface from clay with . dimensions: 2cm x 20cm x 30cm		
6			Make a regular rectangular prism .cube from clay		
7			Making regular geometric balls and cylinders from clay material .in different sizes		
8			. regular geometric shapes		
9			A sculpture of the nose only, made .of clay, measuring 20 cm in length		

10			A sculpture of the ear only, made .of clay and measuring 20 cm		
11			A schematic study of lead .deficiency in the palm of the hand		
12			A life-size relief carving of a hand .on a raised clay surface		
13			Sculpting a model of a hand using .clay		
14			Review and preparation for the .first semester exam		
15			Second semester exam		
16			Introduction to sculpting .materials in the second semester		
17			Study and drawing of the Al- .Hadbaa lighthouse		
18			A relief sculpture of the Al-Hadba .minaret		
19			A sculpture of the Al-Hadba .minaret		
20			.Study and drawing of metal coins		
21			.A relief carving of a metal coin		
22			Study and drawing of types of .metal medals		
23			A relief sculpture of a circular medallion with a diameter of 25 .cm made of clay		
24			A prominent profile of a man's .face was carved from clay		
25			A prominent profile carving of a .woman's face made of clay		
26			Sculpt a side view of a child's face .from clay		
27			Sculpting a side view of an old .man's face from clay		
28			Sculpted head of a man ( portrait )		
29			Review and prepare for the .second semester exam		
30			Second semester exam		

<b>Course evaluation</b>	
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily oral, monthly, and written exams, reports, etc.	
<b>Learning and teaching resources</b>	
Required textbooks (methodology, if applicable)	
Main references (sources )	
Recommended supporting books and references (scientific journals, reports)	
references , websites	

<b>1.Course Name:</b>	
Drawi / First Stage	
<b>2.Course Code:</b>	
FAPL0106	
<b>3.Semester / Year:</b>	
First and Second Semester	
<b>4.Description Preparation Date:</b>	
2025/	
<b>5.Available Attendance Forms:</b>	
• Came	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
Total Hours 4 Total Number of Units2	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
Name: Lecturer. Zainab Saad Ezzeldeen	
Email: <a href="mailto:zainab.s@uomosul.edu.iq">zainab.s@uomosul.edu.iq</a>	
<b>8.Course Objectives</b>	
Course Objectives	<p>Providing the student with knowledge and knowledge of planning methods and methods used in it through training according to academic study</p> <p>Providing him with the skill of planning, which is useful for him to carry out academic planning work</p> <p>And for aesthetic and creative purposes by employing this article in the implementation of its artistic productions.</p>
<b>9.Teaching and Learning Strategies</b>	
Strategy	<p>1-Send photos and video tutorials for planning methods to increase the student's understanding of different methods In planning and various working techniques.</p> <p>2- Giving extracurricular duties to students to increase their skill abilities.</p>
<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>
4		Planning	presence /practical	Through his performance in lectures as the material is practical and then through exams	

**Chapter One**

1			Explain the meaning of the art of planning.		
2			Identify practical planning requirements and their uses.		
3			Explain the planning process and prepare the pens (cutting angle) and the types of paper used for planning.		
4			Training the student on the relationships of the shape of lines.		
5			Practice planning variations of a cubic geometric shape.		
6			Practice planning variations of a cubic geometric shape.		
7			Show emotion in the line.		
8			Fabric layout with a pyramidal geometric shape.		
9			Statement of the aesthetic values of the line.		
10			Examination of the above.		

11			Practice training on how to keep the layout clean.		
12			The practice of training on how to fill shadowed areas with a pencil		
13			Sketching irregular geometric shapes with lighting.		
14			Training the student not to distort the sketch by erasing with their hand		
15			First semester exam.		
<b>Chapter Two</b>					
16			Reviewing the training of the student on the relationships between the shapes of lines.		
17			Training the student on continuous, curved, broken, geometric, and random lines.		
18			Training the student on the subject of the jar and how to start sketching it in a simplified way.		
19			Training the student on the relationships between the types of lines and the type of object being drawn.		
20			Sketching a geometric shape with a still life.		
21			Sketching a traditional shape with fabric.		

22			An exam on the previous topics.		
23			Sketching a geometric shape with a traditional shape and illustrating the study of shadow and light.		
24			An intensive study on how to sketch fabric while considering the varying degrees of shading intensity.		
25			A study of shapes from daily life.		
26			A sketch study of a building outside the college.		
27			Sketching of previous topics.		
28			A study of a collection of flowers in a vase with a simplified approach to sketching.		
29			Review and preparation for the second semester exam.		
30			Second semester exam.		

#### 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

Practical exam first semester 45%

Duties 5%

Practical exam second semester 45%

Duties 5%

#### Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

Planning and colors / Kazem Haidar

Recommended books and references (scientific journals, reports...)	<p>The art of hand drawing and color theory Ahmed Jamal Eid</p> <p>Still life drawing by Barrington Barber</p> <p>Still Life Drawings / Huda Nasser Malouhi</p> <p>Still Life in Modern European Painting / Hala Ibrahim Mohammed.</p> <p>Dialogue and Vision: An Introduction to Artistic Appreciation and Aesthetic Experience / Nathaniel Nober.</p> <p>The Fundamentals of DRAWING STILL LIFE / Barber, Barrington</p>
Electronic References, Websites	Various websites contain educational images and videos that serve as supplementary material for the curriculum.

<b>1.Course Name</b>	
Graphic techniques	
<b>2.Course code</b>	
FAPL0111	
<b>2.Semester/Year</b>	
First and Second Semesters / First Year	
<b>4.Date this description was prepared</b>	
2025/9/1	
<b>5.Available forms of attendance</b>	
My presence	
<b>6.Number of study hours (total) / Number of units (total)</b>	
Number of hours: 3, Number of units: 2	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
:NameAsst. Lect. :Muhammad Nizar Abdul Latif Ahmad Al- A. Email anators@uomosul.edu.iq	
<b>Course objectives</b>	
,The course aims to equip the student with knowledge of graphic art , its techniques, materials, tools .equipment, inks, and both basic and advanced technological methods, etc	
<b>Teaching and learning strategies</b>	
strategy	<p>Students were tasked with preparing the cliché. The agreed-upon sketch with the instructor to begin its completion</p> <p>Organizing and preparing the work and activities for presentation</p>
<b>Course structure</b>	

<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
1	3		Definition of graphic art Contemporary graphic design with definitions of some graphic terms	My live presence	Practical and theoretical exam
2	3		, graphic design layouts , defining the graphic unit and starting with a detailed explanation of how to cast .the plaster mold ( porcelain )		
3	3		graphic unit and graphic construction , how to plan the subject on the plaster mold, and the process of .engraving on it		
4	3		,Definition of relief printing flatbed printing, screen ,printing, direct printing exercises on plaster cast printing, and uses of Rise .paper in it		
5	3		Begin with exercises in plaster cast printing and the , roller inking process followed by a detailed explanation of the advantages and disadvantages of plaster cast printing. Produce good work .using relief printing		
6	3		the graphic unit on smooth surfaces, also known as .monotype printing		
7	3		Beginning with the preparation of the subject and process of relief engraving on line. And the		

			<b>kaujok after learning how to ink the roller</b>		
<b>8</b>	<b>3</b>		<b>Various exercises on plaster cast printing</b>		
<b>9</b>	<b>3</b>		<b>Various exercises on printing on glass molds or polished aluminum surfaces</b>		
<b>10</b>	<b>3</b>		<b>Reviewing the theoretical material and its applications to previously used materials to determine the student's level of knowledge</b>		
<b>11</b>	<b>3</b>		<b>Technical processing of printing, re-applying the graphic design curriculum and printing methods and techniques</b>		
<b>12</b>	<b>3</b>		<b>The student submits three works that include a graphic theme. Original on gypsum printing , caulking, and polished surfaces</b>		
<b>13</b>	<b>3</b>		<b>The student was given the freedom to choose any topic he prepared independently and to carry out the .engraving and printing</b>		
<b>14</b>	<b>3</b>		<b>After all this introductory experience with graphic design, the student creates a collage based on their personal skills using different media and prints it on a .single plate</b>		
<b>15</b>	<b>3</b>		<b>exam</b>		
<b>16</b>	<b>3</b>		<b>Definition of graphic art Contemporary graphic design with definitions of some graphic terms</b>		

17	3		, graphic design layouts , defining the graphic unit and starting with a detailed explanation of how to cast .the plaster mold ( porcelain )		
18	3		graphic unit and graphic construction , how to plan the subject on the plaster mold, and the process of .engraving on it		
19	3		,Definition of relief printing flatbed printing, screen ,printing, direct printing exercises on plaster cast printing, and uses of Rise .paper in it		
20	3		Begin with exercises in plaster cast printing and the , roller inking process followed by a detailed explanation of the advantages and disadvantages of plaster cast printing. Produce good work .using relief printing		
21	3		the graphic unit on smooth surfaces, also known as .monotype printing		
22	3		Beginning with the preparation of the subject and process of relief engraving on linine. And the kaujok after learning how to ink the roller		
23	3		Various exercises on plaster cast printing		
24	3		Various exercises on printing on glass molds or polished aluminum surfaces		

25	3		Reviewing the theoretical material and its applications to previously used materials to determine the student's level of knowledge		
26	3		Technical processing of printing, re-applying the graphic design curriculum and printing methods and techniques		
27	3		The student submits three works that include a graphic theme. Original on gypsum printing , caulking, and polished surfaces		
28	3		The student was given the freedom to choose any topic he prepared independently and to carry out the .engraving and printing		
29	3		After all this introductory experience with graphic design, the student creates a collage based on their personal skills using different media and prints it on a .single plate		
30	3		exam		

#### Course evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily .and monthly exams, written exams, etc

#### Learning and teaching resources

Required textbooks (methodology, if applicable)	
Main references (sources )	
Recommended supporting books and references (...scientific journals, reports)	
references , websites	

<b>1.Course Name</b>					
Computer Basics/First Stage					
<b>2.Course code</b>					
FAPL0102					
<b>3.Semester/Year</b>					
Chapters 1 and 2					
<b>4.Date this description was prepared</b>					
2025/9/1					
<b>Available forms of attendance</b>					
Combined ( in-person + online )					
<b>Number of study hours (total) / Number of units (total)</b>					
hours/2 units 3					
<b>7.Course administrator's name (mention all, if more than one name)</b>					
the name: Asst. Lect. : Shayma Haleem Ibrahim Al- Ayyam shayma.haleem@uomosul.edu.iq					
<b>Course objectives</b>					
<p style="text-align: center;"> <b>Understanding computer basics</b>  <b>Developing technical skills</b>  <b>Using basic software and applications</b>  <b>Getting to know the internet and its technologies</b>  <b>Learn the basics of browsing the internet and using search engines</b> </p>					
<b>Teaching and learning strategies</b>					
<b>Interactive learning strategy</b> <b>.Practical explanation : Presentation of theoretical concepts accompanied by practical computer applications</b> <b>Providing practical examples: Presenting programs or applications that demonstrate how hardware or software .works</b>					
<b>Course structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
1	3	Knowledge and understanding Technical skills Using basic software	Introduction to Computers/Computer Fundamentals and Information and Communication Technology/Basic Computer Operations	Combining theoretical and practical aspects, as well as encouraging students to learn .independently	Practical and theoretical assessment

2	3		<b>A computer system consists of two main parts: input units .and output units</b>		
3	3		<b>CPU</b>		
4	3		<b>Main memory unitROM/RAM / The difference between ROM and RAM memory</b>		
5	3		<b>Secondary memory/storage units concept</b>		
6	3		<b>Computer classification</b>		
7	3		<b>Main components of a personal computer: system unit/central processing unit</b>		
8	3		<b>Software ) components ( software</b>		
9	3		<b>Operating systems/Operating system functions</b>		
10	3		<b>interface ( graphical interfaces)</b>		
11	3		<b>Windows operating system</b>		
12	3		<b>Methods for creating files and folders</b>		
13	3		<b>Word processing program</b>		
14	3		<b>Ready-made templates in MicrosoftWord Creating / and formatting text using templates / Entering text into the template / Editing and formatting text / Customizing the template / Saving the document</b>		
15	3		<b>First semester final exam</b>		
16	3		<b>Correcting errors while typing inWord Manual proofreading /</b>		
17	3		<b>How to insert headers and footers / Customize headers and footers / Close headers and footers</b>		
18	3		<b>Excel / spreadsheet software / Creating worksheets</b>		

			<b>/ Formatting worksheets Simple examples of formulas</b>		
<b>19</b>	<b>3</b>		<b>EXCEL program</b>		
<b>20</b>	<b>3</b>		<b>How to sort data / How to filter data / Features available in tables</b>		
<b>21</b>	<b>3</b>		<b>PowerPoint presentation / program / Program features How to create a new presentation</b>		
<b>22</b>	<b>3</b>		<b>Create the first slide / Add new slides / Insert content / Apply designs / Add animation and transition effects / Preview the presentation / Save the presentation</b>		
<b>23</b>	<b>3</b>		<b>How to use templates and ,format text, images animations, and hyperlinks in / PowerPoint / Text formatting Image formatting / Image / editing / Image cropping Animation / Motion customization</b>		
<b>24</b>	<b>3</b>		<b>Adding transitions between slides / Detecting and fixing / errors / Formatting errors Animation and transition issues / Final rendering errors</b>		
<b>25</b>	<b>3</b>		<b>Future trends in presentation technology</b>		
<b>26</b>	<b>3</b>		<b>The concept of information networks</b>		
<b>27</b>	<b>3</b>		<b>The concept of the internet/email/how to send and receive messages via email</b>		
<b>28</b>	<b>3</b>		<b>The concept and definition of cloud computing/computing characteristics</b>		

29	3		/ Types of cloud computing Examples of cloud computing services / Benefits of cloud computing / Challenges of cloud computing / Applications of cloud computing		
30	3		Second semester final exam		

