

**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**

2026-2025

# Academic Program Description Form

University Name: **Tikrit**  
Faculty/Institute: **College of Arts**  
Scientific Department: **English Department**  
Academic or Professional Program Name:

Academic System: **Annually**

Description Preparation Date

Signature:

Head of Department Name:

Date: 22/9/2025



Signature:

Scientific Associate Name:

Date: 25/9/2026

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 25/9/2025

Signature:

A large, stylized handwritten signature in black ink, positioned below the name of the Director of the Quality Assurance and University Performance Department.

A smaller handwritten signature in black ink, positioned above the 'Approval of the Dean' text.

Approval of the Dean



## **Introduction:**

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

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

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

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

## **Concepts and terminology:**

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

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

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

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

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

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

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

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

## 1. Program Vision

The department endeavors to excel among similar departments in faculties of arts at various universities by offering an educational program that adopts a rigorous and modern media research approach in translation and advanced teaching methods. Utilizing modern technologies, the program aims to prepare a new generation of graduates who are proficient in their specialization and capable of playing a pivotal role in achieving academic leadership and applying it to the development of Iraqi society.

## 2. Program Mission

1. Provide students with distinguished educational expertise.
2. Prepare highly competent graduates to meet the labor market needs.
3. Conduct outstanding research in the field of English language studies and scientific research to serve society.
4. Enhance creativity and critical thinking among students.
5. Meet societal needs in the fields of education, research, media, and culture.

## 3. Program Objectives

The English Department plan derives its objectives from the general orientation and objectives of the College of Arts at Tikrit University. The objectives of the English Department are:

1. To graduate highly qualified students in the fields of English language and literature who can adapt to new challenges and changes in their future profession.
2. Enriching knowledge between local culture and English culture through positive learning and education.
3. Preparing graduates who can successfully pursue postgraduate studies and research.
4. To update the areas of language learning and expertise including technological advancements.
5. To serve the local community in the fields of English language teaching and translation.

4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
No.				
5. Other external influences				
Is there a sponsor for the program?				
No.				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	No			
College Requirements	No			

Department Requirements	No			
Summer Training	No			
Other				

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

## 7. Program Description

Academic stage	Course name	Credit hours
<b>First</b>	Grammar	3
	Second language	2
	Composition	3
	Comprehension	3
	Human rights	1
	Computer	1
	Phonetics	3
	Literature	3
	Communication skills	1
	Arabic language	1
<b>Second</b>	Grammar	2
	Second Language	2
	Composition and Comprehension	3
	Communication Skills	2
	Phonetics	3
	Theatre	2
	Novel	2
	Poetry	2
	Arabic Language	1
<b>Third</b>	Grammar	3
	Second Language	2
	Essay and Research	2
	Translation	2
	Linguistics	2
	Theatre	3
	Novel	3
	Poetry	3
	Conversation	1
<b>Fourth</b>	Grammar	3
	Second Language	2
	Literary Criticism	3

	Translation	2
	Linguistics	2
	Theatre	3
	Novel	3
	Poetry	3
	Graduation Project	2

<b>8- Expected learning outcomes of the program</b>
<b>Knowledge</b>
Offering advice and guidance to help students develop their skills, including teamwork, time management, and prioritization.
Fostering leadership and management abilities.
Instilling the principle of self-guidance and self-improvement.
<b>9. Skills</b>
D1- Leadership and effective communication skills.
D2- Emphasizing the student's understanding of English language in all its academic disciplines in line with the department's vision and objectives.
D3- Data management and IT skills relevant to English language.
D4- Enhancing the student's abilities by focusing on external factors that aid self-development in English language.
<b>10. Values</b>
1. Enabling students to understand the material theoretically and practically.
2. Enabling students to think and analyze to reach correct conclusions.
3. Enabling students to prepare good scientific reports.

<b>11. Teaching and learning strategies</b>
1. Using modern methods in teaching the subject .
2. Using technological means to present scientific material, including data shows and PowerPoint.
3. Discussion inside the classroom
4. Classroom participation
5. Homework preparation

<b>12. Evaluation methods</b>
Daily assessment from discussion + daily exams + monthly exams + practical+ assignment

13. Faculty:

Faculty					
Faculty members					
Position	Specialization	General specialization	Academic Rank	Instructor's name	T
	Spanish Literature	English Language	Professor Dr.	Qasim Mohammed Hilal	.1
	Linguistics	English Language	Professor Dr.	Shifa Hadi Hussein	.2
	English Literature	English Language	Professor Dr.	Khattab Mohammed Ahmed	.3
	English Literature	English Language	Professor Dr.	Ihsan Mudhar Mahmoud	.4
	English Literature	English Language	Professor	Amal Mohammed Jasim	.5
<b>Head of Department</b>	French Language	English Language	Assistant Professor Dr.	Khaldoon Atta Siman	.6
	Linguistics	English Language	Assistant Professor Dr.	Maha Bakr Mohammed	.7
	Linguistics	English Language	Assistant Professor Dr.	Marwa Kareem Ali	.8
	Linguistics	English Language	Assistant Professor Dr.	Suha Rasheed Hamad	.9
	English Literature	English Language	Assistant Professor Dr.	Hikmat Khalaf Hussein	.10
	Linguistics	English Language	Assistant Professor Dr.	Kanaan Khudhair Hassan	.11
	English Literature	English Language	Assistant Professor Dr.	Amer Hamed Suleiman	.12
	Linguistics	English Language	Assistant Professor Dr.	Norjan Hussein Jamal	.13
	English Literature	English Language	Assistant Professor Dr.	Alaa Ahmed Abdullah	.14

	Linguistics	English Language	Assistant Professor	Abd Khalaf Saleh	.15
	English Literature	English Language	Assistant Professor	Hassan Saleh Hamad	.16
	English Literature	English Language	Lecturer Dr.	Intisar Mohammed Waka'a	.17
	Teaching Methods	English Language	Lecturer Dr.	Zainah Ismail Jasim	.18
	Linguistics	English Language	Lecturer	Maisoon Kadhim Ali	.19
	English Literature	English Language	Lecturer	Muneeba Khalaf Muhaimid	.20
	Business Administration	English Language	Lecturer	Imad Abd Khudhair	.21
	Linguistics	English Language	Assistant Lecturer	Sumayya Zaidan Khalaf	.22
	Translation	English Language	Assistant Lecturer	Ahmed Ismail Mohammed	.23
	Teaching Methods	English Language	Lecturer Dr.	Zainah Ismail Jasim	.24
	Translation	English Language	Assistant Lecturer	Ramia Sabbar Ali	.25
	Law	English Language	Assistant Lecturer	Reem Jasim Mohammed	.26
	Linguistics	English Language	Assistant Lecturer	Alaa Abdullah Hussein	.27
	Teaching Methods	English Language	Lecturer	Saad Rukan Jasim	.28
	Arabic Literature	English Language	Assistant Lecturer	Athraa Qadir	.29
	English Literature	English Language	Assistant Lecturer	Laith Taher Tawfeeq	.30
	Linguistics	English Language	Assistant Lecturer	Hiba Saad Abduljabbar	.31
	English Literature	English Language	Assistant Lecturer	Marwan Abdulmunim Tawfeeq	.32
Department Coordinator	English Literature	English Language	Assistant Lecturer	Ali Assi Hussein	.33
	Translation	English Language	Assistant Lecturer	Anas Saleh Jasim	.34
	English Literature	English Language	Assistant Lecturer	Abeer Adi Ismail	.35
	Linguistics	English Language	Assistant Lecturer	Maryam Ahmed Akbar	.36
	English Literature	English Language	Assistant Lecturer	Qusay Fares Arak	.37

	Linguistics	English Language	Assistant Lecturer	Fatimah Awwad Mukhlef	.38
	English Literature	English Language	Assistant Lecturer	Ghazwan Saleh Khalis	.39

## Professional Development

1. Involve them in some committees
2. Involve them in courses
3. Encourage them to conduct scientific research.

## Professional development of faculty members

1. Involving them in scientific and administrative committees.
2. Involve them in courses
3. Encourage them to conduct scientific research.

## 12. Acceptance Criterion

1. Central acceptance by the Ministry of Higher Education
2. Acceptance from the preparatory school certificate in both its branches (literary and scientific)

## 13. The most important sources of information about the program

1. Modern English scientific sources.
2. Arabic and English scientific journals.
3. Professors' experience over the years

## 14. Program Development Plan

1. Preparing a program to develop teaching staff by supporting and increasing development courses, and aligning with international universities.
2. Preparing a program to develop curricula by preparing new and advanced curricula, relying on technological development, especially (artificial intelligence).
3. Preparing a program to develop publishing and scientific research by participating in courses on publishing in Clarivate and Scopus containers and relying on modern scientific ideas..

## Course Description Form

<b>1. Course Name:</b>					
Linguistics					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
Annual					
<b>4. Description Preparation Date:</b>					
22/9/2025					
<b>5. Available Attendance Forms:</b>					
2 hours per a week					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
60 hours					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Assistant Professor Maha Bakir Mohammed (PhD) Email: <a href="mailto:bakir.maha@tu.edu.iq">bakir.maha@tu.edu.iq</a>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>			<ul style="list-style-type: none"> <li>• enabling the students to analyse a discourse from a semantic and pragmatic perspectives .....</li>   <li>• studying the origin of language, its history, and its relation to society and culture</li> </ul>		
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Oral questioning</li> <li>2. Written exams</li> <li>3. Daily participation</li> <li>4. Completing reports and daily assignments</li> </ol>				
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

30	60	Learning the linguistic schools and the main fields of linguistics	The Study of Language	1.Oral questioning 2.Daily participation 3.Completing reports and daily assignments	- written exam and quizzes
1	2	Understanding and comprehending the material studied	Introduction to Linguistics	Oral Questioning and Discussion	Written exams and quizzes
2	2		Linguistic Schools	=	=
3	2		Traditional School	=	=
4	2		Functional School	=	=
5	2		Structural School part 1	=	=
6	2		Structural School part 2	=	=
7	2		Semantics	=	=
8	2		Lexical Relations	=	=
9	2		Pragmatics	=	=
10	2		Pragmatic Analysis	=	=
11	2		Speech Acts of Austin and Searle	=	=
12	2		Politeness of Lakoff and Leech	=	=
13	2		Politeness of Brown and Levinson	=	=
14	2		Discourse Analysis	=	=
15	2		First Term Exam		=
Mid-year break					
1	2		Language and the Brain	=	=

2	2		First Language Acquisition	=	=
3	2		Second Language Acquisition	=	=
4	2		Origin of Language	=	=
5	2		Gesture and Sign Language	=	=
6	2		Language and Dialects	=	=
7	2		Bilingualism and Diglossia	=	=
8	2		Writing	=	=
9	2		Language and Regional Variation	=	=
10	2		Vernacular Language	=	=
11	2		Language and Social Variation	=	=
12	2		Quiz	=	=
13	2		Social categories and Gender	=	=
14	2		Revision	=	=
15	2		Second Term Exam		=

