



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



Academic Program and Course Description Guide

Department of English

2025-2026

Introduction:

The English Department program at the College of Education serves as a fundamental pillar in preparing qualified educational and academic professionals to meet the demands of educational institutions and the wider community. The program adopts a comprehensive academic vision that integrates excellence in linguistic sciences—including Literature, Linguistics, and Translation—with modern pedagogical skills aligned with international standards. This Academic Program Description (APD) is designed to provide a clear educational roadmap, outlining intended learning outcomes (ILOs), teaching and learning strategies, and assessment methods. It aims to develop the scientific and professional identity of graduates, empowering them to keep pace with digital transformations and the evolving requirements of the labor market, while maintaining full compliance with the quality and accreditation standards mandated by the Ministry of Higher Education and Scientific Research.

Concepts and terminology:

Intended Learning Outcomes (ILOs): Statements that clearly define what a student is expected to know, understand, and be able to demonstrate upon the successful completion of a learning period or specific course.

Alignment Matrix (Mapping): A pedagogical tool used to establish a direct link between the curriculum components and the intended learning outcomes, ensuring that every course contributes effectively to the program's overall goals.

Benchmarking: The systematic process of comparing the program's curriculum and standards with equivalent programs at prestigious global or regional universities to ensure academic quality and competitiveness.

Blended Learning: An integrated educational model that combines traditional face-to-face classroom instruction with modern e-learning techniques and digital platforms.

Academic Integrity: Strict adherence to ethical values in scientific research and education, including the accurate citation of sources, honesty in assessment, and the prevention of plagiarism.

Credit Hours: An academic unit of measurement used to quantify the educational workload and the number of instructional hours required for a specific course per semester.

Formative Assessment: Ongoing evaluation methods conducted during the instructional process (such as quizzes, discussions, and feedback) to monitor student learning and improve academic performance.

Summative Assessment: Evaluations conducted at the end of an instructional unit or semester (such as final exams and graduation projects) to measure the extent to which students have achieved the learning outcomes.

Practicum (Field Training): A mandatory component for students in the College of Education, involving hands-on teaching experience in real school environments to apply theoretical pedagogical knowledge.

Academic Program Description Form

University Name: Wasit University
Faculty/Institute: College of Education for Human Sciences
Scientific Department: Department of English
Academic or Professional Program Name: Bachelor's degree
Final Certificate Name: Bachelor Degree in English Language
Academic System: Annual
Description Preparation Date: 1/ 9 / 2025
File Completion Date: 15/ 9 / 2025



Signature

Head of Department Name:

Prof. Dr. Hashim A. M. Al-Husseini (Ph.D.)

Date: 1/ 10/ 2025

الأستاذ الدكتور
هاشم عليوي محمد الحسيني
رئيس قسم اللغة الانكليزية

Signature

Scientific Associate Name:

Prof. Dr. Nasser Wali Frejh

Date: 5/ 10/ 2025
Deputy Dean For Academic
and Postgraduate Affairs

The file is checked by: The Scientific Committee of English Department

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Asst. Lecturer Ali Hussein Ghargan

Date: 15/ 10/ 2025

Signature:

الأستاذ المساعد
علي حسين غرغان
شعبة ضمان الجودة والاداء الجامعي

Approval of the Dean
Prof. Dr. Mahmoud Hamoud Arrak

15/10/2025

1. Program Vision

Pioneering and excellence in preparing specialized pedagogical and academic cadres in English language and literature, possessing high linguistic and research competencies. Our graduates are equipped to compete effectively in the local and regional educational and cultural labor markets, while maintaining a firm commitment to human and professional values and keeping pace with technological advancements in education.

2. Program Mission

The English Department program strives to provide an advanced educational environment that integrates academic quality with professional practice by adopting modern curricula covering linguistics, literature, and pedagogy. We are committed to preparing linguistically and educationally proficient graduates, fostering their critical thinking and scientific research skills to meet the needs of educational and societal institutions. Furthermore, we emphasize the optimal utilization of modern instructional technologies to enhance global communication skills.

3. Program Objectives

- ☐ **Academic and Linguistic Excellence:** To provide students with a profound and comprehensive understanding of English language systems (Grammar, Phonetics, and Morphology) and to enable them to master the four language skills (Reading, Writing, Listening, and Speaking) at a near-native proficiency level.
- ☐ **Pedagogical and Professional Empowerment:** To prepare qualified graduates for Teaching English as a Foreign Language (TEFL) by training them on the latest instructional strategies, classroom management, and language assessment design, aligning with the requirements of the Ministry of Education and academic institutions.
- ☐ **Development of Critical and Analytical Thinking:** To enhance students' ability to critique and analyze literary texts (Poetry, Novel, and Drama) across various eras, linking them to historical and philosophical contexts to foster higher-order thinking skills.
- ☐ **Scientific Research Skills:** To equip students with rigorous academic research tools, enabling them to conduct graduation projects that address real-world linguistic or pedagogical issues while maintaining strict adherence to the ethics of academic integrity.
- ☐ **Adaptation to Educational Technology:** To integrate modern techniques and digital platforms into English language learning and teaching, keeping pace with the global digital transformation in education.
- ☐ **Cultural Communication and Translation:** To prepare cadres capable of linguistic mediation and translation between Arabic and English, contributing to the promotion of cultural exchange and knowledge transfer.

**Mapped Accreditation
Outcome (ILO)**

Associated Coursework

Strategic Objective

Linguistic Accuracy & Proficiency	Linguistics, Phonetics, Grammar, and Morphology	Academic & Linguistic Excellence
Professional & Pedagogical Practice	ELT Methodologies, Practicum (Observation & Teaching)	Pedagogical & Professional Empowerment
Critical & Aesthetic Analysis	Novel, Drama, Poetry, and Literary History	Development of Critical Thinking
Research Methodology & Academic Integrity	Research Methodology, Graduation Research Project	Scientific Research Skills
Intercultural Communication & Translation	Translation (Written & Oral), Conversation	Linguistic & Cultural Mediation
Digital Literacy in Education	Computer Science, Instructional Technology, E-Learning	Technological Adaptation

4. Program Accreditation

The program has not yet received programmatic accreditation, but it is seeking to get it after fulfilling the necessary requirements.

5. Other external influences

- **Labor Market Demands:** The increasing demand for graduates who are both pedagogically and technically qualified to work within diverse educational institutions.
- **Ministry Regulations and Directives:** Full commitment to the ministerial guidelines regarding curriculum updates and the adoption of national accreditation standards.
- **Global Technological Advancement:** The rapid evolution of educational technologies and Artificial Intelligence (AI), necessitating the integration of digital skills into the academic curriculum.
- **Stakeholder and Employer Feedback:** Results from employer surveys indicating the essential need to focus on classroom management skills and communicative language proficiency

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	13	%8	basic
College Requirements	9	31	%19	basic
Department Requirements	28	120	%73	basic
Summer Training	=	=	=	
Total	43	164	%100	

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
1 st year 2025-2026	ENG- 101	English grammar	theoretical	practical
1 st year 2025-2026	ENG- 102	Phonetics	2	1
1 st year 2025-2026	ENG- 103	Introduction to English Literature	2	1
1 st year 2025-2026	ENG- 105	Listening and speaking	2	1
1 st year 2025-2026	ENG- 111	English construction	1	1
1 st year 2025-2026	ENG- 104	Reading	1	1
1 st year 2025-2026	ENG- 106	Foundations of education	1	1
1 st year 2025-2026	ENG- 107	Educational psychology	2	-
1 st year 2025-2026	ENG- 109	Human rights	2	-
1 st year 2025-2026	ENG- 110	Computer science	2	-
1 st year 2025-2026	ENG- 108	Arabic Language	1	-
2 nd year 2025-2026	ENG- 203	Morphology & Syntax	2	1
2 nd year 2025-2026	ENG- 204	Phonetics	2	1
2 nd year 2025-2026	ENG- 205	Short story	2	-
2 nd year 2025-2026	ENG- 206	Drama	2	-
2 nd year 2025-2026	ENG- 207	Listening and speaking	1	1
2 nd year 2025-2026	ENG- 208	Introduction to academic writing	1	1
2 nd year 2025-2026	ENG- 201	Poetry from the 16th to the 18th century	2	-
2 nd year 2025-2026	ENG- 209	Advanced reading	1	1
2 nd year 2025-2026	ENG- 202	Introduction to methods of teaching the English language	2	1
2 nd year 2025-2026	ENG- 210	Adult education	2	-
2 nd year 2025-2026	ENG- 210	Baath crimes	1	-
2 nd year 2025-2026	ENG- 212	Arabic Language	1	-
2 nd year 2025-2026	ENG- 213	Computer science	1	1
3 rd year 2025-2026	ENG- 301	Contemporary English Grammar	2	1
3 rd year 2025-2026	ENG- 304	Renaissance plays from the 16th to the 18th centuries	2	1
3 rd year 2025-2026	ENG- 302	The Victorian Novel from 1830-1900	2	1
3 rd year 2025-2026	ENG- 303	Victorian & Romantic Poetry 1780-1900	2	-
3 rd year 2025-2026	ENG- 305	Introduction to Linguistics	2	1
3 rd year 2025-2026	ENG- 307	Academic writing	1	1
3 rd year 2025-2026	ENG- 306	Conversation	-	2
3 rd year 2025-2026	ENG- 308	Teaching methods and modern curricula	1	2
3 rd year 2025-2026	ENG- 309	Counseling and mental health	2	-
4 th year 2025-2026	ENG- 401	Contemporary English Grammar	2	1
4 th year 2025-2026	ENG- 403	General Linguistics	2	1
4 th year 2025-2026	ENG- 402	Drama	2	1
4 th year 2025-2026	ENG- 404	Novel	2	1
4 th year 2025-2026	ENG- 405	Poetry	2	-
4 th year 2025-2026	ENG- 406	Translation	2	-
4 th year 2025-2026	ENG- 406	Assessment	2	-
4 th year 2025-2026	ENG- 410	Measurement and evaluation	2	-

4 th year 2025-2026	ENG- 409	Practicum	-	4
4 th year 2025-2026	ENG- 408	Listening & speaking	2	1

8. Expected learning outcomes of the program	
Knowledge	
A- Cognitive goals	• A1: Comprehensive mastery of complex linguistic systems (Grammar, Morphology, and Phonetics) and an in-depth understanding of the English language as an interconnected structural system. • A2: Advanced recognition of various literary eras (from the Elizabethan age to the modern era), including their prominent figures, foundational works, and associated critical theories. • A3: Thorough knowledge of modern pedagogical theories in Teaching English as a Foreign Language (TEFL) and an understanding of the psychological characteristics of both adult and young learners. • A4: Profound familiarity with scientific research principles, including data collection methodologies and analytical techniques within linguistic and educational studies.
Skills	
B- Skills objectives	• B1: Mastery of the four language skills (Listening, Speaking, Reading, and Writing) with a high level of academic accuracy and communicative fluency. • B2: The ability to critique and analyze literary texts and linguistic discourses using modern literary and linguistic analytical tools. • B3: Proficiency in designing comprehensive lesson plans, managing classrooms effectively, and implementing practical English as a Foreign Language (EFL) instructional strategies. • B4: The capability to design language assessments and evaluate learner performance based on standardized educational quality benchmarks. • B5: Competence in performing written and oral translation between Arabic and English with precision that accounts for cultural and contextual nuances.
Ethics	
	• C1: Commitment to the ethics of the teaching profession, including academic integrity in research, fairness in assessment, and respect for learner diversity.

C-Ethical objectives	• C2: Development of self-directed and lifelong learning skills to keep pace with rapid advancements in educational technology and linguistics. • C3: The ability to work effectively within a team in research projects and collaborative pedagogical activities. • C4: Enhancing the values of citizenship and international understanding by exploring diverse cultures associated with the English language.
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9. Teaching and Learning Strategies

1. Active Learning Strategies

These strategies shift the student's role from a "passive recipient" to an "active participant," making them ideal for Linguistics and Literature courses:

- **Problem-Based Learning (PBL):** Utilized in **Syntax and Phonology** courses by requiring students to analyze complex sentence structures or diagnose phonetic errors.
- **Critical Thinking Strategy:** A fundamental approach in **Novel and Drama** courses, where students are tasked with deducing symbolism and analyzing character depth rather than rote memorization of plots.
- **Discussion and Dialogue:** Employed in courses such as **Adult Education** to facilitate the exchange of perspectives on learning theories.

2. Applied Learning Strategies

These strategies form the core of **ELT Methodologies** and **Practicum** (Field Application):

- **Micro-teaching:** Students simulate the teacher's role before their peers to apply classroom management techniques included in the fourth-year curriculum.
- **Project-Based Learning (PjBL):** Exemplified in the **Graduation Research Project**, where students apply scientific research steps to address real-world linguistic or pedagogical challenges.
- **Simulation and Role Play:** Highly effective in **Listening and Speaking** courses to train students on authentic life situations and communicative scenarios.

3. Self-Regulated and Digital Learning Strategies

These support the "Technological Adaptation" goal mentioned in the department's vision:

- **Flipped Classroom:** Students review lecture materials (videos or texts) prior to class, reserving in-person sessions for high-level discussion and analysis.
- **Cooperative Learning:** Working in small groups to prepare **Academic Presentations** or collaborative translation tasks, fostering teamwork and peer-learning.

10. Evaluation methods

Assessment Methods and Evaluation Strategies

I. Types of Assessment Used in the Program

To ensure the quality of outcomes, a multi-dimensional assessment system is implemented:

- **Diagnostic Assessment:**
 - Conducted at the beginning of the academic year (primarily in **Listening and Speaking** courses) to determine students' linguistic proficiency levels and identify their specific learning needs.
- **Formative/Continuous Assessment:**
 - **Quizzes:** To ensure consistent follow-up and engagement with the scientific material.
 - **Assignments:** Includes writing short essays, academic paragraphs, or analyzing literary excerpts.
 - **Class Participation:** To evaluate oral communication skills and academic interaction within the classroom.
- **Summative Assessment:**
 - **Midterm and Final Examinations:** To measure the comprehension of theoretical and cognitive aspects in Linguistics and Literature.
 - **Graduation Research Project:** To assess the student's ability to conduct research, analyze data, and adhere to academic integrity (for fourth-year students).

II. Skill-Based Evaluation Methods

Given the pedagogical nature of the college, specific professional evaluation tools are integrated:

- **Practicum Evaluation (Field Training):** Conducted via specialized assessment forms filled out by the "Academic Supervisor" and the "School Principal" to evaluate the student's performance during the practical application phase.
- **Academic Presentations:** To evaluate public speaking skills, self-confidence, and the effective use of modern instructional aids.
- **Micro-teaching Evaluation:** To assess the student's ability to manage a classroom and deliver information effectively prior to field placement.
- **Student Portfolio:** A collection of the student's work throughout the year (writings, analyses, and lesson plans) to evaluate their continuous professional development

Target Courses / Application	Instructional Method	Strategy Category
Syntax, Phonology, and Morphology	Problem-Based Learning (PBL)	.1Active Learning
English Novel, Drama, and Poetry	Critical Thinking	
Adult Education, Linguistics	Discussion and Dialogue	
ELT Methodologies, Practicum	Micro-teaching	.2Applied Learning
Graduation Research Project	Project-Based Learning (PjBL)	
Listening, Speaking, and Conversation	Simulation & Role Play	
Modern Literature, Academic Writing	Flipped Classroom	.3Digital Learning
Translation, Computer Science	Cooperative Learning	

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirement s/Skills		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	English language	Literature			3	
Professor	English language	Linguistics			3	
Professor	English language	Pedagogy/ELT			2	
Assistant professor	English language	Literature			1	
Assistant professor	English language	Linguistics			3	
Assistant professor	English language	Pedagogy/ELT			2	
Lecturer	English language	Literature			2	
Lecturer	English language	Linguistics			3	2
Lecturer	English language	Pedagogy/ELT			1	
Assistant lecturer	English language	Literature			10	
Assistant lecturer	English language	Linguistics			14	1
Assistant lecturer	English language	Pedagogy/ELT			3	
Lecturer	Other Majors	Arabic Courses			4	4
Assistant lecturer	Other Majors	Arabic Courses			1	2

Professional Development
Mentoring new faculty members
• Orientation Program: Organizing a comprehensive introductory workshop for new faculty members focusing on the "Department's Vision and Mission" and the approved program objectives. This ensures the alignment of their teaching methodologies with the required quality standards. • Academic Mentoring System: Assigning a senior faculty member as an "Academic Mentor" to each new teacher to assist them in understanding the Course Syllabus and clarifying the assessment mechanisms and grading criteria implemented within the department. • Instructional Guide: Providing new faculty with a "Teaching Portfolio" that includes course description templates, approved active learning strategies, and academic integrity standards.
Professional development of faculty members
• Specialized Workshops: Organizing periodic workshops on "Modern Instructional Methodologies" (such as Flipped Classroom and Blended Learning) and demonstrating the effective integration of technology in teaching Linguistics and Literature. • Scientific Research Seminars: Holding regular academic seminars to present the latest research findings by faculty members, fostering collaborative research environments and enhancing the rigor of academic scholarly output. • Quality Assurance & Assessment Training: Training faculty members on drafting Intended Learning Outcomes (ILOs), constructing Alignment Matrices (Mapping), and designing standardized assessments based on international benchmarks. • International Engagement: Supporting faculty attendance at international conferences and training workshops (e.g., those organized by the British Council or reputable academic institutions) to transfer global expertise into the classroom environment.

12. Acceptance Criterion
Students are admitted to the program based on central and departmental regulations that ensure their readiness to engage with an academic curriculum delivered entirely in English: 1. General Central Admission: Applicants must hold a high school diploma (Scientific or Literary branches) meeting the minimum grade point average (GPA) requirements set annually by the Ministry of Higher Education and Scientific Research. 2. Subject Proficiency Preference: Priority is given to students with high scores in the English language subject in the national baccalaureate exams (typically requiring 70%-80% or higher) to ensure their ability to comprehend advanced lectures. 3. Special Admission Channels: Admission of students through designated channels (Distinguished Students, Martyrs' Families, or the Elite Track) according to legally specified quotas, while maintaining linguistic competence standards. 4. Linguistic Placement Test (Optional): Newly admitted students may undergo a Placement Test (covering the four skills) to assess their proficiency levels and identify potential remedial needs.

5. **Medical and Physical Fitness:** As this is a pedagogical program, students must pass a personal interview to confirm their freedom from speech, hearing, or physical impairments that might hinder their future performance in the teaching profession.

Note: The entity responsible for implementing and supervising these criteria is the **"First-Year Interview Committee"** within the department. Furthermore, most of these standards are executed in strict accordance with the regulations and directives issued by the **Ministry of Higher Education and Scientific Research**.

13. The most important sources of information about the program

- **Electronic Program Description Guide for Pedagogical Groups:** The program is designed in alignment with the standardized electronic guide for educational disciplines.
- **Curricular Alignment:** A benchmarking analysis was conducted against a selection of global and regional curricula from prestigious universities, achieving an **80% alignment rate**, as illustrated in the table below.

Course Title (University of Wasit)	Equivalent Course Title	University Name	Direct Link / Reference
Phonology & Linguistics	Introduction to Phonology & Linguistics	University of Edinburgh (Global)	اضغط هنا
Morphology & Syntax	English Syntax and Morphology	King Saud University (Regional)	اضغط هنا
Victorian Novel	Literature in English 1830–1910	University of Oxford (Global)	اضغط هنا
Modern Drama & Poetry	Modern and Contemporary Literature	University of Cambridge (Global)	اضغط هنا
ELT & Pedagogy	Applied Linguistics & English Teaching	Columbia University (Global)	اضغط هنا
Test Design & Assessment	Language Assessment and Testing	University of Manchester (Global)	اضغط هنا
Shakespeare & Renaissance Drama	Shakespeare and His Contemporaries	University of Jordan (Regional)	اضغط هنا
Academic Writing	Effective Academic Writing	University of Toronto (Global)	اضغط هنا

Alignment (نسبة) % (التطابق)	Benchmark University (الجامعة المقارن بها)	University of Wasit (English Dept.)	Comparison Criteria (معايير المقارنة)
%85	Linguistics, Literature, ELT	Linguistics, Literature, ELT	Core Courses (المواد الأساسية)
%90	145 - 120Units	140 - 132Units	Credit Hours (الساعات المعتمدة)
%80	Teaching Practice & Methods	Practicum & Micro-teaching	Pedagogical Training (التدريب التربوي)
%80			Overall Alignment (التطابق العام)

14. Program Development Plan

Curriculum Development in pedagogical English departments is a strategic process designed to bridge the gap between academic instruction and the evolving requirements of the educational field. Below is a structured **Action Plan** categorized into five systematic phases:

Phase 1: Diagnosis and Needs Analysis

Before initiating any modifications, the necessity for development is established through:

- **Employer Surveys:** Distributing questionnaires to school principals and educational institutions to identify graduates' weaknesses (e.g., proficiency in grammar vs. digital teaching methodologies).
- **Alumni Feedback:** Surveying recent graduates regarding the practical relevance of the courses they studied in their professional careers.
- **Content Analysis:** Reviewing the four-year curricula and benchmarking them against global standards.

Phase 2: Redefining Intended Learning Outcomes (ILOs)

Updating learning outcomes to incorporate **21st-Century Skills**:

- **Digital Transformation:** Integrating outcomes related to **E-Learning**, interactive platforms, and digital literacy.
- **Intercultural Communication:** Shifting the focus toward language as a communicative tool rather than just isolated grammatical structures.
- **Soft Skills:** Embedding pedagogical leadership, problem-solving, and critical thinking within the classroom environment.

Phase 3: Design and Curricular Update

Modifying coursework based on the diagnostic analysis:

- **Resource Modernization:** Replacing outdated textbooks with contemporary series (e.g., the latest **Oxford** and **Cambridge** academic publications).
- **Vertical and Horizontal Integration:** Ensuring logical progression between levels (e.g., **Theoretical Linguistics** in Year 2 providing a foundation for **Applied Linguistics** in Year 3) to eliminate redundant repetition.
- **Enhancing Practical Application:** Increasing hours dedicated to **Micro-teaching** while reducing narrative-based theoretical lectures.

Phase 4: Implementation and Pilot Phase

- **Faculty Training:** Organizing workshops for faculty members on delivering the enhanced curriculum using **Active Learning Strategies**.

- **Infrastructure Provision:** Equipping phonetics labs and classrooms with the necessary technological tools to support the new curriculum.

Phase 5: Evaluation and Quality Control

- **Achievement Testing:** Comparing student performance under the enhanced curriculum with results from previous years.
- **External Examiner Review:** Inviting experts from prestigious universities to evaluate the curriculum's rigor, modernity, and alignment with international standards.

