

**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

Accreditation

Guide

# **Academic Program and Course Description Guide**

2024

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## **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.

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.

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## **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.

## Academic Program Description Form

University Name: Tikrit University

Faculty/Institute: College of Education for Women

Scientific Department: Department of English

Academic or Professional Program Name: English Language

Final Certificate Name: English Language

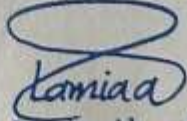
Academic System: Annual

Description Preparation

Date: 1/9/2024

File Completion Date: 18/9/2024

Signature:



Prof. Dr. Lamiaa Ahmed Rasheed  
Head of Department Name: English Department

Prof. Dr. Lamiaa Ahmed Raheed

Date:

Signature:



Scientific Associate Name:

Prof. Dr. Ashraf Jamal Mahmoud

Date:

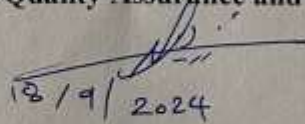
The file is checked by: Lect. Shahed Khalid Hameed

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:


Signature:



18/9/2024

Approval of the Dean

Prof. Dr. Najlaa Abdulhussein Alewi

1. Program Vision
Providing the Ministry of Education with a staff specialized in teaching the English language in secondary schools..
2. Program Mission
<p>Enabling female students to become familiar with the rules of the English language (grammar and conversation), and its literature (play, novel, poetry, linguistics), with the ability to write scientific research in those fields.</p> <p>Enhancing female students' awareness of the horizons of linguistic culture, ancient and modern, and equipping them with diverse literary, linguistic, and writing skills.</p> 
3. Program Objectives
<ul style="list-style-type: none"> <li>- Raising female students' awareness in understanding the English language, analyzing its texts, and knowing its creators throughout the ages, in writing and teaching in the fields of language and literature.</li> <li>- Providing graduates with the skills to teach the various linguistic sciences they learned to secondary school students later, using teaching methods that suit them and providing them with modern means of clarification and scientific communication skills.</li> </ul>
4. Program Accreditation

There is no program accreditation,
5. Other external influences
Ministry of Higher Education and Scientific Research, Tikrit University

6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	Nothing			
College Requirements	Nothing			

Department	Study materials	100		
Requirements				
Summer Training	Nothing			
Other	Application for the fourth year			

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First Year		Grammar		
		Phonetics		
		Listening and Speaking		
		Writing Composition		
		Comprehension		
		Introduction to English Literature		
		Psychology		
		Arabic Language		
Learning Outcomes 2	Learning Outcomes Statement 2	Computer		
Learning Outcomes 3	Learning Outcomes Statement 3	Human Rights		
Second Year		Grammar		
		Phonology		
		Listening and Speaking		
		Writing Composition		
		Comprehension		
		Drama		
		Short Story		
		Poetry		
		Computer		
		Educational		
		Management		
Third Year		Grammar		
		Linguistics		
		Poetry		
		Drama		
		Novel		
		Essay		
		ELT		
		Methods of Teaching		
		Listening and		
		Speaking		



Fourth Year		Grammar Linguistics Poetry Drama Novel Listening and Speaking Curriculum Graduation Project Application		
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## 8. Expected learning outcomes of the program

### A- Cognitive objectives

A1- The student should be able to control the rules of the English language in grammar.

A2- That the student be able to apply the rules of the English language in various linguistic uses.

A3- That the student should be familiar with all English language literature (theatre, poetry, novels, short stories, and the most prominent poets and writers.

A4- The student should be familiar with all schools of literary criticism throughout the ages.

A5- The student should be familiar with modern teaching methods.

A6- That the student learns modern technical skills in studying the language.

### B - The program's skill objectives

B1 - That the student be able to become familiar with the methods of teaching, measuring and evaluating the scientific subject.

B2 - The student should be able to choose the appropriate teaching method for each scientific subject so that it is presented in an interesting way.

B3 - That the student is able to solve problems related to students' understanding of the scientific subject by using theories of educational psychology and modern teaching methods, which facilitates the study and teaching of the language.

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## 9. Teaching and Learning Strategies

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- The standard method (preemptive).
- Text method.
- Inductive (deductive) method.
- How to solve problems.

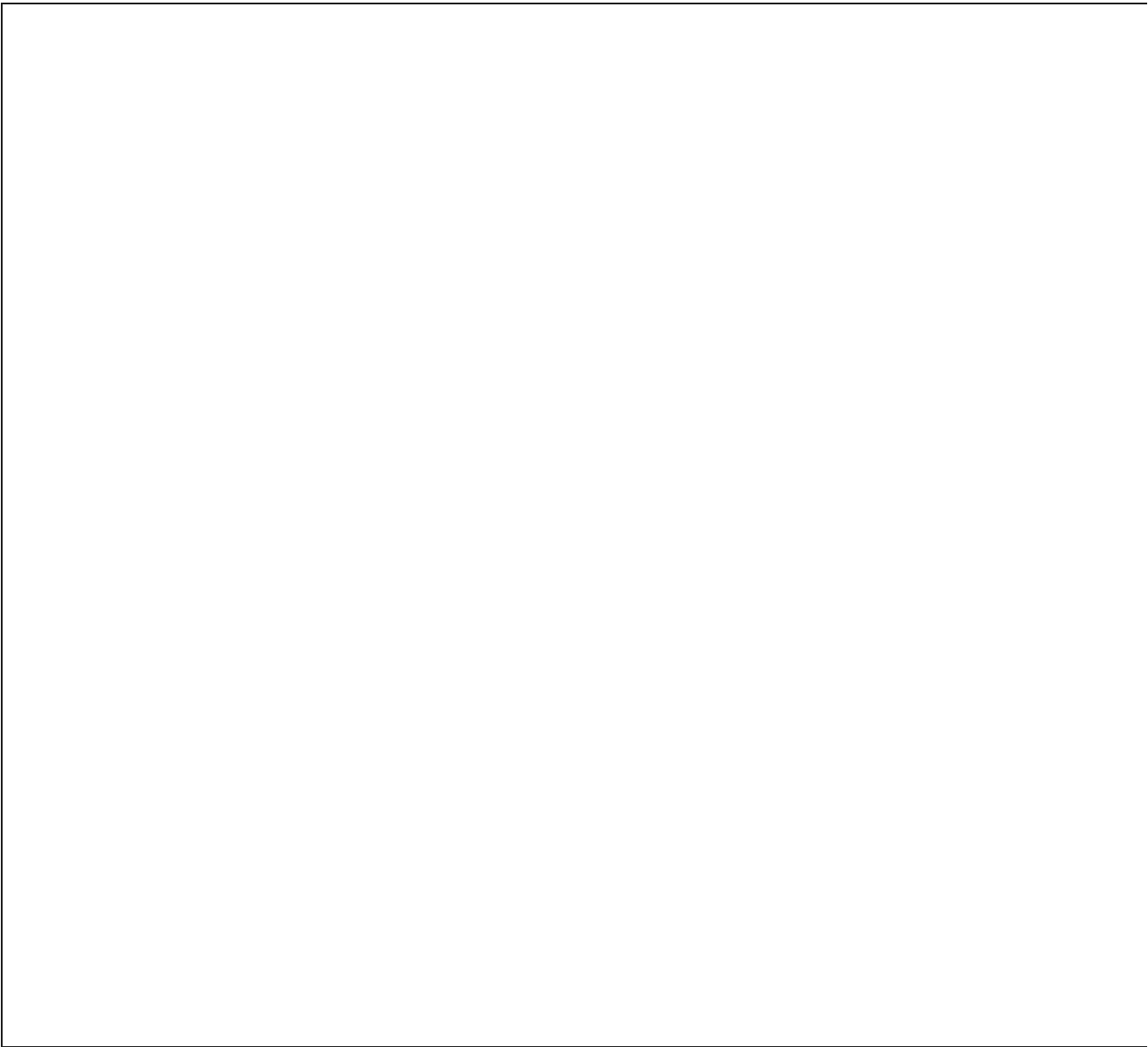
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## 10. Evaluation methods

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- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
- Diagnostic evaluation (semester and final exams to issue judgments of success and failure).

11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirement s/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
Prof. Dr. Lamyā' A. Risheed	Literature	Drama		Staff	
Prof. Dr. Israa B. Abdurrahman	Linguistics	CDA		Staff	
Prof. Dr. Ansam R. Abdullah	Literature	Novel		Staff	
Prof. Dr. Madiha S. Salih	Methodology	Drama		Staff	
Prof. Dr. Manal U Musa	Methodology	Methodology		Staff	
Prof. Dr. Awfa H. Mohammed	Literature	Poetry		Staff	
Ass. Prof. Dr. Rudaina A. Muhammed Sa'eed	Literature	Drama		Staff	
Ass. Prof. Dr. Zaineb A. Husein	Literature	Poetry		Staff	
Aas. Prof. Dr. Hanan K. Omer	Linguistics	Grammar		Staff	
Ass. Prof. Dr. Elaf S. Abdullah	Methodology	Methodology		Staff	
Ass. Prof. Dr. Afrah A. Mahmood	Methodology	Methodology		Staff	
Ass. Prof. Mohammed S. Abdulwahid	Linguistics	CDA		Staff	
Assis. Prof. Muthana M. Bidi'	Literature	Poetry		Staff	
Assis. Prof. Ahmed K. Hasoon	Methodology	Methodology		Staff	
Assis. Prof. Afra' H. Sami	Literature	Short Story		Staff	
Lect. Dr. Salwa T. Fizi	Methodology	Methodology		Staff	
Lect. Dr. salwan M. dawood	Literature	Poetry		Staff	
Lect. Majeed H. Khalifa	Linguistics	CDA		Staff	
Lect. Ruqaiya B. Abdurrahman	Linguistics	CDA		Staff	
Lect. Rana A. Thiyab	Methodology	Methodology		Staff	
Lect. Zainab J. Abdulqadir	Methodology	Methodology		Staff	
Ass. Lect. Sahar A. Ni'ma	Linguistics	AL		Staff	
Ass. Lect. Sara M. Sultan	Literature	Drama		Staff	
Ass. Lect. Noora M. Shakir	Methodology	Methodology		Staff	
Ass. Lect. Basma Faisal	Methodology	Methodology		Staff	
Ass. Lect. Noor Isma'el	Methodology	Methodology		Staff	
Ass. Lect. Athraa' A. Muhi	Methodology	Methodology		Staff	
Ass. Lect. Mays Al-Reem M. S.	Literature	Drama		Staff	
Ass. Lect. Fatima M. A.				Staff	



Professional Development

Mentoring new faculty members

Adherence to the instructions of the ministries, the deanship, and the department

Professional development of faculty members

Leadership course

Teaching methods course

Computer course

12. Acceptance Criterion

Morning and Evening studies

13. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities.
- Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq.
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14. Program Development Plan

We seek for reliability

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023-2024		Grammar	Basic	*	*				*		*	*	*		
		Phonology	Basic	*	*				*				*	*	
		Poetry	Basic			*	*			*	*		*		
		Listening and Speaking	Basic	*	*		*		*	*		*	*		
		Testing	Basic	*	*			*	*		*	*		*	
		Comprehension	Basic	*	*			*	*		*		*		
		Composition	Basic	*	*					*	*			*	*
		Drama	Basic			*	*			*	*			*	
		Essay	Basic	*	*				*		*			*	
		Application	Basic	*	*		*	*		*	*			*	*
	Methods of Teaching	Basic		*					*			*	*		

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

## Course Description Form

1. Course Name: An Introduction to English Literature	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours/5 credits	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Lect. Salwa Tariq Fizee <span style="float: right;">.....</span>	
Email: <a href="mailto:sfaezi@tu.edu.iq">sfaezi@tu.edu.iq</a> <span style="float: right;">.....</span>	
<span style="float: right;">.....</span>	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<p>This course aims at providing first year students with basic information about literature in general and English literature in particular. Studying literary pieces enables the students to develop their language skills; reading, writing, understanding, speaking...etc. The course intends also to widen the students' cultural awareness and improve their critical insight</p>
9. Teaching and Learning Strategies	