#### Course evaluation

,The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily oral, monthly, and written exams, reports, etc. First semester : 10% theory and 15% practical, totaling 30%. Second .semester: final total 60%, with the final practical grade comprising 25% and the theory grade 15%

#### Learning and teaching resources

Required textbooks (methodology, if applicable)	Ministerial vocabulary upon which the obligation was based
Main references (sources )	Al-Khader Ali Al-Khader, Computer Fundamentals Researcher, 20216
Recommended supporting books and ,references (scientific journals (...reports	
references , websites	

## Second Stage Course Descriptions

<b>Course Name</b>
Computer Science and Artificial Intelligence Curriculum/Second Stage
<b>Course code</b>
FAPL0202
<b>Semester/Year</b>
First and Second Semesters / 2026-2025
<b>Date this description was prepared</b>
2025/9/1
<b>Available forms of attendance</b>
In-person / Online (via the Classroom platform)
<b>Number of study hours (total) / Number of units (total)</b>
hours: 1 hour theory + 2 hours practical / Number of units (2) 3
<b>.Name of the course coordinator (if there is more than one, please mention it)</b>
:NameAsst. Lect. Ammar Ahmed Othman : Emailammar@uomosul.edu.iq

### Course objectives

Enhancing basic understanding of computers and artificial intelligence -11

Demonstrating computational thinking and problem-solving skills -2

Understanding artificial intelligence applications -3

Developing practical skills -4

Promoting digital culture -5

### Teaching and learning strategies

The strategy for teaching the perspective course is based on an integrated approach that balances the theoretical and applied aspects, in line with the requirements of fine arts programs, and directly serves to develop drawing skills among second-stage students, as perspective is presented as a fundamental constructive tool in organizing pictorial space and dealing with depth and relative relationships within the artwork

The teaching is based on clarifying the basic concepts of geometric perspective through organized explanations supported by illustrations, linking them to practical applications in drawing, which contributes to enhancing visual and analytical understanding among students, and ensures the transfer of knowledge from the theoretical framework to conscious artistic practice

The practical activities are carried out according to a gradual educational sequence, starting with drawing simple geometric shapes according to one-point and two-point perspective, then progressing to dealing with more complex compositions in a way that enhances the student's ability to build the artistic composition correctly from a perspective point of view, while maintaining the expressive dimension of the work

The analysis of selected examples of artworks in classical and contemporary painting is also employed to demonstrate the methods of using perspective in constructing pictorial space, and to show the possibilities of employing or consciously modifying it in a way that serves the artistic vision

Learning outcomes are measured through continuous assessment of practical performance, applied exercises, and graphic projects, with a focus on the extent to which cognitive and skill-based competencies related to constructing perspective space, adjusting proportions, and integrating perspective with graphic composition have been achieved.

### Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1		Knowledge and understanding Technical skills Using basic software	The concept of networks and their importance in resource exchange	Practical + Theoretical	Practical ,assessment theoretical ,assessment and direct observation
2			Types of networks according to geographical scope(PAN, LAN, MAN, WAN)		
3			,Basic network components (devices, servers (routers, switches		

4			<b>Network security fundamentals and data protection principles</b>		
5			<b>:Network security technologies Firewalls and Encryption</b>		
6			<b>Authentication and methods of combating viruses and malware</b>		
7			<b>Understanding common network threats (eavesdropping and security vulnerabilities)</b>		
8			<b>Network Troubleshooting</b>		
9			<b>Checking the network configuration(IP address, Default Gateway)</b>		
10			<b>The concept of e-commerce and website security standards</b>		
11			<b>Electronic banking and digital payment systems</b>		
12			<b>Banking services: ATMs and electronic payment cards</b>		
13			<b>Mobile banking applications and SMS ( Short Message Service)</b>		
14			<b>Reviewing the material before the exam</b>		
15			<b>First semester final exam</b>		
16			<b>Regular computer maintenance and system updates</b>		
17			<b>Checking device performance(RAM, CPU) and storage management</b>		
18			<b>Data backup and system performance optimization</b>		
19			<b>Diagnosing and resolving common hardware malfunctions</b>		
20			<b>Software problems: System slowdown and application crashes</b>		
21			<b>Definition of Artificial Intelligence(AI) and its objectives</b>		
22			<b>History of artificial intelligence and its stages of development</b>		
23			<b>Artificial intelligence approaches: Thinking and acting like humans</b>		
24			<b>Artificial intelligence approaches: Thinking and acting rationally</b>		

25			Artificial Intelligence Technologies: Expert Systems		
26			Artificial Neural Networks		
27			Artificial intelligence in art, creativity, and human identity		
28			AI ethics: bias, transparency, and privacy		
29			Reviewing the material before the exam		
30			Second semester final exam		

#### Course evaluation

,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily .oral, monthly, and written exams, reports, etc

#### Learning and teaching resources

,Required textbooks (methodology (if applicable

- .1Graham Brown, David Watson Cambridge IGCSE Information and Communication Technology, 3rd Edition (2020)
- .2Alan Evans, Kendall Martin, Mary Anne Poatsy Technology In Action Complete , 16thEdition (2020).
- .3Ahmed Banafa Introduction to Artificial Intelligence (AI) Edition .(2024)
- .4Microsoft Office 2019 Step by Step 1st Edition by Curtis Frye & Joan Lambert

Main references (sources )

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

references , websites

[www.openai.com](http://www.openai.com)

#### Course name and academic level

Planing/ Second Stage

Course code

FAPL0106

Semester/Year

Chapters 1 and 2 / 2025-2026

Date this description was prepared

2025/9/1

Available forms of attendance

<b>My presence</b>					
<b>Number of study hours (total) / Number of units (total)</b>					
<b>Total number of hours ( 4) / Total number of units (2)</b>					
<b>.Name of the course coordinator (if there is more than one, please mention it)</b>					
the name: Asst. Lect. :Safa Adnan Zaki Al - Ayyam <a href="mailto:safa.adnan@uomosul.edu.iq">safa.adnan@uomosul.edu.iq</a>					
<b>Course objectives</b>					
.correct planning methods and techniques through training based on academic study					
To equip him with planning skills that will benefit him in carrying out his academic planning tasks					
.Employing this material for aesthetic and creative purposes through the execution of his artistic outputs					
<b>Teaching and learning strategies</b>					
Sending educational images and videos of different planning methods to increase the student's understanding of					
.different planning methods and different working techniques					
.Giving students extracurricular assignments to enhance their skills					
Discussion and analysis of the works					
Holding an exhibition for students to boost students' self-confidence					
<b>Course structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
	4		Planning	My work presence	A practical exam on the subject of planning and its importance in artistic .expression
			Chapter One		
1			Explanation of the meaning of the art of planning		
2			Understanding the requirements for practical planning and their uses		

3			<b>,Explanation of the planning process preparation of pens for planning materials, and types of paper used for .planning</b>		
4			<b>Training the student on the relationships between line shapes</b>		
5			<b>Practice different types of geometric .shape planning (cube)</b>		
6			<b>Diagram of a circle shape with a cylinder in different positions</b>		
7			<b>Showing emotion in handwriting</b>		
8			<b>Fabric layout with a pyramidal geometric shape</b>		
9			<b>Statement of the aesthetic values of calligraphy</b>		
10			<b>Practical test of the above</b>		
11			<b>Practice training on how to maintain planning cleanliness</b>		
12			<b>Practice filling in shadowed areas with a pen</b>		
13			<b>Drawing irregular geometric shapes with highlighting</b>		
14			<b>Training the student to avoid distorting the plan by hand-scratching</b>		
15			<b>First semester exam</b>		
			<b>Chapter Two</b>		
16			<b>Reviewing student training on line shape relationships</b>		
17			<b>,Training the student on continuous curved, broken, geometric, and random lines</b>		
18			<b>Training the student on the topic of the jar and how to start planning it in a simplified way</b>		
19			<b>Training the student on the relationships between types of lines .and the type of object being drawn</b>		
20			<b>Geometric shape planning with SteelLife</b>		

21			Designing a traditional pattern with fabric		
22			Test on the above		
23			Designing a geometric shape with a traditional motif and illustrating the .study of shadow and light		
24			An in-depth study of how to plan fabric while taking into account the .degrees of shading strength		
25			Studying forms of everyday life		
26			Planning study for a building outside the college		
27			Plan for previous topics with an explanatory note for the homework		
28			A study of a collection of flowers in a .vase with a simplified planning method		
29			Review and preparation for the second semester exam		
30			Second semester exam		

#### Course evaluation

First semester practical exam: 45%

Duties %5

Practical exam, second semester, 45%

Duties %5

#### Learning and teaching resources

Required textbooks  
(methodology, if applicable)

Main references (sources)

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

The art of hand-drawn art and color theory are among the highlights of Eid .Dar Al-Wahibi Publishing and Distribution in 2022  
The Art of Drawing: Nayef Attrissi , Al-Rateb University Press, 2001  
Drawing and Color: Muhyiddin Talo , Damascus House for Printing and Publishing, 2006  
Planning and Colors: Kadhim Haider, Ministry of Higher Education and Scientific Research, University of Baghdad, 1984

references , websites

<b>Course Name:</b>
Colors/ Second Stage
<b>Course Code:</b>
FAPL0205
<b>Semester / Year:</b>
First and second semesters 2025-2026
<b>Description Preparation Date:</b>
2025/9/1
<b>Available Attendance Forms:</b>
My presence
<b>Number of Credit Hours (Total) / Number of Units (Total)</b>
hours 8    number of units: 2
<b>Course administrator's name (mention all, if more than one name)</b>
Name: Assistant Professor Mohammed Dhunoun Saleh Al-Zubaidi
Email: <a href="mailto:alzbydy1977@uomosul.edu.iq">alzbydy1977@uomosul.edu.iq</a>
<b>Course Objectives</b>
<p>Introducing the student to the history of oil painting in terms of materials, tools and basic techniques.</p> <p>To provide the student with practical knowledge of primary and neutral colors, and how to mix them and generate new colors.</p> <p>Training the student to draw with simple three-dimensional objects (cube, sphere, cone) using neutral color gradients and values.</p> <p>To enable the student to understand and apply the concepts of color boxes, warm and cool colors, dark and light colors.</p> <p>Developing the student's skills in building still life compositions from simple and complex elements.</p> <p>Enhancing the student's ability to observe and analyze color relationships and the effect of light and shadow.</p> <p>Preparing the student to move to advanced levels in academic drawing by establishing aesthetic awareness and technical control of oil paints.</p>
<b>Teaching and Learning Strategies</b>
<p>.1        For introductory theory lectures: to explain the basic concepts of color and the history of materials and tools</p> <p>.2        Demonstrations : The instructor demonstrates practical steps to the students to explain how to mix and use the tools.</p> <p>.3        .Practical training in the studio: through carrying out individual exercises on models and still life</p> <p>.4        Classroom discussions: to link the theoretical aspect with practical application through an open dialogue with students</p> <p>.5        Critical Reviews : Discussing students' work individually and collectively to diagnose strengths and weaknesses</p>

- .6 .Homework assignments: such as preparing small color studies or preliminary sketches of still life
- .7 Self-learning and research: Encouraging the student to consult theoretical and technical sources to enhance his experience

Visual visits : Examining original paintings or high-quality copies to study their color treatments.

#### Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	General introduction + the origin and development of oil .painting	General introduction + the origin and development of oil .painting	Theoretical and practical	practical exam
2	4	Knowledge of the basic materials and tools of oil painting and their skillful use	Materials and ,tools: (dyes, oils ,solvents, brushes ,(surfaces	Theoretical and practical	practical exam
3	4	Mixing primary and neutral colors to produce harmonious color gradients	Secondary and neutral colors ,(gray, white, black)	Theoretical and practical	practical exam
4	4	Mixing primary and neutral colors to produce harmonious color gradients	Primary colors + (red, yellow, blue) .their uses	Theoretical and practical	practical exam
5	4	Mixing primary and neutral colors to produce harmonious color gradients	:Practical exercise Producing neutral colors (mixing + white + black ,(gray	practical	practical exam
6	4	Mixing primary and neutral colors to produce harmonious color gradients	:Practical exercise Mixing primary colors to produce .secondary colors	practical	practical exam

7	4	Dealing with warm and cool, dark and light colors in artistic composition	:Practical exercise Neutral color ↔ gradients (light .dark	practical	practical exam
8	4	Constructing complete still life compositions using acquired color principles	:Practical exercise Geometric shapes	practical	practical exam
9	4	Constructing complete still life compositions using acquired color principles	:Practical exercise Colored objects under focused lighting	practical	practical exam
10	4	Constructing complete still life compositions using acquired color principles	:Practical exercise Geometric models using different materials	practical	practical exam
11	4	Careful observation of the relationship between light and shadow and its effect on color	:Practical exercise 3D models with different light sources	practical	practical exam
12	4	Careful observation of the relationship between light and shadow and its effect on color	:Practical exercise 3D models with different light sources	practical	practical exam
13	4	Developing the ability to express visually and master basic oil techniques .in artwork	+ General review correction of student work	Theoretical and practical	practical exam
14	4		Open practical workshop	practical	practical exam
15	4		First semester final exam	practical	practical exam