Program Skills Outline																
				Required program Learning outcomes												
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills					Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4
1 st year (2025-2026)	ENG- 101	English grammar	Basic	✓					✓							
	ENG-102	Phonetics	Basic	✓					✓							
	ENG-103	Introduction to English Literature	Basic		✓				✓							✓
	ENG-105	Listening and speaking	Basic					✓	✓					✓		
	ENG-111	English construction	Basic					✓								
	ENG-104	Reading	Basic					✓	✓		✓	✓				
	ENG-106	Foundations of education	Basic			✓							✓			✓
	ENG-107	Educational psychology	Basic			✓							✓	✓		✓
	ENG-110	Human rights	Basic										✓			✓
	ENG-102	Computer science	Basic								✓			✓		

	ENG-108	Arabic Language	Basic									✓				
2 nd year (2025-2026)	ENG-203	Morphology & Syntax	Basic	✓					✓							
	ENG-204	Phonetics	Basic	✓					✓							
	ENG-205	Short story	Basic					✓	✓							
	ENG-206	Drama	Basic		✓				✓							✓
	ENG-207	Listening and speaking	Basic					✓	✓					✓		
	ENG-208	Introduction to academic writing	Basic					✓	✓			✓				
	ENG-201	Poetry from the 16th to the 18th century	Basic		✓				✓							✓
	ENG-209	Advanced reading	Basic					✓	✓		✓	✓				✓
	ENG-202	Introduction to methods of teaching the English language	Basic			✓				✓				✓		
	ENG-210	Adult education	Basic			✓							✓			✓
	ENG-211	Baath crimes	Basic													✓
	ENG-212	Arabic Language	Basic	✓								✓				

	ENG- 213	Computer science	Basic								✓					
3 rd year (2025-2026)	ENG-301	Contemporary English Grammar	Basic	✓								✓				
	ENG-304	Renaissance plays from the 16th to the 18th centuries	Basic		✓				✓							✓
	ENG-302	The Victorian Novel from 1830-1900	Basic		✓				✓							✓
	ENG-303	Victorian & Romantic Poetry 1780-1900	Basic		✓				✓							✓
	ENG-305	Introduction to Linguistics	Basic	✓					✓					✓		
	ENG-307	Academic writing	Basic				✓						✓			
	ENG-306	Conversation	Basic					✓	✓					✓		
	ENG-308	Teaching methods and modern curricula	Basic			✓		✓		✓	✓		✓		✓	
	ENG-309	Counseling and mental health	Basic													
4 th year (2025-2026)	ENG- 401	Contemporary English Grammar	Basic	✓					✓							
	ENG- 403	General Linguistics	Basic	✓					✓					✓		

	ENG- 402	Drama	Basic		✓				✓						✓
	ENG- 404	Novel	Basic		✓				✓						✓
	ENG- 405	Poetry	Basic		✓				✓						✓
	ENG- 407	Translation	Basic	✓								✓			✓
	ENG- 408	Listening & speaking	Basic					✓	✓					✓	
	ENG- 406	Measurement and evaluation	Basic								✓		✓		
	ENG- 409	Practicum	Basic								✓		✓		

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

1st year courses (curricula):

1. Course Name:	
English Grammar	
2. Course Code:	
UWA26 – EDH- ENG– 101	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
1 – 9- 2025	
5. Available Attendance Forms:	
Blended Learning (In-person + Online lectures)	
6. Number of Credit Hours / Number of Units	
Credit Hours (3) / Number of Units (5) (3) (30) = 60 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Saja Emad Jabi Jaber Email: sjabi@uowasit.edu.iq	
8. Course Objectives	
1. Gain a thorough grasp of fundamental grammar rules in English, including verb tenses, sentence structures, punctuation, and common usage errors. 2. Develop students' ability to identify and apply the appropriate grammar structures in various writing and speaking contexts. 3. .Enhance students' critical thinking skills through analyzing and understanding how grammar contributes to clear and effective communication. 4. Build confidence in using English accurately and fluently.	
9. Teaching and Learning Strategies	
Strategy 1 Teacher-Centered:	Teacher-Centered: • Clear Explanations: Instructors will provide clear and concise explanations of grammar concepts, using real-world examples and visuals (charts, diagrams) to enhance understanding. • Structured Presentations: Each session will follow a well-structured format, introducing the grammar point, providing explanations and examples, and then transitioning to student-centered activities. • Guided Practice: Instructors will lead the class through initial practice exercises, ensuring all students grasp the basic concepts before moving on.

Strategy 2 Student-Centered:	• Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work, quizzes, and games focused on applying grammar rules. • Problem-Solving Exercises: Students will be presented with problem-solving exercises that challenge them to analyze and apply the learned grammar concepts to real-world scenarios. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. • Technology Integration: Technology can be leveraged through online grammar exercises, interactive whiteboards for collaborative learning, and multimedia resources to enhance engagement.
Strategy 3 Independent Learning:	• Textbook Work: Students will be assigned exercises and activities directly from the <i>English Grammar in Use</i> textbook to solidify their understanding outside the classroom. • Encouraged Self-Study: Instructors will provide resources and strategies for independent learning, encouraging students to use dictionaries, online resources, and grammar applications for further exploration. • Optional Activities: Students will have opportunities to participate in optional activities like presentations, debates, or creative writing assignments, allowing them to showcase their grammar skills in a more creative way.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Present & past	Unites 1, 2, 3	In-Person Lecture	Quiz & Exercises
2	3	Present & past	Unites 4, 5, 6	In-Person Lecture	Quiz & Exercises
3	3	Present perfect & past	Unites 7, 8, 9	In-Person Lecture	Quiz & Exercises

4	3	Present perfect & past	Unites 10, 11, 12	In-Person Lecture	Quiz & Exercises
5	3	Present perfect & past	Unites 13, 14, 15, 16	In-Person Lecture	Quiz & Exercises
6	3	Future	Unites 19, 20, 21	In-Person Lecture	Quiz & Exercises
7	3	Future	Unites 22, 23, 24	In-Person Lecture	Quiz & Exercises
8	3	Modals & General review	Unite 35 & Exercises	In-Person Lecture	Quiz & Exercises
9	3	1 st monthly exam	11-1-2026 12-1-2026	One hour	=
10	3	If & Wish	Unites 38,39, 40, 41	In-Person Lecture	Quiz & Exercises
11	3	Passive	Unites 42, 43, 44, 45,46	In-Person Lecture	Quiz & Exercises

12	3	Reported speech	Unites 47, 48	In-Person Lecture	Quiz & Exercises
13	3	Questions & Auxiliary verbs	Unites 49, 50, 51, 52	In-Person Lecture	Quiz & Exercises
14	3	-ing and to...	Unites 53, 54, 55	In-Person Lecture	Quiz & Exercises
15	3	-ing and to...	Unites 56, 57, 58	In-Person Lecture	Quiz & Exercises
16	3	-ing and to...	Unites 61, 62, 63	In-Person Lecture	Quiz & Exercises
17	3	Articles & Nouns	Unites 69, 70, 71, 72	In-Person Lecture	Quiz & Exercises
18	3	2 nd monthly Exam	8-3-2026 9-3-2026	One hour	=
19	3	Articles & Nouns	Unites 73, 74, 75, 76	In-Person Lecture	Quiz & Exercises

20	3	Articles & Nouns	Unites 78, 79, 80, 81	In-Person Lecture	Quiz & Exercises
21	3	Relative clauses	Unites 92, 93, 94	In-Person Lecture	Quiz & Exercises
22	3	Relative clauses	Unites 95, 96, 97	In-Person Lecture	Quiz & Exercises
23	3	Adjective & Adverbs	Unites 98, 99	In-Person Lecture	Quiz & Exercises
24	3	Adjective & Adverbs	Unites 100, 101	In-Person Lecture	Quiz & Exercises
25	3	Prepositions	Unites 121, 122	In-Person Lecture	Quiz & Exercises
26	3	Prepositions	Unites 123, 124, 125	In-Person Lecture	Quiz & Exercises
27	3	Prepositions	Unites 126, 127, 128	In-Person Lecture	Quiz & Exercises

28	3	3 rd monthly Exam	26-4-2026 27-4-2026	One hour	=
29	3	General review	Selected unites	In-Person Lecture	Quiz & Exercises
30	3	General review	Selected unites	In-Person Lecture	Quiz & Exercises

11.Course Evaluation

Methods of Assessment	Grades
Monthly exam	15
Quiz (Written or Oral)	5
Attendance	5
Total	25
Students activates	4 (extra scores)

12.Learning and Teaching Resources

<i>Required textbooks (curricular books, if any)</i>	Murphy, R. (2019). English Grammar in Use (5 th edition). Cambridge University Press
<i>Recommended books and references (scientific journals, reports...)</i>	Professor's lectures

1. Course Name: Better English Pronunciation	
2. Course Code: UWA26 - EDH- ENG- 102	
3. Semester / Year: 2025-2026	
4. Description Preparation Date: 1-9-2025	
5. Available Attendance Forms: In-Person	
6. Number of Credit Hours (3) / Number of Units (5)	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Hashim Al-Husseini (PhD) Email: hilewi@uowasit.edu.iq Name: Asst. Lect. Bushra Abd Hassan Email: bushraabd@uowasit.edu.iq Name: Asst. Lect. Shahad Hamid Hameed Email: shahameed@uowasit.edu.iq	
8. Course Objectives	
Course Objectiv	It aims to teach students how to understand and use sound in the English language correctly and effectively. This includes studying phonemes, compound sounds, and the phonetic structure of words
9. Teaching and Learning Strategies	
Strategy	There are several ways to teach phonetics in English language, including: 1. Vocal exercises: These exercises include repeating vocal sounds correctly and appropriately, focusing on correct pronunciation and distinguishing between different sounds. 2. Verbal exercises: This method involves using verbal exercises that focus on strengthening the muscles of the mouth and tongue to improve pronunciation. 3. Phonetic grammar training: This type of training involves learning phonetic rules and applying them in words and sentences to ensure correct pronunciation. 4. Use visual and audio resources: Resources such as videos and audio recordings can be used to illustrate sounds and help apply them correctly.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	An introduction to Phonetics The difference between Phonetics and phonology	What is Phonetics? What is the Difference between Phonetics and Phonology?	In-Person Lecture	Exam
2	3	Chapter 1: The basic sounds of English Which is English	What are the basic sounds in English?	In-Person Lecture	Exam
3	3	Letters and Sounds Sounds and sound groups	What is the difference between letters and sounds? Daily quiz for students In chapter 1	In-Person Lecture	Exam
4	3	Words and Utterances Exercises Daily Quiz	Daily quiz for students In chapter 1	In-Person Lecture	Exam
5	3	Chapter 2: How the speech organs work in English The vocal cords The palate	Define the organs of speech in English and their functions	In-Person Lecture	Exam
6	3	The teeth The tongue The lips Exercises	Define the organs of speech in English and their functions	In-Person Lecture	Exam
7	3	Chapter 3: The consonants of English Friction consonants Stop Consonants Nasal Consonants	What are the consonants of English their types and Functions	In-Person Lecture	Exam

8	3	Lateral consonants Gliding consonants Exercises Daily quiz in Chapter 3	What are the consonants of English and their types and Functions	In-Person Lecture	Exam
9	3	First month Exam for the First semester	First month Exam for the First semester	In-Person Lecture	Exam
10	3	Chapter Four: Consonant Sequences Initial sequences Final sequences	Define the consonant sequences in English and explaining its types	In-Person Lecture	Exam
11	3	Longer consonant sequences Exercises	Define the consonant sequences in English and explaining its types	In-Person Lecture	Exam
12	3	Chapter Five: The vowels Of English Simple vowels Diphthongs	Define Vowels and explaining its types?	In-Person Lecture	Exam
13	3	Vowel sequences Exercises	Define Vowel sequences In English and practice them phonetically	In-Person Lecture	Exam
14	3	Laboratory of phonetics	Laboratory of phonetics	In-Person Lecture	Exam
15	3	Second month exam for the First semester	Second month exam for the First semester	In-Person Lecture	Exam

16	3	Chapter six: Words in company Words group and stress Stressed and unstressed Syllables	Define the term of stress What are the types of stress	In-Person Lecture	Exam
17	3	Weak forms Strong forms Rhythm units Exercises	What is the differen Between weak and Strong forms	In-Person Lecture	Exam
18	3	First month exam of the second semester	First month exam of the second semester	In-Person Lecture	Exam
19	3	Chapter seven: An introduction about Intonation Tune shapes	What does intonation Mean? What are the shapes of tunes?	In-Person Lecture	Exam
20	3	The falling tune The rising tune	What does intonation Mean? What are the shapes of tunes?	In-Person Lecture	Exam
21	3	Laboratory of phonetics	Laboratory of phonetics	In-Person Lecture	Exam
22	3	The first rising tune Daily quiz	What is the differen Between falling and rising tunes	In-Person Lecture	Exam
23	3	The falling-rising tune The second rising tune	What is the differen Between falling and rising tunes	In-Person Lecture	Exam

24	3	Laboratory of phonetics	Laboratory of phonetics	In-Person Lecture	Exam
25	3	How to use the tunes	How to use the tunes	In-Person Lecture	Exam
26	3	Exercises	Exercises	In-Person Lecture	Exam
27	3	Review the difficult points	Review the difficult points	In-Person Lecture	Exam
28	3	Daily Quiz	Daily Quiz	In-Person Lecture	Exam
29	3	Laboratory of phonetics	Laboratory of phonetics	In-Person Lecture	Exam
30	3	Second month exam of the Second semester	Second month exam of the Second semester	In-Person Lecture	Exam

11.Course Evaluation

- **Regular Quizzes:** Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement.
- **Exams:** Monthly and final exams will comprehensively test students' knowledge and application of the covered phonetic concepts.

- **Listening and speaking:** Practicing the pronunciation of sounds in English will assess students' ability to speak English accurately and effectively in their daily communication.
- **Class Participation:** Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Better English Pronunciation: Second edition by J.D.O'Connor
Main references (sources)	Better English Pronunciation: Second edition by J.D.O'Connor
Recommended books and references (scientific journals, reports...)	English Phonetics and Phonology by Peter Roach
Electronic References, Websites	https://tophonetics.com/

1. Course Name: An Introduction to English Poetry	
2. Course Code: ENG- 103	
3. Semester / Year: 2025-2026	
4. Description Preparation Date: 1-9-2025	
5. Available Attendance Forms: In-Person	
6. Number of Credit Hours (2) / Number of Units (2)	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Ali Kareem Hussein Email: alikha@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	❖ Encouraging students to use language through discussions focused on text analysis. ❖ Enabling students to recognize the diverse cultures reflected in literary works which contributes to broadening their cultural horizons. ❖ Promoting critical and creative thinking among students by discussing the then present in literature. ❖ Developing students' abilities to share, critique, and analyze ideas. ❖ Improving students' reading skills through the reading of selected texts. ❖ Developing students' academic and creative writing skills through writing analyses and essays on literary texts. ❖ Encouraging students to use language to express themselves and their opinion through discussions of texts.
9. Teaching and Learning Strategies	
Strategy 1	Teacher-Centered: -Introducing the literary and cultural circumstances that gave birth to the poet and his school of poetry. -Reading the poetic text in the classroom or an audio recording of the poem to a reader in the mother tongue. -Clarifying the meanings of new words to understand the language and the general meaning of the poem. -Encouraging students to use constructive critical thinking as a basis for understanding literary text, and even beyond it as a general way of thinking in work and life.

	-Linking the literary text as a literary, cultural and artistic output of another civilization and culture to our own culture and civilization (religion, politics, folklore, society... etc.). This enhances communication and dialogue of civilizations. -Encouraging creative writing of poetry and reading some of students' written poems.
Strategy 2	Student-Centered: 1- Reading the text by students in participation. 2- Discussing the general and detailed meaning of the text with students by analyzing and criticizing it word for word and verse by verse. 3- Clarifying the language and its role in conveying the idea and focusing on the specificity of the language of the literary text. Referring to literary devices such as metaphors, simile, contradiction...etc. 4- Expressing his opinion and idea about an idea similar to the poem. This allows the student to practice the language.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	-Enabling students to acquire knowledge and understanding of classical literature. -Enabling students to gain knowledge of different types of literature, such as poetry, prose, and drama.	Introduction	Lecture Asking Questions Discussion Brainstorming	Oral and Written Exams Homework Assignments Surprise Tests
2	3	Enabling students to acquire knowledge and critical analysis of poetry texts.	Blake's "O rose thou art sick"	=	=
3	3	Enabling students to acquire knowledge and critical analysis of poetry texts.	Tennyson's "Break, break, break"	=	=

4	3	Enabling students to acquire knowledge and critical analysis of poetry texts.	Wordsworth's "Lucy"	=	=
5	3	Enabling students to acquire knowledge and critical analysis of poetry texts.	Coleridge's "The Ancient Mariner"	=	=
6	3	Understanding the style and language of Poetry:	Understanding the style of Poetry: Structural devices	=	=
7	3	Understanding the style and language of Poetry:	Sense devices and sound devices	=	=
8	3	Understanding the style and language of Poetry:	Application: examples from the poems	=	=
9	3	Understanding types of poetry	Types of poetry: narrative	=	=
10	3	=	Descriptive	=	=
11	3	=	Argumentative	=	=

12	3	=	Lyric	=	=
13	3	=	Sonnet	=	=
14	3	=	Examination	=	=
15	3	Understanding the meaning and aspects of prose in its various forms.	Prose: Introduction	=	=
16	3	Understanding the language of prose and the literary devices used	Narrative: Emily Bronte's from Wuthering Heights Jonathan Swift's from Gulliver's Travels	=	=
17	3	=	Descriptive: Norman Douglas' "South Wind" & Charles Dickens "Nicholas Nickleby"	=	=
18	3	=	Argumentative : Frieda Fordham "Psychology and Education" & Robert Lynd "Why Do We Hate Insects"	=	=
19	3	Enabling students to understand the traditional concept of drama and its various types.	Drama: An Introduction to Drama Nature of Drama	=	=

20	3	Understanding the elements of drama	Elements of Drama kinds of Drama	=	=
21	3	Knowing the major periods of drama	Major Periods and Dramatic Terms	=	=
22	3	The ability to identify and understand the ideas in a play through critical analysis.	Oedipus	=	=
23	3	=	Oedipus	=	=
24	3	=	Oedipus	=	=
25	3		Exam	=	=
26	3	An Introduction to the play	Everyman	=	=
27	3	=	Everyman	=	=

28	3	=	Everyman	=	=
29	3	=	Everyman	=	=
30	3		Exam	=	=

11. Course Evaluation

- **Regular Quizzes:**
- **Exams:** Monthly and final exams
- **Written Assignments:**
- **Class Participation:**

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Poetry and Prose Appreciation For Overseas Students Alexander, L. G. Alexander
Main references (sources)	An Introduction to drama by Whitfield, George
Recommended books and references (scientific journals, reports...)	English & Comparative Literature Research Guide: Journal Articles
Electronic References, Websites	Google Scholar / Research gate www. Project Gutenberg. Com -https://www.poemhunter.com/

1. Course Name: Academic Writing

2. Course Code: ENG- 111

3. Semester / Year: 2025-2026

4. Description Preparation Date: 2-9-2025

5. Available Attendance Forms: In-Person

6. Number of Credit Hours (2) / Number of Units (2)

7. Course administrator's name (mention all, if more than one name)

Name: Asst. lect. Zainab Salim

zainabs@uowasit.edu.iq

Lect. Dr. Hamsa Samea Nheir
hnheir@uowasit.edu.iq

8. Course Objectives

Course Objectives

- 1.Enhance the students' ability in academic writing
- 2.Enable the students to write academically correct and accurate ways

9. Teaching and Learning Strategies

Strategy 1

Teacher-Centered:

- Clear Explanations: Instructors will provide clear and concise explanations about academic writing concepts, using real-world examples and visuals (charts, diagrams) to enhance understanding.
- Structured Presentations: Each session will follow a well-structured format, introducing types of academic writing points, providing explanations and examples, and then transitioning to student-centered activities.
- Guided Practice: Instructors will lead the class through initial practice exercises, ensuring all students grasp the basic concepts before moving on.

Strategy 2

Student-Centered:

- Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work, quizzes, and games focused on applying types of writing.
- Problem-Solving Exercises: Students will be presented with problem-solving exercises that challenge them to analyze and apply the learned tests concepts to real-world scenarios.
- Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills.
- Technology Integration: Technology can be leveraged through online using test , interactive whiteboards for collaborative learning, and multimedia resources to enhance engagement.

Strategy 3

Independent Learning:

- Textbook Work: Students will be assigned exercises and activities directly from the prescribed textbook to solidify their understanding outside the classroom.
- Encouraged Self-Study: Instructors will provide resources and strategies for independent learning, encouraging students to use tests, online resources, and tests applications for further exploration.
- Optional Activities: Students will have opportunities to participate in optional activities like presentations, debates, or creative writing assignments, allowing them to showcase their language testing of skills in a more creative way.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Pre-writing : getting ready to write	Chapter one	In-Person Lecture	Exam
2	2	The structure of paragraph	Chapter Two	In-Person Lecture	Exam
3	2	The development of paragraph	Chapter three	In-Person Lecture	Exam
4	2	The development of paragraph	Chapter three	In-Person Lecture	Exam
5	2	The development of paragraph	Chapter 3	In-Person Lecture	Exam
6	2	Description and process paragraph	Chapter 4	In-Person Lecture	Exam
7	2	Description and process paragraph	Chapter 4	In-Person Lecture	Exam

8	2	Opinion paragraph	Chapter 5	In-Person Lecture	Exam
9	2	Comparison \ contrast paragraph	Chapter 6	In-Person Lecture	Exam
10	2	Problem solution paragraph	Chapter 7	In-Person Lecture	Exam
11	2	The structure of an Essay	Chapter 8	In-Person Lecture	Exam
12	2	The structure of an Essay	Chapter 8	In-Person Lecture	Exam
13	2	The structure of an Essay	Chapter 8	In-Person Lecture	Exam
14	2	Outlining an essay	Chapter 9	In-Person Lecture	Exam
15	2	Outlining an essay	Chapter 9	In-Person Lecture	Exam

16	2	Introduction and conclusion	Chapter 10	In-Person Lecture	Exam
17	2	Introduction and conclusion	Chapter 10	In-Person Lecture	Exam
18	2	Introduction and conclusion	Chapter 10	In-Person Lecture	Exam
19	2	Introduction and conclusion	Chapter 10	In-Person Lecture	Exam
20	2	Introduction and conclusion	Chapter 10	In-Person Lecture	Exam
21	2	Introduction and conclusion	Chapter 10	In-Person Lecture	Exam
22	2	Introduction and conclusion	Chapter 10	In-Person Lecture	Exam
23	2	Unity and coherence	Chapter 10	In-Person Lecture	Exam

24	2	Unity and coherence	Chapter 1	In-Person Lecture	Exam
25	2	Unity and coherence	Chapter 1	In-Person Lecture	Exam
26	2	Unity and coherence	Chapter 1	In-Person Lecture	Exam
27	2	Unity and coherence	Chapter 1	In-Person Lecture	Exam
28	2	Essay Examination	Chapter 12	In-Person Lecture	Exam
29	2	Essay Examination	Chapter 12	In-Person Lecture	Exam
30	2	Essay Examination	Chapter 12	In-Person Lecture	Exam
11. Course Evaluation					
- Regular Quizzes: Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement. - Exams: Monthly and final exams will comprehensively test students' knowledge and application of the covered tests concepts.					

- Written Assignments: Writing assignments will assess students' ability to use language tests accurately and effectively in their written communication. - Class Participation: Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.	
12. Learning and Teaching Resources	
Required textbooks (curricular books, any)	Academic Writing from paragraph to essay by Dorothy E and Lisa A.
Main references (sources)	Academic Writing from paragraph to essay by Dorothy E and Lisa A.
1. Course Name:	
Listening and Speaking 2	
2. Course Code:	
UWA26-EDH-ENG-105	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
2025/9/1	
5. Available Attendance Forms:	
In- person attendance for a full academic year.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours weekly / 60 hours yearly 4 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Lect. Amel Kadhum Abed Email: amalkadhum@uowasit.edu.iq Name: Asst. Lect. Sara Hazim Mohammed Email: smohammed@uowasit.edu.iq	
8. Course Objectives	
- Overall, the course aims to build students' confidence when using English in various everyday situations, whether during travel, study, work, or even in casual conversations with friends. - Enabling students to initiate conversations, engage in "small talk," and extend as well as respond to invitations. - Acquiring the ability to describe problems and suggest solutions, verify the understanding of information correctly, and request information politely. - Understanding medical instructions, giving advice, inquiring about accommodation, and booking tourist activities. - Expressing opinions: The ability to provide reasons for different situations, talk about changes, and present personal views. - Improving pronunciation through strategies such as "Sound Smart" to focus on word linking and correct stress.	
9. Teaching and Learning Strategies	
1- Listening for Gist: Training students to understand the overall topic without stopping at every single word.	