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### Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Literary analysis and criticism	16th c.: Historical Background	Theoretical	Discussion
2	3		Characteristics of 16th Century Poetry	Theoretical	Discussion
3	3		Sir Wyatt's "The Hind"	Theoretical	Discussion

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
4	3		Sir Wyatt's And Wilt thou leave me thus?	Theoretical	Discussion
5	3		Henry Howard's "Spring"	Theoretical	Discussion
6	3		Henry Howard's A Praise Love	Theoretical	Discussion
7	3		General Review	Practical	Written Test
8	3		Spenser's "Like as a Ship"	Theoretical	Discussion
9	3		Spenser's My Love is Like to Ice	Theoretical	Discussion
10	3		Sir Sidney's "Leave Me O Love"	Theoretical	Discussion
11	3		Sir Sidney's Come, Sleep! O Sleep	Theoretical	Discussion
12	3		Marlowe's "Passionate Shepherd to his Love"	Theoretical	Theoretical
13	3		Marlowe's Who Ever Loved	Theoretical	Theoretical
14	3		Shakespeare's Sonnet 55	Theoretical	Theoretical
15	3		Shakespeare's Sonnet 116	Theoretical	Theoretical
16	3		General Review	Practical	Written Exam
Mid-year break					
1	3		Seventeenth Century Schools of Poetry	Theoretical	Discussion
2	3		Metaphysical School of Poetry: Definition and Characteristics	Theoretical	Discussion
3	3		Herbert's "The Collar"	Theoretical	Discussion
4	3		Donne's "Death be not Proud"	Theoretical	Discussion
5	3		Herrick's "Daffodils"	Practical	Written Exam
6	3		Milton's Contributions	Theoretical	Discussion
7	3		Milton's "On his Blindness"	Theoretical	Discussion
8	3		Milton's Paradise Lost	Theoretical	Discussion
9	3		General Review	Practical	Written Test
10	3		Neo-Classical Poetry	Discussion	Theoretical
11	3		Pope's Contributions	Discussion	Theoretical

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
12	3		Pope's Essay on Criticism	Discussion	Theoretical
13	3		Pope's Weeping	Discussion	Theoretical
14	3		John Dryden's From Absalom to Achitophel	Discussion	Theoretical
15	3		John Dryden's A Song for St. Cecilia's Day	Discussion	Theoretical
16	3		General Review	Practical	Written Test

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1. **Required Textbooks: Dr. Hamdi Hameed Al-Douri: English Poetry: The Sixteenth and Seventeenth Centuries English Poetry: The Seventeenth Century.**
  2. **Primary References (Sources):**
    - **English Poetry: The Sixteenth Century:) Compiled and Introduced by Allaudin H. Al Jubori Dr. Khalid Maher A. W. Al- wakil Dr. Essam Al- Khatib - English Poetry**
    - **The Seventeenth Century: Compiled and Introduced by: A. W. Al Wakil Allaudin Hammoud**
  3. **Recommended Books and References (Media Journals, Reports, etc.**
    - Videos from YouTube.
    - Research gate, Academia, Google scholar

## Course Description Form

1. Course Name: Comprehension & Composition ,English Grammar	
2. Course Code: Comprehension & Composition ,English Grammar	
3. Semester / Year: Yearly	
4. Description Preparation Date: 1-9-2025	
5. Available Attendance Forms: Obligatory	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 Hours \ 12 Chapters	
7. Course administrator's name (mention all, if more than one name)	
Name:Saad Rokan Jasim Email:saad.r.jasim@tu.edu.iq	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Enabling students to understand and assimilate texts, memorize vocabulary, and control the rules of the English language at the grammatical and comprehension level, enabling them to read, understand and comprehend texts, distinguish right from wrong in different texts, and use the methods of the English language in a correct manner appropriate to the position of speech.</li> </ul>

	<ul style="list-style-type: none"> <li>• Introducing students to the most prominent written texts and the most famous works therein, ancient and modern, and approaching what the modern has added to the ancient ones.</li> <li>• Providing students with the nuances of vocabulary usage in the context of different sentences and the impact of this on understanding meaning.</li> </ul>
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**9. Teaching and Learning Strategies**

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• The standard method (giving lectures).</li> <li>• Text method.</li> <li>• How to solve problems.</li> </ul>
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**10. Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
October 1	3		An overview of reading and writing in the English language	lecture	class performance and tests

October 2	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
October 3	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
October 4	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
November 1	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
November 2	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
November 3	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
November 4	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests

December 1	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
December 2	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
December 3	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
December 4	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
January 1	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
January 2	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
January 3	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests

January 4	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
February 1	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
February 2	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
February 3	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
February 4	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
March 1	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
March 2	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests

March 3	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
March 4	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
April 1	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
April 2	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests
April 3	<sup>3</sup>		An overview of reading and writing in the English language	lecture ..... .....	class performance and tests
April 4	<sup>3</sup>		An overview of reading and writing in the English language	lecture	class performance and tests

## Course Description Form

1. Course Name: phonics					
2. Course Code: No					
3. Semester / Year: year					
4. Description Preparation Date: 2025/2026					
5. Available Attendance Forms: attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
7. Course administrator's name (mention all, if more than one name)					
Name Assist Lec Ahmed Ismael Mohammed Email:					
8. Course Objectives					
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>• Introducing the student to phonetics and its fundamentals as a subject that serves as the foundation for forming English words and sentences.</li> <li>• Helping the student pronounce sounds correctly and accurately, as well as understanding how to use them in words or sentences in the English language</li> <li>•</li> <li>•</li> </ul>			
9. Teaching and Learning Strategies					
<b>Strategy</b>					
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1-4	Introduction	Oranges of speech	Lecture and
8-5	Assessment	Consonants	discussion
11-9	Explanation	=	Listening
12	Conclusion	=	Lecture and
13	Assessment	=	discussion
14	Explanation	=	Listening
15		=Exam	
16	Conclusion	Consonants	=
17	Assessment	sequence	=
18	Explanation	=	=
19	Conclusion	=	Lecture and
20	Assessment	=	discussion
21	Explanation	Exam	
22		Vowels	=
23	Conclusion	=	=
24	Assessment	=	Listening
25	Explanation	=	=
26		Vowel sequence	=
27	Conclusion	Exam	Lecture and
28			discussion
29			
30			

### Course Description Form

1. Course Name: Drama
.....
2. Course Code:
3. Semester / Year: 2025– 2026
4. Description Preparation Date: 1/9/2025
5. Available Attendance Forms: Obligatory
6. Number of Credit Hours (Total) / Number of Units (Total) : 30 hours
7. Course administrator's name (mention all, if more than one name)

Name: Assoc. Teacher. Ali Assi Hussein Hmood  
 Email: [ali.assi@tu.edu.iq](mailto:ali.assi@tu.edu.iq)

## 8. Course Objectives

### Course Objectives

- Identifying the Elements of a Play: Studying the theatrical text and understanding its fundamental components, such as plot, characters, dialogue, conflict, time, and setting.
- Analyzing Dramatic Texts: Developing skills in analyzing dramatic texts to understand symbols, themes, and artistic techniques used.
- Familiarizing with Assigned Theatrical Texts: Studying plays by William Shakespeare and Christopher Marlowe.
- Developing Critical Thinking: Encouraging students to present critical analyses and express their personal interpretations of the plays.
- Understanding the Role of Theatre in Society: Exploring how theatre serves as a tool for cultural, social, and political expression.
- Engaging with Literary Texts: Enhancing students' understanding of the relationship between theatrical texts and audiences, as well as the role of directing and performance.
- Preparing Students for Creativity: Encouraging them to write theatrical texts or participate in acting out short scenes to grasp the practical aspects of theatre.

## 9. Teaching and Learning Strategies

### Strategy

- Lectures.
- Book presentations.
- In-class discussions.
- Assigning students research papers and reports on specific topics.
- Conducting research.
- Implementing presentations.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Reading and Analyzing selected plays	Twelfth Night Dr.Faustus	Lectures and discussions	Interactive lectures and written exams

## 11. course Evaluation

- The exam assesses observation, analysis, comparison, and students' comprehension of textual concepts.
- Conducting a group research project on the assigned material to evaluate students' understanding and skill development.
- Presenting a project, creating presentations, designing and implementing a

language conversation training program, developing an online project.

12. Learning and Teaching Resources	
Textbooks	Twelfth night Dr.Faustus
Main References	The complete works William Shakespeare History of literature English literature in context
Recommended books	Encyclopedia of Literature History of English literature Vol.2
Electronic references	Cliffsnotes.net Litchart.org Sparknotes.net

## Course Description Form

1. Course Name:	
Literary Theory and Literary Criticism	
2. Course Code:	
3. Semester / Year:	
Annual/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):	
3/90	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Alaa A. Abdullah Name: Asst. Lec. Qusay Faris Arrak	
8. Course Objectives	
<b>Course Objectives</b>	<p>1. Identify and describe major schools of literary theory (e.g., New Criticism, Structuralism, Reader-Response, Psychoanalytic, Marxist, Feminist, Queer, New Historicist, Deconstructive/Post-structuralist, Postcolonial, Ecocritical) and summarize their principal concepts and historical contexts. .....</p> <p>2. Explain how theoretical assumptions shape interpretive questions and readings, distinguishing between method (technique), theory (conceptual framework), and practice (written criticism).</p> <p>3. Apply appropriate theoretical tools to perform close readings of literary texts, producing coherent, text-based arguments that use evidence (quotations, formal features, narrative structure) to support claims.</p> <p>4. Compare and contrast multiple theoretical approaches to the same text, articulating how each approach alters interpretive outcomes and what evidence each privileges.</p> <p>5. Situate literary texts within broader cultural, historical, political, and material contexts when relevant, and demonstrate how contexts inform literary meaning and critical judgment.</p> <p>6. Demonstrate reflective and collaborative scholarly skills by participating in seminar discussion and delivering an oral presentation or facilitation.</p>

<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Lectures (explanation and clarification, discussion).</li> <li>2. Presenting books and sources related to the course topic.</li> <li>3. Conducting classroom discussions during the lecture.</li> <li>4. Assigning students to analyze selected texts according to literary theories.</li> </ol> <p>material.</p>