16	4	StillLife Concept – History +	Introduction to Still Life The Concept – .Brief History +	Theoretical and practical	practical exam
17	4	Constructing complete still life compositions using acquired color principles	Simple composition two or three) (elements	practical	practical exam
18	4	Constructing complete still life compositions using acquired color principles	Transfer of a universal painting	practical	practical exam
19	4	Constructing complete still life compositions using acquired color principles	Hierarchical structure in still life	practical	practical exam
20	4	Constructing complete still life compositions using acquired color principles	The color background and its effect on composition	practical	practical exam
21	4	Constructing complete still life compositions using acquired color principles	Controlling light value in still life	practical	practical exam
22	4	Constructing complete still life compositions using acquired color principles	Drawing of a transparent bottle food item +	practical	practical exam
23	4	Constructing complete still life compositions using acquired color principles	Still life in multiple materials	practical	practical exam
24	4	Constructing complete still life	Still life in multiple materials	practical	practical exam

		compositions using acquired color principles			
25	4	Constructing complete still life compositions using acquired color principles	Still life in multiple materials	practical	practical exam
26	4	Constructing complete still life compositions using acquired color principles	Highlighting color relationships and contrast	practical	practical exam
27	4	Constructing complete still life compositions using acquired color principles	, composition natural lighting	practical	practical exam
28	4	Constructing complete still life compositions using acquired color principles	Complex composition of artificial lighting	practical	practical exam
29	4		Review and guidance towards developing personal style	Theoretical and practical	practical exam
30	4		Second semester final exam - practical) drawing a complete (still life	practical	practical exam

#### Course Evaluation

First semester practical exam: 45 marks

Practical exam for the second semester: 45 marks

.Participation, assignments, and attendance: 10 points for each semester (5 points total)

#### Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

Recommended books and references (scientific journals, reports...)	Oil Painting For Dummies Published by Wiley Publishing, .Inc Oil Painting for the Beginner by Frederic Taubes . Oil-painting Workshop by Aggy Boshoff . Problem Solving for Oil Painters by Gregg Kreutz . DE LA PINTURA AL OLEO by J.M.Parramón
Electronic References, Websites	

<b>Course name and academic level .1</b>
Anatomy / Second
<b>Course Code .2</b>
FAPL0203
<b>Term/Year .3</b>
and second semesters / Second year 2025-2026
<b>Date this description was prepared .4</b>
2025/9/1
<b>Available attendance formats .5</b>
My presence
<b>Total number of study hours / Total number of units .6</b>
Number of hours: 3 / Number of units: 2
<b>Name of the course coordinator ( if there is more than one, please state it) and their academic title .7</b>
: Name: M. Hala Mustafa Hassan Email <a href="mailto:hala.aboaliz@uomosul.edu.iq">hala.aboaliz@uomosul.edu.iq</a>
<b>Course Objectives .8</b>
It aims to provide the student with theoretical and scientific knowledge about the nature of the human body and its .muscular components realistic anatomical proportions within it, the range of movement of its organs, and the consolidation of this .knowledge by enabling the student to draw the human body and the details of its various organs
<b>Teaching and learning strategies .9</b>
The importance of the course lies in the fact that it provides a theoretical and scientific study of the nature of the ,human body, the basic artistic element and expression that the student needs in practical realism subjects in planning .construction and project lessons . And adding some important explanatory details that help students connect anatomy and art To understand the nature of the human body and its relationship to movement and artistic expression
<b>Course Structure .10</b>

<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
1	3		General introduction to anatomy and its scientific terminology	My presence is theoretical and practical	Attendance exam (theoretical and) (practical
2	3		Study of human skull bones		
3	3		Studying the features of the male and female skull and how to draw them		
4	3		Studying the features of the skull of an elderly person and a child, and how to .draw them		
5	3		Study and drawing of the Camber angle		
6	3		Study and drawing of facial and masticatory muscles		
7	3		Studying and drawing facial ,expression muscles specifically the muscles of .the mouth		
8	3		Study and drawing of the nasal structure: muscles and cartilage		
9	3		Study and drawing of the eye muscles		
10	3		Psychological expressions Her own		
11	3		Study and drawing of the external ear		
12	3		Study and drawing of the smiling face and the crying face		
13	3		Study and drawing of angry and frightened faces		
14	3		Review of previous study materials		

15	3		First semester exam		
16	3		Study and drawing of the neck structure		
18	3		Study of joints and areas of human body movement		
19	3		Study and drawing of the neck structure		
20	3		Studying and drawing academic ratios		
21	3		Anatomy of the human body		
22	3		Study and drawing of the spine		
23	3		Study and drawing of the rib cage		
24	3		Study and drawing of the shoulder girdle		
25	3		Study and drawing of the bones of the upper limb		
26	3		Study and drawing of the pelvic bones		
27	3		Study and drawing of the bones of the lower limb		
28	3		Study and drawing of trunk muscles		
29	3		Study and drawing of abdominal muscles		
30	3		Study and drawing of upper limb muscles		
			Study and drawing of the muscles of the lower limb		

#### Course evaluation and grade breakdown .11

,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation .daily, oral, monthly, and written exams, reports, etc

#### Learning and teaching resources .12

Required textbooks (methodology, if applicable)

Main references (sources)

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

Anatomy of Artists  
Author: John Marshall

	<p><b>Author: John Marshall</b>  <b>Grey, Henry. Gray's Anatomy: The Anatomical Basis of Clinical Practice. Elsevier, 2021 .</b>  – Abdul Rahman, Muhammad. <b>Anatomy of the Human Body .The Skeletal System. Dar Al-Fikr Al-Arabi, Cairo, 2019</b>  <b>Sobotta, Atlas of Human Anatomy</b>  <b>Peck, Stephen Rogers. Atlas of Human Anatomy for the Artist. Oxford University Press, 2017 .</b></p> <p><b>Nasser, Suad. Artistic Anatomy and the Study of the .4 .Human Body in Art. Dar Al Nahda Al Arabiya, Beirut, 2020</b></p>
references , websites	<p><a href="https://londonfineartstudios.com/gesture-anatomy-art-courses-in-london/">https://londonfineartstudios.com/gesture-anatomy-art-courses-in-london /</a>  <a href="https://realismtoday.com/getty-anatomical-drawings-figurative-art/">https://realismtoday.com/getty-anatomical-drawings-figurative-art /</a>  <a href="https://blog.wingfox.com/anatomy-drawing-tips-perfect-your-figures/">https://blog.wingfox.com/anatomy-drawing-tips-perfect-your-figures /</a></p>

<b>Course Name</b>
<b>Perspective /Second Stage</b>
<b>Course code</b>
<b>FAPL0206</b>
<b>Semester/Year</b>
<b>First and Second Semesters / 2026-2025</b>
<b>Date this description was prepared</b>
<b>2025/9/1</b>
<b>Available forms of attendance</b>
<b>In-person / Online (via the Classroom platform)</b>
<b>Number of study hours (total) / Number of units (total)</b>
<b>hours: 1 hour theory + 2 hours practical / Number of units (2) 3</b>
<b>.Name of the course coordinator (if there is more than one, please mention it)</b>
<b>Name: Lect.Aws Marwan Abdulaziz Dabdoob</b> <b>Email: aws.dabdoob@uomosul.edu.iq</b>
<b>Course objectives</b>
<b>.1 To introduce students to the basic concepts and principles of geometric perspective and its importance in .representing three-dimensional objects and spaces</b>

- .2 To enable students to understand the scientific rules for constructing perspective and its relationship to the horizon line, the point of view, and vanishing points
- .3 To equip students with the skills to apply different types of geometric perspective (one vanishing point perspective, two vanishing points perspective, and three vanishing points perspective)
- .4 Developing students' ability to draw geometric shapes and architectural masses according to correct perspective principles
- .5 Developing visual analysis skills and the ability to perceive depth and spatial dimension in artistic compositions
- .6 Linking the theoretical aspect with practical application through exercises and artistic projects based on observation and analytical study
- .7 Promoting the use of geometric perspective as a structural and aesthetic organizing tool in artistic and design works
- .8 Preparing students to use geometric perspective with academic awareness in advanced technical courses and creative projects

#### Teaching and learning strategies

The strategy for teaching the perspective course is based on an integrated approach that balances the theoretical and applied aspects, in line with the requirements of fine arts programs, and directly serves to develop drawing skills among second-stage students, as perspective is presented as a fundamental constructive tool in organizing pictorial space and dealing with depth and relative relationships within the artwork

The teaching is based on clarifying the basic concepts of geometric perspective through organized explanations supported by illustrations, linking them to practical applications in drawing, which contributes to enhancing visual and analytical understanding among students, and ensures the transfer of knowledge from the theoretical framework to conscious artistic practice

The practical activities are carried out according to a gradual educational sequence, starting with drawing simple geometric shapes according to one-point and two-point perspective, then progressing to dealing with more complex compositions in a way that enhances the student's ability to build the artistic composition correctly from a perspective point of view, while maintaining the expressive dimension of the work

The analysis of selected examples of artworks in classical and contemporary painting is also employed to demonstrate the methods of using perspective in constructing pictorial space, and to show the possibilities of employing or consciously modifying it in a way that serves the artistic vision

Learning outcomes are measured through continuous assessment of practical performance, applied exercises, and graphic projects, with a focus on the extent to which cognitive and skill-based competencies related to constructing perspective space, adjusting proportions, and integrating perspective with graphic composition have been achieved

#### Course structure

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1			Basic geometric definitions of perspective principles		

2			Studying general theories of perspective		
3			A practical application of the basic theories of geometric perspective		
4			How to view and draw shapes using beams of sight		
5			,Understanding the nature of painting ground line, horizon, and vanishing and non-vanishing lines		
6			Practical applications of the relationship between perspective in painting and sculpture		
7			Exercises on geometric drawings showing the horizon and ground in perspective		
8			Explanation of architectural compositions of perspective and drawing the square in its various positions		
9			Drawing the square in its different positions		
10			Drawing geometric projections		
11			Drawing the rectangle in its different positions		
12			Parallel lines, diameters and their uses		
13			Drawing the vanishing standard ladder		
14			Diagram with explanation of electrical poles and different surfaces		
15			exam		
16			A practical drawing about diverse spaces		
17			Drawing and explaining the cube in its different positions		
18			Drawing and explaining the pyramid in its different positions		
19			Drawing door openings with their positions and types		
20			Drawing window openings of all types and positions		

21			Drawing and explaining the types and .configurations of domestic stairs		
22			Drawing and explaining inclined surfaces of all types		
23			The circle and its explanation in its various forms		
24			Draw various shapes of circles and cylinders		
25			Applications on the circuit in various modes		
26			,Staircases, sloping surfaces, circles and cylinders		
27			Drawing arcs from perspective		
28			Various external applications as student projects		
29			Practical review of the above		
30			exam		

#### Course evaluation

,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily .oral, monthly, and written exams, reports, etc

#### Learning and teaching resources

Required textbooks (methodology, if applicable)	Al-Shaykhli, Ismail Ibrahim: <u>The Perspective</u> , Ibn Al-Atheer House for .Printing and Publishing at the University of Mosul, Nineveh, 1999
Main references (sources )	Ayman Farouk Abdel-Azim: <u>The Art of Geometric Perspective</u> , Taif .University Publications, 1st Edition, Kingdom of Saudi Arabia, 2011
Recommended supporting books and references (scientific (...journals, reports references , websites	

#### Course name and academic level .1

Visual Composition Material

Second Stage

#### Course Code .2

FAPL0207

#### Term/Year .3

2025/9/1



		importance Construction photographic in The drawing	) hierarchical) or ( circular symmetrical, Diffuse .		
3	4	: Composition that Drawing student Topic It includes Construction photographic in number from . The paintings	study in construction realistic For two ) people or Three (construction Kinetic The stable one, Open And . closed		
4	4	: Understanding Student on importance Use Construction photographic in Contexts . Different	to choose Panel Global Iraqi For the purpose Transfer it		
5	4	Remember : that He knows student Construction photographic in . The drawing	Start Transfer The ) painting on Paper planning) By pen Lead		
6	4	: Application Applies student Construction photographic in number from . Fees	revision plans		
7	4		Direct Implementation transfer The painting colors oily Measures 50 x 70 cm		
8	4		Student follow-up and error correction		

9	4		completion The painting And its termination and deliver it		
10	4		identification Construction The compound		
11	4		revision The sketch		
12	4		coloring The sketch on paper		
13	4		Live Implementation The painting In colors oily Measures40 x 60 cm		
14	4		completion to implement The painting		
15	4		completion to implement The painting		
16	4		evaluation		
17	4		study The sketch		
18	4		study no Types Formations Artistic		
19	4		study For the process synthesis in The sketch		
20	4		to choose address The painting realistic		
21	4		Creating a framework for local Iraqi heritage and local crafts		
22	4		study The sketch New and procedure Corrections		

23	4		<b>Live Implementation</b> <b>The sketch and coloring In colors oily</b>		
24	4		<b>Follow-up on implementation</b>		
25	4		<b>tracking Students</b>		
26	4		<b>Choosing an essay topic for a Bedouin subject</b>		
27	4		<b>Establishing the painting after planning</b>		
28	4		<b>How to use colors with full color coverage</b>		
29	4		<b>Using semi-transparent colors in the finishing</b>		
30	4		<b>exam</b>		

#### **Course evaluation and grade breakdown .11**

**distribution Degree 100 each season Academic 50 degrees per season Study Two paintings**

#### **Learning and teaching resources .12**

**Required textbooks (methodology, if applicable)**

**nothing being Material practical but We rely on volumes Foreign artist from Okay more Awareness In types Arts**

**Main references (sources)**

**Recommended supporting books and references ( scientific (...journals, reports**

**slave Al-Fattah Riyadh : Formation in Arts - Formal , house Renaissance Arabic , Edition .Dr. Fath The door slave The patient one , Dr - , Ahmed Hafez : Design in Art The formal publisher world Books , Printing press Arab . Record 1984**

	,RELEASE: TÊTE – AMEDEO MODIGLIANI-COLLECTION GASTON LEVY ,The Meeting of Eastern and Western Art- Revised and Expanded edition (Hardcover) The Element of Space in Artistic Media , Shelley - Esaak May 30 , 2019
, references websites	Websites specializing in art