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• The standard method (giving lectures).</li> <li>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> </ul>
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### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1st week	3	Understanding new terms and their definitions	Definitions of literary terms	In attendance	Intellectual questions to determine the extent of the student's understanding
2nd week	3	Poetry / The Sick Rose	Understanding the poem	In attendance	Class performance and exams
3rd week	3	Poetry/ break break	Understanding the poem	In attendance	Class performance and exams
4th week	3	Poetry/ Ozymandias	Understanding the poem	In attendance	Class performance and exams
5th week	3	Poetry/ Lucy Poem	Understanding the poem	In attendance	Class performance and exams
6th week	3	Poetry/ The Ancient Mariner	Understanding the poem	In attendance	Class performance and exams
7th week	3	Types of Poetry	Introduction about the types of poetry	In attendance	Class performance and exams
8th week	3	Narrative Poetry/ Lord Randle	Discussing the Poem + definition of the type of the poem	In attendance	Class performance and exams
9th week	3	Descriptive Poetry/ Winter	Discussing the Poem + definition of the type of the poem	In attendance	Class performance and exams
10th week	3	The Dead	Discussing the Poem + definition of the type of the poem	In attendance	Class performance and exams
11th week	3	Lyric Poetry/ To	Discussing the Poem + definition of the type of the	In attendance	Class performance and exams



			poem		
12th week	3	The Sonnet/ The Grasshopper and the Cricket	Discussing the Poem + definition of the type of the poem	In attendance	Class performance and exams
13th week	3	Prose/ Introduction	Understanding Prose terms	In attendance	Class performance and exams
14th week	3	Narrative prose/ Diary	Discussing the passage	In attendance	Class performance and exams
15th week	3	Descriptive prose/ Wuthering Heights	Discussing the passage	In attendance	Class performance and exams
16th week	3	Argumentative prose/ Psychology and Education	Discussing the passage	In attendance	Class performance and exams
17th week	3	Midterm Holiday	.....		
18th week	3	Drama/ Nature of Drama, History of Drama, Elements of Drama, Types of Drama.	Discussing and Understanding	In attendance	Class performance and exams
19th week	3	History of English Drama, Major periods and Dramatic Terms	Discussing and Understanding	In attendance	Class performance and exams
20th week	3	Oedipus	Understanding and analyzing text and characters	In attendance	Class performance and exams
21st week	3	Oedipus	Understanding and analyzing text and characters	In attendance	Brain storming
22nd week	3	Oedipus	Understanding and analyzing text and characters	In attendance	Brain storming
23rd week	3	Oedipus	Understanding and analyzing text and characters	In attendance	Brainstorming
24th week	3	Oedipus	Understanding and analyzing text and characters	In attendance	Brainstorming
25th week	3	Oedipus	Understanding and analyzing text and characters	In attendance	Brainstorming

26th week	3	Oedipus	Understanding and analyzing text and characters	In attendance	Brainstorming
27th week	3	Oedipus	Understanding and analyzing text and characters	In attendance	Brainstorming
28th week	3	Oedipus	Understanding and analyzing text and characters	In attendance	Brainstorming
29th week	3	Oedipus	Understanding and analyzing text and characters	In attendance	Brainstorming
	.....		Final Exam		

### 11. Course Evaluation

First Course:

Monthly Exam: 15

Daily homework: 10/ weekly quizzes, reports that students are required to write on topics related to the curriculum

Total: 25

Second Course:

Monthly Exam: 15

Daily homework: 10/ weekly quizzes, reports that students are required to write on topics related to the curriculum

Total: 25

Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50

Final Exam: 50

Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	Poetry and Prose Appreciation for Overseas Students, George Whitfield Introduction to Drama
Main references (sources)	Mastering English Literature, Richard Hill
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	

## Course Description Form

<b>1. Course Name:</b>	
Phonetics	
<b>2. Course Code:</b>	
<b>3. Semester / Year:</b>	
2024-2025	
<b>4. Description Preparation Date:</b>	
18/9/2024	
<b>5. Available Attendance Forms:</b>	
class lectures	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
90 hours/ 6 units	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Ruqaiya B. Abdurrahman	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	<p>At the end of the course, the students will be able to:</p> <p style="text-align: center;">*****</p> <ol style="list-style-type: none"> <li>1. Identify and produce a broad range of the phonetic sounds observable in English</li> <li>2. Transcribe sample data of various words using the International Phonetic Alphabet.</li> <li>3. Demonstrate a basic knowledge of the articulatory system and its operation during the production of various speech sounds.</li> <li>4. Demonstrate a familiarity with the technical descriptions of speech sounds.</li> <li>5. Understand the need to look at each language on its own merits.</li> <li>6. Start to hear and transcribe pitch accurately.</li> <li>7. An understanding of the some basic procedures used in phonemic analysis.</li> </ol>
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. The standard method (giving lectures)</li> <li>2. The text method</li> <li>3. Some modern strategies</li> </ol>

10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
November 1	3		Unit 1	Standard method	Class performance and exams
November 2	3		Unit 1	Standard method	Class performance and exams
November 3	3		Unit 1	Standard method	Class performance and exams
November 4	3		Unit 1	Standard method	Class performance and exams
December 1	3		Unit 2	Modern methods	Class performance and exams
December 2	3		Unit 2	Modern methods	Class performance and exams
December 3	3		Unit 2	Modern methods	Class performance and exams
December 4	3		Unit 2	Modern methods	Class performance and exams
January 1	3		Unit 3	Modern methods	Class performance and exams
January 2	3		Unit 3	Modern methods	Class performance and exams
January 3	3		Unit 3	Modern methods	Class performance and exams
January 4	3		Unit 3	Modern methods	Class performance and exams

February 1	3		Unit 4	Modern methods	Class performance and exams
February 2	3		Unit 4	Modern methods	Class performance and exams
February3	3		Unit 4	Modern methods	Class performance and exams
February4	3		Unit 4	Modern methods	Class performance and exams
March 1	3		Unit 5	Modern methods	Class performance and exams
March 2	3		Unit 5	Modern methods	Class performance and exams
March 3	3		Unit 5	Modern methods	Class performance and exams
March 4	3		Unit 5	Modern methods	Class performance and exams
April 1	3		Unit 5	Modern methods	Class performance and exams
April 2	3		Unit 6	Modern methods	Class performance and exams
April 3	3		Unit 6	Modern methods	Class performance and exams
April 4	3		Unit 6	Modern methods	Class performance and exams
May 1	3		Unit 6	Modern methods	Class performance and exams
May 2&3	3		Final Exam	.....	.....

## 11.Course Evaluation

First Course:

Monthly exam:20

Daily Exam:5

Total: 25

Second Course:

Monthly exam:20

Daily Exam:5

Total: 25

Total for 1<sup>st</sup> and 2<sup>nd</sup> course :50

Final exam:50

Final Grade: 100

## 12.Learning and Teaching Sources

Required textbooks

O'Conner. **Better English Pronunciation.**  
Jonathan Marks, **English Pronunciation in Use.** Cambridge

Main reference

O'Conner. **Better English Pronunciation**

## Course Description Form writing in paragraph

1. Course Name: writing in paragraph	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 hours / 3 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Lect. Salwan M. Dawood	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<p>This course concentrates on developing the students' ability to produce effective and appropriate academic writing across the curriculum by focusing on the preparation and writing of two papers, each of which typifies the requirements and expectations of a different academic discipline. As students in their first year of study not only take courses in their major, but also in other disciplines as part of the Core Curriculum, Principles of Academic Writing is directly applicable to their academic writing needs. The course further concentrates on developing the critical reading and thinking strategies that academic writing requires. A combined process and product approach to effective and appropriate academic writing is implemented throughout the course, with students receiving individual mentoring in addition to class tuition.</p>

## 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• The standard method (giving lectures).</li> <li>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> </ul>
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
October 1	2		Introduction: Process Writing	Standard method	Class performance and exams
October 2	2		Giving and Receiving presents	Standard method & Brainstorming method	Class performance and exams
October 3	2		Topic sentences	Standard method & text method	Class performance and exams
October 4	2		A favorite place	Standard method & text method	Class performance and exams
November 1	2		Descriptive and Process Paragraphs	Standard method & text method	Class performance and exams
November 2	2		Opinion Paragraphs	Standard method	Class performance and exams
November 3	2		Comparison/ Contrast Paragraphs	Standard method	Class performance and exams
November 4	2		Problem/ Solution Paragraphs	Standard method	Class performance and exams
December 1	2		Brainstorming	Standard method & text method	Class performance and exams
December 2	2		An exceptional person	Standard method	Class performance and exams
December 3			Introductions and Conclusions	Standard method & text method	Class performance and exams
December 4	2		Unity and Coherence	Standard method & text method	Class performance and exams



January 1	2		Exercises	Text method & deductive method	Class performance and exams
January 2	2		The Sentence: Types, Word Order, Common Mistakes	Standard method & text method	Class performance and exams
January 3	2		The Paragraph: Narrative and Descriptive	Standard method	Class performance and exams
January 4	2		Exercises	Standard method	Class performance and exams
February 1	2		Letter Writing	Standard method	Class performance and exams
February 2	2		Word map	Deductive method & Text method	Class performance and exams
March 1	2		Punctuation	Deductive method & Text method	Class performance and exams
March 2	2		Exercises	Standard method	Class performance and exams
March 3	2		Irregular verb list	Standard method & text method	Class performance and exams
March 4	2		The Reflective Essay	Standard method & text method	Class performance and exams
April 1	2		The Argumentative writing	Standard method & text method	Class performance and exams
April 2	2		Grammar for writers	Standard method	Class performance and exams
April 3	2		Composition	Standard method	Class performance and exams
April 4	2		Exercises	Standard method	Class performance and exams
May 1	2			Standard method & text method	Class performance and exams
May 2	2			Solving problems method	-----

May 3&4	-----		Final Exams	-----	-----
<b>11. Course Evaluation</b>					
First Course: Monthly Exam: 20 Daily homework: 5 Total: 25 Second Course: Monthly Exam: 20 Daily homework: 5 Total: 25 Total for the 1 <sup>st</sup> and 2 <sup>nd</sup> Courses: 50 Final Exam: 50 Final Grade: 100					
<b>12. Learning and Teaching Sources</b>					
Required textbooks (curricular books, if any)			Writing in paragraph by Dorothy E Zemach		
Main references (sources)			Writing an Essay: How to Improve Your ) Performance for Coursework and Examinations, by: Hennessy, Brendan. -Effective Academic Writing2 the short essay, by: Alice Savage and Patricia Mayer		
Recommended books and references (scientific journal, reports)					
Electronic References, Websites			<a href="http://1klivingston.tripod.com/essay/http://libgen.me">http://1klivingston.tripod.com/essay/http://libgen.me</a> . <a href="http://www.wikihow.com/Write-an-Essay">http://www.wikihow.com/Write-an-Essay</a> .		

## Course Description Form

1. Course Name: Listening and Speaking 2	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) 2 / Number of Units (Total): 60 hours/ 3 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist.Lect. Basma Faisal Ali Email: <a href="mailto:basma.faisal@tu.edu.iq">basma.faisal@tu.edu.iq</a>	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>•To help students develop listening and speaking skills in accordance with Can-do statements. These statements describe what language users can typically do at different levels and in different contexts.</li> <li>•Focus on activities which provide contextualized practice in particular language or vocabulary areas</li> <li>•Learning tip boxes which give students advice on how to improve their listening and speaking and their learning</li> </ul>
9. Teaching and Learning Strategies	

<b>Strategy</b>	Lecturing using Communicative approach				
<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>
November 1	2		How do you know?	Communicative	Discussion and exams
November 2	2		I'm phoning about house	Communicative	Discussion and exams
November 3	2		How I buy a ticket ?	Communicative	Discussion and exams
November 4	2		Shall we go out for dinner?	Communicative	Discussion and exams
December 1	2		You should go to the police	Communicative	Discussion and exams
December 2	2		Have you got a headache?	Communicative	Discussion and exams
December 3	2		How about a hostel?	Communicative	Discussion and exams
December 4			Monthly exam		
January 1	2		What can I do here?	Communicative	Discussion and exams
January 2	2		When are you flying ?	Communicative	Discussion and exams
January 3	2		The Weather is changing	Communicative	Discussion and exams
January 4	2		I have our schedule	Communicative	Discussion and exams
February 1			Monthly exam		

February 2	2		You did really well Workplace discussions	Communicative	Discussion and exams
March 1	2		I've organized the trainer	Communicative	Discussion and exams
March 2	2		You need a budget Talks and Seminars	Communicative	Discussion and exams
March 3	2		Welcome to the school	Communicative	Discussion and exams
March 4	2		What are your goals?	Communicative	Discussion and exams
April 1	2		Revision		Discussion and exams
April 2	2				
April 3	2				
April 4	2				
May 1	2				
May 2	2				
May 3&4	-----		Final exams		

### 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

12. Learning and Teaching Sources	
Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	Electronic dictionaries

## Course Description Form

1. Course Name: Reading 1 / 1st year	
2. Course Code: Null	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Lectures	
6. Number of Credit Hours (Total): 2 / Number of Units (Total): 60 hours/ 3 credits	
7. Course administrator's name (mention all, if more than one name)	
Name: Lect. Dr. Salwan M. Dawood	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<p>This course aims at training students to read p... students' own life, knowledge and environment i.e. soc... religious, etc. They will read sentences and p... about certain themes or topics of interest, such as li... good health, and success in business, shopping, pla... answering questions, matching words with th... opposites,..., learning new vocabulary and so... words, forming tenses and using them correctly. The... vocabulary activities provided in this course... promote students' critical thinking skills, and eventual... explore their own ideas about the chapter theme.</p>
9. Teaching and Learning Strategies	

<b>Strategy</b>	Lecturing using communicative approach, Reading comprehension
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**10. Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2h	1. Are you getting enough sleep	Are you getting enough sleep	Communicative	Pen- paper exam
2		2. Mikas homestay	Mikas homestay in London		
3		3. Its not always black and white	Its not always black and white		
4		4. Helping others	Helping others		
5		5. Generation Z	Generation Z		
6		6. How to be a successful businessperson	How to be a successful businessperson		
7		7. The growth of urban farming	The growth of urban farming		
8		8. Can you live forever	Can you live forever		
9		9. Baseball Fans around the world	Baseball Fans around the world		
10		10. Mobile phones Hang up or keep talking	Mobile phones Hang up or keep talking		
11		11. Vanessa-Mae: A 21 <sup>st</sup> Century	Vanessa-Mae: A 21 <sup>st</sup> Century		
12		12. A day in the life of a freshman	A day in the life of a freshman		
13		13. Love at first sight	Love at first sight		
14		14. Great place to visit	Great place to visit		
Mid-year vacation					
1					
2					
3					
4					



5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

<b>11. Course Evaluation</b>					
Distributing the score out of 50 according to the tasks assigned to the student, as follows: daily oral preparation 10 mks, monthly written exams 40mks.					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Required Textbooks:

Pamela Hartman and James Mentel, **Interactions (Access)**. McGraw-Hill

Linda Lee and Erik Gundersen, **Select Reading: Intermediate**. Oxford

L.G. Alexander, **Developing Skills**

1.