- 2- Prediction: Before listening, images or keywords are presented to discuss what the text might about, which activates the student's prior knowledge.
- 3- Role-playing: Simulating real-life situations (e.g., at a restaurant, at the airport, or a job interview). This strategy provides students with a context to use the language naturally.
- 4- Scaffolding/Gradual Progression: Start with short, clear audio clips, then gradually transition natural accents and normal speaking speeds.
- 5- Mini-presentations: Tasking students with speaking for two minutes on a topic of interest to them, which enhances self-confidence and public speaking skills.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2	Students' ability to participate in discussing the topic.	How do you know	Explain the subject to students in detail.	Daily participation
2	2	=	I'm phoning about the house	=	=
3	2	=	How do I buy a ticket?	=	=
4	2	Students' capacity to make a good conversation	Shall we go out for dinner?	=	Making conversations
5	2	=	You should go to the police		=
6	2	=	Have you got a headache?	=	=
7	2	Students' capacity to listen carefully and answer the questions.	How about a hostel?	=	Daily Listening
8	2	=	What can I do here?	=	=
9	2	=	When are you flying?	=	=
10	2	Students' ability to participate in discussing the topic.	The weather is changing	=	Daily Participation
11	2	=	I have our schedule	=	=
12	2	=	You did really well Workplace discussions	=	=
13	2	=	I've organized the trainer	=	=
14	2	Students' capacity to make a good	You need a budget Talks and seminars	=	Making conversations

		conversation			
15	2	=	Welcome to the school	=	=
16	2	=	What are your goals?	=	=
11. Course Evaluation					
For the first course, scores are stated as the following: For the first course, scores are stated as the following: -10 marks for the first monthly written exam. -5 marks for the listening test. -5 marks for the student's attendance. -5 marks for student activities. For the second course, scores are stated as the following: -10marks for the second monthly written exam. -5 marks for the listening test. -5 marks for students' attendance. -5 marks for student activities. The average of both courses is out of 50. The final examination is out of 50					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Sally Logan and Craig Thaine, Real Listening and Speaking 2, 2008		
Main references (sources)			Sally Logan and Craig Thaine, Real Listening and Speaking 2, 2008		
Recommended books and references (scientific journals, reports...)			L. A. Hill. Introductory steps to understanding. Oxford university press		
Electronic References, Websites			امل السراي زهراء الموسوي GOODI English Ms rahma		

1. Course Name:
Select Reading
2. Course Code:
UWA26-EDH-ENG-104
3. Semester / Year:
2025-2026
4. Description Preparation Date:
2025/9/1
5. Available Attendance Forms:
In- person attendance for a full academic year.
6. Number of Credit Hours (Total) / Number of Units (Total)
2 hours weekly / 60 hours yearly 3 units
7. Course administrator's name (mention all, if more than one name)
Name: Asst. Lect. Safaa Saleem Ali Email: safaa.s@uowasit.edu.iq
8. Course Objectives
• Develop students' ability to understand complex English texts. • Teach modern reading strategies (Skimming, Scanning, Predicting). • Enrich students' vocabulary (Vocabulary Building). • Expand linguistic repertoire through the study of synonyms, antonyms, and collocations. • Enhance students' ability to distinguish between facts and opinions and infer meaning from context. • Link reading skills with other skills like writing and discussion to enhance critical understanding.
9. Teaching and Learning Strategies
• Activating Prior Knowledge: Stimulating students regarding the unit topic before reading to enhance comprehension. • Active Reading Strategies: Training students to take notes and identify main and supporting ideas. • Collaborative Learning: Encouraging students to work in educational teams to exchange ideas and verify understanding.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2	Using context / Phrasal Verbs	Answering 6 Common Interview Questions	.Role play & modeling	Participation
2	2	Making Inferences / Suffixes	Young Women Changing the World	Group discussion	Participation
3	2	Scanning for details / Collocations	Student Learning Teams	Practical task	Homework
4	2	Fact vs. Opinion / Connecting Words	Learning to Speak	Text analysis discovery learning	Performance
5	2	Synonyms	The Man in the Moon Has Company	Group discussion	Short test
6	2	Collocations	Culture Shock	Active Reading	Participation
7	2	Noun Suffixes	Private Lives	Active Reading	Homework
8	2	Compound Nouns	A Young Blind Whiz	In-class exercises	Daily Quiz
9	2	Multi-word Verbs	How to Make a Speech	Reading + Workshop	Participation
10	2	Prefixes	Conversational Ball Games	Cooperative Work	Participation
11	2	Connecting Words	Letters of Application	Model analysis	Homework
12	2	Word Forms	Out to Lunch	Practical training	Short test
13	2	Antonyms	Public Attitudes Toward Science	Practical training	Summarizing
14	2	Adjective Suffixes	The Art of Genius	Language Application	Participation

11. Course Evaluation

For the first course, scores are stated as the following:

For the first course, scores are stated as the following:

-15 marks for the first monthly written exam.

-5 marks for the listening test.

-5 marks for the student's attendance.

For the second course, scores are stated as the following:

-15 for the second monthly written exam.

-5 marks for the listening test.

-5 marks for students' attendance.

The average of both courses is out of 50. The final examination is out of 50

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Linda Lee and Erik Gundersen, Select Reading Intermediate. Oxford 2nd Edition
Main references (sources)	Pamela Hartman and James Mentel, Interactive (Access). McGraw-Hill L .G. Alexander, Developing Skill
Recommended books and references (scientific journals, reports...)	Introductory Steps to Understanding by L.A Hill.

Electronic References, Websites	Oxford Learner's Dictionaries Oxford Learner's Bookshelf
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1. Course Name:	
Fundamentals of Education and Teaching	
2. Course Code:	
-UWA26 - EDH- ENG- 106	
3. Semester / Year:	
2025_2026	
4. Description Preparation Date:	
1-9-2025	
5. Available Attendance Forms:	
In-Person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hours	
7. Course administrator's name (mention all, if more than one name)	
Instructor Name: Lect. Dr. Nada Nadal –Asst. Lect. Noora Kareem, Asst. Lect. Noor Mohammed Instructor Email : nsalih@uowasit.edu.iq nnagm@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	Enhancing students' understanding of the educational and social reality throughout history and recognizing the essential aspects of the educational journey. Understanding educational theories across different civilizations, both ancient and modern. Interpreting the educational process from historical and philosophical perspectives.

			Highlighting the concepts of upbringing and education.		
9. Teaching and Learning Strategies					
Strategy		• Discussion methods in their various forms to exchange ideas and arrive at the truth. • Brainstorming strategy. • Lecture method.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	The meaning of education, its goals and its necessity	The meaning of education, its goals and its necessity	Dialogue and discussion	Oral test
Second	2	Its theories and fields	Its theories and fields	Dialogue and discussion	Oral test
Third	2	The development of education	Historical basis of education	Dialogue and discussion	Oral test
Fourth	2	primitive societies	Historical basis of education	Dialogue and discussion	Oral test
Fifth	2	Civilizations of Mesopotamia	Historical basis of education	Dialogue and discussion	Oral test
Sixth	2	Civilizations of Mesopotamia	Historical basis of education	Dialogue and discussion	Oral test
Seventh	2	Civilizations of Mesopotamia	Historical basis of education	Dialogue and discussion	Oral test
Eighth	2	Chinese Education	Historical basis of education	Dialogue and discussion	Oral test
Ninth	2	Greek education	Historical basis of education	Dialogue and discussion	Oral test

Tenth	2	Education in the Middle Ages	Social basis of education	Dialogue and discussion	Oral test
Eleventh	2	Education in Islam	Social basis of education	Dialogue and discussion	Oral test
Twelfth	2	Education in Islam	Social basis of education	Dialogue and discussion	Oral test
Thirteenth	2	Modern Education	Social basis of education	Dialogue and discussion	Oral test
Fourteenth	2	Educational Thought Pioneers	Social basis of education	Dialogue and discussion	Oral test
Fifteenth	2	social basis	Social basis of education	Dialogue and discussion	Oral test
Sixteenth	2	socialization	The economic basis of education	Dialogue and discussion	Oral test
Seventeenth	2	Education and Culture	The economic basis of education	Dialogue and discussion	Oral test
Eighteenth	2	Moral education	Scientific basis of education	Dialogue and discussion	Oral test
Nineteenth	2	Moral education	National and social foundations	Dialogue and discussion	Oral test
Twentieth	2	economic basis	Education in Islamic perspective	Dialogue and discussion	Oral test
Twenty-First	2	Science and its purposes	Educational renewal in Iraq	Dialogue and discussion	Oral test
Twenty-Second	2	Scientific research	Educational renewal in Iraq	Dialogue and discussion	Oral test
Twenty-Third	2	Research Methodology	Educational renewal in Iraq	Dialogue and discussion	Oral test
Twenty-Fourth	2	Search tools	primitive education	Dialogue and discussion	Oral test
11.Course Evaluation					
- - Annual course 40 divided into - - 30 marks for semester exams (at least two exams in each semester) - - 5 marks for participation, activities and reports.					

- - 5 marks for total daily attendance

12. Learning and Teaching Resources

Main references (sources)	• Foundations of Education, by Dr. Ali Abdul Karim, 2016
Electronic References, Websites	• Wikipedia, the free encyclopedia (international network) https://ar.wikipedia.org/wiki/

1. Course Name:	
Arabic language	
2. Course Code:	
ENG- 108	
3. Semester / Year:	
2025_2026	
4. Description Preparation Date:	
1-9-2025	
5. Available Attendance Forms:	
In-Person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hours	
7. Course Name:	
Name: Dr. Natheera Khairallah Jabal :Email njabar@uowasit.edu.iq	
Course objectives	
1. Developing the student's skill to understand the rules of the Arabic language , including parts of speech, verb tenses , punctuation marks, and knowledge of common linguistic errors 2. .Developing students' linguistic and literary ability 3. Enhancing students' critical thinking skills through analysis .Literary text 4. language vocabulary Arabic Building confidence in using	
Teaching and learning strategies	
:Directed towards the teacher Clear explanations: Teachers will provide clear and concise explanations • of grammar concepts, using examples and diagrams . To promote . Understanding • Structured presentations: Each session will follow a well-organized format, where the grammar rule will be introduced , explanations and examples provided, and then move on to student-oriented activities. Guided practice: Do exercises so that all students understand grammar and • spelling rules	Strategy 1
:Learner oriented • Interactive activities: It includes a variety of interactive ,activities to promote active learning, including group discussions .short tests, and the use of illustrative media • Problem-solving exercises: Students will be provided with	Strategy 2

problem-solving exercises that challenge them to analyze and apply the learned grammatical concepts in real-world scenarios. - Cooperative learning: Developing cooperation and communication skills by assigning students assignments that involve group participation - Technology Integration: Technology can be exploited through online grammar exercises, interactive whiteboards for collaborative learning, and multimedia resources to enhance participation.					
:Independent education - Arabic grammar book - Encouraging self-study : using language dictionaries and the Internet - Optional activities: Students will have opportunities to participate in optional activities such as presentations, discussions or creative writing assignments, which will enable them to display their language skills in a more creative way.					Strategy 3
1. Course structure					
Evaluation method	Teaching method	Topic or chapter	Required learning outcomes	hours	the week
a test	In-person lecture	Sections of speech	Arabic grammar	1	1
a test	In-person lecture	The initial hamza	Dictation	1	2
a test	In-person lecture	Medium hamza	Dictation	1	3
a test	In-person lecture	Extreme hamza	Dictation	1	4
a test	In-person lecture	Common linguistic errors	Construction	1	5
a test	In-person lecture	Memorize ten verses from Al-Jawahiri's poem	literature	1	6
a test	In-person lecture	Double	Arabic grammar	1	7
a test	In-person lecture	Sound masculine plural	Arabic grammar	1	8

a test	In-person lecture	Sound feminine plural	Arabic grammar	1	9
a test	In-person lecture	The six names	Arabic grammar	1	10
a test	In-person lecture	Al-Nawasikh/Inna and sisters	Arabic grammar	1	11
a test	In-person lecture	Al-Nawasikh/Kan and sisters	Arabic grammar	1	12
a test	In-person lecture	The subject and the predicate	Arabic grammar	1	13
a test	In-person lecture	Knowledge/science	Arabic grammar	1	14
a test	In-person lecture	:Known as	Arabic grammar	1	15
a test	In-person lecture	Identifier in addition	Arabic grammar	1	16
a test	In-person lecture	Pronouns	Arabic grammar	1	17
a test	In-person lecture	Relative nouns	Arabic grammar	1	18
a test	In-person lecture	The names of the signs	Arabic grammar	1	19
a test	In-person lecture	The solar and lunar	Arabic grammar	1	20
a test	In-person lecture	punctuation marks	Dictation	1	21
a test	In-person lecture	Parsing/nouns and Parsed verbs	Arabic grammar	1	22
a test	In-person lecture	Construction / nouns and verbs Built	Arabic grammar	1	23

a test	In-person lecture	Analysis of a literary text	literature	1	24
a test	In-person lecture	The origins of the Arabic language	the language	1	25
a test	In-person lecture	Masculinity and feminization	Arabic grammar	1	26
a test	In-person lecture	Literary eras	literature	1	27
a test	In-person lecture	Examples of names of poets and their poems	literature	1	28
a test	In-person lecture	Linguistic dictionary	the language	1	29
a test	In-person lecture	General Review	Arabic	1	30

2. Evaluation

- Periodic tests: Repeated tests will enhance the student's understanding of the material to provide him with feedback
- Exams: Monthly and final exams to know and measure the student's understanding of the subject that have been studied
- :Written assignments The written assignments will assess students' ability to use grammar accurately and effectively through their written communication.
- Class Participation: ,By encouraging active participation in class discussions exercises, and group work, this will contribute to the overall assessment.

3. Educational references

Arabic language for non-specializations, written by a group of Arabic language professors	Required textbook references (textbooks, if available)
Explanation of Ibn Aqeel Alfiyya Ibn Malik	Main references
What is written in the field of the Arabic language in terms of grammar Grammatical, spelling, linguistic errors, analysis .literary texts and linguistic dictionaries	Recommended books and references scientific journals, reports(

1. Course Name: Human Rights and Democracy

2. Course Code: ENG- 109

3. Semester / Year: 2025-2026

4. Description Preparation Date: 1-9-2025

5. Available Attendance Forms: In-Person

6. Number of Credit Hours (2) / Number of Units (2)

7. Course administrator's name (mention all, if more than one name)

Name: Lect. Mohammed

8. Course Objectives

**Course
Objectives**

The human rights goals of university students vary and include several aspects that reflect awareness of human rights and duties. Among the most prominent of these goals:

1. Promote awareness of fundamental rights: Helps university students understand their personal, civil and political rights, such as the right to education, liberty, equality before the law, and the right to express one's opinion.
2. Develop critical thinking: The study of human rights contributes to the development of critical thinking in students, enabling them to evaluate laws and practices that affect individuals and societies.
3. Promote a culture of tolerance and peaceful coexistence: By discussing human rights, students can learn to respect the rights of the other regardless of differences of gender, race, religion, or beliefs.
4. Interact with global and local human rights issues: Students are encouraged to reflect on humanitarian issues in different contexts, whether local or global, such as refugee rights or women's issues and equality.
5. Contribute to social change: By participating in human rights voluntary discussions and activities, students seek to positively influence their communities to promote social justice

9. Teaching and Learning Strategies

Strategy 1

Human rights education for university students requires the use of diverse strategies aimed at enhancing awareness, knowledge and developing the skills necessary to apply humanitarian principles in daily life. Here are some effective strategies for human rights education in universities:

1. Theoretical and research education

Specialized academic courses: Include human rights topics in the curriculum or establish specialized academic programs (diplomas or masters) focused on human rights.

Research and academic discussions: Encouraging students to conduct research and studies on various human rights issues, and to discuss human rights topics with specialized professors.

2. Interactive activities

Interactive workshops and lectures: Organizing interactive workshops and seminars with the participation of experts and human rights organizations to introduce students to global and local issues in the field of human rights.

Simulation and Moot Courts: Organizing mock trials or trial models that simulate human rights issues, to teach students how to address these cases legally.

3. Experiential learning

Practical and volunteer training: encourage students to participate in volunteer activities with NGOs

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		The concept of human rights	In-Person Lecture	Exam

2	2		The historical roots of human rights in ancient civilizations and monotheistic religions	In-Person Lecture	Exam
3	2		The historical roots of human rights in ancient civilizations	In-Person Lecture	Exam
4	2		Mesopotamian civilization	In-Person Lecture	Exam
5	2		Nile Valley Civilization Chinese, Hindi, Greek, Romanian	In-Person Lecture	Exam
6	2		The roots of human rights in the monotheistic religions.1.Judaism 2.Christmas3.Islamism	In-Person Lecture	Exam
7	2		A model for an Islamic message in human rights Imam (Zine El Abidin)	In-Person Lecture	Exam
8	2		Human rights in the Middle and Modern Ages	In-Person Lecture	Exam
9	2		Human rights at the level of sects and ideas	In-Person Lecture	Exam

10	2		Human rights sources in the Kingdom United	In-Person Lecture	Exam
11	2		Human Rights Resources in France Declaration of Human Rights in France	In-Person Lecture	Exam
12	2		Islamic views on the Declaration of Human Rights	In-Person Lecture	Exam
13	2		Article I to V	In-Person Lecture	Exam
14	2		Article V to Article X	In-Person Lecture	Exam
15	2		Article XV to Article XX	In-Person Lecture	Exam
16	2		Article XV to Article XVII	In-Person Lecture	Exam

17	2		Human Rights in Russia	In-Person Lecture	Exam
18	2		Universal Declaration of Human Rights in 1948	In-Person Lecture	Exam
19	2		The League of Nations _founded_ its tasks	In-Person Lecture	Exam
20	2		United Nations Organization	In-Person Lecture	Exam
21	2		Amnesty International	In-Person Lecture	Exam
22	2		International Committee of the Red Cross	In-Person Lecture	Exam
23	2		General principles of human rights	In-Person Lecture	Exam
24	2		Human rights education through other socialization institutions	In-Person Lecture	Exam

25	2		The concept of democracy (evolution + concept + dimensions)	In-Person Lecture	Exam
26	2		Forms of democracy	In-Person Lecture	Exam
27	2		Semi-direct democracy	In-Person Lecture	Exam
28	2		Semi-direct democracy	In-Person Lecture	Exam
29	2		General Human Rights Test	In-Person Lecture	Exam
30	2		General Human Rights Test	In-Person Lecture	Exam
11. Course Evaluation					
1. Daily preparation and activities 10% 2. Monthly tests 40% 3. Final exams 50%					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					

(Islamic views on the Declaration of Human Rights) Democracy	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Bing Videos

1. Course Name: Computer
2. Course Code: ENG- 110
3. Semester / Year: 2025-2026
4. Description Preparation Date: 1-9-2025
5. Available Attendance Forms: In-Person
6. Number of Credit Hours (2) / Number of Units (2)
7. Course administrator's name (mention all, if more than one name)
Name: Asst. Lect. Ahmed Fadhil Qutaif
Email: ahmed.fadhil@uowasit.edu.iq
8. Course Objectives

Course Objectives	The objectives of teaching computer science enable students to use different electronic devices effectively in the various academic tasks completing the course, students will be able to: • Understand the basic parts of the computer system and their relationships • Master the basic functions of the windows operating system • Use basic technological terminology • Design creative document layouts which are well formatted • Use and produce word processing software • Use and produce spreadsheet software • Use and produce presentation software, such as PowerPoint • Understand the rules of internet access etiquette, • Use and produce internet software • Master the basics of maintenance and antivirus software Use and produce Draw/Paint software
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9. Teaching and Learning Strategies

Strategy 1	1. Delivering with visual support by displaying information on a projector (data show) through presentations or direct work on the program or application. 2. Practical application in the laboratory by the student. 3. Discussing and retrieving information and comparing it with similar or somewhat close information. 4. Encouraging scientific research via the Internet in addition to the prescribed curriculum.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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1	2		What is the Network and Types of Network	In-Person Lecture	Exam
2	2		Basic Network Components, Network threads	In-Person Lecture	Exam
3	2		Network Troubleshooting	In-Person Lecture	Exam
4	2		Concepts of Electronic Banking	In-Person Lecture	Exam
5	2		Phone Banking and SMS banking	In-Person Lecture	Exam
6	2		Computer Troubleshooting	In-Person Lecture	Exam
7	2		Identifying and solving common hardware and software	In-Person Lecture	Exam
8	2		Basic troubleshooting Techniques and tools for diagnosing and resolving issues	In-Person Lecture	Exam

9	2		Definition of AI	In-Person Lecture	Exam
10	2		History of AI	In-Person Lecture	Exam
11	2		AI Techniques and Approaches	In-Person Lecture	Exam
12	2		Challenges and Ethical Considerations	In-Person Lecture	Exam
13	2		AI in Smartphone and Virtual assistants like Siri	In-Person Lecture	Exam
14	2		AI in Smartphone and Virtual assistants like Google assistants	In-Person Lecture	Exam
15	2		Applications of AI in Education	In-Person Lecture	Exam
16	2		Applications of AI in Healthcare	In-Person Lecture	Exam

17	2		Applications of AI in Finance	In-Person Lecture	Exam
18	2		Applications of AI in Transportation	In-Person Lecture	Exam
19	2		Applications of AI in Marketing	In-Person Lecture	Exam
20	2		Applications of AI in Advertising	In-Person Lecture	Exam
21	2		AI and Society	In-Person Lecture	Exam
22	2		How AI affects social	In-Person Lecture	Exam
23	2		AI and international Relation	In-Person Lecture	Exam
24	2		AI and the Future of Humanity	In-Person Lecture	Exam

25	2		Recent Research and emerging technologies	In-Person Lecture	Exam
26	2		Future Trends in AI	In-Person Lecture	Exam
27	2		Ethical Challenges of AI	In-Person Lecture	Exam
28	2		AI ethics , privacy and Surveillance	In-Person Lecture	Exam
29	2		The impact of AI on the job market	In-Person Lecture	Exam
30	2		The future of AI	In-Person Lecture	Exam
11. Course Evaluation					
1. Daily tests 10% 2. Monthly tests 40% 3. Final exams 50%					
12. Learning and Teaching Resources					

Recommended books and references (scientific journals, reports...)	-Graham Brown,David Watson, “Cambridge IGCSE information and Communication Technology” ,3rd Edition (2020) -2Alan Evans, Kendall Martin, Maryanne Poats, “Technology in Action complete” 16th Edition (2020) -3Ahmed Benafa, “Introduction to Artificial Intelligence (AI)” ,1st Edition (2024) 4- الخضر علي الخضر "اساسيات الحاسوب " 2016 5- الدكتور عادل عبد النور , "مدخل الى عالم الذكاء الاصطناعي " 2005
Electronic References, Websites	بالإضافة الى مصادر مختلفه من مقالات وبحوث وكتب ومواقع علمية وانترنت

2nd year Courses (curricula):

1. Course Name:
Grammar
2. Course Code: ENG- 204
3. Semester / Year:
2025-2026
4. Description Preparation Date:
1-9-2025
5. Available Attendance Forms:
In-Person
6. Number of Credit Hours/ Number of Units
Hours (3) Units (4)
7. Course administrator's name (mention all, if more than one name)
Asst. Prof. Mohammed Nasser Abdulsada

8. Course Objectives
The aim of teaching the course is to complete the process of introducing the student to English grammar, which began in the first stage By introducing the student to the parts of a word and the rules for their structure and division, in addition to the rules and methods for linking sentences and explaining their types, functions, and how to formulate them. A - Cognitive objectives A1. The importance of studying grammar and morphology A2. Developing language skills A3. Learn how to connect sentences, cut words, and reassemble them Course-specific skill objectives B1. Better understanding and use of words and phrases B2. Developing students' ability to analyze linguistically B3. Developing the ability to analyze and deduce linguistic, grammatical and morphological issues

9. Teaching and Learning Strategies
In-class assignments. Communication and dialogue with teachers and students Discussions, mini-lectures by students, educational videos and demonstration programs

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	3	Introducing and defining morpheme	Morphemes	In-person lecture	Daily participation
2	3	Types of morpheme	Derivational morphemes	In-person lecture	Daily Participation
3	3	Types of morpheme	Inflectional Morphemes	In-person lecture	Daily participation
4	3	Positions of morphemes	Affixes	In-person lecture	Daily participation
5	3	Positions of morphemes	Prefixes	In-person lecture	Daily Participation
6	3	Positions of morphemes	Infixes	In-person lecture	Daily participation
7	3	Positions of morphemes	Suffixes	In-person lecture	Paper test
8	3	Derivational morphemes	Diminutive forms	In-person lecture	Daily participation
9	3	Derivational morphemes	Feminine forms	In-person lecture	Daily Participation

10	3	Morphemic division	Immediate constituents	In-person lecture	Daily participation
11	3	Variants of morphemes	Allomorphs	In-person lecture	Daily Participation
12	3	Rules of morphemic addition	Conditioning	In-person lecture	Daily participation
13	3	Word types	Words	In-person lecture	Paper test
14	3	Word types	Simple and grammatical words	In-person lecture	Daily participation
15	3	Word types	Complex and compound words	In-person lecture	Daily Participation
16	3	Word making	Processes of word formation	In-person lecture	Daily participation
17	3	Word making	Borrowing; compounding; derivation	In-person lecture	Daily Participation

18	3	Word making	Invention; Echoism; Acronymy	In-person lecture	Daily participation
19	3	Word making	Blending; Backformation; Folk etymology	In-person lecture	Paper test
20	3	Word making	Antonomasia; Reduplication	In-person lecture	Daily participation
21	3	Inflectional morphemes	Inflectional paradigms	In-person lecture	Daily Participation
22	3	Inflectional morphemes	Noun paradigms	In-person lecture	Daily participation
23	3	Inflectional morphemes	Verb paradigms	In-person lecture	Daily participation
24	3	Inflectional morphemes	Adjective and adverb paradigms	In-person lecture	Daily participation
25	3	Classification of speech parts	Parts of speech: Form classes	In-person lecture	Daily Participation

26	3	Classification of speech parts	Nouns and verbs	In-person lecture	Daily Participation
27	3	Classification of speech parts	Adjective and adverbs	In-person lecture	Daily participation
28	3	Classification of speech parts	Parts of speech: Structure classes	In-person lecture	Daily Participation
29	3	Sentence elements	Sentence patterns	In-person lecture	Paper test
30	3	Review	General review	In-person lecture	Daily Participation

11. Course Evaluation

For the first course, scores are stated as the following:

- 15 scores for the first monthly written exam.
- 5 scores for the daily preparation.
- 5 scores for the student's attendance.