<b>Course name and academic level .1</b>
Arabic Language / Stage Two
<b>Course Code .2</b>
FAPL0211
<b>Term/Year .3</b>
First and second semesters of the 2025-2026 academic year
<b>Date this description was prepared: 1/9/2025 .4</b>
<b>Available attendance formats .5</b>
In-person/Theoretical nature of the course
<b>Total number of study hours / Total number of units .6</b>
Theory (2) hours per week / (2) two units 2
<b>Name of the course coordinator ( if there is more than one, please state it) and their academic title .7</b>
: Name: M. Dr. Zeina Hamidi Nayef, Email <a href="mailto:zena.homede1990@uomosul.edu.iq">zena.homede1990@uomosul.edu.iq</a>
<b>Course Objectives .8</b>
Language is a means of communication, translating ideas, fostering understanding, and facilitating interaction among members of society in all spheres of life. Similarly, the study of literary arts and theatrical texts aims to provide a cohesive and interconnected literary form, as well as to familiarize students with the elements of these arts. This aids in learning, enhances students' receptiveness to lessons, and cultivates their artistic and aesthetic .appreciation
<b>Teaching and learning strategies .9</b>
The Arabic language holds great importance in Arab culture, heritage, and literature because it is considered part of Arab civilization. It is one of the languages that has maintained its theoretical presence. It has a rich linguistic and grammatical history. This has made its value prominent in art, literature, and speeches, as it is a key to .communication between peoples
<b>Course Structure .10</b>

<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
2	2	Knowing the rules Grammar and morphology	nominative cases in Arabic	My presence is theoretical	
2	2		.actor	My presence is theoretical	
3	2		The subject of .the passive verb	My presence is theoretical	
4	2		The subject and .the predicate	My presence is theoretical	oral exam
5	2	.	Factors affecting the subject and predicate ( Kana (and its sisters Inna and its) .(sisters	My presence is theoretical	
6	2		Plurals in :Arabic include	My presence is theoretical	
7	2	Knowing the rules Grammar and morphology	The masculine plural and its .related forms	My presence is theoretical	Theory exams
8	2		The feminine plural and its .related forms	My presence is theoretical	a report
9	2		The broken .plural	My presence is theoretical	
10			The dual form and its related .forms	My presence is theoretical	oral exam
11	2		How to analyze a .theatrical text	My presence is theoretical	
12	2	linguistic and literary works	Elements of .playwriting	My presence is theoretical	
13	2	Introducing these arts	Characteristics .of a playwright	My presence	Theory exams

14	2		Elements of a .play's text	My presence is theoretical	
15	2		Irony in Arabic :literature	My presence is theoretical	
16	2		Linguistically .and technically	My presence is theoretical	homework
17	2		Reasons for .ridicule	My presence is theoretical	Theory exams
18	2		Stages of the development of .satire	My presence is theoretical	
19	2		The applied model of satire in the literature of Muhammad al-Maghout , his . life	My presence is theoretical	
20	2		The play "The Hunchbacked Sparrow" by Al- . Maghout	My presence is theoretical	
21	2		poem : its .definition	My presence is theoretical	
22	2		The thought, the .novel	My presence is theoretical	oral exam
23	2		Muhammad's literature of satire Al- Maghout in the play (The Hunchbacked (Sparrow	My presence is theoretical	
24	2		Definition of the dramatic poem	My presence is theoretical	homework
25	2		The applied model: Adonis's poem "A Bundle "of Reeds	My presence is theoretical	Theory exams
26	2		Abbasid era	My presence is theoretical	

27	2		Abu Nuwas was one of the most prominent poets .of the era	My presence is theoretical	
28	2		The poet Abu Tammam highlighted his most prominent poetic themes	My presence is theoretical	
29	2		A practical example of his poem	My presence is theoretical	
			review	My presence is theoretical	

#### Course evaluation and grade breakdown .11

,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily .oral, monthly, and written exams, reports, etc

#### Learning and teaching resources .12

Required textbooks (methodology, if applicable)

Main references (sources)

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

Clear Grammar... Dr. Ali Al-Jarim  
Comprehensive collection of Arabic lessons... Dr. Mustafa Ghalayini  
Literary Texts ... Dr. Ali Hussein Al-Atoum

references , websites

Course Name

Drawing technology and techniques

Course code

FAPL0208

Semester/Year

and second semesters / Second year 2026

Date this description was prepared

2025/9/1

Available forms of attendance

My presence

Number of study hours (total) / Number of units (total)

Number of hours: 3, Number of units: 2

.Name of the course coordinator (if there is more than one, please mention it)

Name: Asst. Lect. .Muhammad Nizar Abdul Latif Ahmad

Email anators@uomosul.edu.iq

**Course objectives**

This course aims to teach the student how to create a painting and the methods of preparing it, from cutting and creating the frame, stretching the fabric and its type, and preparing it to be a base ready for the artwork, and maintaining and preserving artworks in case of external damage , and also maintaining . old works

**Teaching and learning strategies**

strategy . The students were tasked with preparing and cutting the frames and fabric to begin its completion  
Preparing and getting the frames ready for drawing

**Course structure**

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	3		A study in the technology of plastic art (drawing, sculpture)	My live presence	Practical and theoretical exam
2	3		A study in the technology of plastic art (drawing, sculpture)		
3	3		A study in textile maintenance		
4	3		A study in color conservation		
5	3		A study in color conservation		
6	3		Loss of color vibrancy		
7	3		exam		
8	3		Full maintenance		
9	3		Full maintenance		
10	3		Experiments in frame design and chassis		
11	3		Experiments in frame design and chassis		
12	3		Experiments in creating large paintings		
13	3		Experiments in creating large paintings		
14	3		Experiments in creating large paintings		
15	3		exam		
16	3		A study in the technology of plastic art (drawing, sculpture)		
17	3		A study in the technology of plastic art (drawing, sculpture)		

18	3		A study in textile maintenance		
19	3		A study in color conservation		
20	3		A study in color conservation		
21	3		Loss of color vibrancy		
22	3		exam		
23	3		Full maintenance		
24	3		Full maintenance		
25	3		Experiments in frame design and chassis		
26	3		Experiments in frame design and chassis		
27	3		Experiments in creating large paintings		
28	3		Experiments in creating large paintings		
29	3		Experiments in creating large paintings		
30	3		exam		

#### Course evaluation

practical exams, 10 theoretical exams (first semester); 20 practical exams, 10 theoretical exams (second 20 semester/final); 25 practical exams, 15 theoretical exams

#### Learning and teaching resources

Required textbooks (methodology, if applicable)

Main references (sources )

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

references , websites

#### Course name and academic level .1

English Language

#### Course Code .2

FAPL0209

#### Term/Year .3

First and Second Semesters 2026-2025

#### Date this description was prepared .4

2025-9-1

<b>Available attendance formats .5</b>					
My presence					
<b>Total number of study hours / Total number of units .6</b>					
hours, number of units: 2 2					
<b>Name of the course coordinator ( if there is more than one, please state it) and their academic title .7</b>					
:NameAsst. Lect. : Sattam Khader Jassim Email <a href="mailto:sattamaljiboury@gmail.com">sattamaljiboury@gmail.com</a>					
<b>Course Objectives .8</b>					
<p>Course objectives</p> <p>Teaching students and developing their proficiency in the English language and studying the English language curriculum prescribed by the Ministry of Higher Education and Scientific Research</p> <p>Working to establish theoretical foundations by activating aspects and applications and using English language skills with the participation of students in the system of conversation and dialogues in English</p>					
<b>Teaching and learning strategies .9</b>					
<p>strategy</p> <p>The third phase contributes to expanding students' communication abilities in everyday situations. In addition, it helps Arabic-speaking students adapt to the English alphabet and improve their pronunciation skills.</p> <p>.It also contributes to teaching students English language skills and developing them through modern study of students' general and professional skills, such as skills related to employability and personal development in the English language</p> <p>.It also contributes to preparing a student with good skills in English writing and reading</p> <p>It contributes to the development of conversation in the English language by listening to some everyday situations .and turning them into assignments</p>					
<b>Course Structure .10</b>					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2		Unit 1, tenses, auxiliary verb	Interactive learning through activities	,Oral assessment, short tests and term tests
2	2		Reading and speaking, vocabulary and pronunciation, everyday English	Interactive learning through activities	,Oral assessment, short tests and term tests
3	2		Short answers, what's in a word, social expressions	Interactive learning through activities	,Oral assessment, short tests and term tests

4	2		Unit 2, present tenses	Interactive learning through activities	,Oral assessment, short tests and term tests
5	2		Simple or continuous, passive	Interactive learning through activities	,Oral assessment, short tests and term tests
6	2		Sports, numbers and dates	Interactive learning through activities	,Oral assessment, short tests and term tests
7	2		Reading and speaking, vocabulary and pronunciation, everyday English	Interactive learning through activities	,Oral assessment, short tests and term tests
8	2		Unit 3, past, passive	Interactive learning through activities	,Oral assessment, short tests and term tests
9	2		Art and literature, giving opinions	Interactive learning through activities	,Oral assessment, short tests and term tests
10	2		Unit 4, modal verbs, obligation and permission	Interactive learning through activities	,Oral assessment, short tests and term tests
11	2		Nationality words, request and offer	Interactive learning through activities	,Oral assessment, short tests and term tests
12	2		Reading and speaking, vocabulary and pronunciation, everyday English	Interactive learning through activities	,Oral assessment, short tests and term tests
13	2		Unit 5, on the move, future forms	Interactive learning	,Oral assessment, short tests and term tests

				through activities	
14	2		The weather, traveling around	Interactive learning through activities	,Oral assessment, short tests and term tests
15	2		Unit 6, like, verb patterns	Interactive learning through activities	,Oral assessment, short tests and term tests
16	2		Describing food, towns and people	Interactive learning through activities	,Oral assessment, short tests and term tests
17	2		Signs and sounds	Interactive learning through activities	,Oral assessment, short tests and term tests
18	2		Unit 7, present perfect, active and passive	Interactive learning through activities	,Oral assessment, short tests and term tests
19	2		Phrasal verbs, on the phone	Interactive learning through activities	,Oral assessment, short tests and term tests
20	2		Unit 8, conditionals, time clauses	Interactive learning through activities	,Oral assessment, short tests and term tests
21	2		Base and strong adjectives, making suggestions	Interactive learning through activities	,Oral assessment, short tests and term tests
22	2		Modal verbs 2, possibility	Interactive learning through activities	,Oral assessment, short tests and term tests
23	2		Character adjectives, so do, neither do	Interactive learning	,Oral assessment, short tests and term tests

				through activities	
24	2		Unit 10, present perfect continuous, time expressions	Interactive learning through activities	,Oral assessment, short tests and term tests
25	2		Compound nouns, quantity	Interactive learning through activities	,Oral assessment, short tests and term tests
26	2		Unit 11, indirect questions, question tags	Interactive learning through activities	,Oral assessment, short tests and term tests
27	2		The body, informal English	Interactive learning through activities	,Oral assessment, short tests and term tests
28	2		Unit 12, reported speech, reporting verbs	Interactive learning through activities	,Oral assessment, short tests and term tests
29	4		Birth, marriage and death, saying sorry	Interactive learning through activities	,Oral assessment, short tests and term tests
30	4		Reading and speaking, vocabulary and pronunciation, everyday English.	Interactive learning through activities	,Oral assessment, short tests and term tests

#### Course evaluation and grade breakdown .11

,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily .oral, monthly, and written exams, reports, etc

#### Learning and teaching resources .12

Required textbooks (methodology, if applicable)	Headway Intermediate
Main references (sources)	
Recommended supporting books and references (...scientific journals, reports )	
references , websites	<a href="https://www.esolcourses.com">https://www.esolcourses.com</a>

<https://www.learnenglish.britishcouncil.org>

**Course Name .1**

**Crimes of the Ba'ath regime in Iraq, phase Second**

**Course Code .2**

**FAPL0210**

**Term/Year .3**

**Chapters 1 and 2/2026**

**Date this description was prepared .4**

**1/9/2026**

**Available attendance forms / Classroom .5**

**Safi**

**Total Study Hours / Total Units / 1 Unit .6**

**hour / 2 units 1**

**.Name of the course coordinator (if there is more than one, mention it) .7**

**:NameAsst. Lect. Raghad Nazar Saeed raghadnazar83@uomosul.edu.iq**

**Course Objectives .8**

**Course objectives**

**To learn about and become aware of the crimes committed by the defunct and dissolved Ba'ath Party against the Iraqi people from all its diverse groups, and to establish awareness among students to reject all forms of injustice .and tyranny of these regimes and to demand all civil and political rights**

**Teaching and learning strategies**

**strategy**

**Giving lectures and using the method of discussion and dialogue**

**Course Structure .10**

<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Teaching method</b>	<b>Evaluation Method</b>
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1	One hour	The student learned about the Ba'athist crimes according to the Iraqi Criminal Court Law .Court Law	Baathist crimes according to the Iraqi Criminal Court Law	Giving the lecture	Question and Answer
2	One hour	To distinguish between the concept of crimes and their categories	The concept of crimes and their categories	Giving the lecture	Question and Answer
3	One hour	To clarify the terminology and language for the student	,Definition of crime linguistically and technically	Giving the lecture	Question and Answer
4	One hour	To learn about crime categories	Crime Departments	Giving the lecture	Question and Answer
5	One hour	To learn about the types of international crimes	Types of international crimes	Giving the lecture Using the whiteboard	Question and Answer
6	One hour	To learn about the decisions issued by the Criminal Court	Decisions issued by the Criminal Court	Giving the lecture Using the whiteboard	Question and Answer
7	One hour	To identify psychological and social crimes and the most prominent violations of the Ba'ath Party	Psychological and social crimes and the most prominent violations of the Ba'ath Party	Giving the lecture	Question and Answer
8	One hour	To identify psychological crimes	Psychological crimes		Question and Answer
9	One hour	To understand the mechanisms of psychological crimes	Mechanisms of psychological crimes	Giving the lecture Using the whiteboard	Question and Answer
10	One hour	To identify the effects of psychological crimes	Effects of psychological crimes	Giving the lecture Using the whiteboard	viva voce
11	One hour	To identify social crimes	social crimes	Giving the lecture	Question and Answer