## Course Description Form

<b>1. Course Name:</b>	
Introduction to Academic Writing	
<b>2. Course Code: -----</b>	
<b>3. Semester / Year:</b>	
2024-2025	
<b>4. Description Preparation Date:</b>	
18/9/2024	
<b>5. Available Attendance Forms:</b>	
Class lectures	
<b>6. Number of Credit Hours (Total) / Number of Units (Total):</b>	
60 hours / 3 Units	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Prof. Dr. Manal Omer Mousa	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	<p style="text-align: center;">*****</p> <p>On completion of the course, students are expected to learn:</p> <p style="text-align: center;">*****</p> <ul style="list-style-type: none"> <li>- how to structure information effectively;</li> <li>- how to link ideas and arguments smoothly to create a flowing text;</li> </ul> <p>to take a critical view of your own work;</p> <ul style="list-style-type: none"> <li>-how to write clear and concise texts; the conventions for stressing key constituents in English texts.</li> </ul> <p>Throughout, Academic Writing respects the student writer; it engages the reader's interest without ever condescending, and it avoids the arbitrary and the dogmatic.</p> <p>The book also offers abundant exercises to help the student develop techniques for working productively at each stage of the scholarly writing</p>

	<p>process; mastering and summarizing difficult scholarly sources; planning; and revising to create good working conditions for the reader</p>
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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>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> </ul>
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### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
October 1	2		What is academic writing	Standard method	Class performance and exams
October 2	2		The writing process+ exercises	Standard method & Brainstorming method	Class performance and exams
October 3	2		Narrative paragraphs	Standard method & text method	Class performance and exams
October 4	2		Sentence structure	Standard method & text method	Class performance and exams
November 1	2		Writing Assignment+ exercises		
November 2	2		Parts of paragraph	Standard method	Class performance and exams
November 3	2		Punctuation	Standard method	Class performance and exams
November 4	2		Descriptive paragraph	Standard method	Class performance and exams
December 1	2		Exam		

December 2	2		Writing assignment + daily exam + exercises	Standard method	Class performance and exams
December 3			Logical division ideas	Standard method & text method	Class performance and exams
December 4	2		Process paragraph	Standard method & text method	Class performance and exams
January 1	2		Comparison / contrast paragraph	Text method & deductive method	Class performance and exams
January 2	2		Definition paragraphs	Standard method & text method	Class performance and exams
January 3	2		Essay organization	Standard method	Class performance and exams
January 4	2		Exercises	Standard method	Class performance and exams
February 1	2		Planning an essay	Standard method	Class performance and exams
February 2	2		Opinion essay	Deductive method & Text method	Class performance and exams
March 1	2		Questions + excesses	Deductive method & Text method	Class performance and exams
March 2	2		Developing supporting details	Standard method	Class performance and exams
March 3	2		Body paragraph	Standard method & text method	Class performance and exams
March 4	2		Rules of using and punctuating equations	Standard method & text method	Class performance and exams
April 1	2		How journal writing can help you	Standard method & text method	Class performance and exams
April 2	2		Exam		
April 3	2		Review	Standard method	Class performance and exams

April 4	2		Test writing	Solving problem method	Class performance and exams
May 1	2		Daily exam		Class performance and exams
May 2	2			Solving problems method	-----
May 3&4	-----		Final Exams	-----	-----

### 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	Alice Oshima and Ann Hogue, Introduction to Academic Writing, 3rd
Main references (sources)	Alice Oshima and Ann Hogue, Introduction to Academic Writing, 3rd
Recommended books and references (scientific journal, reports)	College Open Textbooks <a href="http://www.collegeopentextbooks.org">www.collegeopentextbooks.org</a> A Beginner 's Guide to Writing in English for University Study <a href="http://www.futurelearn">www.futurelearn</a>
Electronic References, Websites	<a href="https://edisciplinas.usp.br/pluginfile.php">https://edisciplinas.usp.br/pluginfile.php</a>

## Course Description Form

1. Course Name: Sixteenth and Seventeenth Century Poetry	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 hours / 4 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Lect. Majeed Hammadi Khalifa Email: <a href="mailto:maj50715@tu.edu.iq">maj50715@tu.edu.iq</a>	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<p>This course introduces the second year students to the poetry of an important period in the history of the English poetry .It is their first attempt to put their prior knowledge of poetry in action. The course enhances the student's information concerning the cultural atmosphere in England during those centuries .It also develops their critical insight. From a linguistic point of view the course improves the students ability in putting the language learning skills in practice.</p>
9. Teaching and Learning Strategies	

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• To be able to recognize the way Metaphysical poets use language to create meaning</li> <li>• To deconstruct AP Literature poetry prompts accurately</li> <li>• To acquire strategies for close reading of poems</li> <li>• To compose a Poetry Focus Statement that can be used as the introductory paragraph of an essay in response to the AP Lit poetry prompt.</li> </ul>
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### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	The main characteristics of metaphysical poetry	Metaphysical Poetry	lectures	Discussion
Second	2	The Hind	Sir Thomas Wyatt	Lectures	Questions and discussion
Third Fourth	2	A Praise of Love The Soote Season	Henry Howard	lectures	Questions and discussion
Fifth	2	Like a Ship in the Ocean	Edmond Spencer	Lectures	Listening and discussion
Sixth	2	Leave Me O Love	Sir Philip Sidney	lectures	Listening and discussion
Seventh	2	The Passionate Shepherd to his Love	Christopher Marlowe	Lectures	Listening and discussion
Eighth- Ninth	2	Sonnet 55	William Shakespeare	Lectures	Discussion and listening
Tenth- Eleventh	2	Good Morrow	John Donne	lectures	Discussion and listening
Twelfth	2	A Valediction Forbidding Mourning	John Donne	Lectures	Discussion and listening
Thirteenth	2	Death be not Proud	John Donne	Lectures	Discussion and listening
Fourteenth	2	The Pulley	George Herbert	Lectures	Discussion and listening
- Fifteenth Seventeenth	2	The Collar	George Herbert	lectures and 1 testing	Discussion and test



Eighteenth- Nineteenth	2	To the Virgins : to Make Match of Time- To Daffodils	Robert Herrick	Lectures	Discussion and listening
Twentieth- Twenty- second	2	Sonnet 19	John Milton	Lectures	Discussion and listening
Twenty- third- Thirtieth	2	Paradise Lost	John Milton Neo-Classical Poetry Alexander Pope John Dryden General review	Lectures	Discussion and test

### 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	English Poetry: The Sixteenth Century English Poetry The Seventeenth Century-
Main references (sources)	1-English Poetry: The Sixteenth Century: Compiled and Introduced by Ala'uddin H. al-Jubori Dr. Khalid Mahir A. W. Al- wakil Dr. Issam Al- Khatib 2- English Poetry 2: The Seventeenth Century: Compiled and Introduced by: A. W. Al Wakil Ala'uddin Hammoud
Recommended books and references (scientific journal, reports)	The McCraw-Hill Guide to English Literature: Volume 1, Beowulf to Jane Austen-  ASIAN JOURNAL OF ENGLISH STUDIES-
Electronic References, Websites	<a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3846330">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3846330</a>

[https://books.google.iq/books?hl=en&lr=&id=2HwBgfRwfjsC&oi=fnd&pg=PT16&dq=metaphysical+poetry+in+the+17th+century&ots=RKkgxSdwBO&sig=nCn2DkHfs3-UQy6k10tyFjh41fo&redir\\_esc=y#v=onepage&q=metaphysical%20poetry%20in%20the%2017th%20century&f=false](https://books.google.iq/books?hl=en&lr=&id=2HwBgfRwfjsC&oi=fnd&pg=PT16&dq=metaphysical+poetry+in+the+17th+century&ots=RKkgxSdwBO&sig=nCn2DkHfs3-UQy6k10tyFjh41fo&redir_esc=y#v=onepage&q=metaphysical%20poetry%20in%20the%2017th%20century&f=false) .

[https://books.google.iq/books?hl=en&lr=&id=oo0DUMmvahwC&oi=fnd&pg=IA6&dq=sixteen+and+seventeen+poetry&ots=BHfdEav45q&sig=l4p9HF19BzOpKP5nWA-rdiKohNE&redir\\_esc=y#v=onepage&q&f=false](https://books.google.iq/books?hl=en&lr=&id=oo0DUMmvahwC&oi=fnd&pg=IA6&dq=sixteen+and+seventeen+poetry&ots=BHfdEav45q&sig=l4p9HF19BzOpKP5nWA-rdiKohNE&redir_esc=y#v=onepage&q&f=false)

## Course Description Form

1. Course Name: Phonology	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours / 5 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Lect. Ruqaiya Burhanuddin Abdurrahman Email: <a href="mailto:rabdurrahman@tu.edu.iq">rabdurrahman@tu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p>The course is to serve as a follow-up to the courses you have previously learnt such as: test of orals, spoken English and introduction to general phonetics and phonology of English. It is also meant to improve both your perceptive and receptive skills in the sound system of the English language.</p> <p>To achieve the aims set out above, there are set overall objectives. Besides, each unit has its specific objectives. The unit objectives will be included at the beginning of each unit. You should read them before you start working through the unit. It is advisable that you refer to them during your study of the unit to check on your progress. At the end of every unit, you should also revise the unit objectives. In this way you can be sure that you have done all you are expected to do in the unit.</p>
9. Teaching and Learning Strategies	

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• The standard method (giving lectures).</li> <li>• The text method.</li> <li>• Using the lab.</li> <li>• Some modern strategies.</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	Skilled	• The English Phonetics and Phonology	Standard method	Class performance and exams
October 2	3	Skilled	• Phonemes and other aspects of pronunciation	Standard method & Brainstorming method	Class performance and exams
October 3	3	Skilled	• Accents and dialects	Standard method & text method	Class performance and exams
October 4	3	Skilled	The production of speech sounds	Standard method & text method	Class performance and exams
November 1	3	Skilled	• Articulators above the larynx • Vowel and consonant • English short vowels	Standard method & text method	Class performance and exams
November 2	3	Skilled	3. Long vowels, diphthongs and triphthongs	Standard method	Class performance and exams
November 3	3	Skilled	• Respiration and voicing • Plosives	Standard method	Class performance and exams
November 4	3	Skilled	• English long vowels • Diphthongs	Standard method	Class performance and exams
December 1	3	Skilled	• Triphthongs 4. Voicing and consonants	Standard method & text method	Class performance and exams
December 2	3	Skilled	• English plosives • Fortis and lenis	Standard method	Class performance and exams
December 3	3	Skilled	• The larynx 5. Phonemes and symbols	Standard method & text method	Class performance and exams
December 4	3	Skilled	• The phoneme • Symbols and transcription • Phonology	Standard method & text method	Class performance and exams