<b>10. Course Structure</b>					
Assessment Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Questions and Discussion	Lecture and Explanat	Introduction: What is literary Theory & Literary Criticism?	Introduction (overview of criticism and practice) Students should be able to: - Define “literary criticism,” “theory,” and “practice.” - Discuss aims and limits of critical approaches; distinction between close reading and theoretical framing.	3	1
Questions and Discussion Report Writing	Lecture and Explanat	New Criticism and Close Reading	- Learn formalist techniques: unity, paradox, ambiguity, paradox, imagery, irony, textual autonomy. - Practice line-by-line close reading and argumentation from the text.	6	2-3
Questions and Discussion Report Writing	Lecture and Explanat	Structuralism and Narratology	Understand signifier/signified, langue/parole, binary oppositions, narrative structure, functions (Propp), and narratology basics.	6	4-5
Written Monthly Exam	Comprehensive review of previous topics	Written Monthly Exam	Measure the student's ability to understand and analyze	3	6
Questions, Discussion, and Daily Exam	Lecture and Explanation	Reader-Response Theory	Understanding Different forms of reader-response (Iser, Fish); role of reader,	9	7-9

			interpretive communities, indeterminacy.		
Questions, Discussion, and Daily Exam	Lecture Taking Notes (Reading and analyzing the literary text)	Psychoanalytic Criticism	Understanding Freudian and post-Freudian approaches (Jung, Lacan) unconscious, desire, repression, symbolism.	3	10
Questions and Discussion Report Writing and Daily Exam	Lecture Taking Notes (Reading and analyzing the literary text)	Marxist and Socioeconomic Criticism	Understanding Base/superstructure, ideology, commodification, class struggle, cultural materialism	15	10-14
Written Monthly Exam	Review of the play	Second Monthly Exam	Measure the extent of the student's mastery in understanding and analyzing	3	15
			Mid-year Holiday	2 weeks	
Questions and Discussion Report Writing and Daily Exam	Lecture Taking Notes (Reading and analyzing the literary text)	Feminist and Gender Criticism	Understanding Waves of feminism in criticism; gender as social construction, representation, patriarchy, intersectionality introduction.	15	16-20
Written Monthly Exam	Lecture Taking Notes (Reading and analyzing the literary text)	New Historicism and Cultural Materialism	Contextualizing texts historically, power relations, historicizing interpretation, historicist method vs. formalism.	3	21
Questions and Discussion Report Writing and Daily Exam	Comprehensive review	Third Monthly Exam	Measure the extent of the student's mastery in understanding and analyzing	9	22-23
Questions and Discussion Report Writing and Daily Exam	Lecture Taking Notes (Reading and analyzing the literary text)	Post-Structuralism and Deconstruction	Understanding Concepts: différance, undecidability, trace, multiplicity of meaning, deconstructive reading strategies.	9	24-26
Questions and Discussion Report Writing and Daily Exam	Lecture Taking Notes (Reading and analyzing the literary text)	Postcolonial Theory	Understanding Colonial discourse, hybridity, mimicry, subaltern studies, orientalist critique (Said)	9	27-29
Written Monthly Exam	Comprehensive review of the play	Fourth Monthly Exam	Measure the extent of the student's mastery in understanding and analyzing the play	3	30
11. Course Evaluation 1					
1. Monthly Exam: 30 marks					

<b>2. Quizzes, Activities, Reports, and Assignments: 10 marks</b>	
<b>3. Final Exam: 60 marks</b>	
<b>12. Learning and Teaching Resources .2</b>	
Charles E. Bressler's Literary Criticism: An Introduction Theory and Practice	Required Textbooks (Methodology if any)
Critical Theory Today: A users friendly Guide by Tyson	Main References (Sources)
Dictionaries of Literary Theory and Terms	Recommended Supporting Books and References (Scientific Journals, Reports, etc.)
Google Books Cliff's Notes LitCharts Notes	Electronic References, Websites

## Course Description Form

L- Course name	
Literature	
2. Course Code: 1	
3. Semester / Year: Yearly	
4. Description Preparation Date:	
1/9/2025	
5. Available Attendance Forms:	
3hours per a week	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Muniba Khalaf Mohammed : Lecturer	
Email : <a href="mailto:muniba.khalaf@tu.edu.iq">muniba.khalaf@tu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Increase student's perceptions, encouraging them to debate, and using academic terminology in order to enhance the aspect of the language</li> <li>provide English language students with a cultural and historical background on English society through the study of English literature.</li> <li>Mastering the process of analyzing literary texts in terms of form and content.</li> <li>Explore science and other theories through the study of literature</li> <li> </li> <li>Understand the importance of using images and rhetorical styles and guide the student towards deducing the general meaning and intention of the writer</li> </ul>

**9. Teaching and Learning Strategies**

<b>Strategy</b>	<p>Teaching and Learning Strategies in Literature –</p> <p>Lectures are conducted through explanation, clarification and discussion –</p> <p>= Encouraging students to visit and use the public library and electronic libraries as they are the most important sources of learning.</p>
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**10. Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
30	90	Understanding Literature	Literature	1.Oral questioning 2.Daily participation 3.Completing reports and daily assignments Individual and Group Work Active classroom participation	- written exam and quizzes
1	3	encourage student to analyze	Introduction to Literature and its Importance	Lecture and Explanation	Questions and Discussion
2	3	encourage student to analyze	Eras of literature	Lecture and Explanation	Questions and Discussion
3	3	encourage student to analyze	Types of literature in general	Lecture and Explanation	Questions and Discussion
4	3	encourage student to analyze	Poetry Types of Poetry and Poetic Characteristics Poem Analysis	Lecture and Explanation	Questions and Discussion

5	3	encourage student to analyze	Descriptive Poetry	Introduction to Literature and its Importance	Questions and Discussion
6	3	encourage student to analyze	Analysis of a poetic model	Lecture and Explanation	Questions and Discussion
7	3	Comprehensive review of previous topics	Exam	Measure the student's ability to understand and analyze	Written Monthly Exam
8	3	encourage student to analyze	Reflective poetry	= Lecture and Explanation	Questions and Discussion
9	3	encourage student to analyze	Analysis of a poetic model	= Lecture and Explanation	Questions and Discussion
10	3	Understanding and comprehension	Lyrical Poetry	= Lecture and Explanation	Questions and Discussion
11	3	encourage student to analyze	Analysis of a poetic model	= Lecture and Explanation	Questions and Discussion
12	3	encourage student to analyze	Narrative poetry	= Lecture and Explanation	Questions and Discussion
13	3	encourage student to analyze	Analysis of a poetic model	Lecture and Explanation	Questions and Discussion
14	3	encourage student to analyze	Analysis of various poetic patterns by students' presentations	= Lecture and Explanation	= Questions and Discussion
15	3	Comprehensive review of previous	Written Monthly Exam	Measure the student's ability	= Written Exam

		topics		to understand and analyze	
Mid-year break					
1	3	encourage student to analyze	Prose and Style Analysis	= Lecture and Explanation	= Questions and Discussion
2	3	encourage student to analyze	History of Prose: Overview Prose Language and the distinction of its types	= Lecture and Explanation	= Questions and Discussion
3	3	encourage student to analyze	Sample analysis : prose text by T.S. Eliot	= Lecture and Explanation	= Questions and Discussion
4	3	encourage student to analyze	The Language of Narrative Prose	= Lecture and Explanation	= Questions and Discussion
5	3	Understanding and comprehension	Text analysis by George Orrell's Animal Farm	= Lecture and Explanation	= Questions and Discussion
6	3	encourage student to analyze	Text analysis by Ernest Hemingway The Sheikh and the Sea	= Lecture and Explanation	= Questions and Discussion
7	3	encourage student to analyze	The language of descriptive prose	= Lecture and Explanation	= Questions and Discussion
8	3	encourage student to analyze	The language of descriptive prose	= Lecture and Explanation	= Questions and Discussion
9	3	Comprehensive review of previous topics	Exam	Measure the student's ability to understand and analyze	= Written Exam

10	3	encourage student to analyze	Argumentative prose	= Lecture and Explanation	= Questions and Discussion
11	3	encourage student to analyze	Analysis of argumentative prose sample	= Lecture and Explanation	= Questions and Discussion
12	3	encourage student to analyze	Analysis of argumentative prose sample	= Lecture and Explanation	= Questions and Discussion
13	3	encourage student to analyze	Analysis of argumentative prose sample	= Lecture and Explanation	=
14	3	encourage student to analyze	Study Dramatic Text	= Lecture and Explanation	=
15	3	encourage student to analyze	Analysis of a selected dramatic text	Lecture and Explanation .....	=

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**Required Textbooks:**

- **L.G. Alexander. Poetry and Prose Appreciation for Overseas Students**
  
- **Recommended Textbooks:**
- **George Whitfield: An Introduction to Drama**
- **Richrd Hill Mastering English Literature**
- **J.B. Wilson English Literature: A Survey for Students**
- **(Media Journals, Reports, etc.):**
  - **Videos from YouTube.**
  - **Research gate, Academia, Google scholar .**

## Course Description Form

1. Course Name: Poetry

Fourth Year

2. Course Code:

3. Semester / Year: 2025-2026

4. Description Preparation Date: 27-3-2025

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total): 60

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

Name: Prof. Khatab Muhammed Ahmed.

Asst. M .A Hafssa Qahtan Abdul Sattar

.....

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8. Course Objectives

### Course Objectives

**C1- Reception and Acceptance:** The learner becomes interested in the subject matter through the teacher's role (e.g., pay attention, listen, feel, listen carefully, agree). This can be achieved by making the student attentive to grammar and morphology.

**C2- Response:** The student accepts and appreciates the material based on the initial phase of reception and acceptance (e.g., shows admiration, tends to, becomes enthusiastic, responds, expresses admiration). The student finds joy in studying grammar and morphology.

**C3- Valuation:** The learner acquires a value system that interacts with the community through multiple values, establishing a system that later becomes influential in society (e.g., believes in, sacrifices for). The student values the importance of grammar and morphology and their uses.

**C4- Value Organization:** The learner feels that the subject and the media material have value to them (e.g., organizes, corrects, arranges). The student appreciates the importance of sentence patterns and word formation processes.

<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Lectures (explanation and clarification, discussion).</li> <li>2. Encouraging students to engage with the cultures of various countries.</li> <li>3. Encouraging students to visit and use the library and to explore books related to the media material as one of the learning tools.</li> </ol>

### Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Literary analysis and criticism	20 <sup>th</sup> century: Historical Background	Theoretical	Discussion
2	3	Literary analysis and criticism	Characteristics of 20 <sup>th</sup> Century Poetry	Theoretical	Discussion
3	3	Literary analysis and criticism	Modernism, Introduction	Theoretical	Discussion
4	3	Literary analysis and criticism	T.S. Eliot: The Waste Land	Theoretical	Discussion
5	3	Literary analysis and criticism	T.S. Eliot: The Waste Land	Theoretical	Discussion
6	3	Literary analysis and criticism	T.S. Eliot: The Waste Land	Theoretical	Discussion
7	3	Literary analysis and criticism	Written Test	Practical	Written Test
8	3	Literary analysis and criticism	Imagism	Theoretical	Discussion
9	3	Literary analysis and criticism	T. E. Hulme's A City Sunset, Autumn	Theoretical	Discussion
10	3	Literary analysis and criticism	Ezra Pound's Fragment, April, In a Station of the Metro, The Seeing Eye	Theoretical	Discussion
11	3	Literary analysis and criticism	Written Test	Practical	Written Test
12	3	Literary analysis and	William Carlos Williams's The	Theoretical	Theoretical