12	One hour	To clarify the concept of the militarization of society	militarization of society	Giving the lecture	Question and Answer
13	One hour	To understand the Ba'ath Party's stance on religion	The Ba'ath Party's stance on religion	Giving the lecture	Question and Answer
14	One hour	To identify violations of Iraqi laws	Violation of Iraqi laws	Giving the lecture Using the whiteboard	Question and Answer
15	One hour	To identify images of human rights violations	Images of human rights violations	Giving the lecture	Written exam
16	One hour	To learn about some political violations decisions	Some decisions regarding political violations	Giving the lecture	Question and Answer
17	One hour	To identify prison and detention centers	prisons and detention centers	Giving the lecture Using the whiteboard	Question and Answer
18	One hour	To identify the environmental crimes of the Ba'ath regime	Environmental crimes of the Ba'ath regime	Giving the lecture	Question and Answer
19	One hour	To identify war pollution	war pollution	Giving the lecture	Question and Answer
20	One hour	To learn about the destruction of cities and villages	destruction of cities and villages	Giving the lecture	Question and Answer
21	One hour	To learn about the draining of the marshes	draining the marshes	Giving the lecture	Question and Answer
22	One hour	To learn about the clearing of orchards	clearing orchards	Giving the lecture	Question and Answer
23	One hour	To identify mass graves	mass graves	Giving the lecture Using the whiteboard	Question and Answer
24	One hour	To learn about the events at the genocide mass graves	Genocide events	Giving the lecture	Question and Answer

25	One hour	To identify the symbolic classification of genocide graves	Symbolic classification of genocide graves	Giving the lecture	viva voce
26	One hour	To learn about the presentation of documents on genocide crimes	Display of documents on genocide crimes	Giving the lecture	Display only
27	One hour	To learn about the presentation of criminal court decisions	Presentation of Criminal Court decisions	Video presentation	Display only
28	One hour	To learn about the charges brought against Saddam and his associates	The charges brought against Saddam and his associates	Video presentation	Display only
29	One hour	Viewing and viewing video documentation of crimes	Display of photographic evidence of the crimes	Video presentation	Display only
30	One hour	Viewing and viewing video documentation of crimes	Display of photographic evidence of the crimes	Video presentation	Display only

#### Course Evaluation .11

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily .oral exams, and monthly exams

#### Sources of Education and Teaching .12

Required textbooks (methodology, if applicable)	Crimes of the Ba'ath regime in Iraq
Main references (sources )	Archives of the Political Prisoners Foundation
Popular books and references ,recommended by scientific journals ...Reports	
references , websites	

#### Course name and academic level .1

History of Art in Ancient Civilizations

#### Course Code .2

FAPL0201

#### Term/Year .3

Chapter 1 Chapter 2 2025-2024

<b>Date this description was prepared .4</b>					
2026/1/28					
<b>Available attendance formats .5</b>					
In-person / Online					
<b>Total number of study hours / Total number of units .6</b>					
hours of theory 2					
<b>Name of the course coordinator ( if there is more than one, please state it) and their academic title .7</b>					
Name: Asst. Prof.: Maida Tariq Mohammed Email: <a href="mailto:maid.mohammed79@uomosul.edu.iq">maid.mohammed79@uomosul.edu.iq</a> Name: Asst Lect.: Ali Hashim Al-Dabbagh Email: <a href="mailto:ali.h@uomosul.edu.iq">ali.h@uomosul.edu.iq</a>					
<b>Course Objectives .8</b>					
<p><b>Course objectives</b></p> <p>The course aims to provide students with in-depth knowledge of other civilizations. In the first stage, we .... covered the history of art in Mesopotamia, while in this stage, students will learn about other civilizations, namely .those of neighboring countries, such as Egypt</p> <p><b>Pharaonic Art and Greek Art:</b> In the first chapter, we will discuss Pharaonic art and everything related to it, from architecture and statues to buildings and even the deities dedicated to worship, in addition to the methods of .creating artworks and the types of materials used in making those artworks</p>					
<b>Teaching and learning strategies .9</b>					
The importance of the course lies in its presentation of a theoretical and historical study of art in the Nile Valley .region and the most prominent art forms that emerged in Greek art					
<b>Course Structure .10</b>					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
	2		A historical introduction to Pharaonic art in the land of the Nile	My presence	My presence is theoretical
1			The ancient Egyptian natural environment and its influence on the arts		
2			Sources of our knowledge of ancient Egyptian art		
3			Arts of the Nile Valley in Prehistoric Times		
4			Modern Nile Valley Arts		
5			The art of pottery making in the Nile Valley		
6			The art of making clay dolls		
7			Nile Valley arts in the Chalcolithic period		
8			Arts of the dawn of Egyptian civilization		

9			Pottery making in the Metal Age		
10			The most prominent prayer mats		
11			Arts of the Nile Valley in historical eras		
12			The Age of Nobles and Feudal Princes		
13			Hyksos era		
14			The era of the modern state		
15			Ancient Egyptian religion and its influence on the arts		
			Chapter Two		
1			A Greek lecture on the history of Greek art		
2			Geographical layer of Greece + Greek political history		
3			Religion		
4			architecture , Greek city planning		
5			temple , Greek temple system		
6			,Greek architecture Greek sculpture		
7			Characteristics of statues in the primary stage (objective)		
8			Greek relief sculpture in , the pre-classical period three-dimensional sculpture in		
9			The unique spirit of the art of sculpture		
10			sculptors include Myron .and Polyclitus		
11			The artist Methiobas , his works		
12			Characteristics of Greek sculpture in the 4th century BC		
13			Famous artists of the 4th century BC		
14			Famous sculptors during the 5th century BC		
15			Second semester exam		

**Course evaluation and grade breakdown .1**

,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily .oral, monthly, and written exams, reports, etc

**Learning and teaching resources .12**

Required textbooks methodology, if) (applicable	"A guide to the book "History of Pharaonic Art
Main references (sources)	"A handout about the book "History of Greek Art
Recommended supporting books and references ( scientific (...journals, reports	The Art of Ancient Civilizations / Tharwat Okasha Art Through the Ages / Shaker Abdel Hamid
references , websites	Khan Academy – Art History <a href="https://www.khanacademy.org/humanities/art-history">https://www.khanacademy.org/humanities/art-history</a> Heilbrunn Timeline of Art History from the Metropolitan Museum of Art <a href="https://www.metmuseum.org/toah">https://www.metmuseum.org/toah</a>

### Third Stage

<b>Course name and academic level .1</b>
Graphics /Third
<b>Course Code .2</b>
FAPL0307
<b>Term/Year .3</b>
First and Second Semesters 2026-2025
<b>Date this description was prepared .4</b>
2025/9/1
<b>Available attendance formats .5</b>
My presence
<b>Total number of study hours / Total number of units .6</b>
hours, 2 units 4
<b>Name of the course coordinator ( if there is more than one, please state it) and their academic title .7</b>
: Dr. Ziad Khalaf Hassan Zannad, Email <a href="mailto:ziadznad60@uomosul.edu.iq">ziadznad60@uomosul.edu.iq</a>
<b>Course Objectives .8</b>
Introducing the student to the concept of graphic art and its basic techniques. Developing skills in engraving and artistic printing using various methods. Enhancing the ability to plan and technically execute graphic works. Developing aesthetic sense and the ability to innovate in artistic printing. Linking the technical aspect with the intellectual aspect in graphic work.
<b>Teaching and learning strategies .9</b>
Brief theoretical lectures. Practical application within the studio.

**Continuous training in engraving and printing techniques.**

**Students are assigned individual practical tasks.**

**Presenting and discussing the works for the purpose of evaluation and development.**

**Course Structure .10**

<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
1	4		An introduction to graphic art and its historical development	My live presence	practical exam
2	4		graphic design and technical terminology	=	
3	4		Initial planning and development of the graphic concept		
4	4		graphic unity and composition		
5	4		A brief introduction to gypsum printing		
6	4		A simplified practical application of gypsum printing		
7	4		Relief printing: concept and history		
8	4		High relief etching on linoleum		
9	4		Engraving techniques on kajok		
10	4		Flatbed printing and direct printing		
11	4		Practical implementation		
12	4		Practical implementation		
13	4		Roller inking and printing surface treatment		
14	4		A practical review of graphic design vocabulary		
15	4		practical exam		
16	4		Aesthetic composition in graphic work		
17	4		Multiple editions and artistic versions		
18	4		Advanced embossed printing		
19	4		Integration of printing technologies		

20	4		Personal style in graphic art		
21	4		Collage in Graphics		
22	4		Multimedia printing		
23	4		Analysis and critique of graphic works		
24	4		Applied project: Choosing the idea and the material		
25	4		Implementation of the applied project		
26	4		Completion of the applied project		
27	4		Presentation and discussion of works		
28	4		Comprehensive review before the final exam		
29	4		Technical preparation for the final exam		
30	4		Final practical exam		

#### Course evaluation and grade breakdown .11

,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily .oral, monthly, and written exams, reports, etc

#### Learning and teaching resources .12

Required textbooks (methodology, if applicable)	The art of engraving and printing in the world Part One, Dr. Abdul Latif Salman
Main references (sources)	
Recommended supporting books and references ( scientific (...journals, reports references , websites	Exploring Printmaking: A Practical Guide to Printmaking Techniques — Gill Thompson Practical Printmaking — Colin Gale

<b>Course name and academic level</b>
Drawing Phase Three /
<b>Course code</b>
FAPL0204
<b>Semester/Year</b>
Chapters 1 and 2 / 2025-2026
<b>Date this description was prepared</b>
2025/9/1

<b>Available forms of attendance</b>						
<b>My presence</b>						
<b>Number of study hours (total) / Number of units (total)</b>						
<b>Total number of hours ( 4) / Total number of units (2)</b>						
<b>.Name of the course coordinator (if there is more than one, please mention it)</b>						
the name: Asst. Lect. :Safa Adnan Zaki Al - Ayyam <a href="mailto:safa.adnan@uomosul.edu.iq">safa.adnan@uomosul.edu.iq</a>						
<b>Course objectives</b>						
This course aims to equip students with knowledge of human figure sketching (modeling) in general, the ideal proportions of the human form, facial proportions ( portraits ) and their features, the techniques used in sketching and how to develop the ability to master composition in sketching. It also aims to develop the student's artistic taste, as it is an academic study that focuses on the human form and the creation of original and student-specific artworks						
<b>Teaching and learning strategies</b>						
.Giving students extracurricular assignments to enhance their skills Discussion and analysis of the works Holding an exhibition for students to boost students' self-confidence Sending educational images and videos of different planning methods and materials used for planning						
<b>Course structure</b>						
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method	
	4			Planning	My work presence	A practical exam on the subject of planning and its importance in artistic expression
				Chapter One		
1			) Studying the model with penB6 :( Proportions/Projections			
2			Studying a complete model / creating			

3			Study of a composite sculpture with Still life		
4			/ Study of a living model / proportions ) projections ByB6 (		
5			/ Study of a living model / proportions ) construction ByB6 (		
6			/ Study of a living model / lineage ) composition ByB6 (		
7			Initial assessment exam		
8			) A model with fabrics, drawn with a B6 ) pen on A1 paper		
9			) Studying shadows on a model using B2-B6 pencils (		
10			Texture study (different materials) of various pens		
11			,Study using charcoal pencilStill life, various materials		
12			The study of compatibility and incompatibility (model)		
13			,Quick study of the model: ten models hours; quick study of free movements 3		
14			: A quick study of ten models (3 hours) A quick study of freestyle movements		
15			Full Model Exam, PaperA1 , with a B compound pen		
			<b>Chapter Two</b>		
16			Detailed mapping of the human face and its changing movements		
17			A detailed model of the human hand and its movements		
18			A detailed diagram of human legs and their movements		
19			Quick study model in colored ink		
20			Quick pastel studies: Planning the living nature (on campus)		
21			Model assessment exam in colored ink		
22			Model drawn with a single-color pen on a drawing paper		

23			) A model sitting on the stage with aB6 pen on an (A1 sheet of paper		
24			Lodell Planning Study Double stroke ) with aB6 pen on (A1 paper		
25			Studying a model for the purpose of storing mental images (drawing in the (absence of the model		
26			A study of linear strain in model planning		
27			A study of the traditions of abstraction in calligraphy		
28			Study of full model clothing design		
29			Each student is required to transfer 10 .drawings (and drawings of themselves)		
30			) Full model exam with aB6 ) pen on A1 paper		

#### Course evaluation

First semester practical exam: 45%

Duties %5

Practical exam, second semester, 45%

Duties %5

#### Learning and teaching resources

Required textbooks  
(methodology, if applicable)

Main references (sources)

Recommended supporting books and references (scientific (...journals, reports references , websites

The Art of Drawing: Nayef Attrissi , Al-Rateb University Press, 2001  
Drawing and Color: Muhyiddin Talo , Damascus House for Printing and Publishing, 2006

#### Course name and academic level .1

colors

#### Course Code .2

FAPL0305

#### Term/Year .3

First and second semesters / Third year

#### Date this description was prepared .4

2024/9/1

**Available attendance formats .5**

My presence

**Total number of study hours / Total number of units .6****Name of the course coordinator ( if there is more than one, please state it) and their academic title .7**

: Name: M. Hala Mustafa Hassan Email hala.aboaliz@uomosul.edu.iq

**Course Objectives .8****Course objectives**

It aims to train the student to compare colors between palettes The painting, the scene, the study of color composition, and the use of contrasting colors. The vehicle, neutral colors, and student training in drawing the blue model

One and in colors Expressionism and training in color manipulation between the scene and the painting, and . drawing the model in different poses

**Teaching and learning strategies .9**

strategy

**Course Structure .10**

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	6	Advanced theoretical understanding of colors	An introduction to the nature and properties of colors.	My work presence	practical exam
2	6	Practical application of color use	Identifying warm and cool colors		
3	6	Developing artistic and creative sense	Identifying neutral and composite colors		
4	6	Analysis and critique of colors in artworks	Portrait transfer of a world painting		
5	6		Applying a model in neutral colors.		
6	6	Applying colors in various artistic disciplines	Applying a model with composite colors.		