			7. Nasals and other consonants <ul style="list-style-type: none"> <li>• Nasals</li> <li>• The consonant l</li> <li>• The consonant r</li> <li>• The consonants j and w</li> </ul>		
January 1	3	Skilled	6. Fricatives and affricates <ul style="list-style-type: none"> <li>• Production of fricatives and affricates</li> <li>• The fricatives of English</li> <li>• The affricates of English</li> <li>• Fortis consonants</li> </ul>	Text method & deductive method	Class performance and exams
January 2	3	Skilled	7. Nasals and other consonants <ul style="list-style-type: none"> <li>• Nasals</li> <li>• The consonant l</li> <li>• The consonant r</li> <li>• The consonants j and w</li> </ul>	Standard method & text method	Class performance and exams
January 3	3	Skilled	8. The syllable <ul style="list-style-type: none"> <li>• The nature of the syllable</li> <li>• The structure of the English syllable</li> <li>• Syllable division</li> </ul>	Standard method	Class performance and exams
January 4	3	Skilled	9. Strong and weak syllables <ul style="list-style-type: none"> <li>• Strong and weak</li> <li>• The @ vowel ("schwa")</li> <li>• Close front and close back vowels <ul style="list-style-type: none"> <li>• Syllabic consonants</li> </ul> </li> </ul>	Standard method	Class performance and exams
February 1	3	Skilled	11. Stress in simple words <ul style="list-style-type: none"> <li>• The nature of stress</li> <li>• Levels of stress <ul style="list-style-type: none"> <li>• Placement of stress within the word</li> </ul> </li> </ul>	Standard method	Class performance and exams
February 2	3	Skilled	11. Complex word stress <ul style="list-style-type: none"> <li>• Complex words</li> <li>• Suffixes</li> <li>• Prefixes</li> <li>• Compound words</li> <li>• Variable stress</li> <li>• Word-class pairs</li> </ul> 12. Weak forms	Deductive method & Text method	Class performance and exams

March 1	3	Skilled	13. Problems in phonemic analysis <ul style="list-style-type: none"> <li>• Affricates</li> <li>• The English vowel system</li> <li>• Syllabic consonants</li> <li>• Clusters of s with plosives</li> <li>• Schwa (@)</li> <li>• Distinctive features <ul style="list-style-type: none"> <li>• Conclusion</li> </ul> </li> </ul>	Deductive method & Text method	Class performance and exams
March 2	3	Skilled	14. Aspects of connected speech <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Assimilation</li> </ul>	Standard method	Class performance and exams
March 3	3	Skilled	<ul style="list-style-type: none"> <li>• Elision</li> <li>• Linking</li> </ul>	Standard method & text method	Class performance and exams
March 4	3	Skilled	15. Intonation <ul style="list-style-type: none"> <li>• Form and function in intonation</li> <li>• Tone and tone languages</li> <li>• Complex tones and pitch height</li> <li>• Some functions of English tones</li> <li>• Tones on other words</li> </ul>	Standard method & text method	Class performance and exams
April 1	3	Skilled	16. Intonation <ul style="list-style-type: none"> <li>• The tone-unit</li> <li>• The structure of the tone-unit</li> <li>• Pitch possibilities in the simple tone-unit</li> </ul>	Standard method & text method	Class performance and exams
April 2	3	Skilled	17. Intonation <ul style="list-style-type: none"> <li>• Fall-rise and rise-fall tones followed by a tail</li> <li>• High and low heads</li> <li>• Problems in analysing the form of intonation</li> <li>• Autosegmental treatment of intonation</li> </ul>	Standard method	Class performance and exams
April 3	3	Skilled	18. Functions of intonation	Standard method	Class performance and exams
April 4	3	Skilled	• The attitudinal function of intonation	Standard method	Class performance and exams

May 1	3	Skilled	• Expressing attitudes	Standard method & text method	Class performance and exams
May 2	3	Skilled	Oral examination	Solving problems method	-----
May 3&4	-----	Skilled	Final Exams	-----	-----

## 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: oral: 10 Written: 40  
 Final Grade: 100

## 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	<b>English Phonetics and Phonology, A practical Course.</b> By Peter Roach 4th. edition
Main references (sources)	Practical English Phonetics and PhonologyA Resource Book for Students By <a href="#">Beverley Collins</a> , <a href="#">Inger M. Mees</a> , <a href="#">Paul Carley</a> Copyright 2019
Recommended books and references (scientific journal, reports)	Better English Pronunciation
Electronic References, Websites	<a href="https://www.routledge.com/Practical-English-Phonetics-and-Phonology-A-Resource-Book-for-Students/Collins-Mees-Carley/p/book/9781138591509">https://www.routledge.com/Practical-English-Phonetics-and-Phonology-A-Resource-Book-for-Students/Collins-Mees-Carley/p/book/9781138591509</a> .

## Course Description Form

1. Course Name: Short Story/ Second year	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours/ 5 credits	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Lect. Salwa Tariq Fizee	
Email: <a href="mailto:sfaezi@tu.edu.iq">sfaezi@tu.edu.iq</a> .....	
.....	
8. Course Objectives	
<b>Course Objectives</b>	<p>Enabling students to use critical and analytical tools to read systematic literary texts. Strengthening their literary sense and developing their abilities to use and understand diverse meanings.</p> <p>Studying the economic, political and social intellectual content and moral values presented in literary work, developing their ability to write and expanding their literary awareness.</p>
9. Teaching and Learning Strategies	



<b>Strategy</b>	<ul style="list-style-type: none"> <li>● The standard method (giving lectures).</li> <li>● The text method.</li> <li>● Brainstorming method.</li> <li>● Some modern strategies.</li> <li>● interactive lectures inside the class-</li> <li>● writing the student's impressions of the literary text</li> <li>● Asking questions to students, showing stories to students on a projector.</li> </ul>
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### 10). Course Structure

Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
1st week	3	Cognitive	Introduction on Short Story/ History, Elements, Types	Interactive lecture and presentation	Intellectual questions to determine the extent of the student's understanding
2nd week	3	Cognitive	Introduction on Short Story/ History, Elements, Types	Interactive lecture and presentation	Class performance and exams
3rd week	3	Skilled	Introduction: Literary devices	Interactive lecture and presentation	Class performance and exams
4th week	3	Skilled	Introduction: Literary critical tools	Interactive lecture	Class performance and exams
5th week	3	Cognitive	سكي/ The open Window	Discussion / Interactive lecture and presentation	Class performance and exams
6th week	3	Skilled	سكي/ The open Window	Quizz	Class performance and exams
7th week	3	Skilled	Oscar Wild/ The Happy Prince	Reading the text by listening to the audio text and an interactive lecture	Class performance and exams
8th week	3	Skilled	Oscar Wild/ The Happy Prince	Watch a video and interactive lecture, short quizz	Class performance and exams

9th week	3	Cognitive / Skill	Kathrine Manisfield/ The Doll's House	Reading the text by listening to the audio text and an interactive lecture	Class performance and exams
10th week	3	Cognitive / Skill	Kathrine Manisfield/ The Doll's House	Watch a video and interactive lecture, Short quizz	Class performance and exams
11th week	3	Cognitive/ Skill	Allan Poe/ The Black CAT	Reading the text by listening to the audio text and an interactive lecture	Class performance and exams
12th week	3	Cognitive/ Skill	Allan Poe/ The Black Cat	Watch a video and interactive lecture, Short quizz	Class performance and exams
13th week	3	Cognitive/ Skill	Ernest Hemingway/ Cat in The Rain	Reading the text by listening to the audio text and an interactive lecture	Class performance and exams
14th week	3	Cognitive/ Skill	Ernest Hemingway/ Cat in The Rain	Watch a video and interactive lecture, Short quizz	Class performance and exams
15th week		Midterm holiday	.....	....	.....
16th week	3	Cognitive	Introduction on Novella	Presentation and interactive lecture	Class performance and exams
17th week	3	Cognitive	Introduction: Understanding and analyzing the narrative text	Presentation and interactive lecture	Class performance and exams
18th week	3	Cognitive/ Skill	Ernest Hemingway The Old Man and	Watching the Video of the Story	Class performance and exams

			the Sea	Reading the text and an interactive lecture	
19th week	3	Cognitive/ Skill	Ernest Hemingway The Old Man and the Sea	Reading the text and an interactive lecture	Class performance and exams
20th week	3	Interactive lecture.	Ernest Hemingway The Old Man and the Sea	Discussion	Class performance and exams
21st week	3	Interactive lecture.	Ernest Hemingway The Old Man and the Sea	Discussion	Class performance and exams
22nd week	3	/ Skill Cognitive	Ernest Hemingway The Old Man and the Sea	Discussion	Class performance and exams
23rd week	3	Cognitive/ Skill	Ernest Hemingway The Old Man and the Sea	Discussin	Class performance and exams
24th week	3	Cognitive/ Skill	Ernest Hemingway The Old Man and the Sea	Discussion	Class performance and exams
25th week	3	Cognitive/ Skill	Ernest Hemingway The Old Man and the Sea	Discussion/ Short Quizz	Class performance and exams
26th week	3	Cognitive/ Skill	Ernest Hemingway The Old Man and the Sea	Review	Class performance and exams
27th week	3	Cognitive/ Skill	Ernest Hemingway The Old Man and the Sea	Review	Class performance and exams
28th week	3	Interactive lecture.	Ernest Hemingway The Old Man and the Sea	Review	Class performance and exams
29th week	3				
	.....		Final Exam		

11. Course Evaluation	
First Course: Monthly Exam: 15 Daily homework: 10/ weekly quizzes, reports that students are required to write on topics related to the curriculum Total: 25 Second Course: Monthly Exam: 15 Daily homework: 10/ weekly quizzes, reports that students are required to write on topics related to the curriculum Total: 25 Total for the 1 <sup>st</sup> and 2 <sup>nd</sup> Courses: 50 Final Exam: 50 Final Grade: 100	
12. Learning and Teaching Sources	
Required textbooks (curricular books, if any)	ABook of Short/Aziz Mutlabi The Old Man and the Sea
Main references (sources)	Aziz al-Mutaliby, <i>The validity of Narrative Act: A Book of short Stories</i> Kawther Al-Jezairi , <i>An Anthology of short stories</i>
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	

## Course Description Form

1. Course Name : Real Listening and Speaking 3	
2. Course Code:	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 50 hours / 11Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist.Prof. Afraa' Husam Sami Email: <a href="mailto:afraa.husam27@tu.edu.iq">afraa.husam27@tu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• <b>Enhance Listening Skills:</b> Develop the ability to understand and interpret spoken English in various contexts, including conversations, lectures, and media. *****</li> <li>• <b>Improve Speaking Proficiency:</b> Build confidence in speaking through structured exercises that promote fluency, clarity, and appropriateness in various situations. *****</li> <li>• <b>Expand Vocabulary:</b> Introduce and practice new vocabulary related to everyday topics, academic subjects, and professional settings to enhance communication skills</li> <li>• <b>Promote Interaction Skills:</b> Encourage effective communication in group discussions, pair work, and presentations, focusing on turn-taking, questioning, and responding.</li> <li>• <b>Develop Critical Thinking:</b> Foster the ability to analyze spoken content critically, allowing students to engage in discussions and express opinions based on what they hear.</li> </ul>

- **Cultural Awareness:** Increase understanding of cultural nuances in communication, helping students navigate diverse social and professional environments.
- **Practice Real-Life Scenarios:** Use role-playing and simulations to prepare students for real-world interactions, such as interviews, meetings, and casual conversations.

### 9. Teaching and Learning Strategies

<b>Strategy</b>	-Interactive Strategy
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### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	the students will be able to: -begin and end a conversation -react to what you hear -maintain a conversation	1-Unit One/How are things/Listening	Communicative Method	Formative and Summative Evaluation
2	2		2- Unit One/How are things/Speaking	Communicative Method	Formative and Summative Evaluation
3	2	the students will be able to: -complain about common problems	3-Unit Two/Can I take your coat/Listening	Communicative Method	Formative and Summative Evaluation
4	2		4-Unit Two/Can I take your coat/Speaking.	Communicative Method	Formative and Summative Evaluation
5	2	the students will be able to: -explain your accommodation requirements -deal with problems	5-Unit Three/I'm looking for a flat/Listening	Communicative Method	Formative and Summative Evaluation
6	2		6-Unit Three/I'm looking for a flat/Speaking	Communicative Method	Formative and Summative Evaluation
7	2	the students will be able to: -make a complaint in	7-Unit Four/I'd like a refund, please/Listening	Communicative Method	Formative and Summative Evaluation

		a shop -ask questions about various product			
8	2		8- Unit Four/I'd like a refund, please/Speaking	Communicative Method	Formative and Summative Evaluation
9			Exam		
10	2	the students will be able to: -describe and discuss films and TV -understand and talk about the news	10-Unit Five/ Is there anything on?/ Listening	Communicative Method	Formative and Summative Evaluation
11	2		11-Unit Five/ Is there anything on?/ Speaking	Communicative Method	Formative and Summative Evaluation
12	2	the students will be able to: -show concern and relief -describe symptoms	12-Unit Six/I've got a pain in my arm/Listening		
13	2		13-Unit Six/I've got a pain in my arm/Speaking	Communicative Method	Formative and Summative Evaluation
14	2	the students will be able to: -make and respond to recommendations -ask for travel information	14-Unit Seven/I could do with a break/ Listening	Communicative Method	Formative and Summative Evaluation
15	2		15. Unit Seven/I could do with a break/ Speaking	Communicative Method	Formative and Summative Evaluation
16	2	the students will be able to: -ask for recommendations -ask for further details	16.Unit Eight/ It's an amazing place/Listening	Communicative Method	Formative and Summative Evaluation
17	2		17.Unit Eight/ It's an amazing place/Speaking	Communicative Method	Formative and Summative Evaluation
18			Exam		