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
		criticism	Shadow, River Rhyme		
13	3	Literary analysis and criticism	William Butler Yeats's The Rose Tree, Reconciliation	Theoretical	Theoretical
14	3	Literary analysis and criticism	Edward Estlin Cummings's Suppose, little tree	Theoretical	Theoretical
15	3	Literary analysis and criticism	General Review	Theoretical	Theoretical
<b>Mid-year break</b>					
1	3	Literary analysis and criticism	Introduction and Review	Theoretical	Discussion
2	3	Literary analysis and criticism	D. H. Lawrence's Brooding Grief, A Winter's Tale, Brooding Grief	Theoretical	Discussion
3	3	Literary analysis and criticism	César Vallejo's Black Stone on a White Stone, Miguel	Theoretical	Discussion
4	3	Literary analysis and criticism	Expressionism	Theoretical	Discussion
5	3	Literary analysis and criticism	Georg Trakl's Grodek, At Night	Practical	Written Exam
6	3	Literary analysis and criticism	Written Test	Practical	Written Test
7	3	Literary analysis and criticism	Postmodernism and Postmodern Poetry	Theoretical	Discussion
8	3	Literary analysis and criticism	John Ashbery's This Room, Some Trees	Theoretical	Discussion
9	3	Literary analysis and criticism	Susan Howe's That this	Practical	Written Test
10	3	Literary analysis and criticism	Charles Bernstein's Sad Boy's Sad Boy, Against Hope	Discussion	Theoretical
11	3	Literary analysis and criticism	General Review	General Review	General Review
12	3	Literary analysis and criticism	Written Test	Practical	Written Test
13	3	Literary analysis and criticism	Robert Creeley's A Form Of Women, The Eye	Discussion	Theoretical
14	3	Literary analysis and criticism	Frank O'Hara's The Day Lady Died, A Step Away from Them	Discussion	Theoretical
15	3	Literary analysis and criticism	General Review	Discussion	Theoretical

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**1. Primary References (Sources):**

**English Poetry:**

- **Poetry in English an Introduction By Charles Barber**
- **A Little History of Poetry by John Carey, while Literary Movements for Students was edited by David Galens and published by Gale in 2002.**
- **Literary Movements for Students by David Galens by Gale in 2002**

**2. Recommended Books and References (Media Journals, Reports, etc.)**

- **Videos from YouTube.**
- **Research gate, Academia, Google scholar**

## CourseDescriptionForm

1. CourseName: Better English Pronunciation					
2. Course Code:					
3. Semester/ Year: 2025-2026					
4. DescriptionPreparationDate: 31/1/2026					
5.AvailableAttendanceForms: in person					
6.Number of Credit Hours (96 ) /Number of Units (15)					
7.Course administrator's name(mention all, if more than one name) Prof. Dr. Shifaa Hadi Hussein <a href="mailto:shefahadi70@tu.edu.iq">shefahadi70@tu.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>			To teach the students how to pronounce English sound properly  .....		
9. Teaching and Learning Strategies					
<b>Strategy</b>		Active Teaching by giving the students the permission to participate in the lecture.			
10. Course Structure					
Week	Hours	Required Learning Method	Unit or Subject name	Learning Method	Evaluation Method
December	4	To define phonetics	English phonetics and phonology	The traditional method	Homework and exam
December	4	To know how to Pronounce vowels	English vowels	The traditional method	Homework and exam
December	4	To know how to pronounce consonants	English consonants	The traditional method	Homework and exam
December	4	To know the	Place of	The traditional	Homework

		place where the sounds are made	articulation	method	and exam
January	4	To know how the sounds are made	Manner of articulation	The traditional method	Homework and exam
January	4	To differentiate between long and short vowels	Long and short vowels	The traditional method	Homework and exam
January	4	To know where to put the stress	Word stress	The traditional method	Homework and exam
January	4	To know to speak fluently	Aspects of connected speech	The traditional method	Homework and exam
February	4	To know the effects of the surrounding sounds	Assimilation	The traditional method	Homework and exam
February	4	To rhyme the language	Rhythm	The traditional method	Homework and exam
February	4	To know problems of phonemic analysis	Problems of phonemic analysis	The traditional method	Homework and exam
February	4	To learn about the ends of the words	Juncture	The traditional method	Homework and exam
March	4	To know the complex vowels	Diphthongs	The traditional method	Homework and exam
March	4	To know how cs are put together	Consonants cluster	The traditional method	Homework and exam
March	4	To know how to rhyme the language	Intonation 1	The traditional method	Homework and exam
March	4	Making application of rhyming in real contexts	Intonation 2	The traditional method	Homework and exam
April	4	Application	Intonation 3	The traditional method	Homework and exam

April	4	Application	Diphthongs	The traditional method	Homework and exam
April	4	Applications	Consonants	The traditional method	Homework and exam
April	4	Applications	Consonants	The traditional method	Homework and exam
May	4	Applications	Vowels	The traditional method	Homework and exam
May	4	Applications	Vowels	The traditional method	Homework and exam
May	4	Applications	Intonation	The traditional method	Homework and exam
May	4	Applications	Intonation	The traditional method	Homework and exam

### 11. Course Evaluation

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

### 12. Learning and Teaching Resources

<b>Required textbooks (curricular books, if any)</b>	Better English Pronunciation : O' Conner : 1985
<b>Main references (sources)</b>	Phonetics and Phonology : Peter Roach 1991
<b>Recommended books and references (scientific journals, reports...)</b>	English Phonetics ; Abber Crombie : 1985
<b>Electronic References, Websites</b>	<a href="http://www.phon.ox.ac.uk/jcoleman/PHONOLOGY1.htm">http://www.phon.ox.ac.uk/jcoleman/PHONOLOGY1.htm</a>

## Course Description Form

1. Course Name: Linguistics	
2. Course Code:	
3. Semester / Year: 2025-2026	
4. Description Preparation Date: October, 2025	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total) 30 hrs.	
7. Course administrator's name (mention all, if more than one name)	
<p>1. Asst. Prof. Kanaan K. Hasan (PhD)          Email: <a href="mailto:k.hasan@tu.edu.iq">k.hasan@tu.edu.iq</a></p> <p>2. Asst. Instr. Fatima Awad          Email: <a href="mailto:Fatima.awad@moheer.gov.iq">Fatima.awad@moheer.gov.iq</a></p>	
<p>.....</p> <p>.....</p> <p>.....</p>	
8. Course Objectives	
<p><b>Course Objectives</b></p> <p>The main course objectives of <i>The Study of Language</i> include:</p> <ol style="list-style-type: none"> <li>1. <b>Understanding Language Structure</b> – Introduce students to key linguistic components such as phonetics, morphology, syntax, semantics, and pragmatics.</li> <li>2. <b>Exploring Language Acquisition &amp; Change</b> – Examine how languages are learned, evolve, and vary across time and cultures.</li> <li>3. <b>Developing Analytical Skills</b> – Equip students with the ability to analyze linguistic data and apply linguistic theories.</li> <li>4. <b>Enhancing Critical Thinking</b> – Encourage discussion and evaluation of language-related issues such as sociolinguistics, discourse analysis, and language policies.</li> <li>5. <b>Applying Linguistic Knowledge</b> – Enable students to connect linguistic concepts to real-world scenarios, such as multilingualism, communication disorders, and artificial intelligence.</li> </ol>	

9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

**Course Title: Introduction to the Study of Language**

**Duration:** 30 Weeks

**Weekly Hours:** 3 Hours

**Primary Text:** *The Study of Language* by George Yule

**Course Breakdown**

Module	Weeks	Topic	Key Concepts
Foundations of Language	Week 1-2	The Origins of Language (Chapter 1)	Theories on language origins (divine source, natural sound, tool-making, genetic hypotheses), Unique human linguistic abilities
	Week 3-4	Animals and Human Language (Chapter 2)	Communication in animals vs. humans, Key linguistic properties: displacement, productivity, arbitrariness, cultural transmission
	Week 5-6	The Sounds of Language (Chapter 3)	Introduction to phonetics, Voiced/voiceless sounds, place and manner of articulation, Vowel and consonant classification
Language Structure	Week 7-9	The Sound Patterns of Language (Chapter 4)	Phonology vs. phonetics, Phonemes, allophones, and phonotactics, Syllable structure and sound rules
	Week 10-12	Word Formation (Chapter 5)	Etymology and linguistic change, Processes: compounding, blending, clipping, acronyms, derivation
		Morphology	Morphemes and word structure,

	Week 13- 15	(Chapter 6)	Inflectional vs. derivational morphology, Morphological patterns across languages
<b>Meaning and Use of Language</b>	Week 16- 18	v Grammar (Chapter 7)	Traditional vs. descriptive grammar, Parts of speech, sentence structure, and grammatical categories
	Week 19- 21	v Syntax (Chapter 8)	Sentence structure and phrase structure rules, Deep and surface structures, tree diagrams
	Week 22- 24	v Semantics (Chapter 9)	Meaning in language, Semantic roles, lexical relations, word meaning variations
	Week 25- 27	v Pragmatics (Chapter 10)	Language in context, Speech acts, politeness, and conversational implicatures
<b>Course Review &amp; Final Projects</b>	Week 28- 30	v Application & Review	Applying linguistic analysis, Student presentations and discussions

## Course Description Form

1. Course Name: Novel
2. Course Code:
3. Semester / Year: 2025-2026
4. Description Preparation Date: 1-9-2025
5. Available Attendance Forms: Mandatory Attendance
6. Number of Credit Hours 3 (Total) / Number of Units 1 (Total)
7. Course administrator's name (mention all, if more than one name)
Abeer Oday Esmael <a href="mailto:abeer.ismael122@tu.edu.iq">abeer.ismael122@tu.edu.iq</a>
Hasan Salih Hamad <a href="mailto:hasan.salih@tu.edu.iq">hasan.salih@tu.edu.iq</a>
8. Course Objectives
1. Identifying the Elements of the Novel: Studying the novel and understanding its basic components, such as plot, characters, dialogue, conflict, time, and place.
2. Understanding the History of the Novel: Reviewing the development of the novel throughout the ages, from the Victorian era to the modern period.
3. Analyzing Novelistic Texts: Developing skills in analyzing dramatic texts to understand the symbols, themes, and artistic techniques used.
4. Identifying Novelistic Schools: Exploring different novelistic movements and schools, such as Classicism, Realism, Symbolism, and others.
5. Developing Critical Thinking: Encouraging students to offer critical analyses and their own personal thoughts on novels.
6. Understanding the Role of the Novel in Society: Understanding how the novel is used as a tool for cultural, social, and political expression.
7. Engaging with Literary Texts: Enhancing students' understanding of the

relationship between novelistic texts and their audiences.

8. Preparing Students for Creativity: Encouraging them to write novelistic texts, even short ones.

#### 9. Teaching and Learning Strategies

##### Strategy

1. **Interactive Lecture Method:** Presenting the material and explaining the fundamental concepts of the modern novel and narrative techniques, followed by a question-and-answer session.

2. **Discussion and Analysis:** Discussing the assigned chapters of the novel, analyzing the dramatic structure, characters, and literary style.

3. **Brainstorming Strategy:** Encouraging students to generate primary and secondary ideas and themes within the novel.

4. **Project-Based Learning and Research:** Assigning students research reports on novel analysis and comparative studies.

5. **Cooperative Learning Strategy:** Dividing students into groups to analyze and present specific sections of the novel.