7	6		Applying a model in only two colors.		
8	6		Learning about landscape drawing		
9	6		Practical application of nature drawing		
10	6		Model application with artificial lighting		
11	6		Model application with artificial lighting		
12	6		drawing exercise for a complete model		
13	6		Applying a half-model with a two-tone colored fabric background		
14	6		Half-length model application with a two-tone colored fabric background		
15	6		exam		
16	6		color drawing exercise		
17	6		Studying impressionistic compositions and the use of contrasting colors		
18	6		Studying impressionistic compositions and the use of composite colors		
19	6		Painting a landscape in Impressionist colors		
20	6		Painting a landscape in Impressionist colors		
21	6		Drawing a model in impressionistic colors		
22	6		Drawing a model in expressive colors		
23	6		Still Life drawing with expressive colors		
24	6		Universal board simulation		

25	6		Drawing a composite model in a subject		
26	6		drawing a complete standing model		
27	6		Drawing a composite model in a subject		
28	6		Drawing a full extended model		
29	6		Drawing a model in traditional clothing		
30	6		exam		

#### Course evaluation and grade breakdown .11

Practical exam: 50 points, First semester; Practical exam: 50 points, Second semester

#### Learning and teaching resources .12

Required textbooks (methodology, if applicable)	nothing
Main references (sources)	Bright Earth; the invention of color (( By Philip Ball Color: A Natural History of the palette Written by Victoria Finlay
) Recommended supporting books and references (...scientific journals, reports	
references , websites	

#### Course name and academic level .1

Philosophy of Art and Aesthetics / Stage Three / Fine Arts

#### Course Code .2

#### Term/Year .3

Chapters 1 and 2 2026-2025

#### Date this description was prepared .4

2026-2025/9/1

#### Available attendance formats .5

In-person and integrated

#### Total number of study hours / Total number of units .6

hours per year - 2 hours per week 60

#### Name of the course coordinator ( if there is more than one, please state it) and their academic title .7

: the name: Name: A.M. Zeina Salem Yousef Email zenas9073@uomosul.edu.iq

#### Course Objectives .8

**.Introducing the student to the concept of the philosophy of art**

**Distinguishing the common and different points between the philosophy of art and aesthetics. Explaining the .relationship between art and aesthetics**

**, Familiarity with historical development There are multiple and different philosophical and aesthetic views .2 .especially concerning art and aesthetics**

**Introducing the student to the oldest aesthetic theories, so that he/she has .3**

**Prepare yourself mentally for studying**

**. Contemporary aesthetic views**

**Teaching and learning strategies .9**

**Observation .1**

**Dialogue method**

**Course Structure .10**

<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
1	2	<b>Student Definition .1 In the sense of aesthetics And the one who took .A philosophical dimension</b>	<b>Introduction to the concept ,Aesthetics Philosophy of Art, and Philosophy of Beauty</b>	<b>Delivery-1 and discussion</b>	<b>Exams oral theory</b>
2	=	<b>The student keeps up with .2 development Historical and Transitional In philosophical terms from .From one era to the next</b>	<b>Distinguishing_2 between aesthetics and .other sciences</b>	<b>Delivery -2 Writing summary .intellectual</b>	<b>Exams Quarterly Half year final exam</b>
3	=	<b>Identifying the summary .3 Human experience and how Its evolution with the development of vocabulary The aesthetics that address .Society and existence in general</b>	<b>Aesthetic_3 evolution through the ages</b>	=	
4	=		<b>Stages of_4 Greek Philosophical Thought</b>	=	

5	=		Beauty and_5 Art among the Pythagoreans	=	
6	=		Relative_6 beauty according to the Sophists	=	
7	=		Philosophers_7 of Mind	=	
8	=		'Socrates_8 aesthetic philosophy	=	
9	=		The meaning_9 of teleological beauty according to Socrates		
10	=		The World of-10 Forms in Plato's Philosophy		
11	=		Platonic_11 Theory of Inspiration		
12	=		Aristotle 's_12 Philosophy and the Objective World		
13	=		Points of_13 disagreement between Plato and Aristotle		
14	=		Semester-14 Exam		
15	=		Mid-year_15 break		
16	=		Beauty and_16 Art in the Thought of		

			<b>Arab Philosophers</b>		
<b>17</b>	=		<b>Al-Farabi's_17 Philosophy</b>		
<b>18</b>	=		<b>Ibn Sina and_18 his aesthetic views</b>		
<b>19</b>	=		<b>Al-Tawhidi_19</b>		
<b>20</b>	=		<b>Modern_20 Philosophy Modernity</b>		
<b>21</b>	=		<b>Kant, pure_21 reason, and aesthetic judgment</b>		
<b>22</b>	=		<b>Hegel and_22 the Absolute Spirit</b>		
<b>23</b>	=		<b>The_23 Philosophy of Arthur Schopenhauer</b>		
<b>24</b>	=		<b>Contemporar_24 y Intuitive Theory</b>		
<b>25</b>	=		<b>Berksn_25</b>		
<b>26</b>	=		<b>Intuition and_26 Expression in Croce</b>		
<b>27</b>	=		<b>Art is_27 experience according to John Dewey</b>		
<b>28</b>	=		<b>Santiana_28</b>		

29	=		The School_29 of Psychoanalysis (Freud)		
30	=		Reviewing_30 the material and discussing the reports		

#### Course evaluation and grade breakdown .11

,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily .oral, monthly, and written exams, reports , etc

Chapter 1 (25 marks) – Chapter 2 (25 marks) includes daily and oral exams and assignments – Final exam (50 marks)

#### Learning and teaching resources .12

Required textbooks (methodology, if applicable)	Dr. Abdul Najm Haider. Aesthetics
Main references (sources)	,Amira Helmy Matar, The Philosophy of Beauty _1st ed., Dar Al-Qalam, Cairo, 1962. 1 Rawya Abdel Moneim Abbas, Aesthetic_2 ,Values, University Knowledge House Alexandria, 1987
Recommended supporting books and references ( scientific (...journals, reports	Journals of Fine Arts Colleges in Iraq
references , websites	Websites that discuss the concept of aesthetics
Curriculum or description update rate	%20

#### Course name and academic level .1

Pictorial Construction – Third Stage for SectionsA ,B

#### Course Code .2

FAPL0360

#### Term/Year .3

First and Second Semesters 2026-2025

#### Date this description was prepared .4

2025/9/1

#### Available attendance formats .5

My presence

#### Total number of study hours / Total number of units .6

(hours) / 3 (units) 6

#### Name of the course coordinator ( if there is more than one, please state it) and their academic title .7

Name: Asst Lect. Riyadh Aref Hakim

Email: riyadhah65@yahoo.com

#### Course Objectives .8

#### Course Objectives

The cognitive objective is to provide the student with sufficient knowledge of the concept and application of pictorial creation processes as a process of creating unity and integration within the elements of the artwork

Skill objective Through practice and evaluation, he develops his skills in composition and the reciprocal relationship of color when achieving the values of shadow and light  
affective goal By creating a stimulating learning environment that enhances students ' motivation to develop their artistic abilities, and by fostering self-criticism through evaluation sessions of their artwork

#### Teaching and learning strategies .9

strategy

Adopting a teaching and learning strategy based on modern and innovative teaching methods in evaluating the above objectives through the adoption of a combination of method and style

#### Course Structure .10

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	hours 6	Summary of what the student learned in the previous stage	A critical review of the results of the previous stage	immanence	
the second	hours 6	Summary of what the student learned in the previous stage	A critical review of the results of the previous stage	immanence	
the third	hours 6	Developing skills in distributing spaces in the painting	Workshop on the concept of negative and positive space	In-person workshop	practical exercise With homework
Fourth	hours 6	Follow up on the assignment from the previous exercise and correct any lapses or errors			
Fifth	hours 6	Follow up on the assignment for the previous exercise ( for students who are behind) and evaluate any delays or errors			
Sixth	hours 6	Monitoring the development of students' skills through their work during the holiday	Home simulation works	My presence	Through direct observation of the works

<b>Seventh</b>	<b>hours 6</b>	<b>Moving concept maps to build the artwork</b>	<b>Artwork construction :workshop concept and application</b>	<b>In-person workshop</b>	<b>Through the application program</b>
<b>Eighth</b>	<b>hours 6</b>	<b>An application of a theme that touches the very core of human .emotion</b>	<b>Explanation of the requirements for a topic about the suffering of the people of Gaza</b>	<b>My presence</b>	
<b>Ninth</b>	<b>hours 6</b>	<b>Monitoring student options</b>	<b>Correcting the options</b>	<b>My presence</b>	
<b>tenth</b>	<b>hours 6</b>	<b>Follow up on business planning preparations</b>	<b>Topic planning by the students</b>	<b>=</b>	
<b>Eleventh</b>	<b>hours 6</b>	<b>Space distribution</b>	<b>The issue of the suffering in Gaza</b>	<b>=</b>	
<b>Second C</b>	<b>hours 6</b>	<b>Shade and light distribution</b>	<b>=</b>	<b>=</b>	
<b>Third C</b>	<b>hours 6</b>	<b>Assessing color skills</b>	<b>=</b>	<b>=</b>	
<b>Fourth C</b>	<b>hours 6</b>	<b>Developing imagination skills in producing artwork</b>	<b>Imagination and Innovation Workshop</b>	<b>=</b>	<b>Unlocking business choices</b>
<b>Fifth C</b>	<b>hours 6</b>	<b>Business Options App</b>	<b>First semester exam</b>	<b>My work presence</b>	<b>Evaluation Committee</b>

#### **Course evaluation and grade breakdown .11**

The grade is distributed out of 100%, with 50% allocated to each semester, based on the exam for both semesters (first and second), in addition to the daily tasks assigned to the student, including (seriousness of work, speed of .(response to feedback, and good performance

#### **Learning and teaching resources .12**

**Required textbooks (methodology, if applicable)**

**nothing**

**Main references (sources)**

**Experiences gained and global studies experiences**

Recommended supporting books and references ( scientific (...journals, reports references , websites	nothing Chat GPT
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<b>Course Name</b>					
History of Islamic Art					
<b>Course code</b>					
<b>Semester/Year</b>					
and second semesters / Third year 2026					
<b>Date this description was prepared</b>					
2025/10/1					
<b>Available forms of attendance</b>					
My presence					
<b>Number of study hours (total) / Number of units (total)</b>					
Number of hours: 2 Number of units: 2					
<b>.Name of the course coordinator (if there is more than one, please mention it)</b>					
:Name: A.M. Yasser Ibrahim Hammadi Al- A. Emailyassertaee1980@uomosul.edu.iq					
<b>Course objectives</b>					
The course aims to equip students with the necessary knowledge to study Islamic art and its various forms. Its manifestations in art and nature, and its historical development through the various types of Islamic art from a .historical perspective					
<b>Teaching and learning strategies</b>					
The importance of the course lies in its provision of a theoretical and historical study of Islamic art and art style .through the study of architecture, painting, and applied arts					
<b>Course structure</b>					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2		A historical introduction to Islamic art and the importance of studying art history to learn from the experiences of our .ancestors	My presence is theoretical	In-person written exam

2			Arabian Peninsula arts before Islam		
3			Arts of South Arabia, Arts of Yemen		
4			Arts of Northern Arabia/Iraq, the cities of Hatra and Hira		
5			Arts of Northern Arabia/Nabataeans		
6			Nabati art and its characteristics		
7			Early Islamic architecture		
8			Features of Islamic architecture		
9			Contracts in Islamic Architecture		
10			columns and capitals		
11			Minarets in Islamic mosque architecture		
12			Mihrabs and entrances in Islamic architecture		
13			Plant motifs and the art of . Arabic arabesque patterns		
14			Chapter 1 Review		
15			First semester exam		
16			Islamic art and the Islamic religion's stance on art and photography in the Umayyad era		
17			Islamic painting in the Abbasid era and the Arab school of painting		
18			Features of Al-Wasiti's fees		
19			,Islamic painting in Egypt the Levant, the Mamluk era, and Andalusia		
20			Illustration in Islamic manuscripts and Islamic schools of illustration		

21			Al-Muzaffariyah School of Islamic Painting		
22			Jalayiriyah School of Islamic Painting		
23			Timurid School of Islamic Painting		
24			Students were assigned to write a research paper on .Islamic arts		
25			Timurid painting / Herat School of Islamic Painting		
26			The Safavid School of Islamic Painting		
27			Turkish painting and the Turkish school of Islamic painting		
28			Islamic Philosophy and Style of Photography		
29			Chapter Two Review		
30			Chapter Two Review		
			Second semester exam		

#### Course evaluation

First semester written exam: 25; Second semester written exam: 25; Final exam written exam: 50

#### Learning and teaching resources

Required textbooks (methodology, if applicable)	Textbook ( History of Arab Art Before and After Islam) by Balqis Mohsen
Main references (sources )	The book (Encyclopedia of Islamic Photography) by Okasha The Book of Islamic Art / Bernard Ocean
Recommended supporting books and references (...scientific journals, reports)	
references , websites	