For the second course, scores are stated as the following:

- 15 scores for the second monthly written exam.
- 5 scores for students' tasks and reports.
- 5 scores for students' attendance.

The average of both courses is out of 50. The final examination is out of 50.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Norman C. Stageberg; <i>An introductory English grammar</i> .
Main references (sources)	Ali Alhajj. An introduction to English morphology: A textbook for advanced university students of linguistics. Anchor Academic (2016)

	-S.H. Manninen & M. Johansson. English linguistics: Introduction to morphology, syntax, & semantics. (2012). StudentLitteratur.
Recommended books and references (scientific journals, reports...)	Instant vocabulary https://www.mediafire.com/file/zgn6nfb3wgkhker/Instant+Vocabulary+by+Ida+Ehrlich.pdf/file Morphology and word formation https://wac.colostate.edu/docs/books/sound/chapter5.pdf Morphology; the words of language https://scholar.harvard.edu/files/adam/files/morphology.ppt.pdf Basic sentence patterns https://qqeng.net/Learning/basic-sentence-patterns-in-english/ Basic sentence patterns https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-secondary/moi/support-and-resources-for-mo-policy/lsplmfs-sch/d-sch/ow/es/content.pdf

• Course Name: English Phonetics & Phonology
• Course Code: ENG- 204
• Semester / Year:2025-2026
• Description Preparation Date: 1-11-2025
• Available Attendance Forms: In-Person
• Number of Credit Hours (3) / Number of Units (5)

• Course administrator's name (mention all, if more than one name)					
Name: Asst. Lect. Bushra Abd Hassan Email: bushraabd@uowasit.edu.iq Name: Asst. Lect. Saja Abd Ul-Ameer Hadi Email: sajaabdul@uowasit.edu.iq					
• Course Objectives					
Course Objectives: By the end of the course, students can: 1. know the fundamental concepts of phonetics, including speech production, sound classification (consonants and vowels), and articulatory phonetics (how sounds are produced using the vocal tract) 2. Develop awareness of the relationship between phonetics and phonology, and how sounds function within the English language system. 3. Develop a solid understanding of phonological principles, including phonemes, allophones, distinctive features, syllable structure, and phonological processes (assimilation, elision, etc.). 4. Develop an appreciation for the diversity of sound systems across different languages. 5. Students shall Analyze the sound patterns of English, including stress and intonation 6. Establish the connection between phonetics and phonology: Students will understand how individual sounds (phonetics) function and interact to create meaning within the larger system of phonology.					
1. Teaching and Learning Strategies					
Strategy 1	2. Minimal Pairs: Contrast words that differ by only one sound (e.g., "ship" vs. "sheep") to highlight minimal distinctions. 3. Peer Mirroring: Students work in pairs, one producing sounds while the other observes and tries to mirror their articulation. This provides immediate feedback and promotes self-correction. 4. Minimal Pair Games: Design games where students identify minimal pairs based on audio recordings or written words.				
Strategy 2	• Explicit Instruction: Clearly explain phonetic and phonological concepts with real-world examples. • Metacognitive Strategies: Help students develop awareness of their own learning process and how to improve their pronunciation skills. •				
Strategy 3	• Technology Integration: Utilize online pronunciation dictionaries, speech recognition software, and other digital tools to enhance learning. • Shadowing: Students listen to recordings of native speakers and try to imitate their pronunciation as closely as possible. This technique helps with intonation, rhythm, and sound production.				
• Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	3	Consonants and Vowels	Chapter one	In-Person Lecture	Exam
2	3	The production of speech sounds	Chapter two	In-Person Lecture	Exam
3	3	Long vowels, diphthongs and triphthongs	Chapter three	In-Person Lecture	Exam
4	3	Voicing and consonants	Chapter four	In-Person Lecture	Exam
5		Exam	Chapters: 1-2-3-4		
6	3	Phonemes and symbols	Chapter five	In-Person Lecture	Exam
7	3	Fricative consonants	Chapter six	In-Person Lecture	Exam
8	3	Affricate consonants	Chapter six	In-Person Lecture	Exam

9	3	Nasal consonants	Chapter seven	In-Person Lecture	Exam
10	3	Approximants	Chapter seven	In-Person Lecture	Exam
11		Exam	Chapters: 5-6-7		
12	3	The nature of syllable	Chapter eight	In-Person Lecture	Exam
13	3	Syllable division	Chapter Eight	In-Person Lecture	Exam
14	3	Strong syllables	Chapter Nine	In-Person Lecture	Exam
15	3	Weak syllables	Chapter Nine	In-Person Lecture	Exam
16	3	Syllabic consonants	Chapter Nine	In-Person Lecture	Exam

17		Exam	Chapters:8-9		
18	3	The nature of stress	Chapter Ten	In-Person Lecture	Exam
19	3	Placement of stress within the word	Chapter Ten	In-Person Lecture	Exam
20	3	Complex word stress	Chapter Eleven	In-Person Lecture	Exam
21	3	Compound words stress	Chapter Eleven	In-Person Lecture	Exam
22	3	Weak forms	Chapter twelve	In-person Lecture	Exam
23		Exam	Chapters: 10-11-12		
24	3	Problems in phonemic analysis	Chapter Thirteen	In-Person Lecture	Exam

25	3	The English vowel system	Chapter Thirteen	In-Person Lecture	Exam
26	3	Distinctive features	Chapter Thirteen	In-Person Lecture	Exam
27	3	Aspects of connected speech Rhythm	Chapter Fourteen	In-Person Lecture	Exam
28	3	Aspects of connected speech Elision	Chapter Fourteen	In-Person Lecture	Exam
29	3	Aspects of connected speech Linking	Chapter Fourteen	In-Person Lecture	Exam
30	3	review	Chapters 13-14	In-Person Lecture	Exam
• Course Evaluation					
• Regular Quizzes: Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement. • Exams: Monthly and final exams will comprehensively test students' knowledge and application of the covered phonological concepts. • Written Assignments: Writing assignments will assess students' ability to practice the phonetic and phonological theory accurately and effectively in their written communication. • Class Participation: Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.					
• Learning and Teaching Resources					
Required textbooks (curricular books, if any)		English Phonetics and Phonology, A practical Course. By Peter Roach, 4 th edition.			

Electronic References, Websites	English Pronunciation in Use by Jonathan Marks
	www.youtube.com/results?search_query=english+pronunciation Google scholar, Academia ,Research Gate, Electronic books, Videos, Slides, movies, etc.

1. Course Name: English Drama	
2. Course Code: ENG- 206	
3. Semester / Year: 2025-2026	
4. Description Preparation Date: 1-9-2025	
5. Available Attendance Forms: In-Person	
6. Number of Credit Hours (2) / Number of Units (4)	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Ali Kareem Hussein	
Email: alikha@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	• Good knowledge about the world of drama. • The ability to apply the theatrical knowledge acquired by students practically. • Good knowledge of literary and cultural background. • Critical insight and linguistic awareness through comparing prescribed examples of one-act and full-length plays written in Modern and Elizabethan English.

9. Teaching and Learning Strategies

Strategy 1

Teacher-Centered:

- 1- Explain that the play is an important subject in improving the language and developing the student's imagination.
- 2- Providing opportunities for students to talk about their ideas in the lecture, as well as linking the events of the literary text to reality.
3. Explaining the importance of the period in which the literary text

Strategy 2

Student-Centered:

Interactive activities: The course will include a variety of interactive activities to promote active learning. This may include group discussions, group work, quizzes

- Encouraging students to read literary text because the text is the basis for delving into any literary topic.
- Technology can be exploited by preparing digital content related to plays

Strategy 3

Independent Learning:

Optional Activities: Students will have opportunities to participate in optional activities such as presentations, discussions, or creative writing assignments, which will enable them to showcase their skills in a more creative way.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction and Definition of the One-Act Play	Introduction to drama one act play	In-Person Lecture	Daily participation

2	3	The writer's biography	August Strindberg	In-Person Lecture	Daily participation
3	3	Analyzing the text and understanding the events and their connection to the characters	The Stronger	In-Person Lecture	Daily participation
4	3	Analyzing the text and understanding the events and their connection to the characters	The Stronger	In-Person Lecture	Daily participation
5	3	The writer's biography	J. M. Synge	In-Person Lecture	Oral test
6	3	Analyzing the text and understanding the events and their connection to the characters	Riders To the Sea	In-Person Lecture	Daily participation
7	3	Analyzing the text and understanding the events and their connection to the characters	Riders To the Sea	In-Person Lecture	Daily participation
8	3	Analyzing the text and understanding the events and their connection to the characters	Riders To the Sea	In-Person Lecture	Daily participation
9	3	Exam (The Stronger & Riders to the Sea)	Exam	In-Person Lecture	Written Exam

10	3	Introduction and Definition of the theatre of the absurd	Theatre of The Absurd	In-Person Lecture	Daily participation
11	3	The writer's biography	Samuel Becket	In-Person Lecture	Daily participation
12	3	Analyzing the text and understanding the events and their connection to the characters	Act without Words	In-Person Lecture	Daily participation
13	3	Analyzing the text and understanding the events and their connection to the characters	Act without Words	In-Person Lecture	Oral test
14	3	biography	Joaquín Álvarez Quintero, Serafín Álvarez Quintero	In-Person Lecture	Daily participation
15	3	Analyzing the text and understanding the events and their connection to the characters	A Sunny Morning A Comedy of Madrid	In-Person Lecture	Daily participation
16	3	Re-explain the previous subjects focusing on the important events	Revision	In-Person Lecture	Oral test
17	3	Exam (Act without words & A sunny Morning)	Exam	In-Person Lecture	Written Exam

18	3	The writer's biography	Christopher Marlowe	In-Person Lecture	Daily participation
19-24	3	Analyzing the text and understanding the events and their connection to the characters	Dr. Faustus	In-Person Lecture	Daily participation
25	3	Exam	Exam	In-Person Lecture	Written Exam
26-28	3	Analyzing the text and understanding the events and their connection to the characters	Dr. Faustus	In-Person Lecture	Daily participation
29	3	Exam	Exam	In-Person Lecture	Written Exam
30	3	Re-explain the previous subjects focusing on the important events	Revision	In-Person Lecture	Oral test

11. Course Evaluation

- Exams: Monthly and final exams will comprehensively test students' knowledge of the plays studied.
- Class Participation: Active participation in class discussions will be encouraged
 - Fifteen marks for the first monthly written exam
 - Five levels of daily preparation

- Five marks for student attendance
- Fifteen marks for the second monthly written exam
- Five marks for student assignments and reports
- Five marks for student attendance.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Mohammed Baqir Twaij . One - Act Plays
Main references (sources)	Mohammed Baqir Twaij . One - Act Plays
Recommended books and references (scientific journals, reports...)	J.W.Marriot. The Best One-Act Plays
Electronic References, Websites	Various resources, including articles, research, books, and videos are available in the department's library and online, such as: Bookfi.net Bookzz.org Book4four.org

1. Course Name: 16th and 17th Century Poetry

2. Course Code: UWA26-EDH-ENG-201

3. Semester / Year: 2025-2025	
4. Description Preparation Date: 1-9-2025	
5. Available Attendance Forms: In-Person	
6. Number of Credit Hours (2) / Number of Units (4)	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Zahraa Hasan Neamah Email: zahraahn@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	1. Students will gain a thorough grasp of the characteristics of English poetry during 16th and 17th century as presented in the selected texts. 2. Students will have adequate knowledge of the secular spirit of the Renaissance. 3. Students will develop their ability to identify and apply structural, sense, and music devices used in writing and speaking contexts. 3. Students will enhance their critical thinking skills through analyzing selected poem 4. Students will demonstrate confidence in using English accurately and fluently as the discuss the selected poems.
9. Teaching and Learning Strategies	
Strategy 1	Teacher-Centered: • Clear Explanations: Instructors will provide clear and concise explanations the literary concepts and terms employed in this course. • Structured Presentations: Each session will follow a well-structured form where the practical exploration of the literary texts inside classroom is preceded by the broadcasting of a pdf on the google classroom to provide second stage students with the opportunity to have a thorough idea of the literary text assigned for each week. • Guided Practice: The students and the teacher(s) in charge will discuss the literary text, a poem, explain the general, detailed meaning and also the intent of the poet. Moreover, the discussion also covers the devices employed in each poem and their role in conveying the themes and ideas the poet intends to share with the readers.
Strategy 2	Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work, oral presentation, and quizzes. • Problem-Solving Exercises: Students will be provided with texts and asked search for devices, meanings, and themes.

	• Collaborative Learning: Group work and peer review activities are adopted encourage collaborative learning and fostering collaboration and communication skills.
Strategy 3	Independent Learning: • Encouraged Self-Study: In addition to the in-person lectures inside classroom students are encouraged to join a google classroom where they are provided with a pdf of each poem with detailed explanation and an audio reading. Moreover video clip is also sent now and then to ensure that even those who might be absent would have an access to how the lecture is presented in class.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introducing the 16 th century poetry	Introduction	In-Person Lecture	Oral Discussion
2	2	The Rise of the Sonnet in England	Henry Howard's <i>Spring</i>	In-Person Lecture	Oral Discussion
3	2	The Rise of the Sonnet in England	Thomas Wyatt's <i>The Hind</i>	In-Person Lecture	Oral Discussion
4	2	The Rise of the Sonnet in England	Philip Sidney's <i>Leave Me, O Love</i>	In-Person Lecture	Oral Discussion
5	2	The Rise of the Sonnet in England	Edmund Spenser's <i>Like as a Ship</i>	In-Person Lecture	Oral Discussion
6	2	Pastoral Poetry	Christopher Marlowe's <i>The Passionate Shepherd to his Lady</i>	In-Person Lecture	Oral Discussion
7	3	1 st Exam		In-Person	Written
8	2	Shakespearean Sonnet	Shakespeare's <i>Sonnet 55</i>	In-Person Lecture	Oral Discussion
9	2	Shakespearean Sonnet	Shakespeare's <i>Sonnet 18</i>	In-Person Lecture	Oral Discussion
10	2	Shakespearean Sonnet	Shakespeare's <i>Sonnet 118</i>	In-Person Lecture	Oral Discussion

11	2	Metaphysical Poetry	John Donne's <i>Death be not Proud</i>	In-Person Lecture	Oral Discussion
12	2	Metaphysical Poetry	George Herbert's <i>The Collar</i>	In-Person Lecture	Quiz
13	2	2 nd Exam		In-Person	Written
14	2	Cavalier Poetry	Robert Herrick's <i>To Daffodils</i>	In-Person Lecture	Oral Discussion
15	2	Epic Poetry	John Milton's <i>Paradise Lost</i>	In-Person Lecture	Oral Discussion
16	2	Epic Poetry	John Milton's <i>Paradise Lost</i>	In-Person Lecture	Oral Discussion
17	2	3 rd Exam		In-Person	Written
18	2	Epic Poetry	John Milton's <i>Paradise Lost</i>	In-Person Lecture	Oral Discussion
19	2	Epic Poetry	John Milton's <i>Paradise Lost</i>	In-Person Lecture	Oral Discussion
20	2	Miltonic Sonnet	John Milton's <i>On his Blindness</i>	In-Person Lecture	Oral Discussion
21	2	Neo-Classical Age	John Dryden's <i>Absalom and Achitophel</i>	In-Person Lecture	Oral Discussion
22	2	4 th Exam		In-Person	Written
23	2	Neo-Classical Age	John Dryden's <i>Absalom and Achitophel</i>	In-Person Lecture	Oral Discussion
24	2	Neo-Classical Age	John Dryden's <i>Absalom and Achitophel</i>	In-Person Lecture	Oral Discussion
25	2	Neo-Classical Age	John Dryden's <i>Absalom and Achitophel</i>	In-Person Lecture	Quiz
26	2	Neo-Classical Age	Alexander Pope's <i>An Essay on Criticism</i>	In-Person Lecture	Oral Discussion

27	2	Neo-Classical Age	Alexander Pope's <i>An Essay on Criticism</i>	In-Person Lecture	Oral Discuss
28	3	Neo-Classical Age	Alexander Pope's <i>An Essay on Criticism</i>	In-Person Lecture	Oral Discuss
29	2	Optional Exam		In-Person	Written
30	2	Revision		In-Person Lecture	Oral Discuss

11. Course Evaluation

- **Regular Quizzes:** Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement.
- **Exams:** Monthly and final exams will comprehensively test students' knowledge and application of literary concepts.
- **Written Assignments:** Writing assignments will assess students' ability to write effectively and critically.
- **Class Participation:** Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	1- <i>English Poetry: The Sixteenth Century</i> : Compiled and Introduced by Allaudin H. Al Jubori Dr. Khalid Maher, A. W. Al-wakil Dr. Essam Al- Khatib 2- <i>English Poetry: The Seventeenth Century</i> : Compiled and Introduced by: A. W. Al Wakil Allaudin Hammoud.
Main references (sources)	Dr. Hamdi Hameed Al-Douri: <i>English Poetry: The Sixteenth and Seventeenth Centuries English Poetry</i> .
Recommended books and references (scientific journals, reports...)	1. R. Eaglestone, <i>Doing English: A Guide for Literature Students</i> (London: Routledge, 2002) <i>The McCraw-Hill Guide to English Literature: Volume 1, Beowulf to Jane Austen</i> .
Electronic References, Websites	https://www.publicconsulting.com/wordpress/introtopoetry/chapter-12/ https://guides.library.georgetown.edu/english/sixteenth

1. Course Name:

Short story

2. Course Code:

UWA26- EDH- ENG-205

3. Semester / Year:

2025-2026

4. Description Preparation Date:

2025/9/1

5. Available Attendance Forms:

Attendance for a full academic year.

6. Number of Credit Hours (Total) / Number of Units (Total)

2 hours weekly / 64 hours yearly
2 units

7. Course administrator's name (mention all, if more than one name)

Name: Lect. Wenas Sheiyal Yabir
Email: walbadry@uowasit.edu.iq

8. Course Objectives

At the end of the course, the second year students who are supposed to have taken an introduction to English literature can

- know the characteristics of a short story, and differentiate it from a novel,
- practice dealing with narrative texts,
- analyze and criticize short stories and introduce them to various cultures.
- actively interact with others, and express themselves confidently.

9. Teaching and Learning Strategies

- Using audio and video in addition to electronic displays, the lecture is conducted by power point.
- Giving homework assignments to pupils that call for self-explanations based on examples and causal reasoning techniques.
- Posing a series of thought-provoking questions to the class at the end of lectures, such as "what, how, and when" for a certain subject.
- During classes, create discussion groups to go over subjects related to academic writing that need careful consideration and examination.

Assisting students in writing the article by teaching them the fundamentals and other subjects pertain to the results of their analysis and thought processes.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2	Students' ability to know the paragraph format	introduction	Explain the subject for students in detail	Daily participation
2	2	Students' ability to learn the Narrative paragraph.	What is narrative	Saki "The Open Window"	Writing a paragraph
3	2	Students' ability to learn the structure of paragraph.	Toward a definition of narrative	Oscar Wilde "The Happy Prince"	Daily participation
4	2	Students' ability to learn the descriptive paragraph.	Story	Edgar Allen Poe "The Black Cat"	Writing a paragraph
5	2	Students' capacity to learn the logical division of ideas.	plot	Katherine Mansfield "The Doll's House"	Daily participation
6	2	Students' capacity to learn the structure of a paragraph in simple way.	Narration	Ernest Hemingway "Cat in the Rain"	Daily participation
7	2	Students' capacity to write comparison and contrast paragraph	Time and Space	Introduction to Novel	Daily participation

8	2	Students' ability to define a paragraph	Character	Ernest Hemingway "The Old Man and the Sea"	Daily participation
9	2	Essay organization	Dialogue	Ernest Hemingway "The Old Man and the Sea"	Writing an Essay
10	2	Opinion Essay	Focalization	Ernest Hemingway "The Old Man and the Sea"	Daily participation

11. Course Evaluation

For the first course, scores are stated as the following:

1. 15 scores for the first monthly written exam.
2. 5 scores for the daily preparation.
3. 5 scores for the student's attendance.

For the second course, scores are stated as the following:

4. 15 scores for the second monthly written exam.
5. 5 scores for students' tasks and reports.
6. 5 scores for students' attendance.

The average of both courses is out of 50. The final examination is out of 50.

12. Learning and Teaching Resources

Required textbooks (curricular books, any)	F.A.Razzak and Aziz Al-Muttaliby . A Book of Short Stories: Aziz Al-Muttaliby. The Validity of the Narrative Act : A Book of Short Stories Kawthar Al-Jezairi . An Anthology of Short Stories
-Khan Academy -Duolingo -Skillshare -Libgen.net	-Khan Academy -Duolingo -Skillshare -Libgen.net

1. Course Name: Academic Writing

2. Course Code: ENG- 208

3. Semester / Year: 2025-2026

4. Description Preparation Date: 1-9-2025

5. Available Attendance Forms: In-Person

6. Number of Credit Hours (2)

7. Course administrator's name (mention all, if more than one name)

Name: Asst. Lect. Saja Abdul Ameer Hadi
 Email: sajaabdul@uowasit.edu.iq
 Name: Lect. Dr. Ali Mohammad Hassan
 Email: ali.mohammed@uowasit.edu.iq

8. Course Objectives

Course Objectives

It is a means of communication between individuals, communities, and even nations, regardless of time and place. It is a means of expressing feelings, feelings and ideas, and a means of conveying them to others. It is an important tool for learning and culture. Through it, people continue to advance in science and knowledge, and therefore they need to write summaries, articles, and reports.

Providing the learner with the ability to express thoughts, feelings, emotions, and sentiments in a sophisticated, sublime, and influential manner, with broad horizons and breadth of creativity. Providing the learner with the ability to express in a sound language that takes into account the rules of good use of the structural, morphological and semantic language systems.

9. Teaching and Learning Strategies

Strategy 1

Teacher-Centered:

It helps the teacher learn how to use the strategies and tools available to teach writing skills in order to prepare students to be creative writers. In the article, we define writing skills, discuss why they are important, highlight different types of writing skills and explain how to teach these skills.

Writing skills allow people to express valuable ideas and opinions. It also includes processes such as generating and organizing ideas, and reviewing or proofreading written work.

Guided Practice Teachers will lead the class through initial practice exercises, ensuring that all students understand key concepts before moving on.

Strategy 2

Student-Centered:

Interactive Activities: The course will include a variety of interactive activities to promote active learning. This may include group discussions, group work, quizzes

Cooperative Learning: Group work and peer review activities will encourage students to learn from each other, enhancing collaboration and communication skills

Technology integration: Technology can be exploited by presenting some activities using PowerPoint and interactive whiteboards for collaborative learning, and media resources to enhance participation.

Strategy 3

Independent Learning:

-Giving students enough space to think, learn and experiment on their own.

- Encouraging students to research and inquire about new things and apply what they learn in a practical way.