6. **Hot Seat Strategy:** An interactive critical and narrative tool that aims to place the fictional character or their author at the center of scrutiny to uncover their motivations, secrets, and psychological contradictions. Similar to a "confessional chair," the subject is compelled to provide open-ended answers, fostering deeper understanding and multiple perspectives.

#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding the elements of a novel such as plot, characters, dialogue, conflict, time, and place, and analyzing texts and linking them to literary ideas and theories.	Introduction to the Victorian Era	Lectures in the format of group discussions	Daily written tests Oral presentation Monthly written test

## 9. Course Evaluation

The Novel course for the third year (English Department) is assessed through a grading system based on annual coursework and a final exam. The aim is to measure students' understanding of and ability to analyze novels, connect them to historical contexts, and develop their critical and analytical skills. The coursework accounts for 30-40% of the grade, while the midterm/final exam accounts for 60-70%.

### Course Assessment Mechanisms:

**Daily Exam (10 marks):** This includes daily oral preparation, quizzes, reports, reviews, and assignments submitted by the students.

**Monthly Exam (30mark):** This includes Chapters that covered.

**Final Exam (60-70 marks):** This exam covers the entire course material (Victorian Novels) and assesses cognitive and psychomotor objectives.

**Skills Assured:** The ability to read, analyze, infer, and understand the social and political context of the novels.

**Learning Resources:** The assigned novels, textbooks, and recommended critical references.

## 10. Learning and Teaching Resources

<b>Required Textbooks (Curricular book , if any)</b>	<b>Wuthering Heights</b> is a Gothic fiction written by the English author Emily Brontë, initially published in 1847. <b>The Scarlet Letter: A Romance</b> is a historical novel by American author Nathaniel Hawthorne, published in 1850.
<b>Main References (Sources)</b>	<b>Wuthering Heights</b> by Emily Brontë <b>The Scarlet Letter</b> by Nathaniel Hawthorne
<b>Recommended Books and References (Scientific journals, Reports...)</b>	<b>Adventures in English Literature</b> Published by Holt, Rinehart and Winston, 1996
<b>Electronic References , Websites</b>	Encyclopedia Britannica CliffsNotes SparkNotes Shmoop Study.com JStor

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## Course Description Form

1. Course Name: Conversation	
2. Course Code:	
3. Semester / Year: 2025-2026	
4. Description Preparation Date: 10/11/2025	
5. Available Attendance Forms: class lectures and electronic lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)/ 60 hours – 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Lect. Alaa Abdullah Hussain	
Email: <a href="mailto:alaa.hussain122@tu.edu.iq">alaa.hussain122@tu.edu.iq</a>	
Name: Assist. Lect. Sumaya zeidan khalaf	
	.....
Email: <a href="mailto:s.zidan@tu.edu.iq">s.zidan@tu.edu.iq</a>	
	.....
	.....
8. Course Objectives	
<b>Course Objectives</b>	By the end of this course, students will be able to:  1. Engage in speaking as a process, including various invention  heuristics (brainstorming, for example), gathering evidence, considering audience, drafting, revising, editing, and proofreading  2. Engage in the collaborative, social aspects of speaking, and use speaking as a tool for learning

	<p>3. Use language to explore and analyze contemporary multicultural, global, and international questions</p> <p>4. Demonstrate how to use writing aids, such as handbooks, dictionaries, online aids, and tutors</p> <p>5. Gather, summarize, synthesize, and explain information from various sources</p> <p>6. Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences</p> <p>7. Critique their own and others' work in written and oral formats</p> <p>8. Produce coherent, organized, readable prose for a variety of rhetorical situations</p> <p>9. Reflect on what contributed to their writing process and evaluate their own work</p>
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**9. Teaching and Learning Strategies**

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Method of giving lectures, explanation and clarification.</li> <li>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> <li>• Discussion and participation in the lecture to test thinking skills</li> </ul>
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**10. Course Structure**

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

November 3	2	Understand the basic concepts of the English language	Introducing yourself	give lectures with explanation and clarification	Daily exam
November 4	2	Understand the basic concepts of the English language	Greeting people	give lectures with explanation and clarification	Daily exam
December 1	2	Understand the basic concepts of the English language	Saying good-bye	give lectures with explanation and clarification	Daily exam
December 2	2	Understand the basic concepts of the English language	Finding out about people	give lectures with explanation and clarification	Daily exam
December 3	2	understand the basic concepts of the English language	Monthly exam	-----	Exam
December 4	2	understand the basic concepts of the English language	Introducing people	give lectures with explanation and clarification	Daily exam
January 1	2	understand the basic concepts of the English language	Identifying things	give lectures with explanation and clarification	Daily exam

January 2	2	understand the basic concepts of the English language	Complimnting people	give lectures with explanation and clarification	Daily exam
January 3	2	understand the basic concepts of the English language	Describing where things are	give lectures with explanation and clarification	Daily exam
January 4	2	understand the basic concepts of the English language	Monthly exam	-----	Exam
February 1	2	understand the basic concepts of the English language	Asking where things are	give lectures with explanation and clarification	Daily exam
February 2	2	understand the basic concepts of the English language	Describing personal information	give lectures with explanation and clarification	Daily exam
February 3	2	understand the basic concepts of the English language	Talking about interest	give lectures with explanation and clarification	Daily exam
February 4	2	understand the basic concepts of the English language	Talking about family members	give lectures with explanation and clarification	Daily exam

<b>March 1</b>	2	-----	<b>Half – term break</b>	-----	<b>Half – tem break</b>
<b>March 2</b>	2	<b>Understand the basic concepts of the English language</b>	<b>Talking about family members 2</b>	<b>give lectures with explanation and clarification</b>	<b>Daily exam</b>
March 3	2	<b>understand the basic concepts of the English language</b>	<b>Describing colors and clothing</b>	<b>give lectures with explanation and clarification</b>	<b>Daily exam</b>
March 4	2		<b>Monthly exam</b>		<b>Exam</b>
April 1	2	<b>understand the basic concepts of the English language</b>	<b>Describing people</b>	<b>give lectures with explanation and clarification</b>	<b>Daily exam</b>
April 2	2	<b>understand the basic concepts of the English language</b>	<b>Giving opinion</b>	<b>give lectures with explanation and clarification</b>	<b>Daily exam</b>
<b>April 3</b>	2	<b>understand the basic concepts of the English language</b>	<b>Talking about prices</b>	<b>give lectures with explanation and clarification</b>	<b>Daily exam</b>

April 4	2		Monthly exam		Exam
May 1	2	understand the basic concepts of the English language	Telling the time	give lectures with explanation and clarification	Daily exam
May 2	2	understand the basic concepts of the English language	Talking about routines	give lectures with explanation and clarification	Daily exam
May 3	2	understand the basic concepts of the English language	Talking about the week	give lectures with explanation and clarification	Daily exam
May 4	2		Revision		
June			Final - exam		

11. Course Evaluation

First Course:  
Monthly Exam: 15  
Daily homework: 5  
Total: 20 Second Course:  
Monthly Exam: 15  
Daily homework: 5  
Total: 20  
Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 40 Final Exam: 60  
Final Grade: 100

12. Learning and Teaching Sources

Person to person communicative speaking and listening skills

## Course Description Form

1. Course Name: writing	
2. Course Code:	
3. Semester / Year: 2025-2026	
4. Description Preparation Date: 10/11/2025	
5. Available Attendance Forms: class lectures and electronic lectures	
6. Number of Credit Hours (Total) / Number of Units (Total)/ 60 hours – 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. prof.. Abed khalaf Saleh Email: <a href="mailto:Abed.khalaf@tu.edu.iq">Abed.khalaf@tu.edu.iq</a>	
..... ..... .....	
8. Course Objectives	
<b>Course Objectives</b>	By the end of this course, students will be able to:  1. Engage in writing as a process, including various invention  heuristics (brainstorming, for example), gathering evidence, considering audience, drafting, revising, editing, and proofreading  2. Engage in the collaborative, social aspects of writing, and use  writing as a tool for learning  3. Use language to explore and analyze contemporary multicultural, global, and international questions

	<p>4. Demonstrate how to use writing aids, such as handbooks, dictionaries, online aids, and tutors</p> <p>5. Gather, summarize, synthesize, and explain information from various sources</p> <p>6. Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences</p> <p>7. Critique their own and others' work in written and oral formats</p> <p>8. Produce coherent, organized, readable prose for a variety of rhetorical situations</p> <p>9. Reflect on what contributed to their writing process and evaluate their own work</p>
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**9. Teaching and Learning Strategies**

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Method of giving lectures, explanation and clarification.</li> <li>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> <li>• Discussion and participation in the lecture to test thinking skills</li> </ul>
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**10. Course Structure**

Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		<b>Outcomes</b>			<b>method</b>

November 3	2	Understand the basic concepts of the English language	Process writing :Getting Ready to write	give lectures with explanation and clarification	Daily exam
November 4	2	Understand the basic concepts of the English language	The structure of paragraph	give lectures with explanation and clarification	Daily exam
December 1	2	Understand the basic concepts of the English language	The development of a paragraph	give lectures with explanation and clarification	Daily exam
December 2	2	Understand the basic concepts of the English language	Descriptive and process paragraphs	give lectures with explanation and clarification	Daily exam
December 3	2	understand the basic concepts of the English language	Monthly exam	-----	Exam
December 4	2	understand the basic concepts of the English language	Opinion paragraphs	give lectures with explanation and clarification	Daily exam
January 1	2	understand the basic concepts of the English language	Composition / contrast paragraphs	give lectures with explanation and clarification	Daily exam

January 2	2	understand the basic concepts of the English language	Problem/ solution with paragraph	give lectures with explanation and clarification	Daily exam
January 3	2	understand the basic concepts of the English language	The structure of the Essay	give lectures with explanation and clarification	Daily exam
January 4	2	understand the basic concepts of the English language	Monthly exam	-----	Exam
February 1	2	understand the basic concepts of the English language	Outlining an Essay	give lectures with explanation and clarification	Daily exam
February 2	2	understand the basic concepts of the English language	Introductions and conclusions	give lectures with explanation and clarification	Daily exam
February 3	2	understand the basic concepts of the English language	Unity and Coherence	give lectures with explanation and clarification	Daily exam
February 4	2	understand the basic concepts of the English language	Essays on examinations	give lectures with explanation and clarification	Daily exam

<b>March 1</b>	<b>2</b>	-----	<b>Half – term break</b>	-----	<b>Half – tem break</b>
<b>March 2</b>	<b>2</b>	<b>Understand the basic concepts of the English language</b>	<b>Types of conjunctions</b>	<b>give lectures with explanation and clarification</b>	<b>Daily exam</b>
<b>March 3</b>	<b>2</b>	<b>understand the basic concepts of the English language</b>	<b>Connecting ideas by conjunctions</b>	<b>give lectures with explanation and clarification</b>	<b>Daily exam</b>
<b>March 4</b>	<b>2</b>		<b>Monthly exam</b>		<b>Exam</b>
<b>April 1</b>	<b>2</b>	<b>understand the basic concepts of the English language</b>	<b>Types of paragraphs</b>	<b>give lectures with explanation and clarification</b>	<b>Daily exam</b>
<b>April 2</b>	<b>2</b>	<b>understand the basic concepts of the English language</b>	<b>The essay of narrative and descriptive</b>	<b>give lectures with explanation and clarification</b>	<b>Daily exam</b>
<b>April 3</b>	<b>2</b>	<b>understand the basic concepts of the English language</b>	<b>connecting devises</b>	<b>give lectures with explanation and clarification</b>	<b>Daily exam</b>