#### Course name and academic level .1

Research Methodology

#### Course Code .2

FAPL0302

#### Term/Year .3

the chapter the first The second For the year Academic 2026-2025

#### Date this description was prepared .4

<b>2026-2025</b>					
<b>Available attendance formats .5</b>					
<b>( Present) Theoretical</b>					
<b>Total number of study hours / Total number of units .6</b>					
<b>Two hours in Week One (Two units)</b>					
<b>Name of the course coordinator ( if there is more than one, please state it) and their academic title .7</b>					
Name: .A.M.DMusab Ibrahim Mohammed : Email dr.musab_ibrahim@uomosul.edu.iq					
<b>Course Objectives .8</b>					
Course objectives The course aims to produce students capable of writing international research papers containing new ideas that .develop artistic, scientific and applied taste in line with the rapid development in the arts globally					
<b>Teaching and learning strategies .9</b>					
strategy It lies strategy in identification student In principles Basic For scientific research and mechanisms a job ,researcher .In addition to the types of curricula, methods of choosing a title and addressing the problem					
<b>Course Structure .10</b>					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2		The concept of scientific research	My presence theoretical	
2			Fields of scientific research	My presence theoretical	
3	2		, Stages of scientific research topic selection	My presence theoretical	duty a report
4	2		Previous studies	My presence theoretical	
5	2		exam	My presence theoretical	Exams theory
6	2		.Scientific research methodology	My presence theoretical	
7	2		problem , research importance and need	My presence theoretical	
8	2		Research objectives , research limitations, definition of terms	My presence theoretical	duty a report
9	2		Theoretical framework	My presence theoretical	

10	2		<b>Documenting footnotes and annotations</b>	<b>My presence theoretical</b>	<b>Exams Daily</b>
11	2		<b>Previous studies</b>	<b>My presence theoretical</b>	
12	2		<b>Indicators resulting from the theoretical framework</b>	<b>My presence theoretical</b>	<b>duty a report</b>
13	2		<b>exam</b>	<b>My presence theoretical</b>	
14	2		<b>Search procedures</b>	<b>My presence theoretical</b>	
15	2		<b>Research community and methodology</b>	<b>My presence theoretical</b>	<b>Exams theory</b>
16	2		<b>Search tools</b>	<b>My presence theoretical</b>	
17	2		<b>Sample analysis</b>	<b>My presence theoretical</b>	<b>duty a report</b>
18	2		<b>Selecting research samples</b>	<b>My presence theoretical</b>	
19	2		<b>Methods of sample selection</b>	<b>My presence theoretical</b>	
20	2		<b>results , discussion of results</b>	<b>My presence theoretical</b>	<b>Exams theory</b>
21	2		<b>Conclusions, recommendations and suggestions</b>	<b>My presence theoretical</b>	
22	2		<b>Sources and references</b>	<b>My presence theoretical</b>	
23	2		<b>Documentation of appendices</b>	<b>My presence theoretical</b>	
24	2		<b>Scientific research methods</b>	<b>My presence theoretical</b>	<b>duty a report</b>
25	2		<b>descriptive approach</b>	<b>My presence theoretical</b>	<b>Exams Daily</b>
26	2		<b>experimental method</b>	<b>My presence theoretical</b>	
27	2		<b>Introductions to scientific research</b>	<b>My presence theoretical</b>	<b>duty a report</b>
28	2		<b>Research Summary</b>	<b>My presence theoretical</b>	

29	2		Research discussion	My presence theoretical	
30	2		exam	My presence theoretical	Exams theory
<b>Course evaluation and grade breakdown .11</b>					
degrees 25 the chapter the first distribution what between 15 degree Theoretical/ 10 grades Duties And cups and attendance					
degrees 25 the chapter the second distribution what between 15 degree Theoretical/ 10 grades Duties And cups and attendance					
50 degree Final					
<b>Learning and teaching resources .12</b>					
Required textbooks (methodology, if applicable)			book systematic Scientific Research Methods (Abu Talib Muhammad Saeed)		
Main references (sources)			Scientific research methods ( Vandalin )		
Recommended supporting books and references ( scientific (...journals, reports			Scientific research methodologies (full values) Scientific Research Methods (Ali Jawad Al-(Taher		
references , websites			CDs, YouTube channels, and research websites		

### Fourth Stage

<b>Course Name</b>
Art criticism
<b>Course code</b>
FAPL0402
<b>Semester/Year</b>
2025-2026 First and Second Semesters / Fourth Year
<b>Date this description was prepared</b>
2025/9/1
<b>Available forms of attendance</b>
My presence
<b>Number of study hours (total) / Number of units (total)</b>
Number of hours: 2 Number of units: 2
<b>.Name of the course coordinator (if there is more than one, please mention it)</b>
Name: Prof. Dr. Hamed Ibrahim Al-Rashidi Email: <a href="mailto:alrashidyhamed65@uomosul.edu.iq">alrashidyhamed65@uomosul.edu.iq</a>

<b>Course objectives</b>					
The course aims to cultivate artistic taste and support the practical aspect, and to develop artistic vision and the .senses and mind to accept the fast pace of artistic creativity					
<b>Teaching and learning strategies</b>					
<b>Course structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
1	2		Introduction to Art Criticism	Giving the lecture	Question and Answer
2	2		History of criticism	Giving the lecture	Question and Answer
3	2		The specific nature of criticism	Giving the lecture	Question and Answer
4	2		The importance of academic art criticism	Giving the lecture	Question and Answer
5	2		Prehistory Criticism	Giving the lecture	Question and Answer
6	2		Socrates	Giving the lecture	Question and Answer
7	2		Plato	Giving the lecture	Question and Answer
8	2		Aristotle	Giving the lecture	Question and Answer
9	2		A preliminary exam .covering the above	Giving the lecture	Question and Answer
10	2		Essence and transformations	Giving the lecture	Question and Answer
11	2		Essence and transformations	Giving the lecture	Question and Answer
12	2		The Theory of Creation	Giving the lecture	Question and Answer
13	2		Text theory	Giving the lecture	Question and Answer
14	2		Reception theory	Giving the lecture	Question and Answer
15	2		exam		
16	2		Chapter 1 Review	Giving the lecture	Question and Answer
17	2		Types of criticism according to methodology	Giving the lecture	Question and Answer
18	2		Normative criticism	Giving the lecture	Question and Answer
19	2		Contextual criticism	Giving the lecture	Question and Answer
20	2		Impressionistic criticism	Giving the lecture	Question and Answer
21	2		intentional criticism	Giving the lecture	Question and Answer
22	2		Internal criticism	Giving the lecture	Question and Answer

23	2		A preliminary exam .covering the above	Giving the lecture	Question and Answer
24	2		Cash applications	Giving the lecture	Question and Answer
25	2		Cash applications	Giving the lecture	Question and Answer
26	2		Analysis of artworks	Giving the lecture	Question and Answer
27	2		Analysis of artworks	Giving the lecture	Question and Answer
28	2		Writing a critical essay	Giving the lecture	Question and Answer
29	2		Writing a critical essay	Giving the lecture	Question and Answer
30	2		exam		

#### Course evaluation

,Daily preparation, 15 Written exam, First semester, 25 Written exam, Second semester, Final written exam 10  
50

#### Learning and teaching resources

Required textbooks (methodology, if applicable)	
Main references (sources )	
Recommended supporting books and references (...scientific journals, reports)	Jerome's book on art criticism Najm Abdul Haider's book on art criticism Najm Abdul Haider's book on aesthetics
references , websites	

#### Course name and academic level .1

Murals

#### Course Code .2

#### Term/Year .3

and second semesters / Fourth year

#### Date this description was prepared .4

2027-2026

#### Available attendance formats .5

My presence

#### Number of study hours (4) / Number of units (2) .6

#### Name of the course coordinator ( if there is more than one, please state it) and their academic title .7

Name : Dr. Alwan Khalif Mahmoud

Email: [alwankhieef@uomosul.edu.iq](mailto:alwankhieef@uomosul.edu.iq)

**Course Objectives .8**

The course aims to provide the student with knowledge of the composition of large paintings executed with acrylic , oil or different materials, the process of combining the selected elements in terms of form and color and discovering innovative means to produce artistic achievements that develop artistic taste and contribute to .developing the student's innate sense

**Teaching and learning strategies .9**

strategy

Students are tasked with creating a complete mural project, from concept and design to execution, which develops their planning, organizational, and teamwork skills. This is further enhanced through critique and artistic discussion, helping students refine their critical .thinking and improve their artistic performance

The student is encouraged to learn independently and ,experiment with the use of materials and techniques in addition to solving technical problems related to space, surface and color, which contributes to building an integrated artistic experience and a mature creative ability that is appropriate to the requirements of the .educational stage

**Course Structure .10**

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	4		General study of the concept of (mural)	My work presence	
2	4		A study of the types of ) murals in civilizations , Mesopotamian Egyptian, Greek, Islamic (and modern		
3	4		Choose a free theme measuring 50 x 70 cm		
4	4		Executing the sketch using mosaic , acrylic , or mixed media techniques		
5	4		Completion of the mural		
6	4		Completion of the mural		
7	4		Completion of the mural		
8	4		A study of iconographic murals (wooden panels)		

9	4		A study in mural execution technique and the subject of sketching		
10	4		Sketch correction		
11	4		Execute the sketch on the wooden board using colors Acrylic 50x70cm		
12	4		Completion of the painting		
13	4		Completion of the painting		
14	4		Completion of the painting		
15	4		Handing over the paintings for evaluation purposes		
16	4		A general study of contemporary murals and street art and their artistic and social impact ( For your information )		
17	4		A general study of the term (scenography)		
18	4		A study of the subject of sketching		
19	4		Choosing the material for ) executing the sketch , Alucobond material sharp tools for cutting the (50x70cm engraving		
20	4		Start implementing the sketch		
21	4		Monitoring students during the completion process		
22	4		Completion of implementation		
23	4		Completion of implementation		

24	4		A Study in Abstract Mural Art		
25	4		A study on the choice of sketches from the abstract movement		
26	4		A sketch completed on a free-form theme based on .abstract movement		
27	4		acrylic paints, 50x70cm		
28	4		Completion of implementation		
29	4		Completion of implementation		
30	4		Mural delivered for evaluation		

#### Course evaluation and grade breakdown .11

First semester exam 45%

Duties %5

Second semester exam 45%

Duties %5

#### Learning and teaching resources .12

Required textbooks (methodology, if applicable)	
Main references (sources)	Mural art: Material – Purpose – Themes - Mural art: its origins and techniques
Recommended supporting books and references ( scientific (...journals, reports	Field Sculpture and the Memory of Mural - Painting, by Zainab Nour Saad
references , websites	Murals and the City: A Comparative Perspective on Practices, Policies, and Regulations – Eynat Mendelson-Shwartz & Nir Mualam

Course Name
Graduation Project
Course code
FAPL0404
Semester/Year
First and Second Semesters / Fourth Year 2024-2023
Date this description was prepared

10/9/2023

**Available forms of attendance**

My presence

Number of study hours (total) / Number of units (total)

Number of hours: 8; Number of units: 4

.Name of the course coordinator (if there is more than one, please mention it)

**Project Committee**

- :Name: Prof. Dr. Hamed Ibrahim Al-Rashidi Al -A. Email[alrashidyhamed65@uomosul.edu.iq](mailto:alrashidyhamed65@uomosul.edu.iq)
- : Assistant Professor Mohammed Dhunoun Saleh Al-Zubaidi, Email[alzbydy1977@uomosul.edu.iq](mailto:alzbydy1977@uomosul.edu.iq)
- : Name: Lecturer Dr. Omar Fawaz Jabbar Email[mmarkonos@uomosul.edu.iq](mailto:mmarkonos@uomosul.edu.iq)
- : Name: Assistant Professor Yasser Ibrahim Hammad Email[yassertaee1980@uomosul.edu.iq](mailto:yassertaee1980@uomosul.edu.iq)
- : Name: Hala Mustafa Hassan, Email[hala.aboaliz@uomosul.edu.iq](mailto:hala.aboaliz@uomosul.edu.iq)
- : Name: M. M. Riyadh Aref Hakim Email[riyadhah65@yahoo.com](mailto:riyadhah65@yahoo.com)

**Course objectives**

Developing the ability to complete an integrated artistic project that reflects the student's artistic identity and his own vision in the field of drawing.

- Employing the theoretical knowledge and applied techniques that the student has acquired during the years of study in a complete artistic work.
- Enhancing technical research and critical analysis skills through the preparation of a theoretical study to accompany the project.

Demonstrate high technical proficiency in using diverse materials, methods and techniques in drawing.

Developing the ability to plan and implement the project in stages according to a clear methodology that includes the idea, the study, the experiment, and the final output.

- Enhancing creative thinking and innovation in addressing artistic topics in a contemporary style.

Preparing the student to integrate into the artistic and professional environment by presenting and discussing the project before a specialized scientific committee.

Developing presentation and communication skills , and defending the idea and artistic content of the project.

**Teaching and learning strategies**

Project-

Based Learning : This involves assigning the student to complete an integrated art project that goes through the stages of idea, planning, implementation, and presentation.

Individual supervision and direct discussion

periodic monitoring of student progress by the instructor, and provision of technical and scientific guidance .,

Dialogue and Art Criticism(Critique):

Presenting and discussing works collectively to develop the ability to analyze and critique and exchange experiences among students.

- -Self

learning encourages the student to research and explore different artistic experiences and schools to support his project.

- : Presentations

The student presents his project idea and its implementation stages to his colleagues or a specialized committee to develop presentation and communication skills.

**Practical**

experimentation involves using diverse materials and techniques to achieve the best technical treatment for the project.

- Continuous

feedback : Providing periodic feedback that helps the student develop the work and improve the level of achievement.