19	2	the students will be able to: -make an appointment -begin and negotiate	19-Unit Nine/Shall we say five o'clock/ Listening	Communicative Method	Formative and Summative Evaluation
20	2		20-Unit Nine/Shall we say five o'clock/ Speaking	Communicative Method	Formative and Summative Evaluation
21	2	the students will be able to: -understand various ways of sending mail -ask for clarification	21-Unit Ten/I'd like to open an account/Listening	Communicative Method	Formative and Summative Evaluation
22	2		22-Unit Ten/I'd like to open an account/Speaking	Communicative Method	Formative and Summative Evaluation
23	2	the students will be able to get strait to the point	23-Unit Eleven/Listening +Speaking	Communicative Method	Formative and Summative Evaluation
24			Exam		
25			Final Exams		

### 11. Course Evaluation

First Course:  
Monthly Exam: 20  
Daily homework: 5  
Total: 25  
Second Course:  
Monthly Exam: 20  
Daily homework: 5  
Total: 25  
Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
Final Exam: 50  
Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	Real Listening and Speaking3
Main references (sources)	
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	<a href="http://www.Cambridge.Org/englishskills">www.Cambridge.Org/englishskills</a>



## Course Description Form

1. Course Name: Drama	
2. Course Code: Null	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Lectures	
6. Number of Credit Hours (Total): 2 / Number of Units (Total): 5	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr Lamyah Ahmed Rasheed	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<p>Course Description : This course intends to introduce the second year students to the world of drama. It provides them with a practical experience through studying outstanding one act plays. These plays represent the major dramatic genres. The second semester moves to the full length plays taking Christopher Marlowe's Dr Faustus as an example. It is preceded by an introduction to the Elizabethan Theatre and Drama.</p> <p>Course Objectives: The main goal of this course is to introduce the second year students to the world of drama. It enables them to put their theatrical knowledge in practice and also enhances their literary and cultural background. It develops their critical insight through introducing them to examples of the one act and full length plays written in modern and Elizabethan English would enhance the students linguistic awareness.</p>
9. Teaching and Learning Strategies	
<p><b>Strategy</b></p>	<p>Lecturing through a communicative approach.</p>

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introduction to Drama	General Introduction and Overview	Lectures Close Reading and Textual Analysis	Quizzes, mid-term and final exams
2	2	Introduction to One-Act Plays	Overview and Historical Context of One-Act Plays		
3	2	Overview of One-Act Plays	Characteristics and Significance of One-Act Plays		
4	2	J.M. Synge's "Riders to the Sea"	Introduction and Thematic Exploration		
5	2	Analyzing Riders to the Sea	Character Analysis and Dramatic Techniques		
6	2	Analyzing Riders to the Sea	Themes, Symbols, and Conflict		
7	2	Exam	Exam		
8	2	A. Strindberg's The Stronger	Introduction to Strindberg and the Play		
9	2	Analyzing The Stronger	Themes, Symbols, and Conflict		
10	2	Analyzing The Stronger	Character Analysis and Dramatic Techniques		
11	2	Samuel Beckett's Act Without Words	Introduction to Beckett and Theatre of the Absurd		
12	2	Understanding Act Without Words	Character Analysis and Dramatic Techniques		
13	2	Understanding Act Without Words	Themes, symbols, and Theatrical Elements		
14	2	Exam	Exam		
15	2	General Revision and Review	General Revision and Review		
Mid-year vacation					
	2	Introduction to Elizabethan Theatre	General Introduction and Overview		
	2	Overview of Elizabethan Theatre	Historical Context and Cultural Significance		
1	2	Introduction to Christopher Marlowe	Life, Times, and Literary Impact		
2	2	Doctor Faustus	Analysis and Discussion		
3	2	Doctor Faustus	Analysis and Discussion		
4	2	Doctor Faustus	Exam		
5	2	Exam	Analysis and Discussion		
6	2	Doctor Faustus	Analysis and Discussion		

7	2	Doctor Faustus	Exam		
8	2	Doctor Faustus	Analysis and Discussion		
9	2	Doctor Faustus	Analysis and Discussion		
10	2	Exams	Analysis and Discussion		
11	2	Doctor Faustus	Analysis and Discussion		
12	2	Doctor Faustus	Analysis and Discussion		
13	2	General Revision and Review	Exams		
14	2		Analysis and Discussion		
15			Analysis and Discussion		
			General Revision and Review		

<b>11. Course Evaluation</b>					
Distributing the score out of 50 according to the tasks assigned to the student, as follows: daily oral preparation 10 mks, monthly written exams 40mks.					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

**Required Textbooks:**

2. Jean Aitchison, linguistics
3. An Introductory Course in General Linguistics

**Main References:**

1. George Yule, The Study of Language

**Electronic References:**

1. [https://repository.bbg.ac.id/bitstream/521/1/An Introduction to Language and Linguistics.pdf](https://repository.bbg.ac.id/bitstream/521/1/An%20Introduction%20to%20Language%20and%20Linguistics.pdf)

## Course Description Form

1. Course Name: Grammar	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 5 hours / 3 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist.Prof. Mohammed S. Abdulwahid	
8. Course Objectives	
<b>Course Objectives</b>	<p>This course is designed to help students meet the following objectives:</p> <ol style="list-style-type: none"> <li>1. To understand English grammar and to develop the ability to further your knowledge of English grammar by self-study after the course is over.</li> <li>2. To acquire knowledge about the types of grammatical problems that ESL/EFL learners with different native languages tend to have.</li> <li>3. Based on current second language acquisition (SLA) research findings and grammar teaching approaches /methodologies/techniques, to learn how to effectively teach English grammar to ESL/EFL learners.</li> <li>4. Introducing students to the basic principles of syntax in the English language, phrases, phrasal verbs, and others.</li> <li>5. Strengthening the skills of the basic rules of the students.</li> <li>6. Improving the students' level of language.</li> <li>7. Understanding the various uses of the rules of the English language.</li> <li>8.</li> </ol>

Having Proficiency in the use of certain terms in grammar.

### 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• The standard method (giving lectures).</li> <li>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> </ul>
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### 10. Course Structure

Week	Hours	Outcomes	Week name	Learning method	Evaluation method
October 1	2		<ul style="list-style-type: none"> <li>☐ Tenses</li> <li>☐ Reported Speech</li> <li>☐ Questions</li> <li>☐ Auxiliary verbs in short questions</li> <li>☐ -ing and the infinitive</li> <li>☐ Articles</li> <li>☐ Relative clauses</li> <li>☐ Adjectives and adverbs</li> <li>☐ Word order units</li> <li>☐ preposition</li> <li>☐ Phrasal verbs</li> </ul>	Standard method	Class performance and exams
October 2	2		☐ Tenses	Standard method & Brainstorming method	Class performance and exams
October 3	2		☐ Tenses	Standard method & text method	Class performance and exams
October 4	2		☐ Tenses	Standard method & text method	Class performance and exams
November 1	2		☐ Conditional	Standard method & text method	Class performance and exams
November 2	2		☐ Passive	Standard method	Class performance and exams

November 3	2		☐ Passive	Standard method	Class performance and exams
November 4	2		☐ Reported Speech ☐ Questions ☐ Auxiliary verbs in short questions ☐ -ing and the infinitive ☐ Articles ☐ Relative clauses ☐ Adjectives and adverbs ☐ Word order units ☐ preposition ☐ Phrasal verbs	Standard method	Class performance and exams
December 1	2		☐ Questions ☐ Phrasal verbs	Standard method & text method	Class performance and exams
December 2	2		☐ Auxiliary verbs in short questions	Standard method	Class performance and exams
December 3			☐ Auxiliary verbs in short questions	Standard method & text method	Class performance and exams
December 4	2		☐ -ing and the infinitive ☐ Articles ☐ Relative clauses ☐ Adjectives and adverbs ☐ Word order units ☐ preposition	Standard method & text method	Class performance and exams
January 1	2		☐ -ing and the infinitive ☐ Articles ☐ Relative clauses ☐ Adjectives and adverbs ☐ Word order units ☐ preposition	Text method & deductive method	Class performance and exams
January 2	2		☐ Articles	Standard method & text method	Class performance and exams
January 3	2		☐ Articles	Standard method	Class performance and exams
January 4	2		☐ Articles	Standard method	Class performance and exams
February 1	2		Exercises	Standard method	Class performance and exams

February 2	2		Relative clauses	Deductive method & Text method	Class performance and exams
March 1	2		Relative clauses	Deductive method & Text method	Class performance and exams
March 2	2		Relative clauses	Standard method	Class performance and exams
March 3	2		Relative clauses	Standard method & text method	Class performance and exams
March 4	2		Adjectives and adverbs	Standard method & text method	Class performance and exams
April 1	2		Adjectives and adverbs	Standard method & text method	Class performance and exams
April 2	2		Adjectives and adverbs	Standard method	Class performance and exams
April 3	2		Word order units preposition	Standard method	Class performance and exams
April 4	2		preposition	Standard method	Class performance and exams
May 1	2		preposition	Standard method & text method	Class performance and exams
May 2	2		preposition	Solving problems method	-----
May 3&4	-----		Final Exams	-----	-----

### 11. Course Evaluation

First Course:  
Monthly Exam: 20  
Daily homework: 5  
Total: 25  
Second Course:  
Monthly Exam: 20  
Daily homework: 5  
Total: 25  
Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
Final Exam: 50  
Final Grade: 100



12. Learning and Teaching Sources	
Required textbooks (curricular books, if any)	Murphy, Raymond. <b>English Grammar in Use</b> . 4th edition
Main references (sources)	<p><a href="#">Advanced English Grammar</a></p> <p><a href="#">The Superior English Grammar Guide Packed With Easy to Understand Examples, Practice Exercises and Brain Challenges</a></p> <p>By <a href="#">Wendy Wilson</a></p>
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	<a href="https://bookauthority.org/books/best-english-grammar-books">https://bookauthority.org/books/best-english-grammar-books</a> .

## Course Description Form

<b>1. Course Name: An Introduction to ELT</b>					
<b>2. Course Code:-----</b>					
<b>3. Semester / Year:</b>					
2024-2025					
<b>4. Description Preparation Date:</b>					
18/9/2024					
<b>5. Available Attendance Forms: Class lectures</b>					
<b>6. Number of Credit Hours (Total)= 60 / Number of Units (Total): 10 Units</b>					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Assist.Prof. Afrah Adil					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>			The main goal of this course is to be used by students whom learning to teach English a foreign language as part of pre-service teacher education program. This book provides ways principles and fundamentals of EFL, also provides discussions, examples, and illustrations of how EFL can be taught.		
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		Communicative Language Teaching Method			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Week</b>	<b>Learning method</b>	<b>Evaluation</b>	
		Unit or subject			
		<b>Outcomes</b>		<b>method</b>	

1	2	The main learning outcomes of this course is to enable students to teach English as a foreign language as a part of pre-service teacher education program.	Self-developments, explorations, and settings	Communicative language teaching method	Pen –paper exam
2	2		The self-developed language teacher		
3	2		Exploration of teaching		
4	2		EFL and ESL teaching settings		
5	2		Principles of EFL teaching		
6	2		Teaching language as communication among students		
7	2		. Classroom management		
8	2		EFL materials		
9	2		Media and Technology in class		
10	2		Culture language teacher		


### 11. Course Evaluation

First Course: Monthly exam = 20 Marks + daily exam and attendance= 5  
The final mark of 1<sup>st</sup> course=25  
Second Course: Monthly exam = 20 Marks + daily exam and attendance= 5  
The final mark of 2<sup>nd</sup> course=25  
Total mark of 1<sup>st</sup> and 2<sup>nd</sup> courses= 50  
Final exam=50 M  
Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	Jerry, G. Gebhard, <b>Teaching English as a Foreign Language</b> , 2nd. Edition. 2009.
Main references (sources)	
Recommended books and references (scientific journal, reports)	Teaching by Principles by Douglas Brown (2006)
Electronic References, Websites	.