April 4	2		Monthly exam		Exam
May 1	2	understand the basic concepts of the English language	Types of paragraphs	give lectures with explanation and clarification	Daily exam
May 2	2	understand the basic concepts of the English language	Writing a composition	give lectures with explanation and clarification	Daily exam
May 3	2	understand the basic concepts of the English language	Writing a composition	give lectures with explanation and clarification	Daily exam
May 4	2		Revision		
June			Final - exam		

11. Course Evaluation

<p>First Course:  Monthly Exam: 15  Daily homework: 5  Total: 20  Second Course:  Monthly Exam: 15  Daily homework: 5  Total: 20  Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 40  Final Exam: 60  Final Grade: 100</p>
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12. Learning and Teaching Sources	
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<p>Required textbooks (curricular books, if any)  Main references (sources)</p>	<p>Dorothy E. Zemach and Lisa A. Rumisek, <b>Academic Writing</b>. Macmillan  Dorothy E. Zemach and Carlos Islam, <b>Writing in Paragraphs</b>. Macmillan</p>
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## Course Description Form

1. Course Name: Poetry

Fourth Year

2. Course Code:

3. Semester / Year: 2025-2026

4. Description Preparation Date: 01\10\2025

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total): 60

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

Name: Asst. Prof. Dr. Hikmat Khalaf Hussein

Email: [hikmat.dikhayl@tu.edu.iq](mailto:hikmat.dikhayl@tu.edu.iq)

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8. Course Objectives

### Course Objectives

**C1- Reception and Acceptance:** The learner becomes interested in the subject matter through the teacher's role (e.g., pay attention, listen, feel, listen carefully, agree). This can be achieved by making the student attentive to grammar and morphology.

**C2- Response:** The student accepts and appreciates the material based on the initial phase of reception and acceptance (e.g., shows admiration, tends to, becomes enthusiastic, responds, expresses admiration). The student finds joy in studying grammar and morphology.

**C3- Valuation:** The learner acquires a value system that interacts with the community through multiple values, establishing a system that later becomes influential in society (e.g., believes in, sacrifices for). The student values the importance of grammar and morphology and their uses.

**C4- Value Organization:** The learner feels that the subject and the media material have value to them (e.g., organizes, corrects, arranges). The student appreciates the importance of sentence patterns and word formation processes.

<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Lectures (explanation and clarification, discussion).</li> <li>2. Encouraging students to engage with the cultures of various countries.</li> <li>3. Encouraging students to visit and use the library and to explore books related to the media material as one of the learning tools.</li> </ol>

### Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Literary analysis and criticism	20 <sup>th</sup> century: Historical Background	Theoretical	Discussion
2	3	Literary analysis and criticism	Characteristics of 20 <sup>th</sup> Century Poetry	Theoretical	Discussion
3	3	Literary analysis and criticism	Modernism, Introduction	Theoretical	Discussion
4	3	Literary analysis and criticism	T.S. Eliot: The Waste Land	Theoretical	Discussion
5	3	Literary analysis and criticism	T.S. Eliot: The Waste Land	Theoretical	Discussion
6	3	Literary analysis and criticism	T.S. Eliot: The Waste Land	Theoretical	Discussion
7	3	Literary analysis and criticism	Written Test	Practical	Written Test
8	3	Literary analysis and criticism	Imagism	Theoretical	Discussion
9	3	Literary analysis and criticism	T. E. Hulme's A City Sunset, Autumn	Theoretical	Discussion
10	3	Literary analysis and criticism	Ezra Pound's Fragment, April, In a Station of the Metro, The Seeing Eye	Theoretical	Discussion
11	3	Literary analysis and criticism	Written Test	Practical	Written Test
12	3	Literary analysis and	William Carlos Williams's The	Theoretical	Theoretical

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
		criticism	Shadow, River Rhyme		
13	3	Literary analysis and criticism	William Butler Yeats's The Rose Tree, Reconciliation	Theoretical	Theoretical
14	3	Literary analysis and criticism	Edward Estlin Cummings's Suppose, little tree	Theoretical	Theoretical
15	3	Literary analysis and criticism	General Review	Theoretical	Theoretical
<b>Mid-year break</b>					
1	3	Literary analysis and criticism	Introduction and Review	Theoretical	Discussion
2	3	Literary analysis and criticism	D. H. Lawrence's Brooding Grief, A Winter's Tale, Brooding Grief	Theoretical	Discussion
3	3	Literary analysis and criticism	César Vallejo's Black Stone on a White Stone, Miguel	Theoretical	Discussion
4	3	Literary analysis and criticism	Expressionism	Theoretical	Discussion
5	3	Literary analysis and criticism	Georg Trakl's Grodek, At Night	Practical	Written Exam
6	3	Literary analysis and criticism	Written Test	Practical	Written Test
7	3	Literary analysis and criticism	Postmodernism and Postmodern Poetry	Theoretical	Discussion
8	3	Literary analysis and criticism	John Ashbery's This Room, Some Trees	Theoretical	Discussion
9	3	Literary analysis and criticism	Susan Howe's That this	Practical	Written Test
10	3	Literary analysis and criticism	Charles Bernstein's Sad Boy's Sad Boy, Against Hope	Discussion	Theoretical
11	3	Literary analysis and criticism	General Review	General Review	General Review
12	3	Literary analysis and criticism	Written Test	Practical	Written Test
13	3	Literary analysis and criticism	Robert Creeley's A Form Of Women, The Eye	Discussion	Theoretical
14	3	Literary analysis and criticism	Frank O'Hara's The Day Lady Died, A Step Away from Them	Discussion	Theoretical
15	3	Literary analysis and criticism	General Review	Discussion	Theoretical

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**1. Primary References (Sources):**

**English Poetry:**

- **Poetry in English an Introduction By Charles Barber**
- **A Little History of Poetry by John Carey, while Literary Movements for Students was edited by David Galens and published by Gale in 2002.**
- **Literary Movements for Students by David Galens by Gale in 2002**

**2. Recommended Books and References (Media Journals, Reports, etc.)**

- **Videos from YouTube.**
- **Research gate, Academia, Google scholar**

## Course Description Form

1. Course Name: Novel	
2. Course Code:	
3. Semester / Year: 2025-2026	
4. Description Preparation Date: 1\9\2026	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total): 60	
7. Course administrator's name (mention all, if more than one name)	
Name: Amel Mohammed Jasim Email: <a href="mailto:amel.jassim715@st.tu.edu.iq">amel.jassim715@st.tu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	First Semester – *The Great Gatsby* (F. Scott Fitzgerald)  - Critically analyze the concept of the American Dream, exploring its promises and failures. .....
	- Evaluate how wealth, class, and social mobility shape characters and society in the Jazz Age.  - Interpret themes of love, desire, and betrayal, and their impact on narrative progression.  - Identify and explain key symbols (e.g., the green light, valley of ashes) and their thematic significance.  - Examine Fitzgerald's narrative style and modernist techniques, considering how they innovate storytelling.  - Contextualize the novel within the historical and cultural background of 1920s America.

Second Semester – *Sons and Lovers* (D. H. Lawrence)	
<ul style="list-style-type: none"> <li>- Investigate the struggles of industrial society and their influence on working-class life.</li> <li>- Analyze family dynamics, particularly maternal influence, in shaping identity and relationships.</li> <li>- Explore emotional development and psychological complexity in character interactions.</li> <li>- Assess Lawrence’s modernist experimentation and literary innovations.</li> <li>- Discuss the novel’s reflection of social change in early 20th-century England.</li> </ul>	
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Lectures (explanation and clarification, discussion).</li> <li>2. Encouraging students to engage with the cultures of various countries.</li> <li>3. Encouraging students to visit and use the library and to explore books related to the media material as one of the learning tools.</li> </ol>

### Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Literary analysis and criticism	<b>Semester 1: The Great Gatsby</b>	Theoretical	Discussion
2	3		Introduction Fitzgerald’s life, Modernism, Jazz Age context	Theoretical	Discussion
3	3		Narration, setting, character introduction	Theoretical	Discussion
4	3		Ch. 3–4 Gatsby’s parties, critique of society	Theoretical	Discussion
5	3		Ch. 5–6 Gatsby & Daisy, illusions of love	Theoretical	Discussion
6	3		Ch. 7–9 Tragedy, disillusionment, collapse of the Dream	Theoretical	Discussion
9	3		Midterm exam + essay	Theoretical	Discussion
16	3		General Review	Practical	Written Exam

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
Mid-year break					
1	3		Sons and Lovers (2025–2026)	Theoretical	Discussion
2	3		Syllabus Outline – Semester 2: Sons and Lovers (2025–2026)	Theoretical	Discussion
3	3		Introduction Lawrence’s biography, industrial England, Modernism	Theoretical	Discussion
4	3		Part I Family background, maternal influence	Theoretical	Discussion
5	3		Part II Paul’s relationships, psychological conflict	Practical	Written Exam
6	3		Part III Industrial society, identity struggles	Theoretical	Discussion
7	3		Part IV Resolution, love, and loss	Theoretical	Discussion
8	3		Review Comparative discussion, student-led seminars	Theoretical	Discussion
9	3		General Review	Practical	Written Test
10	3		Apply analysis to character development	Discussion	Theoretical
11	3		Explore social and cultural critique	Discussion	Theoretical
12	3		family dynamics and early conflicts	Discussion	Theoretical
13	3		Contextualize Lawrence’s literary vision	Discussion	Theoretical
16	3		General Review	Practical	Written Test

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## English & American Novel course (Fourth Stage, 2025–2026):

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### Academic Description (High-Level Themes)

- **First Semester – F. Scott Fitzgerald, *The Great Gatsby***
  - The American Dream: aspiration vs. disillusionment
  - Wealth, class, and social mobility in the Jazz Age

- Love, desire, and betrayal
- Symbolism (the green light, the valley of ashes, etc.)
- Narrative style and modernist techniques
- Historical and cultural context of 1920s America
- **Second Semester – D. H. Lawrence, *Sons and Lovers***
  - Industrial society and working-class struggles
  - Family dynamics and maternal influence
  - Identity, relationships, and emotional development
  - Modernist experimentation and literary innovation
  - Social change in early 20th-century England