	- Providing various learning resources, which include books, articles, videos, and various educational programs. - Motivating students to work together and learn by participating in group projects - Guidance and counseling help students build independent learning skills, set and achieve their goals. - Create an environment that encourages independence, using periodic evaluations, reviews and in-depth discussions on how to improve interaction between students and teachers. - Enhancing interest in self-performance through students' emotional respect.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	What is academic writing	Paragraph format, Capitalization rules	In-Person Lecture	Exam
2	2	Sentence Structure	Simple sentence, subject- verb agreement and fragments	In-Person Lecture	Exam
3	2	The Writing Process	The steps of Writing process(Prewriting, organizing, writing, polishing)	In-Person Lecture	Exam
4	2	Narrative Paragraph	How to make a narrative paragraph, time order signals	In-Person Lecture	Exam

5	2	Sentence Structure	Compound Sentence (and, but, so, or) Coordinating Conjunctions	In-Person Lecture	Exam
6	2	Punctuation & Writing Process	Comma Rules, Freewriting	In-Person Lecture	Exam
7	2	Paragraph Structure	Parts of Paragraph (Topic Sentence, Supporting Sentence, Concluding Sentence)	In-Person Lecture	Exam
8	2	Punctuation & Writing Process	Apostrophes, Outlining	In-Person Lecture	Exam
9	2	Descriptive Paragraphs	How to make descriptive paragraph, Spatial Order Signals, Paragraph Unity	In-Person Lecture	Exam
10	2	Sentence Structure	Compound Sentence (yet, for, nor), Varying Sentence Opening	In-Person Lecture	Exam
11	2	Writing Process	Clustering	In-Person Lecture	Exam
12	2	Logical Division Ideas	Logical Division of Ideas, Coherence,	In-Person Lecture	Exam

13	2	Logical Division Ideas	Using Nouns & Pronouns Consistently Transition Signals, Run-Ons and Commas Splices	In-Person Lecture	Exam
14	2	Process Paragraph	Process Paragraphs, Time Order Signals	In-Person Lecture	Exam
15	2	Clauses & Complex Sentences	Clauses, Complex Sentences, Subordinate Clauses	In-Person Lecture	Exam
16	2	Comparison/Contrast Paragraph	Block Organization, Point-by-Point Organization	In-Person Lecture	Exam
17	2	Sentence Structure	Comparison Signals/ Contrast Signals	In-Person Lecture	Exam
18	2	Definition Paragraphs	Illustrate the definition paragraphs	In-Person Lecture	Exam
19	2	Sentence Structure	Appositives and adjective clauses, Complex sentences with adjective clauses	In-Person Lecture	Exam
20	2	Pronouns	Subject Pronouns, Object Pronouns, Relative Clauses with (when)	In-Person Lecture	Exam

21	2	Essay Organization	Parts of an essay	In-Person Lecture	Exam
22	2	Transitions	Transitions between paragraphs	In-Person Lecture	Exam
23	2	Outline	Essay Outline	In-Person Lecture	Exam
24	2	Planning an Essay	Prewriting, Organizing, Group ideas logically, Make an outline	In-Person Lecture	Exam
25	2	Opinion Essays	Introductory paragraph, Body paragraph Concluding paragraph, Developing Supporting Details	In-Person Lecture	Exam
26	2	Quotations	Rules for using and punctuating quotations	In-Person Lecture	Exam

11. Course Evaluation

Students are evaluated in academic education through:

- Written tests: These are tests given to students at the end of a semester or at the end of the subject as a way to measure the student's understanding of information and concepts.
- Projects and research: where the student is asked to prepare a project or research in a specific field, and is evaluated on the basis of the details of his project and the information he provided.
- Discussions and dialogues: It is an evaluation method based on conducting dialogues with students about a specific topic and evaluating them on the basis of contribution, interaction with the discussion, and answering questions.

- Presentations: Students are asked to prepare a presentation on a specific topic, and they are evaluated on the basis of the content of the presentation, overall performance, and the ability to move in a logical and attractive way.

- Oral test: It is an evaluation method through which students are evaluated on the level of understanding, knowledge, analysis, and interaction with the teacher and other students.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Introduction to Academic Writing, 3rd ed. By Alice Oshima and Ann Hogue

Electronic References, Websites

<https://academic-englishuk.com/paragraphing/>

<https://www.grammarly.com/blog/paragraph-structur>

1. Course Name:					
An Introduction to ELT					
2. Course Code:					
UWA26 - EDH- ENG- 202					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
1-9-2025					
5. Available Attendance Forms:					
Attendance for a full academic year.					
6. Number of Credit Hours (Total) / Number of Units (Total)					
teaching hours 4 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Faris Kadhim Al-Atabi Email: falattabi@uowasit.edu.iq Name: Asst. Lect. Noor Qassim Mohammed Email: nmohammad@uowasit.edu.iq					
8. Course Objectives					
By the end of the course, students will be able to: 1. apply the principles and fundamentals of ELT. 2. manage discussions of how EFL/ESL can be taught. 3. follow examples and illustrations of how EFL/ESL can be taught.					
9. Teaching and Learning Strategies					
1- Student-centric discussion: it is a teaching strategy that allows students to understand more about topics or concepts via collaboration and cooperation. 2. VAK teaching: it stands for Visual, Auditory, and Kinesthetic. It is a comprehensive teaching strategy focusing on improved learning experiences using three main sensory receptors.					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	3	Students' ability to participate in discussing the topic.	The Self-Developed Language Teacher	Explaining the subject in detail.	Daily participation
2	3	=	Exploration of Teaching	=	Writing a report

3	3	Students' capacity to differentiate between EFL and ESL settings.	EFL and ESL Teaching Settings	=	Daily written exam
4	3	Students' capacity to use the language for communication.	Teaching Language as Communication among People	=	Daily participation
5	3	Students' ability to participate in discussing the topic.	Classroom Management		Writing a report
6	3	Students' capacity to figure out the usage of materials, media, and technology in language teaching.	EFL/ESL Materials, Media, and Technology	=	Daily participation
7	3	Students' ability to participate in discussing the topic.	Culture and the Language Teacher	=	Daily written exam
8	3	Students' capacity to comprehend and practice speaking skills.	Teaching Students to Comprehend Spoken English	=	Daily participation
9	3	Students' ability to participate in discussing the topic.	Teaching the Conversation Class	=	Writing a report
10	3	Students' capacity to read for meaning negotiation.	Teaching Students to Read for Meaning	=	Daily participation
11	3	Students' ability to participate in discussing the topic.	Teaching Students How to Process Writing	=	Daily written exam

11. Course Evaluation

For the first course, scores are stated as follows:

- 15 scores for the first monthly written exam.
- 5 scores for the daily preparation.
- 5 scores for the student's attendance.

For the second course, scores are stated as follows:

- 15 scores for the second monthly written exam.
- 5 scores for students' tasks and reports.
- 5 scores for students' attendance.

The average of both courses is out of 50. The final examination is out of 50.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Jerry, G. Gebhard (2009). <i>Teaching English as a Foreign Language</i> (2 nd Ed.).
Main references (sources)	1-Burden, R. Paul, (2010). <i>Methods for Effective Teaching</i> . Pearson. 2-Cook, Vivian. (2008). <i>Second Language</i>

	<i>Learning and Language Teaching</i> (4 th Ed.). Hodder Education.
Recommended books and references (scientific journals, reports...)	1-Mcdonough, J. <i>Materials and Methods in ELT</i> . Blackwell Publishing. 2-Psychology for Language Teachers.
Electronic References, Websites	-British Council Teaching English.org Designer lesson. org). - https://youtube.com/c/CambridgeUPELT

1. Course Name:	
Adult Education	
2. Course Code:	
UWA26 - EDH- ENG- 210	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
1-9-2025	
5. Available Attendance Forms:	
In-Person	
6. Number of Credit Hours / Number of Units	
Number of Credit Hours (2) / Number of Units (4)	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Haneen Abdul Kadhim Abdul Hassan Email: Haneenabdalhassan@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	1. Student learn about the importance of adult education. 2. Students are exposed to future visions within the framework of adult education.- 3. Students ability to adopt the methodological method and steps of scientific research. 4. Student explain the relationship between adult education and continuing education.
9. Teaching and Learning Strategies	
Strategy 1	Teacher-Centered: • Clear Explanations: Instructors will provide clear and concise explanations of grammar concepts, using real-world examples and visuals (charts, diagrams) to enhance understanding. • Structured Presentations: Each session will follow a well-structured format, providing explanations and examples, and then transitioning to student-centered activities. • Guided Practice: Instructors will lead the class through initial practice exercises ensuring all students grasp the basic concepts before moving on.
Strategy 2	Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work, quizzes. • Problem-Solving Exercises: Students will be presented with problem-solving exercises that challenge them to analyze and apply the learned grammar concepts to real-world scenarios.

	- Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. - Technology Integration: Technology can be leveraged through online grammar exercises, interactive whiteboards for collaborative learning, and multimedia resources to enhance engagement.
Strategy 3	Independent Learning: - Textbook Work: Students will be assigned exercises and activities directly from the <i>English Grammar in Use</i> textbook to solidify their understanding outside the classroom. - Encouraged Self-Study: Instructors will provide resources and strategies for independent learning, encouraging students to use dictionaries, online resources, and grammar applications for further exploration. - Optional Activities: Students will have opportunities to participate in optional activities like presentations, debates, or creative writing assignments, allowing them to showcase their grammar skills in a more creative way.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The nature of adult education	The concept of adult education	In-Person Lecture	Exam
2	2	The nature of adult education	Adult education and terminology	In-Person Lecture	Exam
3	2	The nature of adult education	The importance of adult education	In-Person Lecture	Exam
4	2	The nature of adult education	Old adult education	In-Person Lecture	Exam

5	2	The nature of adult education	New adult education	In-Person Lecture	Exam
6	2	The nature of adult education	Principles of adult education	In-Person Lecture	Exam
7	2	The nature of adult education	Features of adult of education	In-Person Lecture	Exam
8	2	The nature of adult education	Adult education and land architecture	In-Person Lecture	Exam
9	2	The nature of adult education	Science and adult education	In-Person Lecture	Exam
10	2	The nature of adult education	Basic theory of adult education	In-Person Lecture	Exam
11	2	Elements of adult education	Why do adults learn?	In-Person Lecture	Exam
12	2	Elements of adult education	What do adult learn?	In-Person Lecture	Exam

13	2	Elements of adult education	How does adult education work?	In-Person Lecture	Exam
14	2	Elements of adult education	Adult education goals	In-Person Lecture	Exam
15	2	Elements of adult education	Levels of goals	In-Person Lecture	Exam
16	2	Elements of adult education	The ultimate goal of adult education	In-Person Lecture	Exam
17	2	Content adult education	Content selection	In-Person Lecture	Exam
18	2	Content adult education	Methods for Selecting content	In-Person Lecture	Exam
19	2	Content adult education	Content regulation	In-Person Lecture	Exam
20	2	Content adult education	Content quality standards	In-Person Lecture	Exam

21	2	Teacher and teaching methods	Adult education Preparation system	In-Person Lecture	Exam
22	2	Teacher and teaching methods	Components of the adult preparation	In-Person Lecture	Exam
23	2	Teacher and teaching methods	Teaching methods for adults	In-Person Lecture	Exam
24	3	Teacher and teaching methods	Methods of teaching adults	In-Person Lecture	Exam
25	2	Teacher and teaching methods	Discussion	In-Person Lecture	Exam
26	2	Teacher and teaching methods	Types of discussion	In-Person Lecture	Exam
27	2	Teacher and teaching methods	Problem solving	In-Person Lecture	Exam
28	2	Teacher and teaching methods	Problem solving step	In-Person Lecture	Exam

29	2	Teacher and teaching methods	Adult evaluation methods	In-Person Lectu	Exam
30	2	Teacher and teaching methods	Levels of evaluation	In-Person Lectu	Exam

11. Course Evaluation

- Regular Quizzes: Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement.
- Exams: Monthly and final exams will comprehensively test students' knowledge and application of the covered grammar concepts.
- Written Assignments: Writing assignments will assess students' ability to use grammar accurately and effectively in their written communication.
- Class Participation: Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Madkoork ali ahmed, (2018): Adult Education.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://www.uil.unesco.org/

1. General Course Information

1. **Course Name:** Computers 2
2. **Course Code:** ENG- 213
3. **Semester / Year:** 2025-2026
4. **Date of Preparation:** October 1, 2025
5. **Attendance Forms:** In-person lectures
6. **Credit Hours:** 2 Hours
7. **Credit Units:** 2 Units
8. **Instructor:** Asst. Lect. Ahmed Fadhil Qutaif
9. **Email:** ahmed.fadhil@uowasit.edu.iq

2. Course Objectives

- Enable the student to recognize the importance of modern technology in achieving accuracy and speed in task completion.
- Enable the student to handle different computer devices, compare them, and maintain them for accurate results.
- Draw attention to the optimal use of modern techniques for knowledge gain and the necessity of following new updates to avoid technical damages.

3. Teaching and Learning Strategies

- **Lecturing with Visual Support:** Presenting information via Data Show using presentations or direct application on software.
 - **Practical Lab Application:** Hands-on practice conducted by the student.
 - **Discussion:** Retrieving information and comparing it with similar concepts.
- **Scientific Research:** Encouraging online research alongside the assigned curriculum.

4. Course Structure (Weekly Syllabus)

Week	Subject / Module	Teaching Method	Evaluation
1	Networks and their types	1hr Theory + 1hr Practical	Test

Week	Subject / Module	Teaching Method	Evaluation
2	Basic network components and Internet threats	1hr Theory + 1hr Practical	Test
3	Internet problems and their solutions	1hr Theory + 1hr Practical	Test
4	E-commerce and E-service concepts	1hr Theory + 1hr Practical	Test
5	Mobile banking and SMS services	1hr Theory + 1hr Practical	Test
6-8	Computer troubleshooting, hardware/software issues, and diagnostic tools	1hr Theory + 1hr Practical	Test
9-11	Definition of AI, its history, techniques, and methods	1hr Theory + 1hr Practical	Test
12	AI challenges and ethical considerations	1hr Theory + 1hr Practical	Test
13-14	AI in smartphones: Virtual assistants (Siri and Google Assistant)	1hr Theory + 1hr Practical	Test
15-21	AI applications in Education, Health, Commerce, Transport, Marketing, and Advertising	1hr Theory + 1hr Practical	Test
22-23	AI Society and the impact of AI on society	1hr Theory + 1hr Practical	Test
24-25	AI in international relations and the future of humanity	1hr Theory + 1hr Practical	Test

Week	Subject / Module	Teaching Method	Evaluation
26-27	Ethical challenges, privacy, and surveillance in AI	1hr Theory + 1hr Practical	Test
28-30	AI impact on the labor market, its future, and emerging technologies	1hr Theory + 1hr Practical	Test

5. Evaluation and Resources

Grading Scheme:

- **Daily Quizzes:** 10%
- **Monthly Exams:** 40%
- **Final Exams:** 50%

6. Learning Resources:

- **Main References:**
 - *Cambridge IGCSE Information and Communication Technology*, 3rd Ed (2020) by Graham Brown & David Watson.
 - *Technology in Action Complete*, 16th Ed (2020) by Alan Evans et al.
 - *Introduction to Artificial Intelligence (AI)*, 1st Ed (2024) by Ahmed Benafa.
 - *Computer Basics* (2016) by Al-Khader Ali Al-Khader.
 - *Introduction to the World of Artificial Intelligence* (2005) by Dr. Adel Abdel Nour.
- **Electronic Resources:** Various articles, research papers, scientific books, and websites.

3rd year Courses (curricula):

1. Course Name: Introduction to Linguistics

2. Course Code: UWA26 - EDH- ENG- 305	
3. Semester / Year: 2025-2026	
4. Description Preparation Date: 01-9-2025	
5. Available Attendance Forms: In-Person	
6. Number of Credit Hours (3) / Number of Units (5)	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Mohammed A. Al-Badri (Ph.D.) Email: msaleh@uowasit.edu.iq Name: Lect. Omar A. Wally (Ph.D.) Email: ootatfa@uowasit.edu.iq	
8. Course Objectives	
Upon its completion, the course aims to: • Make students more aware of their beliefs about and attitudes towards language. • Show students how surprisingly diverse human languages are, and yet how fundamentally similar they are in many ways. • Acquaint learners with the major areas of language that linguists concern themselves with. • Teach the students some of the tools and techniques used in linguistic analysis and to develop their reasoning abilities by application of these tools.	
9. Teaching and Learning Strategies	
Strategy	Teacher-Centered: • Clear Explanations: Instructors will provide clear and concise explanations of grammar concepts, using real-world examples and visuals (charts, diagrams) to enhance understanding. • Structured Presentations: Each session will follow a well-structured format introducing the grammar point, providing explanations and examples, and then transitioning to student-centered activities. • Guided Practice: Instructors will lead the class through initial practice exercises ensuring all students grasp the basic concepts before moving on.
Strategy 2	Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work, quizzes, and games focused on applying grammar rules. • Problem-Solving Exercises: Students will be presented with problem-solving exercises that challenge them to analyze and apply the learned grammar concepts to real-world scenarios. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills.

	• Technology Integration: Technology can be leveraged through online grammar exercises, interactive whiteboards for collaborative learning, and multimedia resources to enhance engagement.
Strategy 3	Independent Learning: • Textbook Work: Students will be assigned exercises and activities directly from the <i>English Grammar in Use</i> textbook to solidify their understanding outside the classroom. • Encouraged Self-Study: Instructors will provide resources and strategies for independent learning, encouraging students to use dictionaries, online resources, and grammar applications for further exploration. • Optional Activities: Students will have opportunities to participate in optional activities like presentations, debates, or creative writing assignments, allowing them to showcase their grammar skills in a more creative way.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Unit 1	What is Linguistics? What is a Linguist?	In-Person Lecture	Exam
2	3	Unit 1	How does linguistics differ from traditional grammar? The scope of linguistics	In-Person Lecture	Exam
3	3	Unit 2	What is language? Use of sound signals Arbitrariness The need for learning Duality Displacement	In-Person Lecture	Exam
4	3	Unit 2	Creativity (productivity) Patterning Structure dependence Human language versus animal communication Origin of language	In-Person Lecture	Exam

			The role of language		
5	3	Units 1-2 (Aitchison)	First Monthly Exam	In-Person Lecture	Exam
6	3	Unit 1 (Yule)	The Origins of Language	In-Person Lecture	Exam
7	3	Unit 2	Animals and human language Communicative and informative signals; Displacement; Arbitrariness; Productivity; Cultural transmission; Duality; Talking to animals Chimpanzees and language; Washoe Sarah	In-Person Lecture	Exam
8	3	Unit 2	The controversy; Kanzi; The barest rudiments of language; Study questions; Research tasks; Discussion topics/projects; Further reading	In-Person Lecture	Exam
9	3	Unit 3	The sounds of language Phonetics; Voiced and voiceless sounds; Place of articulation; Bilabials; Labiodentals;	In-Person Lecture	Exam

			Dentals; Alveolars; Palatals; Velars; Glottals; Charting consonant sounds Limitations of the chart;		
10	3	Unit 3	Manner of articulation; Stops; Fricatives; Affricates; Nasals; Liquids; Glides; The glottal stop and the flap; Vowels; Diphthongs; Subtle individual variation; Study questions; Research tasks; Discussion topics/projects; Further reading	In-Person Lecture	Exam
11	3	Units 1-3 (Yule)	2 nd Monthly Exam	In-Person Lecture	Exam
12	3	Unit 4	The sound patterns of language Phonology; Phonemes; Phones and allophones; Minimal pairs and sets; Phonotactics Syllables and clusters	In-Person Lecture	Exam
13	3	Unit 4	Co-articulation effects; Assimilation; Elision; Normal speech; Study questions; Research tasks; Discussion topics/projects; Bob Belviso translated; Further reading	In-Person Lecture	Exam

14	3	Unit 5	Words and word-formation processes Etymology; Coinage; Borrowing; Compounding; Blending; Clipping; Backformation; Conversion; Acronymy	In-Person Lecture	Exam
15	3	Unit 5	Derivation; Prefixes and suffixes; Infixes; Multiple processes; Study questions; Research tasks; Discussion topics/projects; Further reading	In-Person Lecture	Exam
16	3	Unit 6	Morphology Morphemes; Free and bound morphemes; Lexical and functional morphemes; Derivational and inflectional morpheme	In-Person Lecture	Exam
17	3	Unit 6	Morphological description; Problems in morphological description; Morphs and allomorphs; Other languages; Kanuri Ganda; Ilocano; Tagalog	In-Person Lecture	Exam
18	3	Unit 6	Review: Study questions; Research tasks; Discussion topics/projects; Further reading	In-Person Lecture	Exam

19	3	Units 4-6	3 rd Monthly Exam	In-Person Lecture	Exam
20	3	Units 1-6	Presentations day	In-Person Lecture	Exam
21	3	Unit 7	Syntax Generative grammar; Syntactic structures;	In-Person Lecture	Exam
22	3	Unit 7	Deep and surface structure; Structural ambiguity;	In-Person Lecture	Exam
23	3	Unit 7	Recursion; Symbols used in syntactic description; Tree diagrams; Phrase structure rules; Lexical rules;	In-Person Lecture	Exam
24	3	Unit 7	Back to recursion; Complement phrases; Transformational rules; Study questions; Research tasks; Discussion topics/projects; Further reading	In-Person Lecture	Exam
25	3	Unit 9	Language and social variation Sociolinguistics; Social dialects;	In-Person Lecture	Exam

26	3	Unit 9	Education and occupation; Social markers; Speech style and style-shifting; Prestige	In-Person Lecture	Exam
27	3	Unit 9	Speech accommodation; Register and jargon; Slang; Social barriers; Vernacular language;	In-Person Lecture	Exam
28	3	Unit 9	The sounds of a vernacular; The grammar of a vernacular; Stu	In-Person Lecture	Exam
29	3	Unit 7&9	Review: Study questions; Research tasks; Discussion topics/projects; Furt reading	In-Person Lecture	Exam
30	3	Units 7 &	Make-up Exam	In-Person Lecture	Exam

11. Course Evaluation

- **Regular Quizzes:** Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement.
- **Exams:** Monthly and final exams will comprehensively test students' knowledge and application of the covered grammar concepts.
- **Written Assignments:** Writing assignments will assess students' ability to use grammar accurately and effectively in their written communication.
- **Class Participation:** Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Yule, George. (2006). The Study of Language . CUP. Aitchison, Jean. (2010). Linguistics .
Main references (sources)	Fromkin, J. (2010). Introduction to Linguistics.

Recommended books and references (scientific journals, reports...)	Google scholar, Academia ,Research Gate, Electro books, Videos, Short movies, etc
Electronic References, Websites	Google scholar, Academia ,Research Gate, Electro books, Videos, Short movies, etc

1. Course Name:
Academic Writing / Third Year
2. Course Code:
UWA26 - EDH- ENG- 307
3. Semester / Year:
2025-2025
4. Description Preparation Date:
1-9-2025
5. Available Attendance Forms:
Attendance for a full academic year.
6. Number of Credit Hours (Total) / Number of Units (Total)
2 hours weekly / 64 hours yearly
7. Course administrator's name (mention all, if more than one name)
Name: Asst. Lect. Ali Mohammed Hasan Al-Zubaidi Email: ali.mohammed@uowasit.edu.iq
8. Course Objectives
By the end of this course, students will be able to: 1. Engage in the writing process by performing tasks such as gathering information, considering audience needs, drafting, revising, editing, and proofreading. 2. Use various writing tools and resources—such as handbooks, dictionaries, and online aids—to collect, summarize, paraphrase, and explain information. 3. Apply appropriate grammatical and mechanical formats suitable for different types of readers. 4. Produce clear, coherent, and effective expository texts on a variety of topics. 5. Evaluate their own writing process.
9. Teaching and Learning Strategies
1- Emphasize that writing is demanding work. 2- Stress clarity and specificity in writing. 3- Provide students with opportunities to discuss their own writing. 4- Encourage students to revise their work.

5- Explain the importance of grammar, sentence structure, and content.