**Course structure**

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1			Introduction to the nature and characteristics of the subjects		
2			Creating a project idea (realistic)		
3			Creating preliminary outlines for the project topic		
4			Discussing the initial plans with the students		
5			Creating a preliminary plan for each student's project		
6			Enlarge the chart on the board		

7			<b>Distributing colors across blocks and shapes to serve the theme</b>		
8			<b>Monitoring the progress of the work by the supervising professor</b>		
9			<b>Discussion of errors and modifications to the board</b>		
10			<b>Applying the project to a large board measuring 120 x 100</b>		
11			<b>Supervisor's follow-up on the stages of completion</b>		
12			<b>tracking</b>		
13			<b>tracking</b>		
14			<b>tracking</b>		
15			<b>Final stage evaluation of achievement</b>		
16			<b>Introduction to the concepts of modernist style and works</b>		
17			<b>Creating an idea to form a theme in a surreal style</b>		
18			<b>Creating an idea to form a theme in a surreal style</b>		

19			,Giving mythological historical, and folkloric themes		
20			Creating preliminary plans for the student project		
21			Modify the plan to suit .the idea		
22			The subject was drawn on a large canvas measuring120 x 100		
23			Correcting errors according to volume ratios and measurements		
24			Correcting errors according to volume ratios and measurements		
25			Coloring the theme		
26			tracking		
27			tracking		
28			tracking		
29			Initial evaluation of the final work		
30			Midterm exam		
<b>Course evaluation</b>					
<b>Chapter 1, Chapter 2</b>					
<b>Learning and teaching resources</b>					
<b>Required textbooks (methodology, if applicable)</b>					
<b>Main references (sources )</b>					

<b>,Recommended supporting books and references (scientific journals (...reports</b>	
<b>references , websites</b>	

<b>Course name and academic level .1</b>					
Advanced Color Studies					
<b>Course Code .2</b>					
FAPL0407					
<b>Term/Year .3</b>					
Chapters 1 and 2 2026-2025					
<b>Date this description was prepared .4</b>					
2025/9/1					
<b>Available attendance formats .5</b>					
My presence					
<b>Total number of study hours / Total number of units .6</b>					
4/2					
<b>Name of the course coordinator ( if there is more than one, please state it) and their academic title .7</b>					
: Name: M. Ali Ghanem Mohammed			Email <a href="mailto:ali.gham@uomosul.edu.iq">ali.gham@uomosul.edu.iq</a>		
<b>Course Objectives .8</b>					
Course Objectives : The course aims to enable the student to gain experience in using oil paints and how to improve the ability to paint according to correct academic principles to produce works of art, as well as making the student an innovator with an artistic sense and .refined taste			the student gains experience in mixing colors ... acquiring the skill of drawing the model in multiple poses... Producing artistic works according to academic principles		
<b>Teaching and learning strategies .9</b>					
strategy					
<b>Course Structure .10</b>					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
	4		Introduction to -1 color and the methods and techniques used globally	My presence	Through his performance In the lecture Daily Article My work and through

					The exam
			Imitation and -2 reproduction of one of the world's great works by a world- renowned art master		
			A color study .3 using brushes and oil paints in a single color, with a focus .on outlines		
			Oil painting of a .4 live model in one ) colorportrait)		
			Portrait, ,oil painting live and under light		
			Portrait painting in oil, live and under light		
			Direct oil painting -7 under natural light (portrait)		
			- Direct painting -8 with oil paints directly under natural light		
			.9Portrait Oil : painting of hands , a reproduction of works by artists and .art professors		
			live oil paintings 10 of a half-length model in one color		
			Direct oil -11 painting of a half- length model under artificial lighting		

			<b>Direct oil _12 painting of a half- length model under artificial lighting</b>		
			<b>A live oil .13 painting of a half- length model under artificial colored lighting and a colored background .of fabric pieces</b>		
			<b>Direct oil -14 painting of a half- length model under artificial colored lighting and a colored background of fabric pieces</b>		
			<b>Student testing -15</b>		
			<b>An introduction - 16 to color and a discussion of the diversity and styles used in modern and .contemporary trends</b>		
			<b>Drawing a half- 17- length model in a free style using the methods and techniques of .modern art</b>		
			<b>Drawing a .18 complete model live under artificial light with abstract .backgrounds</b>		
			<b>Drawing a .19 complete model live under artificial light</b>		

			with abstract backgrounds		
			Drawing a .20 complete model in nature		
			Drawing a -21 complete model in nature		
			Identifying warm .22 and cool colors and how color is reflected on objects		
			Identifying .23 neutral and mixed colors and how to use them in model .building and still life		
			Transfer .24portrait Portrait, a world-renowned .Orientalist painting		
			Draw a model in .25 traditional or .Bedouin clothing		
			Application of a .26 model with artificial lighting		
			Applying a model .27 with natural lighting		
			Draw a complete .28 .model		
			Drawing a .29 complete model		
			.Exam .30		
<b>Course evaluation and grade breakdown .11</b>					

,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation .daily, oral, monthly, and written exams, reports, etc	
Learning and teaching resources .12	
Required textbooks (methodology, if applicable)	
Main references (sources)	
Recommended supporting books and references (scientific journals, reports)	
references , websites	

Course name and academic level .1	
English Language	
Course Code .2	
FAPL0408	
Term/Year .3	
First and Second Semesters 2026-2025	
Date this description was prepared .4	
2025-9-1	
Available attendance formats .5	
My presence	
Total number of study hours / Total number of units .6	
hours, number of units: 2 2	
Name of the course coordinator ( if there is more than one, please state it) and their academic title .7	
:NameAsst. Lect.: Sattam Khader Jassim Email <a href="mailto:sattamaljiboury@gmail.com">sattamaljiboury@gmail.com</a>	
Course Objectives .8	
Course objectives	Teaching basic English grammar rules for building simple sentences -1. 2- Increasing the vocabulary of everyday words to enable the student to talk about .themselves and their surroundings .Developing basic listening and conversation skills to interact with others easily -3 Enhancing confidence in communicating in English and gaining a strong -4 .foundation for subsequent levels
Teaching and learning strategies .9	
strategy	The fourth stage contributes to expanding students' communication abilities in everyday situations. In addition, it helps Arabic-speaking students adapt to the English alphabet and improve their pronunciation skills. It also contributes to teaching students English language skills and developing them .through modern study of students' general and professional skills, such as skills related to employability and .personal development in the English language

It also contributes to preparing a student with good skills in English writing and .reading  
 It contributes to the development of conversation in the English language by listening .to some everyday situations and turning them into assignments

**Course Structure .10**

<b>Week</b>	<b>Hours</b>	<b>Required learning outcomes</b>	<b>Unit or topic name</b>	<b>Learning method</b>	<b>Evaluation Method</b>
1	2		1-No place like home/the tense system	Interactive learning through activities	,Oral assessment short tests, and term tests
2	2		2- Informal language/ compound words, social expressions	Interactive learning through activities	,Oral assessment short tests, and term tests
3	2		3- Been there, done that/ present perfect	Interactive learning through activities	,Oral assessment short tests, and term tests
4	2		4- Simple and continuous tense/negative and question	Interactive learning through activities	,Oral assessment short tests, and term tests
5	2		5- Hot verbs/ make, do, exclamation	Interactive learning through activities	,Oral assessment short tests, and term tests
6	2		6- What a story/ reading comprehension	Interactive learning through activities	,Oral assessment short tests, and term tests
7	2		7- Past simple and past continuous	Interactive learning through activities	,Oral assessment short tests, and term tests
8	2		8- Consonant sound/ voiced and voiceless	Interactive learning through activities	,Oral assessment short tests, and term tests

9	2		9- Nothing but the truth/question and negative	Interactive learning through activities	,Oral assessment short tests, and term tests
10	2		10- Dictation/ antonymous and synonymous	Interactive learning through activities	,Oral assessment short tests, and term tests
11	2		11- Listening and speaking skills	Interactive learning through activities	,Oral assessment short tests, and term tests
12	2		12- An eye to the future/ future forms	Interactive learning through activities	,Oral assessment short tests, and term tests
13	2		13- Hot verbs/ takes, put, telephone conversation	Interactive learning through activities	,Oral assessment short tests, and term tests
14	2		14- Language focus/going to	Interactive learning through activities	,Oral assessment short tests, and term tests
15	2		15- Making it big/ expressions of quantity	Interactive learning through activities	,Oral assessment short tests, and term tests
16	2		16-export and export (noun and verb)	Interactive learning through activities	,Oral assessment short tests, and term tests
17	2		17- Getting on together/ modals and related verbs	Interactive learning through activities	,Oral assessment short tests, and term tests
18	2		18- Hot verbs/ get, phrasal verbs	Interactive learning through activities	,Oral assessment short tests, and term tests

19	2		19- Exaggeration and understanding	Interactive learning through activities	,Oral assessment short tests, and term tests
20	2		20- Going to extreme/relative	Interactive learning through activities	,Oral assessment short tests, and term tests
21	2		21- The world around/ adverb collections	Interactive learning through activities	,Oral assessment short tests, and term tests
22	2		clause 22- Reading comprehension skills	Interactive learning through activities	,Oral assessment short tests, and term tests
23	2		23- Things aren't what they used to be/expressing habit	Interactive learning through activities	,Oral assessment short tests, and term tests
24	2		-24Homophones/basic sounds	Interactive learning through activities	,Oral assessment short tests, and term tests
25	2		25- What is she like and dislike/offer and invitation		
26	2		26- Risking life and limb/ auxiliary model2	Interactive learning through activities	,Oral assessment short tests, and term tests
27	2		27- Metaphors and idioms- the body	Interactive learning through activities	,Oral assessment short tests, and term tests
28	2		28- In your dream/ expressions with if	Interactive learning through activities	,Oral assessment short tests, and term tests

29	4		29- It's never too late/linking and commenting	Interactive learning through activities	,Oral assessment short tests, and term tests
30	4		30- No place like home/the tense system	Interactive learning through activities	,Oral assessment short tests, and term tests

<b>Course evaluation and grade breakdown .11</b>	
,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation .daily, oral, monthly, and written exams, reports, etc	
<b>Learning and teaching resources .12</b>	
<b>Required textbooks (methodology, if applicable)</b>	New Headway Plus Pre-Intermediate
<b>Main references (sources)</b>	
<b>Recommended supporting books and references ( scientific (...journals, reports references , websites</b>	<a href="https://www.esolcourses.com">https://www.esolcourses.com</a> <a href="https://www.learnenglish.britishcouncil.org">https://www.learnenglish.britishcouncil.org</a>

<b>Course name and academic level .1</b>
Modern and Contemporary Painting / Stage Four
<b>Course Code .2</b>
FAPL0401
<b>Term/Year .3</b>
2025--2026-
<b>Date this description was prepared .4</b>
2025/9/15
<b>Available attendance formats .5</b>
Attending class room assignments
<b>Total number of study hours / Total number of units .6</b>
hours – 2 units 2
<b>Name of the course coordinator ( if there is more than one, please state it) and their academic title .7</b>
Name: Lecturer Dr. Omar Fawaz Jabbar Email : mmarkonos@uomosul.edu.iq

**Course Objectives .8**

This course aims to introduce the most important modern and contemporary arts in the world and to familiarize .participants with the influence of artistic schools and trends on contemporary visual art

**Teaching and learning strategies .9**

Giving lectures (explanation and clarification )

Using technological educational tools (films , PowerPoint, pictures)

.Self-learning method through support of the learning environment

.Encourage students to use the library

**Course Structure .10**

Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2		Introduction to Modernity and Modernization	,My presence my vision	Written and oral tests
2	2	Assessment: To clarify the importance of modern and contemporary art in drawing for students	Romanticism and the dominance of imagination: its ,emergence ,characteristics .and key artists		
3	2	Structure: The student studies a topic that includes the .lecture title	Realism and the re-recording of ,the sensory scene ,its emergence features, and most important .artists		
4	2	:Understanding The student must understand the .study of history	Barbizon and getting out into nature		
5	2	Recall: The student should recall the differences between the art .schools	:Impressionism Between Analysis and Formulation ,of Form Systems ,Characteristics and the Most .Important Artists		

6	2	Application: The student should apply what they have learned .during the exam	Brutality and the inductive vision ,of beauty ,characteristics most important .artists		
7	2		Expressionism and the construction of :visual realities the act of expression, its ,characteristics and its most .important artists		
8	2		Cubism and the constructivism of geometric beauty features, and , .key artists		
9	2		Futurism and the beauty of movement, the features of the most important .artists		
10	2		Abstraction between the ideal of beauty and images of the unseen , its features, and the most important .artists		
11	2		Dadaism and the tendency towards .rebellion Features, top .artists		

12	2		<b>Surrealism and the structure of : the unconscious ,characteristics .and key artists</b>		
13	2		<b>exam</b>		
14	2		<b>An Introduction to Art Movements in the Postmodern Era</b>		
15	2		<b>, Expressionism its ,characteristics and its most .important artists</b>		
16	2		<b>Folk art , its ,main features and the artists</b>		
17	2		<b>art , its features and most .important artists</b>		
18	2		<b>Surrealist art , its ,characteristics and its most .important artists</b>		
19	2		<b>Graffiti art , its features, and the most important .artists</b>		
20	2		<b>Introduction to Contemporary Iraqi Art</b>		
21			<b>Contemporary :Iraqi Art Origins and Formation</b>		
22	2		<b>Pioneers of contemporary Iraqi art</b>		

23	2		The most important contemporary Iraqi visual artists		
24	2		Iraqi artistic groups		
25	2		The influence of European art movements on the identity of Iraqi art		
26	2		The most important artists of the contemporary art movement in the city of Mosul		
27	2		Summary of Contemporary Arab Art		
28	2		review		
29	2		review		
30	2		exam		

#### Course evaluation and grade breakdown .11

The total exam grade is out of 100. The first semester is divided into the first exam out of 10, the second exam out of 10, and the daily grade out of 5 = 25%

.% Second semester, first exam out of 10, second exam out of 10, daily grade 5 = 25

The final exam is worth 50%

#### Learning and teaching resources .12

Required textbooks (methodology, if applicable)	Mohammed Ali Alwan Al-Qarahghouli , History of Modern Art, Ministry of Higher Education, University of Babylon
Main references (sources)	Contemporary Art , Adel Kamel The History of Contemporary Iraqi Art : The 1960s, by Adel Kamel
) Recommended supporting books and references (...scientific journals, reports	
references , websites	