## Course Description Form

<b>1. Course Name: Select Reading</b>					
<b>2. Course Code: Null</b>					
<b>3. Semester / Year:</b>					
2024-2025					
<b>4. Description Preparation Date:</b>					
18/9/2024					
<b>5. Available Attendance Forms: Lectures</b>					
<b>6. Number of Credit Hours (Total): 3 / Number of Units (Total): 12</b>					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Assistant lecture Muthana M. Bide					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>			By the end of this course, English majors are expected to be able to: <ul style="list-style-type: none"> <li>- Correctly read and comprehend passages from various fields.</li> <li>- Skim for main ideas.</li> <li>- Scan for supporting facts, statistics, etc.</li> <li>- Know new words, expressions, and phrases.</li> <li>- Write a complete summary of an article, story, memoir, interview, commentary, and poetry.</li> <li>- Analyze the statements of a reading selection.</li> <li>- Develop communicative abilities.</li> <li>- Formulate an argument.</li> <li>- Identify the themes of the reading selections.</li> <li>- Recall information.</li> <li>- Use research sources.</li> </ul>		
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		Lecturing using communicative approach			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	 <b>Outcomes</b>	<b>Week</b> Unit or subject	<b>Learning method</b>	<b>Evaluation method</b>

1	2	Introduction to the material will be studied during the course and how students will be required to evaluated.	Introduction?	Communicative Approach	Pen- paper exam
2	2	Chapter 1: The Youngsters behind YouTube.	What is YouTube?		
3	2	Repeated for chapter one includes what is the important things in unit.	What is important things.		
4	2	Chapter 2:When to use Females Nouns.	What is Females Nouns?		
5	2	Explain the difference in the use females in different situations.			
6	2	Chapter 3: Your Negative Attitude Can Hurt Your Career.	What is the main idea?		
7	2	Show why the writer's write such a topic.			
8	2	Chapter 4: the Colorful World of Synesthesia.	Can have the same thing in Arabic Language.		
9	2	Identifies that this kind is not disease but accuse of outside effect.	Deciding where it begin		
10	2	Chapter 5:What is Creative Thinking.	Sound patterns		
11	2	Explain that each person is creative in his nature.	Thinking patterns		
12	2	Chapter 6: Listen UP.	Thinking patterns		
13	2	Show different types of listening.	Exams and review		
14	2				
15	2		Review Month Exam		
Mid-year vacation					
1	2	Chapter 7:Students Won't Give Up their French Fries.	Patterns of food		
2	2	Improve that food can be dinger.	How can choose healthy food		
	2	Chapter 8: Why I Quit the Company.			
		Explain why Rich			

3	2	young employment	Explain the		
4		leave good money	education systems in		
		good attitude.	Japan.		
	2	Chapter 9: East Meets	The reasons		
		West on Love's Risky			
5		Cyber highway.	Job in japan patterns		
	2	Show in clear way the	Meaning of passage		
		difference in			
6		economics led women	Seeking a suitable		
		to search for rich	framework		
		husbands in different	Seeking a suitable		
		societies.	framework		
	2	Chapter 10: Don't Let			
		Stereotypes Warp Your			
		Judgment.			
7		Student /person need	Trouble with use		
	2	not to be hurry in	Judgments		
		presenting judgments			
8		agents persons.	Explain how?		
	2	Chapter 11: The Art of			
		Reading.			
9		Mention why reading	Mention types of		
	2	so import for non-	reading?		
		native speakers.	Mention Reasons		
10		Chapter 12: When			
	2	E.T.Calls.			
		Exploring the	Is this real thing?		
11		possibilities of			
	2	extraterrestrial life.			
12					
	2				
13			Review		
	2		Month Exam		
14					
15					

<b>11. Course Evaluation</b>					
Distributing the score out of 50 according to the tasks assigned to the student, as follows: daily oral preparation 10 mks, monthly written exams 40mks.					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

**Required Textbooks:**

- 1- Linda Lee and Erik Gundersen, Select Reading: Upper Intermediate. Oxford
- 2- Pamela Hartmann and James Mentel, Interaction 1. McGraw-Hill

**Main References:**

None

**Electronic References:**

None

## Course Description Form

1. Course Name:					
Grammar					
2. Course Code:					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
18/9/2024					
5. Available Attendance Forms:					
Daily					
6. Number of Credit Hours (Total) / Number of Units (Total):					
3 hrs./ 5 units					
7. Course administrator's name (mention all, if more than one name)					
Asst. Prof. Mohammed Sabah Abdulwahid					
8. Course Objectives					
<b>Course Objectives</b>			<input type="checkbox"/> enabling students to compose correct sentences <input type="checkbox"/> teaching students the origin of the words <input type="checkbox"/> teaching them the grammatical principles that help composing well-formed sentences		
9. Teaching and Learning Strategies					
<b>Strategy</b>		The communicative approach is adopted in teaching and learning; the teacher elicits the grammatical rules from the students leaving the floors to them to construct and exemplify then he directs and corrects where necessary.			
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Week</b> <small>Unit or subject</small>	<b>Learning method</b>	<b>Evaluation method</b>



8	24	Derivational and inflectional morphemes, diminutive, feminine, processes of word formation	morphology	communicative approach	Exams : daily and monthly
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### 11. Course Evaluation

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

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Advanced English Grammar

**The Superior English Grammar Guide Packed With Easy to Understand Examples, Practice Exercises and Brain Challenges**

By **Wendy Wilson**

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<https://bookauthority.org/books/best-english-grammar-books> .

## Course Description Form

1. Course Name: Novel/ Hard Times and Wuthering Heights	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours / 5 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Lect. Majeed Hammadi Khalifa Email: <a href="mailto:maj50715@tu.edu.iq">maj50715@tu.edu.iq</a>	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<p>This course is designed to introduce the third year students with the second ..... generation of the English novelists; the Victorians. The course is intended to enrich the literary and critical background of the students and develops their language learning. This course aims at introducing the third year students with the Victorian Novel .The course begins with a general introduction to the Victorian novel; themes, characteristics and the Victorian novelists as social reformers. Before each novel there is an introduction to the novel; life, style, work, themes, contribution....etc.</p>
9. Teaching and Learning Strategies	

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Read for comprehension</li> <li>• Pay attention to repetition</li> <li>• Read with themes in mind</li> <li>• Know your literary elements</li> <li>• Watch for interpretations when reading a novel</li> </ul>
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### 10. Course Structure

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Week Unit or subject</b>	<b>Learning method</b>	<b>Evaluation method</b>
First	3	Victorian classical novel	Elements of novel	lectures	Discussion
Second	3	Hard Times Book one	Chapters 1 - 3	Lectures	Questions and discussion
Third Fourth	3	Hard Times Book one	Chapters 4 - 7	lectures	Questions and discussion
Fifth	3	Hard Times Book one	Chapters 8 - 10	Lectures	Reading and discussion
Sixth	3	Hard Times Book one	Chapters 11, 12	lectures	Reading and discussion
Seventh	3	Hard Times Book Two	Chapters 1, 2	Lectures	Listening and discussion
Eighth-Ninth	3	Hard Times Book Two	Chapters 3 - 6	Lectures	Discussion and analysis
Tenth-Eleventh	3	Hard Times Book Two	Chapters 7 - 10	lectures	Discussion and listening
Twelfth	3	Hard Times Book Three	Chapters 1 - 3	Lectures	Discussion and reading
Thirteenth	3	Hard Times Book Three	Chapters 4 - 6	Lectures	Discussion and analysis
Fourteenth	3	Hard Times Book Three	Chapters 7 - 9	Lectures	Discussion
- Fifteenth Seventeenth	3	Wuthering Heights	Chapters 1 – 8	lectures	Discussion and test

Eighteenth- Nineteenth	3	Wuthering Heights	Chapters 9 – 18	Lectures	Discussion and analysis
Twentieth- Twenty-second	3	Wuthering Heights	Chapters 19 - 26	Lectures	Discussion
Twenty-third- Thirtieth	3	Wuthering Heights	Chapters 27 - 34	Lectures	Discussion and test

## 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

## 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	Hard Times for Charles Dickens Wuthering Heights for Emily Bronte
Main references (sources)	1- Dickens, C. (1996). <i>Hard times</i> . Broadview Press.  2- Ross, T., Khashu, A., & Wamsley, M. (2004). Hard data on hard times: An empirical analysis of maternal incarceration, foster care and visitation.
Recommended books and references (scientific journal, reports)	Watts, R. J. (1981). <i>The Pragmalinguistic Analysis of Narrative Texts: Narrative Co-operation in Charles Dickens's "Hard Times"</i> (Vol. 3). Gunter Narr Verlag  Rena-Dozier, E. (2010). GOTHIC CRITICISMS: " WUTHERING HEIGHTS" AND NINETEENTH-CENTURY LITERARY HISTORY. <i>Elh</i> , 77(3), 757-775.
Electronic References, Websites	<a href="https://study.com/academy/lesson/hard-times-by-charles-dickens-summary-analysis-quiz.html">https://study.com/academy/lesson/hard-times-by-charles-dickens-summary-analysis-quiz.html</a>  <a href="https://www.sparknotes.com/lit/wuthering/plot-analysis/taphysical%20poetry%20in%20the%2017th%20">https://www.sparknotes.com/lit/wuthering/plot-analysis/taphysical%20poetry%20in%20the%2017th%20</a>

	<p><a href="#">century&amp;f=false</a> .</p> <p><a href="https://books.google.iq/books?hl=en&amp;lr=&amp;id=oo0DUMmvahwC&amp;oi=fnd&amp;pg=IA6&amp;dq=sixteen+and+seventeen+poetry&amp;ots=BHfdEav45g&amp;sig=l4p9HF19BzOpKP5nWA-rdiKohNE&amp;redir_esc=y#v=onepage&amp;q&amp;f=false">https://books.google.iq/books?hl=en&amp;lr=&amp;id=oo0DUMmvahwC&amp;oi=fnd&amp;pg=IA6&amp;dq=sixteen+and+seventeen+poetry&amp;ots=BHfdEav45g&amp;sig=l4p9HF19BzOpKP5nWA-rdiKohNE&amp;redir_esc=y#v=onepage&amp;q&amp;f=false</a></p>
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## Course Description Form

<b>1. Course Name: Romantic and Victorian Poetry 1780-1900</b>	
<b>2. Course Code: -----</b>	
<b>3. Semester / Year:</b>	
2024-2025	
<b>4. Description Preparation Date:</b>	
18/9/2024	
<b>5. Available Attendance Forms: Class lectures</b>	
<b>6. Number of Credit Hours (4) / Number of Units (2)</b>	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Asst. Prof. Ahmed K. Hasoon	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	The principle aim of this course is to provide the third year students a deep knowledge of the poetry of the late eighteenth and nineteenth centuries. In addition to the poetry of these two periods, the course gives the students an idea about the intellectual atmosphere at that time .The richness of the poetry of these schools increases the students' knowledge of the language of poetry in particular and English Language in general. It also develops their analytical and critical ability further.
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Lecturing how to understand poetry</li> <li>• Analyzing poems according to the literary approaches of criticism</li> </ul>

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject	Learning method	Evaluation method
October 1	2	Pre-romantic features	Introduction: Pre-romantic poetry	Standard method	Class performance and exams
October 2	2	Survey of the main Pre-romantic poets with selected poems	Pre-Romantic poets	=	=
October 3	2	To examine Thomas Gray as a Pre-romantic poet and the Analytical study of one of his poems	Thomas Gray: Elegy Written in a Country Churchyard	=	=
October 4	2	Examining William Blake as a Pre-romantic poet and analytical study of the mentioned poem	William Blake: Songs of Innocence	=	=
November 1	2	=	William Blake: Songs of Experience	=	=
November 2	2	Romantic poetry and its features	Romantic Poetry	=	=
November 3	2	To examine the poet and analytical study of his mentioned poem	William Wordsworth: The Solitary Reaper	=	=
November 4	2	=	William Wordsworth: The World is Too Much With Us	=	=
December 1	2	=	S.T.Coleridge: Kubla Khan--- part 1	=	=
December 2	2	=	S.T.Coleridge: Kubla Khan---part 2	=	=
December 3		=	S.T.Coleridge: Frost At Midnight--- part 1	=	=
December 4	2	=	S.T.Coleridge: Frost At Midnight---part 2	=	=

January 1	2	=	P.B.Shelley: Ode to the West Wind--- part 1	=	=
January 2	2	=	P.B.Shelley: Ode to the West Wind--- part 2	=	=
January 3	2		Examinations	=	=
January 4			Mid-year Vacation		
February 1	2	To examine the poet and analytical study of his mentioned poem	John Keats: Ode to a Nightingale	=	=
February 2	2	=	John Keats: La Belle Dame Sans Merci	=	=
March 1	2	=	Lord Byron: She Walks in Beauty	=	=
March 2	2	To examine the Victorian era and its features	Victorian Poetry	=	=
March 3	2	To examine the poet and his mentioned poem	A .L.Tennyson: Ulysses	=	=
March 4	2	=	A .L.Tennyson: Crossing the Bar	=	=
April 1	2	=	Robert Browning: My Last Duchess	=	=
April 2	2	=	Matthew Arnold: Dover Beach	=	=
April 3	2	=	E.B.Browning: from The Cry of the Children	=	=
April 4	2	=	Christina Rossetti Birth Day	=	=
May 1	2	=	William Morris: The Day is Coming	=	=
May 2			Examination		-----



May 3&4	-----		Final Exams	-----	-----
<b>11. Course Evaluation</b>					
<p>First Course:  Monthly Exam: 20  Daily homework: 5  Total: 25  Second Course:  Monthly Exam: 20  Daily homework: 5  Total: 25  Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  Final Exam: 50  Final Grade: 100</p>					
<b>12. Learning and Teaching Sources</b>					
Required textbooks (curricular books, if any)			Pre-Romantic, Romantic, And Victorian Poetry by Dr. Hamdi Al-Douri		
Main references (sources)			Writing an Essay: How to Improve Your ) Performance for Coursework and Examinations, by: Hennessy, Brendan. -Effective Academic Writing2 the short essay, by: Alice Savage and Patricia Mayer		
Recommended books and references (scientific journal, reports)			<b>The Penguin Book of Romantic Poetry:</b> Jonathan Wordsworth, Jessica Wordsworth (Editor) Romantic Poetry: 150 Poems for Love and Romance by Emily Browning.		
Electronic References, Websites			<a href="https://en.wikipedia.org/w/index.php?title=Romantic_poetry&amp;action=history">https://en.wikipedia.org/w/index.php?title=Romantic_poetry&amp;action=history</a> .		