## Course Description Form

1. Course Name: phonetics and phonology					
2. Course Code:					
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) 120 (30 weeks)					
7. Course administrator's name (mention all, if more than one name) Ass. Prof. Dr. Suha Rasheed Hamad <a href="mailto:suha20072002@tu.edu.iq">suha20072002@tu.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>			To teach the students how to pronounce English sounds properly		
9. Teaching and Learning Strategies					
<b>Strategy</b>	Active Teaching by giving the students the permission to participate in the lecture. Training the students how to speak or communicate with the others fluently, clearly and correctly.				
10. Course Structure					
Week	Hours	Required Learning Method	Unit or Subject name	Learning Method	Evaluation Method
October 1	4	To define phonetics and phonology with their branches	English phonetics and phonology	The traditional method. Explanation	-Asking questions. -Homework and exam
October 2	4	To distinguish between accents and dialects	Introduction	The traditional method. Explanation	-Asking questions. -Homework and exam
October 3	4	To know the articulators and their functions	The production of speech	The traditional method. Explanation	-Asking questions. -Homework

			sounds		and exam
October 4	4	To know how to Pronounce vowels	English vowels	The traditional method	Homework and exam
November 1	4	To know how to pronounce consonants	English consonants	The traditional method	Homework and exam
November 2	4	To know the place where the sounds are made	Place of articulation	The traditional method	Homework and exam
November 3	2 2	-To know how the sounds are made -To listen and repeat after recorded exercises	Manner of articulation	The traditional method	Homework and exam
November 4	2 2	-To differentiate between long and short vowels -To listen and repeat after recorded exercises	Long and short vowels	The traditional method	Homework and exam
December 1	2 2	To differentiate between the diphthongs and triphthongs -To listen and repeat after recorded exercises	Diphthongs and Triphthongs	The traditional method	Homework and exam
December 2	2 2	-To differentiate between the Voiced and Voiceless consonants -To listen and repeat after recorded exercises	Voicing and consonants	The traditional method	Homework and exam

December 3	4	To define phonemes and to distinguish between the phonemic and phonetic transcriptions	Phonemes and symbols	The traditional method	Homework and exam
December 4	2  2	-To distinguish between Fricatives and affricates - To listen and repeat after recorded exercises	Fricatives and affricates	The traditional method	Homework and exam
January 1	2  2	-To describe the nasals and to compare them with other consonants - To listen and repeat after recorded exercises	Nasals and other consonants	The traditional method	Homework and exam
January 2	2  2	-To define the syllable and its structure - To listen and repeat after recorded exercises	The syllable	The traditional method	Homework and exam
January 3	2  2	-To differentiate between the strong and weak syllables - To listen and repeat after recorded exercises	Strong and weak syllables	The traditional method	Homework and exam
January 4	2  2	-To know where to put the stress in simple words - To listen and repeat after recorded	Stress in simple words	The traditional method	Homework and exam

		exercises			
February 1	2  2	-To know where to put the stress in complex words - To listen and repeat after recorded exercises	complex word stress	The traditional method	Homework and exam
February 2	2  2	-To know the difference between weak and strong forms - To listen and repeat after recorded exercises	Weak forms	The traditional method	Homework and exam
March 1	2  2	To know to speak fluently - To listen and repeat after recorded exercises	Aspects of connected speech	The traditional method	Homework and exam
March 2	2  2	-To know the effects of the surrounding sounds - To listen and repeat after recorded exercises	Assimilation	The traditional method	Homework and exam
March 3	4	-To rhyme the language - To listen and repeat after recorded exercises	Rhythm	The traditional method	Homework and exam
March 4	4	To know problems of phonemic analysis	Problems of phonemic analysis	The traditional method	Homework and exam
April 1	4	To learn about the ends of the	Juncture	The traditional method	Homework and exam

		words			
April 2	4	-To define intonation -To show its form and its functions	Intonation	The traditional method	Homework and exam
April 3	2  2	To know how to rhyme the language - To listen and repeat after recorded	Intonation 1	The traditional method	Homework and exam
April 4	2  2	Making application of rhyming in real contexts - To listen and repeat after recorded	Intonation 2	The traditional method	Homework and exam
May 1	2  2	-Giving examples to show intonation in rising and falling tones - To listen and repeat after recorded	Intonation 3	The traditional method	Homework and exam

### 11. Course Evaluation

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

### 12. Learning and Teaching Resources

<b>Required textbooks (curricular books, if any)</b>	Phonetics and Phonology : Peter Roach 2009
<b>Main references (sources)</b>	Better English Pronunciation : O' Conner : 1985
<b>Recommended books and references (scientific journals, reports...)</b>	English Phonetics ; Abber Crombie : 1985 Adictionary of linguistics and phonetics. 6 <sup>th</sup> edition. David Crystal. 2008.
<b>Electronic References, Websites</b>	<a href="http://www.phon.ox.ac.uk/jcoleman/PHONOLOGY1.htm">http://www.phon.ox.ac.uk/jcoleman/PHONOLOGY1.htm</a>

## Course Description Form

1. Course Name:	
Drama	
2. Course Code:	
3. Semester / Year:	
Annual/2025-2026	
4. Description Preparation Date:	
10/3/2026	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total):	
3/90	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Amer Hamid Sulaiman Email: <a href="mailto:amer.albano@tu.edu.iq">amer.albano@tu.edu.iq</a> Asst. Lecturer Marwan A. Tawfeeq Email: <a href="mailto:Marwanatawfeeq@gmail.com">Marwanatawfeeq@gmail.com</a>	
8. Course Objectives	
<b>Course Objectives</b>	1. Introducing students to modern drama and its most prominent artistic and intellectual trends in the twentieth century. ....  2. Introducing students to modern American drama and its thematic and artistic characteristics. ....  3. Introducing students to leading figures of modern drama through selected works by Samuel Beckett and Arthur Miller.  4. Enhancing students' ability to distinguish between the different trends in modern drama and analyze their characteristics.  5. Developing students' ability to understand and analyze the dramatic text from artistic and intellectual perspectives.  6. Developing students' linguistic and critical skills through reading dramatic works and discussing them in English.
9. Teaching and Learning Strategies	

<b>Strategy</b>	<p>2. Lectures (explanation and clarification, discussion).</p> <p>2. Presenting books and sources related to the course topic.</p> <p>3. Conducting classroom discussions during the lecture.</p> <p>4. Assigning students to analyze selected parts of dramatic works.</p> <p>5. Using video recordings of theatrical performances to enhance students' participation and interaction with the course material.</p>
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10. Course Structure					
Assessment Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Questions and Discussion	Lecture and Explanat	Introduction to Mod English Drama	Familiarize the student with the history of English dramatic literature, understanding dramatic structure and the social function of theatrical art	3	1
Questions and Discussion Report Writing	Lecture and Explanat	Trends and characteristics of modern drama: Realism and the Theatre of the Absur	The student learns about some trends and characteristics of modern drama	6	2-3
Questions and Discussion Report Writing	Lecture and Explanat	Trends and characteristics of modern American drama: Social Realis	The student learns about modern American drama	6	4-5
Written Monthly Exam	Comprehensive review of previous topics	Monthly Exam	Measure the student's ability to understand and analyze	3	6
Questions, Discussion, and Daily Exam	Lecture and Explanation Video Presentation	Introduction to the p Death of a Salesman	The student learns about the life and works of the writer Arthur Miller	9	7-9
Questions, Discussion, and Daily Exam	Lecture and Explanation Video Presentation	Elements of the play Death of a Salesman	Understanding and analyzing the elements of the play	3	10
Questions and Discussion Report Writing and Daily Exam	Lecture Taking Notes (Reading and analyzing the literary text) Video Presentation	Act One	Understanding and analyzing the play, and developing listening, speaking, reading, and writing skills	15	10-14
Written Monthly Exam	Review of the play	Second Monthly Exa	Measure the extent of th student's mastery in understanding and analyzing the play	3	15
			Mid-year Holiday	2 weeks	
Questions and Discussion Report Writing and Daily Exam	Lecture Taking Notes (Reading and analyzing the literary text) Video Presentation	Act Two & Requiem	Understanding and analyzing the play, and developing listening, speaking, reading, and writing skills	15	16-20
Written Monthly Exam	Comprehensive review of the play	Third Monthly Exam	Measure the extent of th student's mastery in	3	21

			understanding and analyzing the play		
Questions and Discussion Report Writing and Daily Exam	Lecture and Explanation Video Presentation PPT Presentation	Introduction to the Theatre of the Absurd and the play Waiting for Godot	The students learn about the life and works of the writer Samuel Beckett	9	22-23
Questions and Discussion Report Writing and Daily Exam	Lecture Taking Notes (Reading and analyzing the literary text) Video Presentation	Act One	Understanding and analyzing the play, and developing listening, speaking, reading, and writing skills.	9	24-26
Questions and Discussion Report Writing and Daily Exam	Lecture Taking Notes (Reading and analyzing the literary text) Video Presentation	Act Two	Understanding and analyzing the play, and developing listening, speaking, reading, and writing skills with a comprehensive review	9	27-29
Written Monthly Exam	Comprehensive review of the play	Fourth Monthly Exam	Measure the extent of the student's mastery in understanding and analyzing the play	3	30
<b>11. Course Evaluation 3</b>					
<b>4. Monthly Exam: 30 marks</b>					
<b>5. Quizzes, Activities, Reports, and Assignments: 10 marks</b>					
<b>6. Final Exam: 60 marks</b>					
<b>12. Learning and Teaching Resources 4</b>					
Texts Arthur Miller's Death of a Salesman Samuel Beckett's Waiting for Godot			Required Textbooks (Methodology if any)		
Biggsby, Christopher, Modern American Drama, 1945-2000. Cambridge UP, 2000. Gordon, Lois G. Reading Godot. Yale University Press, 2002. Graver, Lawrence. Beckett: Waiting for Godot A Study Guide, 2nd edition. Cambridge University Press, 2004. Innes, Christopher. Modern British Drama: The Twentieth Century. Cambridge University Press, 2002. Styan, J. L. Modern Drama in Theory and Practice 2 Volumes. Cambridge University Press, 1981.			Main References (Sources)		
Spherd-Barr, Kirsten. Modern Drama A Very Short Introduction. Oxford UP, 2016. Krasner, David. A History of Modern Drama, 2 Volumes Wiley-Blackwell, 2011.			Recommended Supporting Books and References (Scientific Journals, Reports, etc.)		
Google Books Cliff's Notes LitCharts Notes			Electronic References, Websites		

## Course Description Form

1. Course Name: Poetry

Third Year

2. Course Code:

3. Semester / Year: 2025-2026

4. Description Preparation Date: 01\9\2025

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total): 60

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

Name: Asst. Prof. Dr.Khatab Mohammed Ahmed  
Asst. Lec. Ghazwan Salih Khales

8. Course Objectives

### Course Objectives

The student becomes interested in the subject by listening, paying attention, and following the teacher. This can be improved by focusing on literature .