10. Course Structure

Week	Hours	Learning Outcomes	Topic	Teaching Method	Assessment Method
1	2	Students can participate in topic discussions.	Writing Background	Detailed explanation by instructor	Daily participation
2	2	—	Reading Strategies	—	Daily participation
3	2	—	Avoiding Plagiarism	—	Written exam
4	2	—	Paraphrasing	—	Daily participation
5	2	—	Summarizing	—	Daily participation
6	2	—	References and Quotations	—	Daily participation
7	2	—	Source Evaluation	—	Written exam
8	2	—	Rewriting and Revising	—	Daily participation
9	2	—	Argumentation and Discussion	—	Daily participation
10	2	—	Generalization	—	Daily participation
11	2	—	Examples	—	Daily participation
12	2	—	Definitions	—	Written exam
13	2	—	Use of Numbers/Data	—	Daily participation
14	2	—	Problem-Solution Writing	—	Daily participation
15	2	—	Style	—	Daily participation
16	2	—	Visual Information	—	Daily participation

17	2	—	Group Work	—	Written exam
11. Assessment Plan					
• First Term: • 15 marks – First monthly exam • 5 marks – Daily preparation • 5 marks – Attendance • Second Term: • 15 marks – Second monthly exam • 5 marks – Assignments and reports • 5 marks – Attendance • Final Grade: • 50 marks – Cumulative coursework average • 50 marks – Final exam					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			-Stephen Bailey. Academic Writing A Handbook for international students		
Main references (sources)			-Dorothy E. Zemach and Lisa A. Rumis Academic Writing from Paragraph to Essay. Macmillan.		
Recommended books and references (scientific journals, reports...)			-Stephan Baily, Academic Writing: A Handbook For International Students. -Alice Oshima and Ann Hogue, Introduction to Academic Writing.		
Electronic References, Websites			-Khan Academy -Duolingo -Skillshare -Libgen.net		

1. Course Name:					
Listening and Speaking III					
2. Course Code:					
UWA26 - EDH- ENG- 306					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
1-9-2025					
5. Available Attendance Forms:					
In person classes					
6. Number of Credit Hours (Total) / Number of Units (Total)					
64 hours annually. 2 hours per week					
7. Course administrator's name (mention all, if more than one name)					
Name: Assit. Lec Sura Sabri ; Asst. Lec. Sama Adnan Naji; Assit. Lec. Bashar Jadah Email: sbressam@uowasit.edu.iq ; snaji@uowasit.edu.iq ; basharjadah@uowasit.edu.iq					
8. Course Objectives					
Teaching students the skill of speaking fluently in various life occasions. Training in exchanging opinions and dialogue with others in English. Use terms used in common everyday language.					
9. Teaching and Learning Strategies					
Strategy		Speaking proper language linguistically Distinguishing between words that are similar in use Proper pronunciation The ability to understand a conversation by listening			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	4	The skill of continuity in dialogue	How's it going?	Explaining the material	Exams

3-4	4	Dialogue in the markets	I'm looking for a camera	Explaining the material	Exams
5-6	4	Dialogue with the doctor	I need to see a doctor	Explaining the material	Exams
7-8	4	Dialogue in dealing with daily problems	What's the problem?	Explaining the material	Exams
9-10	4	Dialogue in official offices	Gg What a lot of red tape	Explaining the material	Exams
11-12	4	Dialogue to learn about tourist places	What a great view	Explaining the material	Exams
13-14	4	Dialogue in hotel reservation	I'd appreciate it	Explaining the material	Exams
15-16	4	Dialogue in dating in a new job	This is your office	Explaining the material	Exams
17-18	4	Dialogue to find solutions to problems	I'll sort it out	Explaining the material	Exams
19-20	4	Successful phone calls	Can I call you back?	Explaining the material	Exams
21-22	4	Dialogue in meetings	Shall we move on	Explaining the material	Exams
23-24	4	Exchange of information	I'd like to begin by	Explaining the material	Exams
25-26	4	Detailed information	let's take a closer look	Explaining the material	Exams
27-28	4	Learn about services	C you expand on that	Explaining the material	Exams
29-30	4	Expanding ideas	It'll help me get a good job	Explaining the material	Exams

11. Course Evaluation

Grade distribution: 25 marks for monthly, daily, listening and speaking exams for the first semester. 25 marks for monthly, daily, listening and speaking exams for the second semester. 50 marks for final exams

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Craven, M. Real Listening & Speaking 4
Main references (sources)	General readings
Recommended books and references (scientific journals, reports...)	Murphy: English Grammar in Use English Vocabulary in Use Build Your Business Vocabulary Simon: Ideas for IELTS Topics
Electronic References, Websites	bbclearningenglish.com

<https://www.bbc.com/news/stories-421817>
<https://www.bbc.co.uk/learningenglish/>

1. Course Name:

Victorian Novel

2. Course Code:

UWA26 - EDH- ENG- 302

3. Semester / Year:

2025-2026

4. Description Preparation Date:

2025/9/1

5. Available Attendance Forms:

Attendance for a full academic year.

6. Number of Credit Hours (Total) / Number of Units (Total)

3 hours weekly / 90 hours yearly

3 units

7. Course administrator's name (mention all, if more than one name)

Asst. Lect. Zainab Fadhil Rashid

Email: zrashid@uowasit.edu.iq

8. Course Objectives

1. Introducing the student to the English Novel.
2. Enable the student to understand the narrative text.
3. Understand and learn characteristics of the literary period of the assigned texts.
4. Introducing the student to the literary importance of the texts assigned .
5. Introducing the student to the biographies of the assigned novelists and their accomplishments throughout their lives.
6. Introducing the student to the moral, social, or historical content that are included in the texts assigned for this stage.

9. Teaching and Learning Strategies

- 1- Explain that the novel is an important subject in improving the language and developing the student's imagination.
- 2- Giving students opportunities to talk about their ideas in the lecture and also connecting the events of the literary text reality.
- 3- Encouraging students to read the literary text because the text is the basis for delving into any literary subject.
4. Explain the importance of the period in which the literary text was written, as the era and the writer's life are important understanding the texts.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
	3	Explaining the period in which the text was written- the Romantic movement and Victorian Age.	Victorian Age	Explain the subject to students in detail.	Daily participation
	1	The writer's biography	Emily Bronte	=	Daily Participation
	41	Analyzing the text and understanding the events and their connection to the characters and the period in which it was written	Wuthering Heights	=	Daily written exam, and oral exams. Daily participations along with writing reports about critical given questions. Focusing on giving the student more than one or two written exam chance as it is a new subject to them. The importance of making fun activities that enable the student to appreciate literature and art.
	3	Explaining the period in which the text was written- the Victorian Age and the industrial revolution.	Victorian Age. Focusing on the social classes as they are very important in Dickens's novels	=	Daily participation
	1	The writer's biography	Charles Dickens		Daily Participation
	41	Analyzing the text and understanding the events and their connection to the characters and the period in which it was written.	Hard Times	=	Daily participation, written and oral exams.
11. Course Evaluation					
For the first course, scores are stated as the following: - 15 scores for the first monthly written exam. - 5 scores for the daily preparation. - 5 scores for the student's attendance. For the second course, scores are stated as the following: - 15 scores for the second monthly written exam. - 5 scores for students' tasks and reports. - 5 scores for students' attendance. The average of both courses is out of 50. The final examination is out of 50.					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			<i>- Emily Bronte – Wuthering Heights</i> <i>Charles Dickens – Hard Times</i>		

Main references (sources)	"Wuthering Heights": A Commentary Emily Brontë: Wuthering Heights : a Casebook
Recommended books and references (scientific journals, reports...)	Various sources, including articles, research, books, and videos, available in the department's library and via the Internet, such as: Bookfi.net Bookzz.org Book4four.org Libgen.net

1. Course Name: **Renaissance Drama 16th – 18th Century**

2. Course Code: **UWA26 - EDH- ENG- 304**

3. Semester / Year: 2025-2026	
4. Description Preparation Date: 1/ 9/ 2025	
5. Available Attendance Forms: In-Person	
6. Number of Credit Hours: (3) hours / Number of Units (5)	
3 × 30 = 90 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Thmir R. S. Az-Zubaidy (PhD) Email: thrashid@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	- This course introduces third-year students to Renaissance English drama represented by two works by William Shakespeare. The course is divided into two parts: the first deals with Shakespearean tragedy, and the selected text is <i>Hamlet</i>. As for the second, the selected text is <i>The Twelfth Night</i>. with his comedies. Accordingly, the course is intended to provide 3rd stage students with a lens through which they can explore renaissance drama during the Elizabethan age. - It aims to give the third-year students a thorough knowledge of Shakespearean drama in terms of world, language, dramatic skill...etc. It also intends to enrich the literary knowledge of dramatic works which began in the 2nd stage with Marlowe's <i>Doctor Faustus</i>.
9. Teaching and Learning Strategies	
Strategy 1	Teacher-centred: Clear Explanations: Instructor will provide clear and concise explanations of the dramatic scenes according to the Acts of the plays. literary concepts and terms employed in this course. Structured Presentations: Each lecture will follow a well-structured session where the practical exploration of the dramatic text (scene) inside classroom is preceded by posting a pdf on the google classroom to provide 3rd stage students with the opportunity to have a thorough idea of the literary text assigned for each week. Guided Practice: The students will discuss the literary text, the scenes, explain the significance of the scenes to the plot, the rising actions, climax, and the denouement. and the relation between the scenes in each act and the whole play. intention of the poet. The discussion will cover also the characterization, themes, and dramatic techniques employed in both plays, the tragic and comic.

Strategy 2	Student-Centered: Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, group work, oral presentation, and quizzes. Problem-Solving Exercises: Students will be provided with tasks which they will try to do, while working in groups, to state the main incidents, development of characters, themes, and answer questions. This is done weekly or every two weeks, at the end of each act of a play. Collaborative Learning: Group work and peer review activities are adopted to encourage collaborative learning and fostering collaboration and communication. This is done at the end of each play.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Renaissance Drama	Introductory Lecture	In-Person Lecture	Oral Discussion
2	3	William Shakespeare's <i>Hamlet</i>	Act One, Scenes 1, 2	In-Person Lecture	Oral Discussion
3	3	William Shakespeare's <i>Hamlet</i>	Act One, Scenes 3, 4, 5	In-Person Lecture	Oral Discussion
4	3	William Shakespeare's <i>Hamlet</i>	General Discussion	In-Person Lecture	Oral Discussion
5	3	William Shakespeare's <i>Hamlet</i>	Act Two, Scene 1, 2	In-Person Lecture	Quiz
6	3	William Shakespeare's <i>Hamlet</i>	Act Three, Scene 1	In-Person Lecture	Oral Discussion
7	3	William Shakespeare's <i>Hamlet</i>	Act Three, Scene 2	In-Person Lecture	Oral Discussion
8	3	William Shakespeare's <i>Hamlet</i>	General Discussion	In-Person Lecture	Oral Discussion
9	3	William Shakespeare's <i>Hamlet</i>	Monthly Exam	In-Person Lecture	Written Exam
10	3	William Shakespeare's <i>Hamlet</i>	Act Four, Scenes 1, 2	In-Person Lecture	Oral Discussion
11	3	William Shakespeare's <i>Hamlet</i>	Act Four, Scenes 3, 4	In-Person Lecture	Oral Discussion

12	3	William Shakespeare's <i>Hamlet</i>	Act Four, Scenes 5	In-Person Lecture	Oral Quiz
13	3	William Shakespeare's <i>Hamlet</i>	Revision of Act 4	In-Person Lecture	Written Quiz
14	3	William Shakespeare's <i>Hamlet</i>	Act Five, Scene 1	In-Person Lecture	Oral Discussion
15	3	William Shakespeare's <i>Hamlet</i>	Act Five, Scene 2	In-Person Lecture	Oral Discussion
16	3	General Discussion	Act Five	In-Person Lecture	Oral Discussion
17	3	William Shakespeare's <i>Hamlet</i>	Monthly Exam in <i>Hamlet</i>	In-Person Lecture	Written Test
18	3	William Shakespeare's <i>Twelfth Night</i>	Act One, Scenes 1, 2	In-Person Lecture	Oral Discussion
19	3	William Shakespeare's <i>Twelfth Night</i>	Act One, Scenes 3, 4, 5	In-Person Lecture	Oral Discussion
20	3	William Shakespeare's <i>Twelfth Night</i>	Act Two, Scenes 1, 2	In-Person Lecture	Oral Discussion
21	3	William Shakespeare's <i>Twelfth Night</i>	Act Two, Scenes 3, 4, 5	In-Person Lecture	Oral Discussion
22	3	William Shakespeare's <i>Twelfth Night</i>	Act Three, Scenes 1, 2	In-Person Lecture	Oral Quiz
23	3	William Shakespeare's <i>Twelfth Night</i>	Act Three, Scenes 3, 4, 5	In-Person Lecture	Oral Discussion
24	3	William Shakespeare's <i>Twelfth Night</i>	General discussion of 3 acts	In-Person Lecture	Oral Discussion
25	3	William Shakespeare's <i>Twelfth Night</i>	Monthly Exam	In-Person Lecture	Written Test
26	3	William Shakespeare's <i>Twelfth Night</i>	Act Four, Scenes 1, 2	In-Person Lecture	Oral Discussion
27	3	William Shakespeare's <i>Twelfth Night</i>	Act Four, Scene 3	In-Person Lecture	Oral Discussion
28	3	William Shakespeare's <i>Twelfth Night</i>	Act Five	In-Person Lecture	Written Quiz

29	3	William Shakespeare's <i>Twelfth Night</i>	Act Five	In-Person Lecture	Oral Discussion
30	3	General Revision	Revision of Shakespeare's <i>Twelfth Night</i>	In-Person Lecture	Oral Discussion
11. Course Evaluation					
Total Mark is (100) as follows: Regular Quizzes: Active participation in class discussions, exercises, and frequent, low-stakes quizzes to assess student comprehension throughout the course. These can be oral and written. Total mark is (20). Exams: A written exam each semester (15 M), which is intended to comprehensively test students' knowledge. The total mark for the two semesters is (30). Final Examination: Total mark is (50)					
12. Learning and Teaching Resources					
Required textbooks (curriculum books, if any)		William Shakespeare. <i>Hamlet</i> . William Shakespeare. <i>The Twelfth Night</i> .			
Main references (sources)		Iyengar, K.R. Srinivasa. <i>Shakespeare: His World and His Art</i> . N Delhi, Sterling Publishers Privat Limited, 1989. Kernan, Alvin B. <i>Modern Shakespearean Criticism: Essays on style, Dramaturgy, and the major Plays</i> . London; n.d3. Malpas, Simon and Paul Wake (eds.). (2011). <i>The Routledge Companion to Critical and Cultural Theory</i> , 2 nd Ed. London and New York: Routledge.			
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites		Shakespeare's <i>Hamlet</i> https://www.youtube.com/watch?v=Oq5HKX1vicM&t=9322 by Bob John University https://www.youtube.com/watch?v=tsPPI_7x1dk&t=250s a version made in 1948 featuring Laurence Olivier Shakespeare's <i>Twelfth Night</i> https://www.youtube.com/watch?v=7ZPzNB4D7Ak&t=455s By Texas Shakespeare Festival https://www.youtube.com/watch?v=ci_FzZj9WUY			

1. Course Name: Romantic and Victorian Poetry

2. Course Code: UWA26 - EDH- ENG- 303

3. Semester / Year: 2025-2026

4. Description Preparation Date: 01/09/2025	
5. Available Attendance Forms: In-Person	
6. Number of Credit Hours (2) / Number of Units (4)	
7. Course administrator's name (mention all, if more than one name)	
Name: Lect. Karrar E. Abdul-Hussein (Ph.D) Email: karraressa91@uowasit.edu.iq Name: Asst. Lect. Ali Kareem Hussein Email: alikha@uowasit.edu.iq	
8. Course Objectives	
Course Objectiv	This course offers a rigorous and historically grounded survey of British poetry from the Romantic period (circa 1785–1830) through the Victorian era (1830–1901). Students will engage with the major poets of both movements — including William Blake, William Wordsworth, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, Lord Byron, Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, Matthew Arnold, and Gerard Manley Hopkins — examining how their works negotiate the tensions between imagination and reason, nature and industry, faith and doubt, selfhood and society. The course situates poetic texts within their cultural, philosophical, and historical contexts, drawing on the intellectual currents of the French Revolution, Idealism, Darwinism, and Victorian social reform. Students will develop advanced skills in close reading, formal analysis, and critical argumentation, while engaging with foundational and contemporary scholarship in the field. By the end of this course, students will be able to: 1. Demonstrate Comprehensive Historical and Contextual Knowledge Students will identify and articulate the defining intellectual, historical, and aesthetic conditions that shaped Romantic and Victorian poetic production — including the philosophical legacy of Kant and Burke, the political upheavals of the Revolutionary and Napoleonic era, the Industrial Revolution's restructuring of labour and landscape, and the Victorian crisis of faith precipitated by Darwinian science and Higher Biblical Criticism. Students will situate individual poems within these larger frameworks without reducing literary texts to mere symptoms of historical forces. 2. Apply Advanced Formal and Stylistic Analysis Students will demonstrate command of the formal dimensions of poetry — metre, prosody, rhyme scheme, stanza form, tone, voice, imagery, and figuration — and deploy these analytical tools in the service of substantive interpretive arguments. This includes the capacity to distinguish between, and critically evaluate, formal choices specific to each period: the Romantic ode and lyric fragment, the Victorian dramatic monologue, the sonnet sequence, and the experimental prosody of Gerard Manley Hopkins. 3. Engage Critically with Major Theoretical and Critical Frameworks Students will read foundational critical texts — including Wordsworth's Preface to <i>Lyrical Ballads</i>, Keats's letters on Negative Capability, Arnold's <i>The Function of Criticism at the Present Time</i>, and key works of contemporary scholarship — and will demonstrate the ability to position their own critical arguments in productive dialogue with, or opposition to, these frameworks. Students will further engage with relevant theoretical approaches, including New

Historicism, ecocriticism, feminist criticism, and psychoanalytic readings, as methodological resources for literary interpretation.

4. Cultivate Comparative and Interdisciplinary Perspectives Students will read across the Romantic–Victorian boundary with critical self-consciousness, tracing continuities, ruptures, and revisions between the two periods and engaging in comparative analysis of poets, movements, and themes. Where appropriate, students will draw connections between British Romantic and Victorian poetry and broader literary, philosophical, and cultural traditions — including Continental European Romanticism, pre-Raphaelite visual art, and the emerging discipline of aestheticism — developing a cross-disciplinary intellectual range essential to advanced literary studies

9. Teaching and Learning Strategies

Strategy

Teacher-Centered:

- **Close Reading Seminars:** Each class session begins with a sustained, text-centred close reading exercise in which students are invited to attend to specific passages, formal features, or rhetorical choices before widening the frame to contextual and theoretical concerns. This approach models the priority of the literary text as the irreducible starting point of all critical inquiry.
- **Lecture and Contextual Framing:** Structured lectures are used to provide the historical, philosophical, and biographical contexts necessary for sophisticated literary interpretation, with particular attention to the intellectual histories of Romanticism and Victorianism as contested critical categories rather than settled taxonomies.
- **Clear Explanations:** Instructors will provide clear and concise explanations of the literary concepts and terms employed in this course.
- **Structured Presentations:** Each session will follow a well-structured form where the practical exploration of the literary texts inside classroom is preceded by the broadcasting of a pdf on the google classroom to provide second stage students with the opportunity to have a thorough idea of the literary text assigned for each week.
- **Guided Practice:** The students and the teacher(s) in charge will discuss the literary text, a poem, explain the general, detailed meaning and also the intention of the poet. Moreover, the discussion also covers the devices employed in each poem and their role in conveying the themes and ideas the poet intends to share with the readers.

Strategy

Student-Centered:

- **Socratic and Discussion-Based Approach:** Students are expected to arrive at each session having read the assigned texts with annotated attention. Seminar discussion is guided by open and directed questions designed to draw out textual evidence, test interpretive hypotheses, and expose the complexity of apparently settled readings. Students are held responsible for contributing substantively to discussion.
- **Interactive Activities:** The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work, oral presentation, and quizzes.
- **Problem-Solving Exercises:** Students will be provided with texts and asked to search for devices, meanings, and themes.
 - **Collaborative Learning:** Group work and peer review activities are adopted to encourage collaborative learning and fostering collaboration and communication skills.

Strategy	Independent Learning: Encouraged Self-Study: In addition to the in-person lectures inside classroom, students are encouraged to join a google classroom where they are provided with a pdf of each poem with detailed explanation and an audio reading. Moreover, a video clip is also sent now and then to ensure that even those who might be absent would have an access to how the lecture is presented in class.				
	10. Course Structure				
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introducing Romantic Poetry and its Context	Introduction	In-Person Lecture	Oral Discussion
2	2	Pre-Romantic	Thomas Gray: "Elegy Written in a Country Church Yard"	In-Person Lecture	Oral Discussion
3	2	Romantic Poets: First Generation	<i>William Blake: "The Lamb" & "The Tyger"</i>	In-Person Lecture	Oral Discussion
4	2	Romantic Poets: First Generation	William Wordsworth: "The Solitary Reaper"	In-Person Lecture	Oral Discussion
5	2	Romantic Poets: First Generation	William Wordsworth: The World is too Much with us	In-Person Lecture	Oral Discussion
6	2	Romantic Poets: First Generation	S. T. Coleridge: Kubla Khan	In-Person Lecture	Oral Discussion
7	3	1 st Exam		In-Person	Written
8	2	Romantic Poets: First Generation	S. T. Coleridge: "Frost at Midnight"	In-Person Lecture	Oral Discussion
9	2	Romantic Poets: Second Generation	Percy B. Shelley: "Ode to the West Wind"	In-Person Lecture	Oral Discussion
10	2	Romantic Poets: Second Generation	John Keats: "Ode to a Nightingale"	In-Person Lecture	Oral Discussion
11	2	Romantic Poets: Second Generation	John Keats: "La Belle Dame Sans Merci"	In-Person Lecture	Oral Discussion
12	2	Romantic Poets: Second Generation	Lord Byron: "In this Day I Complete my 36 th Year"	In-Person Lecture	Quiz

13	2	2 nd Exam		In-Person	Written
14	2	Introduction to Victorian Poetry	Introduction	In-Person Lecture	Oral Discussion
15	2	Victorian Poetry	Alfred Lord Tennyson: "Ulysses"	In-Person Lecture	Oral Discussion
16	2	Victorian Poetry	Alfred Lord Tennyson: "Crossing the Bar"	In-Person Lecture	Oral Discussion
17	2	3 rd Exam		In-Person	Written
18	2	Victorian Poetry	Robert Browning: "My Last Duchess"	In-Person Lecture	Oral Discussion
19	2	Victorian Poetry	Matthew Arnold: "Dover Beach"	In-Person Lecture	Oral Discussion
20	2	Female Victorian Poet	E. B. Browning: "The Cry of the Children"	In-Person Lecture	Oral Discussion
21	2	Pre-Raphaelite Movement	Christiana Rossetti: "Birth Day"	In-Person Lecture	Oral Discussion
22	2	4 th Exam		In-Person	Written
23	2	Revision		In-Person Lecture	Oral Discussion

11. Course Evaluation

- 13. Regular Quizzes:** Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement.
- 14. Exams:** Monthly and final exams will comprehensively test students' knowledge and application of literary concepts.
- 15. Written Assignments:** Writing assignments will assess students' ability to write effectively and critically.
- 16. Class Participation:** Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	James Reeves (ed.). <i>The Poets World</i> Dhea Al-Jubori and Amy Sequira. <i>Victorian Poetry</i>
Recommended books and references (scientific journals, reports...)	The Norton Anthology to English Literature II E.K. Brown and J. O. Baily (ed.). <i>Victorian Poetry</i> .
Electronic References, Websites	https://guides.library.queensu.ca/engl340/websites https://broadviewpress.com/product-category/english-studies/british-literature/romantic-period/romantic-poetry/

1. Course Name:
Pedagogy and Curriculum Innovation
2. Course Code:
UWA26 - EDH- ENG- 308
3. Semester / Year:
2025-2026
4. Description Preparation Date:
1-9-2025
5. Available Attendance Forms:
In-Person
6. Number of Credit Hours (Total) / Number of Units (Total)
3 Hours and 3 Units

7. Course administrator's name (mention all, if more than one name)

Name: Assist Prof; Hussein Gumar Karam
and Assist Prof: Noor Hamed Majed
Email: hkaram@uwasit.edu.iq
noorhameed@uowasit.edu.iq

8. Course Objectives

Course Objectives

- 1. Explain the development of language teaching methodologies and use the rational behind current methods and teaching practices to inform their own teaching practice
- 2. Read, understand and think critically about current research relating to teaching methods and language teaching techniques to inform curriculum development.
- 3. Provide a professional review of foreign or second language materials in light of current trends in teaching methodologies that may be used to initially adopt the
 - textbook, guidance in the use of the materials, or adapt the materials

9. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	3	A highly qualified teacher in teaching	Pedagogy and Curriculum Innovation	present	Oral and Written

10. Course Evaluation

10 marks for each monthly exam, up to 4 exams, with 10 marks for the test, daily preparation, and presentation during the lesson, and 50 marks for the final exam.