## Course Description Form

1. Course Name: Linguistics	
2. Course Code: Null	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Lectures	
6. Number of Credit Hours (Total): 3 / Number of Units (Total): 5	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Israa Burhanuddin Abdurrahman (PhD)	
Email: <a href="mailto:israaburhan@tu.edu.iq">israaburhan@tu.edu.iq</a>	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge of Linguistic Concepts: The students should acquire a comprehensive knowledge of fundamental linguistic concepts, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. They should understand the key principles, theories, and models within each subfield of linguistics.</li> <li><input type="checkbox"/> Analytical Skills: The students should develop analytical skills to critically analyze and evaluate linguistic data. They should be able to apply linguistic principles and frameworks to analyze and interpret various aspects of language structure and use.</li> <li><input type="checkbox"/> Language Description: The students should gain proficiency in describing the structure and organization of the Arabic language. This includes understanding its phonetic and phonological features, morphological patterns, syntactic structures, and semantic properties.</li> </ul>
9. Teaching and Learning Strategies	

<b>Strategy</b>	Lecturing using communicative approach
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**10. Course Structure**

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	3	Learning the basics of linguistics	What is linguistics?	Communicative	Pen- paper exam
2	3		What is linguistics?		
3	3	Learning the basics of linguistics	What is linguistics?		
4	3	Learning the basics of language	What is language?		
5	3		What is language?		
6	3	Learning the basics of language	What is language?		
7	3	Methods of approaching language	The study of language		
8	3				
9	3	Methods of approaching language	The study of language		
10	3	What are the linguistic theories?	The study of language		
11	3				
12	3	The sounds of English: consonants, vowels, description, constraints and rules.	Deciding where to begin		
13	3		Deciding where to begin		
14	3		Sound patterns		
15	3		Sound patterns		
Mid-year vacation				Sound patterns	
			Exams and review		
1	3	Morphology and morpheme definitions and classification, word formation			
2	3				
3	3		Words and pieces of words		
4	3		Defining syntax, functions and roles of sentence elements,		

5	3	patterns of English sentence, word order	Words and pieces of words		
6	3		Sentence patterns		
7	3	Defining semantics, lexical relations, and the semantic function of sentence elements	Sentence patterns		
8	3		Sentence patterns		
9	3		Sentence patterns		
10	3	The most appropriate theories as a framework of language analysis and synthesis	Meaning		
11	3		Meaning		
12	3		Meaning		
13	3	T.G.G. as the most recent theory of transformations	Seeking a suitable framework		
14	3		Seeking a suitable framework		
15	3		Trouble with transformations Trouble with transformations		
			Exams and review		

<b>11. Course Evaluation</b>					
Distributing the score out of 50 according to the tasks assigned to the student, as follows: daily oral preparation 10 mks, monthly written exams 40mks.					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

**Required Textbooks:**

4. Jean Aitchison, linguistics
5. An Introductory Course in General Linguistics

**Main References:**

2. George Yule, The Study of Language

**Electronic References:**

2. [https://repository.bbg.ac.id/bitstream/531/1/An Introduction to Language and Linguistics.pdf](https://repository.bbg.ac.id/bitstream/531/1/An%20Introduction%20to%20Language%20and%20Linguistics.pdf)

## Course Description Form

1. Course Name: Listening and speaking / 3 <sup>rd</sup> year	
2. Course Code: Null	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Lectures	
6. Number of Credit Hours (Total): 2 / Number of Units (Total): 16	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst.Lect. Maiys Al-Reem M. Salih	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<p>The course aims at helping students to achieve</p> <ul style="list-style-type: none"> <li>• Get ready to listen and speak: introduces you of the unit</li> <li>• Learning tip: helps you improve your learning</li> <li>• Class bonus: gives an exercise you can do with students or friends</li> <li>• Speaking strategy: explains a useful strategy</li> <li>• Speak up!: practises the strategy</li> <li>• Extra practice: gives an extra exercise for more</li> <li>• Can-do checklist: helps you think about what you can do</li> <li>• Focus on: helps you study useful grammar</li> <li>• Did you know?: gives extra information about cultures or the topic of the unit</li> <li>• Sound smart: helps you with pronunciation</li> </ul>
9. Teaching and Learning Strategies	

<b>Strategy</b>	Lecturing using communicative approach
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject	Learning method	Evaluation method	
1	2h	1.How's it going?	1.How's it going?	Communicativ	Pen- paper exam	
2		2. I'm looking for a camera	2.I'm looking for a camera			
3		3. I need to see a doctor	3. I need to see a doctor			
4		4. What's the problem?	4. What's the problem?			
5		5. What a lot of red tape!	5. What a lot of red tape!			
6		6. What a great view!	6. What a great view!			
7		Review1	Review1			
8		Work and Study	Work and Study			
9		7. I'd appreciate it	7. I'd appreciate it			
10		8. This is your office	8. This is your office			
11		9. I'll sort it out	9. I'll sort it out			
12		10. Can I call you back?	10. Can I call you back?			
13		11. Shall we move on?	11. Shall we move on?			
14		12. I'd like to begin by ...	12. I'd like to begin by ...			
15		13. Let's take a closer look	13. Let's take a closer look			
Mid-year vacation		14. Can you expand on that?	14. Can you expand on that?			
1	15. It'll help me get a good job	15. It'll help me get a good job				
2	16. I work well under pressure	16. I work well under pressure				
3						
4						

5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					



<b>11. Course Evaluation</b>					
Distributing the score out of 50 according to the tasks assigned to the student, as follows: daily oral preparation 10 mks, monthly written exams 40mks.					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Required Textbooks:

6. Miles Craven, Real Listening and speaking 4, Cambridge.

Main References:

3. Helen S. Solorzano and Jennifer P.L. Schmidt. **NorthStar 3: Listening and Speaking.** Pearson

## Course Description Form

1. Course Name: Grammar	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 3 hours / 5 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist.Prof. Mohammed S. Abdulwahid	
8. Course Objectives	
<b>Course Objectives</b>	<p>The course tries develop and raise the standards of students in writing and speaking so that they achieve good communication with others through the usage of a better grammar</p> <p>This course is designed to help students meet three objectives:</p> <ol style="list-style-type: none"> <li>1. To understand English grammar and to develop the ability to further your knowledge of English grammar by self-study after the course is over.</li> <li>2. To acquire knowledge about the types of grammatical problems that ESL/EFL learners with different native languages tend to have.</li> <li>3. Based on current second language acquisition (SLA) research findings and grammar teaching approaches /methodologies/techniques, to learn how to effectively teach English grammar to ESL/EFL learners.</li> </ol> <p>To meet the first two criteria, the course covers a variety of grammar topics, with a focus on those aspects of English grammar that are known to be</p>

particularly challenging to ESL/EFL learners.

### 9. Teaching and Learning Strategies

**Strategy**

- The standard method (giving lectures).
- The text method.
- Brainstorming method.
- Some modern strategies.

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject	Learning method	Evaluation method
October 1	2		Elements of grammar 1. Sentence elements	Standard method	Class performance and exams
October 2	2		Elements of grammar 1. Sentence elements	Standard method & Brainstorming method	Class performance and exams
October 3	2		Elements of grammar 1. Sentence elements	Standard method & text method	Class performance and exams
October 4	2		2. Parts of speech	Standard method & text method	Class performance and exams
November 1	2		2. Parts of speech	Standard method & text method	Class performance and exams
November 2	2		3. Stative and dynamic	Standard method	Class performance and exams
November 3	2		4. Pro-forms	Standard method	Class performance and exams
November 4	2		5. Question	Standard method	Class performance and exams
December 1	2		6. Negation	Standard method & text method	Class performance and exams
December 2	2		Verbs and the Verb Phrase 1. Regular verbs and the inflectional rules	Standard method	Class performance and exams

December 3			2. Irregular verbs	Standard method & text method	Class performance and exams
December 4	2		3. Auxiliaries	Standard method & text method	Class performance and exams
January 1	2		4. Tense , Aspect and Mood	Text method & deductive method	Class performance and exams
January 2	2		• Nouns , pronouns, and the basic Noun Phrase	Standard method & text method	Class performance and exams
January 3	2		1.Noun classes	Standard method	Class performance and exams
January 4	2		1.Noun classes	Standard method	Class performance and exams
February 1	2		Exercises	Standard method	Class performance and exams
February 2	2		2. Determiners 7. Pronouns	Deductive method & Text method	Class performance and exams
March 1	2		3.Reference and the Articles	Deductive method & Text method	Class performance and exams
March 2	2		3.Reference and the Articles	Standard method	Class performance and exams
March 3	2		4. Number	Standard method & text method	Class performance and exams
March 4	2		5. Gender	Standard method & text method	Class performance and exams
April 1	2		6. The Genitive	Standard method & text method	Class performance and exams
April 2	2		6. The Genitive	Standard method	Class performance and exams
April 3	2		7. Pronouns	Standard method	Class performance and exams
April 4	2		7. Pronouns	Standard method	Class performance and exams

May 1	2		Exercises	Standard method & text method	Class performance and exams
May 2	2		Exercises	Solving problems method	-----
May 3&4	-----		Final Exams	-----	-----

### 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	Randolph Quirk, <b>A University Grammar of English</b>
Main references (sources)	<p><a href="#">Advanced English Grammar</a></p> <p><a href="#">The Superior English Grammar Guide Packed With Easy to Understand Examples, Practice Exercises and Brain Challenges</a></p> <p>By <a href="#">Wendy Wilson</a></p>
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	<a href="https://bookauthority.org/books/best-english-grammar-books">https://bookauthority.org/books/best-english-grammar-books</a> .

## Course Description Form

1. Course Name: Renaissance Drama 16-18 TH					
2. Course Code: -----					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
18/9/2024					
5. Available Attendance Forms: Class lectures					
6. Number of Credit Hours (Total) / Number of Units (Total): 95 hours / 18 Units					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr Lamiaa Ahmed Rasheed Email: <a href="mailto:lamia.ahmed62@tu.edu.iq">lamia.ahmed62@tu.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>			The principle aim of the course is to give the third year students a knowledge in depth of Shakespearean drama in terms of world, language, dramatic skill... etc. It introduces them also to the Elizabethan age and theatre. It also enriches their knowledge development and of English language. The course is an important addition to the literary and critical background of the students		
9. Teaching and Learning Strategies					
<b>Strategy</b>		<ul style="list-style-type: none"> <li>The standard method (giving lectures).</li> <li>The text method.</li> <li>Brainstorming method.</li> <li>Some modern strategies.</li> </ul>			
10. Course Structure					
Week	Hours	Required Learning	Week	Learning method	Evaluation
			Unit or subject		
		Outcomes			method

October 1	3	It provides the students with information about the various types of drama	Introduction to Elizabethan Drama	Standard method	Class performance and exams
October 2	3	the students are supposedly acquainted with the meaning, plot, characters, and major themes	Act 1, Sce. 1 and 2	Standard method & Brainstorming method	Class performance and exams
October 3	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking.	Scene 3+4	Standard method & text method	Class performance and exams
October 4	3	The lecture intends also to widen the students' cultural awareness and improve their critical insight	Scene 5	Standard method & text method	Class performance and exams
November 1	3	the students are supposedly acquainted with the meaning, plot, characters, and major themes	Act 2, Scene 1+2+3	Standard method & text method	Class performance and exams
November 2	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking.	Scene 4+5	Standard method	Class performance and exams
November 3	3	The lecture intends also to widen the students' cultural awareness and improve their critical insight	Act 3, scene 1+2	Standard method	Class performance and exams
November 4	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking.	Scene 3+4	Standard method	Class performance and exams
December 1	3	the students are supposedly acquainted with the meaning, plot, characters, and major themes	Monthly Exam		Class performance and exams