The student starts to like the material, shows interest, and enjoys learning literature

## 9. Teaching and Learning Strategies

<b>Strategy</b>	<p>1-Giving lectures to explain ideas clearly and have discussions.</p> <p>2-Encouraging students to learn about and engage with different cultures.</p> <p>3-Motivating students to visit the library and read books related to media as part of their learning.</p>
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### Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Literary analysis and	18-19 <sup>th</sup> century: Historical Background	Theoretical	Discussion
2	3	Literary analysis and	Characteristics of romantic Poetry	Theoretical	Discussion
3	3	Literary analysis and	Pre-Romantic	Theoretical	Discussion
4	3	Literary analysis and	William Blake	Theoretical	Discussion
5	3	Literary analysis and	The Lamb	Theoretical	Discussion
6	3	Literary analysis and	The Tyger	Theoretical	Discussion
7	3	Literary analysis and	Romantic Poetry	Practical	Written Test
8	3	Literary analysis and	William wordsworth	Theoretical	Discussion
9	3	Literary analysis and	The Solitary Reaper	Theoretical	Discussion
10	3	Literary analysis and	Samuel Taylor Coleridge	Theoretical	Discussion
11	3	Literary analysis and	Written Test	Practical	Written Test
12	3	Literary analysis and	Kubla Khan	Theoretical	Theoretical
13	3	Literary analysis and	John Keats	Theoretical	Theoretical
14	3	Literary analysis and	Ode to a Nightingale	Theoretical	Theoretical
15	3	Literary analysis and	General Review	Theoretical	Theoretical
<b>Mid-year break</b>					
1	3	Literary analysis and	Introduction and Review	Theoretical	Discussion
2	3	Literary analysis and	Victorian Poetry	Theoretical	Discussion
3	3	Literary analysis and	Characteristics of Victorian poetry	Theoretical	Discussion
4	3	Literary analysis and	Alfred Lord Tennyson	Theoretical	Discussion
5	3	Literary analysis and	Break Break Break	Practical	Written Exam
6	3	Literary analysis and	Written Test	Practical	Written Test
7	3	Literary analysis and	Robret Browning	Theoretical	Discussion
8	3	Literary analysis and	My Last Duchess poem	Theoretical	Discussion

<b>W e e k</b>	<b>H o u r s</b>	<b>Learning Outcomes</b>	<b>Unit or Topic</b>	<b>Teaching Method</b>	<b>Assessment Method</b>
9	3	Literary analysis and	Mathew Arnold	Practical	Written Test
10	3	Literary analysis and	Dover Beach	Discussion	Theoretical
11	3	Literary analysis and	General Review	General Review	General Review
12	3	Literary analysis and	Written Test	Practical	Written Test
13	3	Literary analysis and	Tithonus	Discussion	Theoretical
14	3	Literary analysis and	Tithonus poem	Discussion	Theoretical
15	3	Literary analysis and	General Review	Discussion	Theoretical

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**1. Primary References (Sources):**

**English Poetry:**

- **Pre-romantic and Victorian poetry .by Dr.Hamdi Al-Dori**

**2. Recommended Books and References (Media Journals, Reports, etc.)**

- **Videos from YouTube.**
- **Research gate, Academia, Google scholar**

## Course Description Form

1. Course Name: Poetry

Fourth Year

2. Course Code:

3. Semester / Year: 2026-2025

4. Description Preparation Date: 1-9-2025

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total): 60

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

Name: Asst. M .A Hafssa Qahtan Abdul Sattar

Email : [hafssa.abdulsattar.122@tu.edu.iq](mailto:hafssa.abdulsattar.122@tu.edu.iq)

8. Course Objectives

### Course Objectives

**C1- Reception and Acceptance:** The learner becomes interested in the subject matter through the teacher's role (e.g., pay attention, listen, feel, listen carefully, agree). This can be achieved by making the student attentive to grammar and morphology.

**C2- Response:** The student accepts and appreciates the material based on the initial phase of reception and acceptance (e.g., shows admiration, tends to, becomes enthusiastic, responds, expresses admiration). The student finds joy in studying grammar and morphology.

**C3- Valuation:** The learner acquires a value system that interacts with the community through multiple values, establishing a system that later becomes influential in society (e.g., believes in, sacrifices for). The student values the importance of grammar and morphology and their uses.

**C4- Value Organization:** The learner feels that the subject and the media material have value to them (e.g., organizes, corrects, arranges). The student appreciates the importance of sentence patterns and word formation processes.

9. Teaching and Learning Strategies	
<b>Strategy</b>	<p>4. Lectures (explanation and clarification, discussion).</p> <p>5. Encouraging students to engage with the cultures of various countries.</p> <p>6. Encouraging students to visit and use the library and to explore books related to the media material as one of the learning tools.</p>

### Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Literary analysis and criticism	20 <sup>th</sup> century: Historical Background	Theoretical	Discussion
2	3	Literary analysis and criticism	Characteristics of 20 <sup>th</sup> Century Poetry	Theoretical	Discussion
3	3	Literary analysis and criticism	Modernism, Introduction	Theoretical	Discussion
4	3	Literary analysis and criticism	T.S. Eliot: The Waste Land	Theoretical	Discussion
5	3	Literary analysis and criticism	T.S. Eliot: The Waste Land	Theoretical	Discussion
6	3	Literary analysis and criticism	T.S. Eliot: The Waste Land	Theoretical	Discussion
7	3	Literary analysis and criticism	Written Test	Practical	Written Test
8	3	Literary analysis and criticism	Imagism	Theoretical	Discussion
9	3	Literary analysis and criticism	T. E. Hulme's A City Sunset, Autumn	Theoretical	Discussion
10	3	Literary analysis and criticism	Ezra Pound's Fragment, April, In a Station of the Metro, The Seeing Eye	Theoretical	Discussion
11	3	Literary analysis and criticism	Written Test	Practical	Written Test
12	3	Literary analysis and criticism	William Carlos Williams's The Shadow, River Rhyme	Theoretical	Theoretical
13	3	Literary analysis and criticism	William Butler Yeats's The Rose Tree, Reconciliation	Theoretical	Theoretical
14	3	Literary analysis and criticism	Edward Estlin Cummings's Suppose, little tree	Theoretical	Theoretical

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
15	3	Literary analysis and criticism	General Review	Theoretical	Theoretical
<b>Mid-year break</b>					
1	3	Literary analysis and criticism	Introduction and Review	Theoretical	Discussion
2	3	Literary analysis and criticism	D. H. Lawrence's Brooding Grief, A Winter's Tale, Brooding Grief	Theoretical	Discussion
3	3	Literary analysis and criticism	César Vallejo's Black Stone on a White Stone, Miguel	Theoretical	Discussion
4	3	Literary analysis and criticism	Expressionism	Theoretical	Discussion
5	3	Literary analysis and criticism	Georg Trakl's Grodek, At Night	Practical	Written Exam
6	3	Literary analysis and criticism	Written Test	Practical	Written Test
7	3	Literary analysis and criticism	Postmodernism and Postmodern Poetry	Theoretical	Discussion
8	3	Literary analysis and criticism	John Ashbery's This Room, Some Trees	Theoretical	Discussion
9	3	Literary analysis and criticism	Susan Howe's That this	Practical	Written Test
10	3	Literary analysis and criticism	Charles Bernstein's Sad Boy's Sad Boy, Against Hope	Discussion	Theoretical
11	3	Literary analysis and criticism	General Review	General Review	General Review
12	3	Literary analysis and criticism	Written Test	Practical	Written Test
13	3	Literary analysis and criticism	Robert Creeley's A Form Of Women, The Eye	Discussion	Theoretical
14	3	Literary analysis and criticism	Frank O'Hara's The Day Lady Died, A Step Away from Them	Discussion	Theoretical
15	3	Literary analysis and criticism	General Review	Discussion	Theoretical

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### 3. Primary References (Sources):

#### English Poetry:

- **Poetry in English an Introduction By Charles Barber**
- **A Little History of Poetry by John Carey, while Literary Movements for Students was edited by David Galens and published by Gale in 2002.**
- **Literary Movements for Students by David Galens by Gale in 2002**

**4. Recommended Books and References (Media Journals, Reports, etc.)**

- **Videos from YouTube.**
- **Research gate, Academia, Google scholar**

## Course Description Form

1. Course Name: Translation

Fourth Year

2. Course Code:

3. Semester / Year: 2025-2026

4. Description Preparation Date: 5\9\2025

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total): 80

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

Name: . Ahmed Ismaeel Mohamed

Email: a.ismaeel@tu.edu.iq

8. Course Objectives

### Course Objectives

The course aims to enhance students' ability to translate a wide range of literary, journalistic, and religious texts, and to produce coherent and well-integrated translations from Arabic into English and vice versa. It also seeks to develop students' proficiency in applying translation techniques between the two languages, as well as their ability to identify and address weaknesses within a text. Furthermore, the course fosters students' critical thinking skills by encouraging them to compare and evaluate different translations produced by their peers.

9. Teaching and Learning Strategies

### Strategy

1. Lectures (explanation and clarification, discussion).
2. Encouraging students to engage with the cultures of various countries.
3. Encouraging students to visit and use the library and to explore books related to the media material as one of the learning tools.

<b>W e e k</b>	<b>H o u r s</b>	<b>Learning Outcomes</b>	<b>Unit or Topic</b>	<b>Teaching Method</b>	<b>Assessment Method</b>
1	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion
2	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion
3	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion
4	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion
5	3	Evaluation of translated papers + board translation + listening to translations	T.S. Eliot: The Waste Land	Theoretical	Discussion
6	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion
7	3		Written Test	Practical	Written Test
8	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion

<b>W e e k</b>	<b>H o u r s</b>	<b>Learning Outcomes</b>	<b>Unit or Topic</b>	<b>Teaching Method</b>	<b>Assessment Method</b>
9	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion
10	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion
11	3		Literary text translation + Simultaneous and consecutive interpreting	Practical	Written Test
12	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Theoretical
13	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Theoretical
14	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Theoretical
15	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Theoretical
<b>Mid-year break</b>					
1	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion
2	3	Evaluation of translated papers +	Literary text translation +	Theoretical	Discussion

<b>W e e k</b>	<b>H o u r s</b>	<b>Learning Outcomes</b>	<b>Unit or Topic</b>	<b>Teaching Method</b>	<b>Assessment Method</b>
		board translation + listening to translations	Simultaneous and consecutive interpreting		
3	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion
4	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion
5	3		Literary text translation + Simultaneous and consecutive interpreting	Practical	Written Exam
6	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Practical	Written Test
7	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion
8	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Theoretical	Discussion
9	3		Literary text translation + Simultaneous and consecutive interpreting	Practical	Written Test
10	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Discussion	Theoretical

<b>W e e k</b>	<b>H o u r s</b>	<b>Learning Outcomes</b>	<b>Unit or Topic</b>	<b>Teaching Method</b>	<b>Assessment Method</b>
11	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	General Review	General Review
12	3		Literary text translation + Simultaneous and consecutive interpreting	Practical	Written Test
13	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Discussion	Theoretical
14	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Discussion	Theoretical
15	3	Evaluation of translated papers + board translation + listening to translations	Literary text translation + Simultaneous and consecutive interpreting	Discussion	Theoretical

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**1. Primary References (Sources):**

- 2. <http://www.cambridgescholars.com> Journal of Translation**
- 3. 2-Information-based Translation Training Helps Undergraduates Carry out Translation Tasks in Actual Settings.**
- 4. <http://translationjournal.net> 3- Teaching Translation :**
- 5. <https://exchanges.uiowa.edu/blog/teaching/translation-rosanna-warren>**