11. Learning and Teaching Resources

1-Diane Larsen- Freeman. **Techniques and Principles in Language Teaching**. Oxford 3rd Edition.

2-Shatha Kathim Al-Saadi. **Trends in ELT Syllabus Design**. (2012).

3-Jack Richards & Willy A. Renandya. **Methodology in Language Teaching: An Anthology of Current Practice** (2002). Cambridge.

TESOL , American English Language Teaching, Modern Trends in ELT

<https://www.youtube.com/@husseingumarkaram4589>

1.	Course name : Counseling and mental health
2.	Course code: UWA26 - EDH- ENG- 309
3.	Chapter/Year: 2025/2026
4.	Description preparation 1/9/2025
5.	Available forms of attendance: in-person lectures
6.	Number of hours (2) / Number of units (4)
7.	Name of the teacher (mention all of them if there is more than one person)

Name: Dr. Suad Najm Abdullah e-mail: sabdullah@uowasit.edu.iq					
8. Course objectives					
1. Gain a comprehensive understanding of the subject of counseling and mental health. 2. Develop students' ability to identify and analyze the concepts of the subject. 3. Enhance students' scientific thinking skills by analyzing the problems raised and discussed in the classroom 4. Build trust and cooperation among students in the classroom.					Course objectives
9. Teaching and learning strategies					
Teacher-oriented • Clear explanations: The school will provide clear and concise explanations of counselling concepts to enhance understanding. • Structured presentations: Each session will follow a well-structured format, providing explanations and examples, then moving on to student-oriented activities.:					strategies
• Learner Oriented: • Interactive Activities: The course will include a variety of interactive activities to promote active learning. These may include group discussions, group work, and quizzes. • Problem Solving Exercises: Students will be provided with problem solving exercises that challenge them to analyze and apply learned counseling psychological concepts to real-world scenarios. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, enhancing collaboration and communication skills. • Technology Integration: Technology can be leveraged through interactive whiteboard exercises for collaborative learning, and media resources to enhance engagement.					strategies
• Independent Learning: • Schoolwork: Students will be assigned direct exercises and activities used to enhance their understanding. • Encourage self-study: The school will provide resources and strategies for independent learning, encouraging students to use independent thinking. • Optional Activities: Students will have opportunities to participate in optional activities such as presentations, discussions, or creative writing assignments, which will enable them to showcase their skills in a more creative way.					strategies
10. Course Structure					
Evaluation method	Teaching method	Topic or chapter	Required learning outcomes	Watches	The week
a test	In-person lecture	Unit 1	Concepts	2	1

a test	In-person lecture	Unit 2	Goals	2	2
a test	In-person lecture	Unit 3	Theories	2	3
a test	In-person lecture	Unit 4	means	2	4
a test	In-person lecture	Unit 5	Elements	2	5
a test	In-person lecture	Unit 6	Tools	2	6
a test	In-person lecture	Unit 7	Disturbances	2	7
a test	In-person lecture	Unit 8	Defensive Tricks	2	8
a test	In-person lecture	Unit 9	Repression	2	9
a test	In-person lecture	Unit 10	Depression	2	10
a test	In-person lecture	Unit 11	Anxiety	2	11
a test	In-person lecture	Unit 12	Psychosis	2	12
a test	In-person lecture	Unit 13	substitution	2	13
a test	In-person lecture	Unit 14	Excellence	2	14
a test	In-person lecture	Unit 15	Cognitive skills	2	15
a test	In-person lecture	Unit 16	Emotional skills	2	16

a test	In-person lecture	Unit 17	Questionnaire	2	17
a test	In-person lecture	Unit 18	The interview	2	18
a test	In-person lecture	Unit 19	Case study	2	19
a test	In-person lecture	Unit 20	Cumulative record	2	20
a test	In-person lecture	Unit 21	the biography	2	21
a test	In-person lecture	Unit 22	Note	2	22
a test	In-person lecture	Unit 23	Mental health concepts	2	23
a test	In-person lecture	Unit 24	Criteria	2	24
a test	In-person lecture	Unit 25	Frustration	2	25
a test	In-person lecture	Unit 26	Neurosis	2	26
a test	In-person lecture	Unit 27	Addiction	2	27
a test	In-person lecture	Unit 28	Addiction	2	28
a test	In-person lecture	Unit 29.	Compatibility	2	29
a test	In-person lecture	Unit 30	Adaptation	2	30
11. Evaluation					

- Periodic Tests: Frequent, low-stakes tests will assess student understanding of the material throughout the course and provide opportunities for feedback and improvement.
-
- Examinations: Monthly and final exams will comprehensively test students' knowledge and application of the concepts studied.
-
- Written Assignments: Written assignments will assess students' ability to use psychological concepts accurately and effectively.
-
- Class Participation: Active participation in class discussions, exercises, and group work will be encouraged and will contribute to the overall assessment

12. Educational References

Counseling and Mental Health Essentials 2023.2024	Required textbook references (textbooks, if any)
Basics of psychological counseling	Main References
Guidance and psychological counseling	Recommended books and references (scientific journals, reports...)
https://www.noor-book.com/%D9%83%D8%AA%D8%A7%D8%A8-%D8%A7%D9%84%D8%AA%D9%88%D8%AC%D9%8A%D9%87-%D9%88%D8%A7%D9%84%D8%A7%D8%B1%D8%B4%D8%A7%D8%AF-%D8%A7%D9%84%D9%86%D9%81%D8%B3%D9%8A-pdf#google_vignette	Electronic references, websites

4th year Courses (curricula):

1. Course Name: English University Grammar	
2. Course Code: UWA26-EDH-ENG-401	
3. Semester / Year: 2025-2026	
4. Description Preparation Date: 1-9-2025	
5. Available Attendance Forms: In-Person	
6. Number of Credit Hours (3) / Number of Units (5)	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Khalida H. Addai	
Email: khhashoosh@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	1- Providing students with the basic skills that enable them to deal with the learner more effectively, especially the correct grammatical structures, as well as working within groups.

	2- Developing the ability to transfer knowledge to others to enable the student to apply his/her natural role in the future.
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9. Teaching and Learning Strategies

Strategy 1	Teacher-Centered: • Clear Explanations: Instructors will provide clear and concise explanation of grammar concepts, using real-world examples and visuals (charts, diagrams) to enhance understanding. • Structured Presentations: Each session will follow a well-structured form introducing the grammar point, providing explanations and examples, and then transitioning to student-centered activities. • Guided Practice: Instructors will lead the class through initial practice exercises, ensuring all students grasp the basic concepts before moving on to more complex tasks.
Strategy 2	Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work, quizzes, and games focused on applying grammar rules. • Problem-Solving Exercises: Students will be presented with problem-solving exercises that challenge them to analyze and apply the learned grammar concepts to real-world scenarios. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. • Technology Integration: Technology can be leveraged through online grammar exercises, interactive whiteboards for collaborative learning, and multimedia resources to enhance engagement.
Strategy 3	Independent Learning: • Textbook Work: Students will be assigned exercises and activities directly from the <i>Workbook English University Grammar in Use</i> textbook to solidify their understanding outside the classroom. • Encouraged Self-Study: Instructors will provide resources and strategies for independent learning, encouraging students to use dictionaries, online resources, and grammar applications for further exploration. • Optional Activities: Students will have opportunities to participate in optional activities like presentations, debates, or creative writing assignments, allowing them to showcase their grammar skills in a more creative way.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	3	Clause types	Unit 7	In-Person Lectu	Exam
2	3	Clause elements syntactically defined	Unit 7	In-Person Lectu	Exam
3	3	Clause elements semantically consider	Unit 7	In-Person Lectu	Exam
4	3	Concord	Unit 7	In-Person Lectu	Exam
5	3	Concord of person	Unit 7	In-Person Lectu	Exam
6	3	Negation	Unit 7	In-Person Lectu	Exam
7	3	Questions	Unit 7	In-Person Lectu	Exam
8	3	Minor types of questi	Unit 7	In-Person Lectu	Exam

9	3	Commands	Unit 7	In-Person Lectu	Exam
10	3	Exclamations	Unit 7	In-Person Lectu	Exam
11	3	Coordination and subordination	Unit 11	In-Person Lectu	Exam
12	3	Finite and non-finite clauses	Unit 11	In-Person Lectu	Exam
13	3	Verbless clauses	Unit 11	In-Person Lectu	Exam
14	3	Functional classification of dependent clause	Unit 11	In-Person Lectu	Exam
15	3	Nominal clauses	Unit 11	In-Person Lectu	Exam
16	3	Nominal relative clau	Unit 11	In-Person Lectu	Exam

17	3	Adverbial clauses	Unit 11	In-Person Lecture	Exam
18	3	Non-finite and verbless clauses IMPLIED SUBJECT	Unit 11	In-Person Lecture	Exam
19	3	Comparative sentence	Unit 11	In-Person Lecture	Exam
20	3	Noun phrase and complement	Unit 11	In-Person Lecture	Exam
21	3	Comment clauses	Unit 11	In-Person Lecture	Exam
22	3	The verb phrase in dependent clauses	Unit 11	In-Person Lecture	Exam
23	3	Direct and indirect speech	Unit 11	In-Person Lecture	Exam
11. Course Evaluation					
12. Regular Quizzes: Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement. 13. Exams: Monthly and final exams will comprehensively test students' knowledge and application of the covered grammar concepts.					

- 14. Written Assignments:** Writing assignments will assess students' ability to use grammar accurately and effectively in their written communication.
- 15. Class Participation:** Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.

16. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<i>A UNIVERSITY GRAMMAR OF ENGLISH BY RANDOLPH QUIRK & SIDNEY GREENBAUM</i>
Main references (sources)	A Grammar of Contemporary English by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech. Jar Svartvik
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Course Name: Linguistics 4th Year Students

2. Course Code: UWA26 - EDH- ENG- 403

3. Semester / Year: 2025-2026	
4. Description Preparation Date: 01/9/2025	
5. Available Attendance Forms: In-Person	
6. Number of Credit Hours (3) / Number of Units (5)	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr Mazin Jassim Mohammed Asst. Prof. Dr Mohammed Abed Salih Email: mabdsalih@uowasit.edu.iq	
8. Course Objectives	
Course Objectiv	Upon completion of this course, the student should be familiar with the terminology and techniques of linguistic analysis and possess the knowledge to apply this knowledge to the description of languages. It is important to: 1. Introduce you to the nature of human language; 2. Gain a comprehensive view and a good understanding of language and its relationship to other languages; 3. Acquire specific linguistic and analytical skills at different levels of language and their description; 4. Enabling you to achieve comprehensive knowledge, practice, competencies, and skills in various aspects of linguistic analysis. • Explain the nature of human language. • Define the levels of language. • Systematically analyze the linguistic structure of any language. • Explain the history of linguistics.
9. Teaching and Learning Strategies	
Strategy	Teacher-Centered: • After making the students prepare the topic, I will start explaining the topic and the issues that should be considered for discussion.
Strategy	Student-Centered: • Making students explain what they have understood

	• Interactive Activities: making quizzes and group discussions • Problem-Solving Exercises: Giving some questions that are related to the topics
Strategy	Independent Learning: • Encouraged Self-Study: I encourage students to study at home by exploring the topic through PDF and videos that are available in the net.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	The students will understand how to read throughout the course	Introducing the course as whole	In-Person Lecture	Oral Discussion
2	3	The students will understand Meaning and semantic features	Ch.9(Semantics): Meaning and semantic features	In-Person Lecture	Oral Discussion
3	3	The students will understand the semantic roles	Ch.9(Semantics): semantic roles	In-Person Lecture	Oral Discussion
4	3	The students will understand the lexical relations	Ch.9(Semantics): lexical relations	In-Person Lecture	Oral Discussion
5	3	The students will understand the lexical relations and collocation	Ch.9(Semantics): lexical relations and collocation	In-Person Lecture	Oral Discussion
6	3	The students will understand the Pragmatics + Context	Ch.10(Pragmatics): Pragmatics + Context	In-Person Lecture	Oral Discussion
7	3	The students will understand the Reference	Ch.10(Pragmatics): Reference	In-Person	Written
8	3	The students will understand the Speech acts	Ch.10(Pragmatics): Speech acts	In-Person Lecture	Oral Discussion
9	3	The students will understand the Politeness	Ch.10(Pragmatics): Politeness	In-Person Lecture	Oral Discussion
10	3	The students will understand how to analyze written or spoken texts	Ch.11(Discourse analysis): Discourse analysis	In-Person Lecture	Oral Discussion
11	3	The students will understand the	Ch.11(Discourse analysis): Conversation analysis	In-Person Lecture	Oral Discussion

		Conversation analysis			
12	3	The students will understand The co-operative principle	Ch.11(Discourse analysis): The co-operative principle	In-Person Lecture	Quiz
13	3	The students will understand the Background knowledge	Ch.11(Discourse analysis): Background knowledge	In-Person	Oral Discussion
14	3	The students will understand how the language acquired	Ch. 13 (First language acquisition): Acquisition	In-Person Lecture	Oral Discussion
15	3	The students will understand The acquisition schedule	Ch. 13 (First language acquisition): The acquisition schedule	In-Person Lecture	Oral Discussion
16	3	The students will under The acquisition process + Developing morphology stand the	Ch. 13 (First language acquisition): The acquisition process + Developing morphology	In-Person Lecture	Oral Discussion
17	3	The students will understand Developi syntax	Ch. 13 (First language acquisition):Developing synt	In-Person	Oral Discussion
18	3		Mid-term Holiday		
19	3		Mid-term Holiday		
20	3	The students will understand the types of learning method	Ch. 14 (Second language acquisition/learning): Focus on method	In-Person Lecture	Oral Discussion
21	3	The students will understand how fcusing on the learner is important	Ch. 14 (Second language acquisition/learning): Focus on the learner	In-Person Lecture	Oral Discussion
22	3	The students will understand that motivation has a crucial role	Ch. 14 (Second language acquisition/learning): Motivation + Input and output	In-Person	Oral Discussion
23	3		Application Period/ Six weeks		

24	3	The students will understand the Communicative competence	Ch. 14 (Second language acquisition/learning): Communicative competence + Applied Linguistics	In-Person	Quizz
	3	The students will understand the relationship between language and culture	Ch. 20 (Language and culture): Culture + Categories	In-Person	Oral Discussion
	3	The students will understand the Linguistic relativity	Ch. 20 (Language and culture): Linguistic relativity	In-Person	Oral Discussion
	3	The students will understand the Social categories + Gender	Ch. 20 (Language and culture): Cognitive categories + Social categories + Gender	In-Person	Oral Discussion

11. Course Evaluation

12. **Regular Quizzes:** Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement.
13. **Exams:** Monthly and final exams will comprehensively test students' knowledge and application of literary concepts.
14. **Written Assignments:** Writing assignments will assess students' ability to write effectively and critically.
15. **Class Participation:** Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.

16. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The study of language (George Yule)
Electronic References, Websites	https://linguistlist.org/

1. Course Name: English Novel – fourth year

2. Course Code: UWA26 - EDH- ENG- 404

3. Semester / Year: 2025-2026

4. Description Preparation Date: 1-9-2025					
5. Available Attendance Forms: In-Person					
6. Number of Credit Hours (3) / Number of Units (5)					
7. Course administrator's name (mention all, if more than one name)					
Name: prof. Azhar Hameed Mankhi Email: azharhameed2017@gmail.com Name: Asst. Lect. Murtada Saad Abdulazeez Email: mabdulazeez@uowasit.edu.iq					
8. Course Objectives					
Course Objectives			1-Understanding and understanding the material of the novel improves vocabulary, develops broad imagination, and helps escape from reality in a positive way. 2- Familiarize students with the cultures of different peoples, their customs, and their linguistic history. 3-Enhances the human and cognitive aspect		
9. Teaching and Learning Strategies					
Strategy 1		Teacher-Centered: Explaining the scientific material to students in detail.			
Strategy 2		Student-Centered: •listening to opinions and others' views • Technology integration can significantly contribute to the educational process through the use of educational software, leveraging interactive boards to enhance cooperative learning, and utilizing multimedia resources to increase student engagement.			
Strategy 3		Independent Learning: • Encouraged Self-Study: Instructors will provide resources and strategies for independent learning, encouraging students to use online resources and applications for further exploration. • Optional Activities: Students will have opportunities to participate in optional activities like presentations, debates, or creative writing assignments, allowing them to showcase their skills in a more creative way.			
10.Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	3	Explain the subject to students in detail	Modern Age	In-Person Lecture	Exam
2	3	The writer's biography	George Orwell	In-Person Lecture	Exam
3	3	Analyzing the text and understanding the event	CH 1 (ANIMAL FARM)	In-Person Lecture	Exam
4	3	Analyzing the text and understanding the event	CH 2	In-Person Lecture	Exam
5	3	Analyzing the text and understanding the event	CH 3	In-Person Lecture	Exam
6	3	Analyzing the text and understanding the event	CH 4	In-Person Lecture	Exam
7	3	Exam ch. 1,2,3,4	EXAM 1	In-Person Lecture	Exam
8	3	Analyzing the text and understanding the event	CH 5	In-Person Lecture	Exam

9	3	Analyzing the text and understanding the events	CH 6	In-Person Lectures	Exam
10	3	Analyzing the text and understanding the events	CH 7	In-Person Lectures	Exam
11	3	Analyzing the text and understanding the events	CH 8	In-Person Lectures	Exam
12	3	Exam ch. 5,6,7,8	EXAM 2	In-Person Lectures	Exam
13	3	Analyzing the text and understanding the events	CH 9	In-Person Lectures	Exam
14	3	Analyzing the text and understanding the events	CH 10	In-Person Lectures	Exam
15	3	explaining the novel again, focusing on the important events and explaining them	Explaining the whole novel	In-Person Lectures	Exam
16	3	The writer's biography	William Golding	In-Person Lectures	Exam

17	3	Analyzing the text and understanding the events	CH 1 (Lord of the Flies)	In-Person Lectu	Exam
18	3	Analyzing the text and understanding the events	CH 2	In-Person Lectu	Exam
19	3	Analyzing the text and understanding the events	CH 3	In-Person Lectu	Exam
20	3	Analyzing the text and understanding the events	CH 4	In-Person Lectu	Exam
21	3	Exam ch. 1,2,3,4	EXAM	In-Person Lectu	Exam
22	3	Analyzing the text and understanding the events	CH 5	In-Person Lectu	Exam
23	3	Analyzing the text and understanding the events	CH 6	In-Person Lectu	Exam
24	3	Analyzing the text and understanding the events	CH 7	In-Person Lectu	Exam

25	3	Analyzing the text and understanding the events	CH 8	In-Person Lectures	Exam
26	3	Exam ch. 5,6,7,8	EXAM	In-Person Lectures	Exam
27	3	Analyzing the text and understanding the events	CH 9	In-Person Lectures	Exam
28	3	Analyzing the text and understanding the events	CH 10 - 11	In-Person Lectures	Exam
29	3	Analyzing the text and understanding the events	CH 12	In-Person Lectures	Exam
30	3	explaining the novel again, focusing on the important events and explaining them	Explaining the whole novel	In-Person Lectures	Exam
11.Course Evaluation					
12. Regular Quizzes: Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement. 13. Exams: Monthly and final exams will comprehensively test students' knowledge and application. 14. Class Participation: Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.					
12.Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Animal Farm Lord of the Flies		

Main references (sources)	Animal Farm Lord of the Flies
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	https://www.webnovel.com

1. Course Name:
Drama
2. Course Code:
UWA26 - EDH- ENG- 402
3. Semester / Year:
2025-2026
4. Description Preparation Date:
1-9-2025
5. Available Attendance Forms:
In-Person
6. Number of Credit Hours/ Number of Units
Hours (3)
Units (4)
7. Course administrator's name (mention all, if more than one name)
Name: Prof. Ikhlas M. Nati
Name: Assist. Lect. Dheyaa H. Thabit

8. Course Objectives
1. Introducing the student to the English and American Drama. 2. Enable the student to understand the dramatic text. 3. Understand and learn characteristics of the literary period of the assigned texts. 4. Introducing the student to the literary importance of the texts assigned. 5. Introducing the student to the biographies of the assigned playwrights and their accomplishments throughout their lives. 6. Introducing the student to the moral, social, or historical content that are included in the texts assigned for this stage.

9. Teaching and Learning Strategies

- 1- Explain that the play is an important subject in improving the language and developing the student's imagination.
- 2- Giving students opportunities to talk about their ideas in the lecture and also connecting the events of the literary text to reality.
- 3- Encouraging students to read the literary text because the text is the basis for delving into any literary subject.
4. Explain the importance of the period in which the literary text was written, as the era and the writer's life are important in understanding the texts.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	3	Explaining the period in which the text was written- the Modern Age movements.	Modern Age	Explain the subject to students in detail.	Daily participation
	1	The writer's biography	Gorge Bernard Shaw		Daily Participation
	41	Analyzing the text and understanding the events and their connection to the characters and the period in which it was written	Arms and the Man		Daily written exam, and oral exams. Daily participations along with writing reports about critical given questions. Focusing on giving the student more than one or two written exam chance as it is a new subject to them. The importance of making fun activities that enable the student to appreciate literature and art.
	3	Explaining the period in which the text was written- the Modern Age and the Theatre of the Absurd.	Modern Age. Focusing on the human dilemma in the modern age.		Daily participation
	1	The writer's biography	Samuel Becket		Daily Participation
	41	Analyzing the text and understanding the events and their connection to the characters and the period in which it was written.	Waiting for Godot		Daily participation, written and oral exams.

11. Course Evaluation
For the first course, scores are stated as the following:

- 15 scores for the first monthly written exam.
- 5 scores for the daily preparation.
- 5 scores for the student's attendance.

For the second course, scores are stated as the following:

- 15 scores for the second monthly written exam.
- 5 scores for students' tasks and reports.
- 5 scores for students' attendance.

The average of both courses is out of 50. The final examination is out of 50.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Gorge Bernard Shaw's <i>Arms and the Man</i> - Samuel Becket's <i>Waiting for Godot</i>
Main references (sources)	"<i>Arms and the Man</i>": A Commentary Gorge Bernard Shaw's <i>Arms and the Man</i>: a Casebook
Recommended books and references (scientific journals, reports...)	Various sources, including articles, research, books, and videos, available in the department's library and via the Internet, such as: Bookfi.net Bookzz.org Book4four.org Libgen.net

1. Course Name:					
Modern Poetry					
2. Course Code:					
UWA26 - EDH- ENG- 405					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
1-9-2025					
5. Available Attendance Forms:					
Attendance for a full academic year.					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2/4					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Lect. Tabarak Sadiq Ali Email: tabaraka@uowasit.edu.iq					
8. Course Objectives					
1. Increase the student's vocabulary by reading and translating poems. 2. Identify different literary styles in specific poetic contexts. 3. Identify English prose and poetry as a literary genre. 4. Acquire skills in critique, analysis and figurative use of language.					
9. Teaching and Learning Strategies					
Lectures, discussions, competitions, application, field discussion, classroom discussion, watching videos and programs					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1	2		An Introduction on the Modern age	Explaining the subject in detail.	Daily participation
2			The Characteristics of Modern poetry	=	Writing a report
3			The Symbolist Movement W.B.Yeats "Sailing to Byzantium"	=	Daily written exam
4			W.B.Yeats "The Second Coming"	=	Daily participation
5			The Imagist Movement T.S.Eliot "The Love Song of J. Alfred Prufrock"		Writing a report
6			The Georgian School Walter de la Mare "The Listeners"	=	Daily participation

7			The Socialist School W.H.Auden “The Unknown Citizen”	=	Daily written exam
8			Neo-Romanticism Dylan Thomas”Fern Hi	=	Daily participation
9			Philip Larkin “Church Going”	=	Writing a report
10			Ted Hughes “The Casualty”	=	Daily participation
11				=	Daily written exam

11. Course Evaluation

For the first course, scores are stated as the following:

- 15 scores for the first monthly written exam.
- 5 scores for the daily preparation.
- 5 scores for the student’s attendance.

For the second course, scores are stated as the following:

- 15 scores for the second monthly written exam.
- 5 scores for students’ tasks and reports.
- 5 scores for students’ attendance.

The average of both courses is out of 50. The final examination is out of 50.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Maurice Wollman (ed.), Ten Twentieth Century Po
Main references (sources)	
Recommended books and references (scientific journals, reports...)	The Norton Anthology to English Literature
Electronic References, Websites	Educational videos on the Internet or YouTube

1. Course Name:

Translation

2. Course Code:

UWA26 - EDH- ENG- 407

3. Semester / Year:

2025-2026

4. Description Preparation Date:

Sep 1 , 2025

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total)

2 hours for each lecture / 3 units

7. Course administrator's name (mention all, if more than one name)

Name: Asst.Lect. Samana Nasser Abdulateef

Email: sabduleef@uowasit.edu.iq

8. Course Objectives

1. Develop students' proficiency in translating various types of texts across different subject areas.
2. Equip students with a comprehensive understanding of translation theory, methodology, and tools.
3. Cultivate critical thinking skills and ethical principles essential for effective and professional translation practice.

9. Teaching and Learning Strategies

Strategy

1. Interactive Lectures: Engage students through interactive lectures that explore translation theory, methodologies, and practical techniques, fostering critical thinking and active participation.
2. Hands-On Practice: Provide opportunities for hands-on translation exercises and workshops, allowing students to apply theoretical knowledge to real-world translation tasks and enhance their practical skills.
3. Technology Integration: Incorporate translation technologies and software into the curriculum to familiarize students with industry-standard tools and enhance their efficiency and accuracy in translation tasks.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week1 (1 st term)	4	Understanding of Translation Theory.	(Introduction) What is Translation? What Do We Translate? 4. How Do We Translate? 4.1 The unit of translation + Grammatical problems: Nominal sentence vs Verbal sentence.	Interactive Lectures	Oral, and written translation assessments

			Translation of Modals Word order (from Translation a Problems and Solutio source)		
Week 2	2	Demonstrate comprehension of methodologies in translation.	Literal Translation Ways of Literal Translation (Word for word, One to One, Direct Translation) + Translation of Tenses Grammatical problems: Translation of the verb “Be” Translation of the verb “Do” Translation of the verb “have” (from Translation a Problems and Solutio source)	Interactive lectures, and group discussion	Oral, and written translation assessments
Week 3	2	Demonstrate comprehension of methodologies in translation.	Practical Application and Explanation (from Advanced English Arabic translation source)	Interactive lectures, and group discussion	Oral, and written translation assessments
Week 4	3	Exhibit Attempt in overcoming the obstacles translation practice, including adherence to deadlines delivering assignments.	Free translation Bound free translation Loose free translation + Grammatical problems: Translation of Modals Translation of Tenses	Interactive lectures, and group discussion	Oral, and written translation assessments

Week 5	1	Exhibit Attempt in overcoming the obstacles translation practice, including adherence to deadlines delivering assignment	Practical Application and Explanation (from Advanced English – Arabic translation source)	Interactive lectures, and group discussion	Oral, and written translation assessments
Week 6	2		1st Monthly Exam		Written Exam
Week 7	2	Utilize translation strategies and tools effectively to enhance translation efficiency and accuracy.	Adaptation Translation (from Advanced English – Arabic translation source) Communicative Translation (from Advanced English – Arabic translation source)	Interactive lectures, and group discussion	Oral, and written translation assessments
Week 8	2		-Practical Application Cultural problems, domestication and Foreignization (from Advanced English – Arabic translation source).	Interactive lectures, and group discussion	Oral, and written translation assessments
Week 9	2		2 nd Monthly Exam		Written Exam
Week 10	2	Demonstrate awareness cultural differences and the ability to navigate cross-cultural communication challenges in translation	Translation and Culture. (from Translation as Problems and Solutions source).	Interactive lectures, and group discussion	Oral, and written translation assessments

Week 11	2	Demonstrate awareness cultural differences and the ability to navigate cross-cultural communication challenges in translation.	Translation of Idioms Translation of Proverbs (from Translation as Problems and Solutions source).	Interactive lectures, and group discussion	Oral, and written translation assessments
Week 12	2	Demonstrate awareness cultural differences and the ability to navigate cross-cultural communication challenges in translation.	Lexical Problems: Figurative language: Translation of metaphor.	Interactive lectures, and group discussion	Oral, and written translation assessments
Week 13	2	Demonstrate awareness cultural differences and the ability to navigate cross-cultural communication challenges in translation.	Translation of Collocations	Interactive lectures, and group discussion	Oral, and written translation assessments
Week 14	2		Third Monthly Exam		
Week 15	2	Exhibit Attempt in overcoming the obstacles translation practice, including adherence to deadlines delivering assignments.	Faithful Translation (from Advanced English – Arabic translation source)	Interactive lectures, and group discussion	Oral, and written translation assessments
Week 16,17	2	Exhibit Attempt in overcoming the obstacles translation practice, including adherence to deadlines delivering assignments.	Narrative texts: syntactic problems (from Advanced English – Arabic translation source)		Written Exam
Week 18	2	Demonstrate awareness cultural differences and the ability to navigate cross-cultural communication challenges in translation.	Practical Application	Interactive lectures, and group discussion	Oral, and written translation assessments

Week 19,20	2	Demonstrate awareness cultural differences and the ability to navigate cross-cultural communication challenges in translation	Technical Translation: Arabization	Interactive lectures, and group discussion	Oral, and written translation assessments
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11. Course Evaluation

Assessment	Total Assessment Score
1 st Term Monthly Exam	15
2 nd Term Monthly Exam	15
Quizzes	10
Class Activities	10
Final Exam	50

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Lahlali,E & Abu Hatab,W. (2014). Advanced English– Arabic translation. Edinburgh University Press Ltd. Ghazala,H.(1995).Translation as problems and solutions.Dar wa Maktabat Al Hilal.
Main references (sources)	Various Academic Sources of Translation
Recommended books and references (scientific journals, reports...)	Various Electronic Reports
Electronic References, Websites	https://www.britishcouncil.org https:// www. translation ebooks/

1. Course Name:
Listening and Speaking
2. Course Code:
UWA26 - EDH- ENG- 408
3. Semester / Year:
2025-2026
4. Description Preparation Date:
1-9-2025
5. Available Attendance Forms:
Attendance for a full academic course.
6. Number of Credit Hours (Total) / Number of Units (Total)
Two hour weekly / 30 hours in the whole course 2 units
7. Course administrator's name (mention all, if more than one name)
Name: Assit. Lect. Hiba Nadhim Jebur Email: hjebur@uowasit.edu.iq
8. Course Objectives
This course aims at enabling students and developing their English language skills in:

- Asking about important or exciting experiences and events.
 - Providing interesting stories and asking for details.
- Describing things that some people find somewhat annoying and showing sympathy for them.
 - Making suggestions and commenting on them.
- Getting to know people and asking about their work.
 - Making and politely declining invitations.
 - Talking about misconceptions.
- Expressing misunderstandings and expressing opinions without offending others.
 - And other important topics in daily life

9. Teaching and Learning Strategies

1. Active listening, which includes: Interaction: Students should be encouraged to ask questions and interact with the content heard.
2. Summarization: After listening, students can summarize what they heard to confirm understanding.
3. Providing diverse listening models using audio clips from real conversations, such as daily conversations, news, and talk shows.
4. Group activities, which include:
 - A. Discussions: Organizing group discussions on the topics that were listened to enhance understanding and express opinions.
 - B. Educational games: Using games that require listening, such as “word games” or “puzzle games”
 - c. Listening exercises, which includes: Providing various exercises such as filling in the blanks, choosing the correct answers, or identifying specific details from the audio text.
 - d. Feedback, which includes: Providing immediate feedback on students’ performance in listening skills, which helps them improve their performance.
5. Training on concentration skills, such as teaching students strategies to improve their concentration while listening, such as avoiding distractions and writing notes.
6. Analysis of audio texts After listening, audio texts can be analyzed in terms of topic, style, and message.

10. Course Structure

Week	Hou rs	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
1.	2	Teaching students how to focus and respond to information transmitted through active listening.	Asking about important and exciting experiences and events.	Active listening and interaction with the audio content and summarizing after listening.	The evaluation methods are used differently according to the situations like: 1. Monthly exams. 2. Continuous assessment tasks such as daily notes and oral questions
2.	2	Encouraging students to express their ideas and opinions clearly and confidently through conversations and discussions.	Providing interesting stories and asking for details.	Using audio clips from real conversations	
3.	2	Helping students understand the audio content and analyze the	Describing things that some people find somewhat annoying	Group activities including discussion on the topics listened to enhance	

		messages and information provided.	and showing sympathy for them.	understanding and express opinions.	3. Oral and practical tests such as individual interviews.. and group discussions and presentations.
4.	2	Expanding students' vocabulary through exposure to various texts and interactive situations	Making suggestions and commenting on them	Listening exercises including: Providing different exercises such as filling in the blanks, choosing the correct answers, or identifying specific details from the audio text.	
5.	2	Teaching students how to analyze audio information and extract meanings and main ideas.	Making suggestions and commenting on them	Active listening and interaction with the audio content and summarizing after listening.	
6.	2	Monthly Exam			
7.	2	Enhancing teamwork through activities that require communication and interaction between students.	Making suggestions and commenting on them	Group activities including discussion on the topics listened to enhance understanding and express opinions.	
8.	2	Teaching students how to think critically about audio information and express their opinions in a logical and argument-supported manner	Getting to know people and asking about their work.	Listening exercises including: Providing different exercises such as filling in the blanks, choosing the correct answers, or identifying specific details from the audio text.	
9.	2	Teaching students how to focus and respond to information transmitted through active listening	Getting to know people and asking about their work.	Active listening and interaction with the audio content and summarizing after listening.	
10	2	First Monthly Exam		Using audio clips from real conversations	
11	2	Helping students understand the audio content and analyze the messages and information provided.	Talking about false assumptions.	Group activities including discussion on the topics listened to enhance understanding and express opinions.	
12	2	Expanding students' vocabulary through exposure to various texts and interactive situations	Expressing misunderstanding and expressing opinions without offending others	Listening exercises including: Providing different exercises such as filling in the blanks, choosing the correct answers, or identifying	

				specific details from the audio text.	
13.	2	Teaching students how to analyze audio information and extract meanings and main ideas.	Expressing misunderstanding and expressing opinions without offending others.	Active listening and interaction with the audio content and summarizing after listening.	
14.	2	Mid-year Holiday			
15.	2	Mid-year Holiday			
16.	2	Teaching students how to focus and respond to information transmitted through active listening.	Asking for clarification.	Active listening and interaction with the audio content and summarizing after listening.	
17.	2	Second Monthly Exam			
18.	2	Helping students understand the audio content and analyze the messages and information provided.	Giving Clarification.	Group activities including discussion on the topics listened to enhance understanding and express opinions.	
19.	2	Expanding students' vocabulary through exposure to various texts and interactive situations.	Giving Clarification.	Listening exercises including: Providing different exercises such as filling in the blanks, choosing the correct answers, or identifying specific details from the audio text.	
20.	2	Practicum Period			
21.	2	Practicum Period			
22.	2	Practicum Period			
23.	2	Practicum Period			
24.	2	Practicum Period			
25.	2	Practicum Period			
26.	2	Practicum Period			
27.	2	Third Monthly Exam.			
28.	2	Teaching students how to analyze audio information.	Giving Reasons.	Active listening and interaction with the audio content and	

		and extract meanings and main ideas.		summarizing after listening.	
29		Helping students understand the audio content and analyze the messages and information provided.	Expressing Approvals	Group activities including discussion on the topics listened to enhance understanding and express opinions.	
30		Expanding students' vocabulary through exposure to various texts and interactive situations	Expressing Approvals	Listening exercises including: Providing different exercises such as filling in the blanks, choosing the correct answers, or identifying specific details from the audio text.	

11.Course Evaluation

1 .Monthly Exams.

2 .Continuous Evaluation Tasks:

- *Daily Observations: The teacher observes students' interaction in various activities and records his observations about the extent of their active participation in dialogues and listening.
- *Oral Questions: Asking students various questions individually or collectively to measure their understanding of the information they have listened to.
- *Homework: Assigning students homework that includes listening to audio texts or video clips and responding to them orally or in writing
- 3 .Oral and Practical Tests:
- *Individual Interviews: Conducting individual interviews with each student to assess their ability to express their ideas clearly and in an organized manner.
- *Group Discussions: Organizing group discussions on various topics to measure students' ability to listen to the opinions of others and express their own opinions.
- *Presentations: Assigning students to prepare presentations on specific topics to measure their ability to speak confidently in front of an audience.
- *Practical Exercises: Conducting practical exercises such as telephone conversations or mock meetings to assess students' oral communication skills.

11. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. Vargo, M (2013).SpeakNow:Communicate with Confidence, Oxford University Press. [Student Book] 2. Vargo, M (2013).SpeakNow:Communicate with Confidence, Oxford University Press. [activity book]
Main references (sources)	- . Vargo, M (2013).SpeakNow:Communicate with Confidence, Oxford University Press. [Student Book] 2. Vargo, M (2013).SpeakNow:Communicate with Confidence, Oxford University Press. [activity book]

Recommended books and references (scientific journals, reports...)	-New Headway Plus: Intermediate Student's Book -New Headway Plus: Post-Intermediate Student's Book
Electronic References, Websites	https://dalilk4ielts.com/links/eng-listening https://learnenglish.britishcouncil.org/general-english/podcasts/series-1 TED Talks .A great platform to watch and analyse influential speeches from a variety of fields, helping students improve their listening and comprehension skills YouTube YouTube offers a wide range of educational videos on listening and speaking, including language lessons, workshops, and short videos covering specific topics. BBC Learning English This site offers a variety of educational resources for learning English, including lessons on listening and speaking. *Duolingo: An excellent language learning app, including listening and speaking lessons. *Memrise: Another powerful app for learning words and phrases, with a focus on interactive practice. *HelloTalk: An app that connects you with native speakers of the language you're learning, allowing you to practice yo

1. Course Name: Assessment and testing	
2. Course Code: UWA26 - EDH- ENG- 406	
3. Semester / Year: 2025-2026	
4. Description Preparation Date: 2-9-2025	
5. Available Attendance Forms: In-Person	
6. Number of Credit Hours (2) / Number of Units (2)	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof.Faris Kadhim Te'ema Al-Atabi Email: falattabi@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	A- Graduating a student capable of good and effective use of tests in the English language with the ability to communicate with modern technology, based on the concept that the English language has become an effective means of communication between different cultures. B-The ability to prepare all types of tests C- Developing self- and professional awareness
9. Teaching and Learning Strategies	
Strategy 1	Teacher-Centered:

	• Clear Explanations: Instructors will provide clear and concise explanations of testing and assessment concepts, using real-world examples and visuals (charts, diagrams) to enhance understanding. • Structured Presentations: Each session will follow a well-structured format, introducing the testing and assessment points, providing explanations and examples, and then transitioning to student-centered activities. • Guided Practice: Instructors will lead the class through initial practice exercises, ensuring all students grasp the basic concepts before moving on.
Strategy 2	Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work, quizzes, and games focused on applying types of tests . • Problem-Solving Exercises: Students will be presented with problem-solving exercises that challenge them to analyze and apply the learned tests concepts to real-world scenarios. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. • Technology Integration: Technology can be leveraged through online using test , interactive whiteboards for collaborative learning, and multimedia resources to enhance engagement.
Strategy 3	Independent Learning: • Textbook Work: Students will be assigned exercises and activities directly from the prescribed textbook to solidify their understanding outside the classroom. • Encouraged Self-Study: Instructors will provide resources and strategies for independent learning, encouraging students to use tests , online resources, and tests applications for further exploration. • Optional Activities: Students will have opportunities to participate in optional activities like presentations, debates, or creative writing assignments, allowing them to showcase their language testing of skills in a more creative way.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Assessment concepts & issues	Chapter one	In-Person Lectu	Exam

2	2	Types and purposes of tests	Chapter one	In-Person Lectures	Exam
3	2	Approaches of language test	Chapter one	In-Person Lectures	Exam
4	2	Principles of language assessment	Chapter two	In-Person Lectures	Exam
5	2	Assessing listening	Chapter 7	In-Person Lectures	Exam
6	2	Intensive listening	Chapter 7	In-Person Lectures	Exam
7	2	Responsive	Chapter 7	In-Person Lectures	Exam
8	2	Selective	Chapter 7	In-Person Lectures	Exam
9	2	Assessing speaking	Chapter 8	In-Person Lectures	Exam

10	2	Imitative and intensi	Chapter 8	In-Person Lectu	Exam
11	2	Responsive and interactive	Chapter 8	In-Person Lectu	Exam
12	2	Extensive speaking	Chapter 8	In-Person Lectu	Exam
13	2	Assessing reading	Chapter 9	In-Person Lectu	Exam
14	2	Perceptive reading	Chapter 9	In-Person Lectu	Exam
15	2	Selective reading	Chapter 9	In-Person Lectu	Exam
16	2	Interactive reading	Chapter 9	In-Person Lectu	Exam
17	2	Extensive reading	Chapter 9	In-Person Lectu	Exam

18	2	Assessing writing	Chapter 10	In-Person Lectu	Exam
19	2	Imitative and Intensi	Chapter 10	In-Person Lectu	Exam
20	2	Responsive	Chapter 10	In-Person Lectu	Exam
21	2	Extensive	Chapter 10	In-Person Lectu	Exam
22	2	Assessing grammar a vocabulary	Chapter 11	In-Person Lectu	Exam
23	2	Selected response	Chapter 11	In-Person Lectu	Exam
24	2	Limited production	Chapter 11	In-Person Lectu	Exam
25	2	Extended production	Chapter 11	In-Person Lectu	Exam

26	2	Assessing vocabulary	Chapter 11	In-Person Lecture	Exam
27	2	Nature of vocabulary	Chapter 11	In-Person Lecture	Exam
28	2	Defining lexical knowledge	Chapter 11	In-Person Lecture	Exam
29	2	Receptive vocabulary	Chapter 11	In-Person Lecture	Exam
30	2	Productive vocabulary	Chapter 11	In-Person Lecture	Exam

11. Course Evaluation

12. **Regular Quizzes:** Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement.
13. **Exams:** Monthly and final exams will comprehensively test students' knowledge and application of the covered tests concepts.
14. **Written Assignments:** Writing assignments will assess students' ability to use language tests accurately and effectively in their written communication.
15. **Class Participation:** Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	H. Douglas Brown and Priyanvada Abeywickram (2010)
Main references (sources)	H. Douglas Brown and Priyanvada Abeywickram (2010)
Recommended books and references (scientific journals, reports...)	2. Understanding language testing by Douglas (2010)

	3. Testing in language programs by James Dean Brown (1996) 4. Language Testing and assessment by Elana Shohamy (2017)
Electronic References, Websites	

1. Course Name: Practicum and EFL Classroom Practices
2. Course Code: UWA26 – EDH – ENG - 409
3. Semester / Year: 2025-2026
4. Description Preparation Date: 1-9-2025

5. Available Attendance Forms: In-Person	
6. Number of Credit Hours (3) / Number of Units (6)	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Qasim Hammadi Al Ibadi Email: qhammadi@uowasit.edu.iq	
8. Course Objectives	
Course Objectives:	1. Explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform their own teaching practice . 2. Read, understand and practice about teaching English language four language skills and classroom management . 3. Provide a professional review of foreign language materials in light of current trends in teaching methodologies that may be used to initially adopt the textbook, guidance in the use of the materials, or adapt the materials. 4. To enable students to use an up-to-date methods in teaching English language 5. To enable students to write lesson plan. 6. To teach students how to design test and evaluating students.
9. Teaching and Learning Strategies	
Strategy	Teacher-Centered: • Clear Explanations: Instructors will provide clear and concise explanations of teaching concepts, using real-world examples and visuals (charts, diagrams) to enhance understanding and using authentic material. • Structured Presentations: Each session will follow a well-structured format, introducing the teaching concepts, providing explanations and practice, and then applying lesson into student-centered activities. • Guided Practice: Instructors will lead the class through initial practice exercises ensuring all students grasp the basic concepts before moving on.
Strategy	Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work, quizzes and games focused on applying teaching activities. • Problem-Solving Exercises: Students will be presented with problem-solving exercises that challenge them to analyze and apply the teaching concepts in class. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. • Technology Integration: Technology can be leveraged through online teaching exercises, YouTube programmes , interactive whiteboards for collaborative learning and multimedia resources to enhance engagement.
Strategy	Independent Learning:

Textbook Work: Students will be assigned exercises and activities directly from the Undergraduate Practicum Course • textbook to solidify their understanding outside the classroom. • Encouraged Self-Study: Instructors will provide resources and strategies for independent learning, encouraging students to use dictionaries, online resources, and teaching applications many skills. • Optional Activities: Students will have opportunities to participate in optional activities like presentations, debates, or practising teaching, teaching four language skills in addition to vocabulary and grammar.					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Student Teacher	Unit 1	In-Person Lecture	Exam
2	3	Learner characteristics	Unit 2	In-Person Lecture	Exam
3	3	Glossary	Unit 2	In-Person Lecture	Exam
4	3	Emotional, cognitive and metacognitive characteristics	Unit 2	In-Person Lecture	Exam
5	3	Tips in learning style	Unit 2	In-Person Lecture	Exam

6	3	Aims and goals	Unit 3	In-Person Lecture	Exam
7	3	Behavioral objective	Unit 3	In-Person Lecture	Exam
8	3	Writing lesson plan	Unit 3	In-Person Lecture	Exam
9	3	Bloom taxonomy	Unit 3	In-Person Lecture	Exam
10	3	Teaching vocabulary	Unit 4	In-Person Lecture	Exam
11	3	Tips and activities	Unit 4	In-Person Lecture	Exam
12	3	Activities and practice	Unit 4	In-Person Lecture	Exam
13	3	Teaching Grammar	Unit 5	In-Person Lecture	Exam

14	3	Tips and activities	Unit 5	In-Person Lecture	Exam
15	3	Activities and practice	Unit 5	In-Person Lecture	Exam
16	3	Teaching Listening	Unit 6	In-Person Lecture	Exam
17	3	Tips and activities	Unit 6	In-Person Lecture	Exam
18	3	Activities and practice	Unit 6	In-Person Lecture	Exam
19	3	Teaching Speaking	Unit 7	In-Person Lecture	Exam
20	3	Tips and activities	Unit 7	In-Person Lecture	Exam
21	3	Activities and practice	Unit 7	In-Person Lecture	Exam

22	3	Follow up activities	7	In-Person Lecture	Exam
23	3	Teaching Reading	Unit 8	In-Person Lecture	Exam
24	3	Tips and activities	Unit 8	In-Person Lecture	Exam
25	3	Activities and practice	Unit 8	In-Person Lecture	Exam
26	3	Follow up activities	Unit 8	In-Person Lecture	Exam
27	3	Teaching Writing	Unit 9	In-Person Lecture	Exam
28	3	Tips and activities	Unit 9	In-Person Lecture	Exam
29	3	Activities and practice	Unit 9	In-Person Lecture	Exam

30	3	Classroom management	Unit 10	In-Person Lecture	Exam
11. Course Evaluation					
Regular Quizzes: Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement. Exams: Monthly and final exams will comprehensively test students' knowledge and application of the covered grammar concepts. Criticizing videos: The students will be asked to evaluating videos and programs of English language teaching. Class Participation: asking students to practise teaching four language skills and teaching grammar and vocabulary in the class in addition to preparing lesson plan . The teacher will evaluate students performance .					
12. Learning and Teaching Resources					
Required textbooks (curricular books, any)		Shaima Albakri and Kansaa Albahadili : Undergraduate Practicum Course			
Main references (sources)		Leslie Opp – Beckman : Shaping the way we teach English			
Recommended books and references (scientific journals, reports...)		Michael H. Long and Catherine J. Doughty : The Handbook of Language Teaching			
Electronic References, Websites		https://youtu.be/7AP78Rcp0vs?si=qQ7UAdgFvYoZ_NF			