December 2	3	The lecture intends also to widen the students' cultural awareness and improve their critical insight	Act 4, Scene 1+2	Standard method	Class performance and exams
December 3	3	the students are supposedly acquainted with the meaning, plot, characters, and major themes	Scene, 3+4	Standard method & text method	Class performance and exams
December 4	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Scene 4	Standard method & text method	Class performance and exams
January 1	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Scene 5	Text method & deductive method	Class performance and exams
January 2	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Act 5, scene 1	Standard method & text method	Class performance and exams
January 3	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Second exam	Standard method	Class performance and exams
January 4	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Act 5. Scene 2	Standard method	Class performance and exams
February 1	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Introduction to Shakespearean comedy	Standard method	Class performance and exams
February 2	3	Enabling the students to develop their language skills;	Act 1, scene 1+2	Deductive method & Text method	Class performance and exams



		reading, writing, understanding, and speaking			
March 1	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Scene 3+4	Deductive method & Text method	Class performance and exams
March 2	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Scene 5	Standard method	Class performance and exams
March 3	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Act2 scene 1+2+3	Standard method & text method	Class performance and exams
March 4	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Scene 4+5	Standard method & text method	Class performance and exams
April 1	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Act3 scene 1+2	Standard method & text method	Class performance and exams
April 2	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Scene 3+4	Standard method	Class performance and exams
April 3	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Act3,Scene 1+2	Standard method	Class performance and exams
April 4	3	Enabling the students to develop their language skills; reading, writing, understanding, and	Scene 4+5	Standard method	Class performance and exams

		speaking			
May 1	3	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Act 4 scene 1+2+3	Standard method & text method	Class performance and exams
May 2	3		Monthly exam	Solving problems method	-----
May 3&4	-----		Final Exams	-----	-----

### 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (Hamlet and Twelfth Night)	Hamlet by William Shakespeare
Main references (sources)	Twelfth Night by William Shakespeare
Recommended books and references (literary critical books and journal)	
Electronic References, Websites	<a href="https://www.goodreads.com/book/show/1503850.The_Meaning_of_Shakespeare_Volume_1">https://www.goodreads.com/book/show/1503850.The_Meaning_of_Shakespeare_Volume_1</a>

## Course Description Form

1. Course Name: Academic Writing/ Essay	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours / 12 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist.Lect. Noora Mazin Shakir Email: <a href="mailto:nmazin@tu.edu.iq">nmazin@tu.edu.iq</a>	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<p>This course concentrates on developing the students' ability to produce effective and appropriate academic writing across the curriculum by focusing on the preparation and writing of two papers, each of which typifies the requirements and expectations of a different academic discipline. As students in their first year of study not only take courses in their major, but also in other disciplines as part of the Core Curriculum, Principles of Academic Writing is directly applicable to their academic writing needs. The course further concentrates on developing the critical reading and thinking strategies that academic writing requires. A combined process and product approach to effective and appropriate academic writing is implemented throughout the course, with students receiving individual mentoring in addition to class tuition.</p>
9. Teaching and Learning Strategies	

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• The standard method (giving lectures).</li> <li>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> </ul>
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### 10. Course Structure

<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject</b>	<b>Learning method</b>	<b>method</b>
		<b>Outcomes</b>			<b>method</b>
October 1	2		Introduction: Process Writing	Standard method	Class performance and exams
October 2	2		Pre-Writing	Standard method & Brainstorming method	Class performance and exams
October 3	2		The Structure of a Paragraph	Standard method & text method	Class performance and exams
October 4	2		The Development of Paragraph	Standard method & text method	Class performance and exams
November 1	2		Descriptive and Process Paragraphs	Standard method & text method	Class performance and exams
November 2	2		Opinion Paragraphs	Standard method	Class performance and exams
November 3	2		Comparison/ Contrast Paragraphs	Standard method	Class performance and exams
November 4	2		Problem/ Solution Paragraphs	Standard method	Class performance and exams
December 1	2		The Structure of an Essay	Standard method & text method	Class performance and exams
December 2	2		Outlining an Essay	Standard method	Class performance and exams
December 3			Introductions and Conclusions	Standard method & text method	Class performance and exams
December 4	2		Unity and Coherence	Standard method & text method	Class performance and exams

January 1	2		Essay and Examinations	Text method & deductive method	Class performance and exams
January 2	2		The Sentence: Types, Word Order, Common Mistakes	Standard method & text method	Class performance and exams
January 3	2		The Paragraph: Narrative and Descriptive	Standard method	Class performance and exams
January 4	2		Exercises	Standard method	Class performance and exams
February 1	2		Letter Writing	Standard method	Class performance and exams
February 2	2		The Personal Letter with Exercises	Deductive method & Text method	Class performance and exams
March 1	2		The Business Letter with Exercises	Deductive method & Text method	Class performance and exams
March 2	2		The Literary Essay	Standard method	Class performance and exams
March 3	2		The Short Story	Standard method & text method	Class performance and exams
March 4	2		The Reflective Essay	Standard method & text method	Class performance and exams
April 1	2		The Argumentative Essay	Standard method & text method	Class performance and exams
April 2	2		The Literary Essay	Standard method	Class performance and exams
April 3	2		Poetry and Exercises	Standard method	Class performance and exams
April 4	2		Plays and Novels with Exercises	Standard method	Class performance and exams
May 1	2			Standard method & text method	Class performance and exams
May 2	2			Solving problems method	-----

May 3&4	-----		Final Exams	-----	-----
<b>11. Course Evaluation</b>					
<p>First Course:  Monthly Exam: 20  Daily homework: 5  Total: 25  Second Course:  Monthly Exam: 20  Daily homework: 5  Total: 25  Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  Final Exam: 50  Final Grade: 100</p>					
<b>12. Learning and Teaching Sources</b>					
Required textbooks (curricular books, if any)		Academic Writing from paragraph to essay by: Dorothy E. Zemach and Lisa A. Rumisek -Essay and Letter Writing, by: L. G. Alexander			
Main references (sources)		Writing an Essay: How to Improve Your ) Performance for Coursework and Examinations, by: Hennessy, Brendan. -Effective Academic Writing2 the short essay, by: Alice Savage and Patricia Mayer			
Recommended books and references (scientific journal, reports)					
Electronic References, Websites		<a href="http://1klivingston.tripod.com/essay/http://libgen.me">http://1klivingston.tripod.com/essay/http://libgen.me</a> . <a href="http://www.wikihow.com/Write-an-Essay">http://www.wikihow.com/Write-an-Essay</a> .			

## Course Description Form

1. Course Name : Pedagogy and Curriculum Innovations	
2. Course Code:	4
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours / 30 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist.Prof. Afraa' Husam Sami Email: <a href="mailto:afraa.husam27@tu.edu.iq">afraa.husam27@tu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p style="text-align: center;">*****</p> <p>In the light of modern trends of TEFL, the course offers a foundation in approaches, methods, and materials for the teaching of foreign languages and English as a second language from the perspectives of language acquisition research. The course begins by reviewing the history and basic concepts pertaining to the field and ends with the writing of a teaching philosophy and a critical review of currently available teaching materials, both in light of current EFL curriculum research and theory. This course is about how to use EFL research and generalizations derived from it to inform teaching practice and materials design. The course concentrates on learning the history of language teaching methods so that it can solidify the current beliefs on teaching. Main goals of this course are to teach teachers about and teach them how to apply the communicative approach and task-based language teaching in particular.</p>
9. Teaching and Learning Strategies	

<b>Strategy</b>	-Interactive Strategy
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10. Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning method	Evaluation
		Outcomes			method
1	3	the students will be able to explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform their own teaching practice.	1.Definition of Basic Terms	Communicative Method	Formative and Summative Evaluation
2	3		2.Grammar Translation Method	Communicative Method	Formative and Summative Evaluation
3	3		Principles of GTM Techniques of GTM	Communicative Method	Formative and Summative Evaluation
4	3		3.The Direct Method	Communicative Method	Formative and Summative Evaluation
5	3		Principles of DM Techniques of DM	Communicative Method	Formative and Summative Evaluation
6	3		4.The Audiolingual Method	Communicative Method	Formative and Summative Evaluation
7	3		Principles of ALM Techniques of ALM	Communicative Method	Formative and Summative Evaluation
8	3		5.Total Physical Response Method	Communicative Method	Formative and Summative Evaluation
9	3		Principles of TPR Techniques of TPR	Communicative Method	Formative and Summative Evaluation
10	3		7.Communicative Language Teaching	Communicative Method	Formative and Summative Evaluation



11	3		Principles of CLT Techniques of CLT	Communicative Method	Formative and Summative Evaluation
12	3	the students will be able to read, understand, and think critically about current research pertaining to teaching methods and language teaching techniques to inform curriculum	8.Teaching listening	Communicative Method	Formative and Summative Evaluation
13	3		9.Teaching speaking	Communicative Method	Formative and Summative Evaluation
14	3		10.Teaching reading	Communicative Method	Formative and Summative Evaluation
15	3		11.Teaching writing	Communicative Method	Formative and Summative Evaluation
16	3		Exam		
17	3	the students will be able to provide a professional review of foreign or second language materials in light of current trends in teaching methodologies that can be used for initial textbook adoption, guidance in the use of materials, or the adaptation of materials. development	12.Teaching grammar	Communicative Method	Formative and Summative Evaluation
18	3		12.Teaching grammar	Communicative Method	Formative and Summative Evaluation
19	3		13.Teaching culture	Communicative Method	Formative and Summative Evaluation
20	3		14.Teaching vocabulary	Communicative Method	Formative and Summative Evaluation

21	3		15.Teaching pronunciation	Communicative Method	Formative and Summative Evaluation
22	3		16.Teaching communication strategies	Communicative Method	Formative and Summative Evaluation
23	3		17.Teaching technology in EFL Classroom	Communicative Method	Formative and Summative Evaluation
24	3	the students will be able to convey to others a coherent and well-articulated, theory-based teaching philosophy grounded in empirically tested research	18.Lesson planning	Communicative Method	Formative and Summative Evaluation
25	3		19.Curriculum development	Communicative Method	Formative and Summative Evaluation
26	3		Introduction and features	Communicative Method	Formative and Summative Evaluation
27	3		Types	Communicative Method	Formative and Summative Evaluation
28	3		20.The concept of curriculum	Communicative Method	Formative and Summative Evaluation
29	3		21.Curriculum theory	Communicative Method	Formative and Summative Evaluation
30	3		Exam		
			Final Exams		

## 11. Course Evaluation

First Course:  
Monthly Exam: 20  
Daily homework: 5  
Total: 25  
Second Course:  
Monthly Exam: 20  
Daily homework: 5  
Total: 25  
Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
Final Exam: 50

Final Grade: 100	
12. Learning and Teaching Sources	
Required textbooks (curricular books, if any)	<p>1.Diane Larsen- Freeman. Techniques and Principles in Language Teaching. Oxford 3rd Edition.</p> <p>2.Shatha Kathim Al-Saadi. Trends in ELT Syllabus Design. (2012).</p> <p>Recommended Textbooks:</p> <p>3-Jack Richards &amp; Willy A. Renandya. Methodology in Language Teaching: An Anthology of Current Practice (2002). Cambridge.</p>
Main references (sources)	
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	<a href="https://www.academia.edu/">https://www.academia.edu/</a>

## Course Description Form

1. Course Name: Translation					
2. Course Code:					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
18/9/2024					
5. Available Attendance Forms: Lectures					
6. Number of Credit Hours (Total): 2 / Number of Units (Total):					
7. Course administrator's name (mention all, if more than one name)					
Name: Assist. Prof. Dr Amer Hamed Suliman Email: amer.albano@tu.edu.iq					
8. Course Objectives					
<b>Course Objectives</b>			The course aims to enhance the student's ability to translate various literary, journalistic, and religious texts, and to provide comprehensive translated texts from Arabic to English and vice versa. It aims to enhance the student's ability to use translation techniques between the two languages and the ability to understand the flaws in the text and rectify them through enhancing the student's critical spirit by comparing translations of different students.		
9. Teaching and Learning Strategies					
<b>Strategy</b>		Lecturing through a communicative approach.			
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Week</b> <small>Unit or subject</small>	<b>Learning method</b>	<b>Evaluation method</b>

1	2	Introduction to Translation	What is Translation?	Lectures Close Reading and Textual Analysis	Quizzes, mid-term and final exams
2	2	Scope of Translation	What Do We Translate?		
3	2	Fundamentals of Translation	How Do We Translate?		
4	2	Methods of Translation	Overview of Methods		
5	2	Literal Translation	In-class translation, homework translation, and interactive discussion sessions.		
6	2	One-to-one Literal Translation	In-class translation, homework translation, and interactive discussion.		
7	2	Exam	Exam		
8	2	Literal Translation of Meaning	In-class translation, homework translation, and interactive discussion sessions.		
9	2	Free Translation	In-class translation, homework translation, and interactive discussion sessions.		
10	2	Bound Free Translation	In-class translation, homework translation, and interactive discussion sessions.		
11	2	Loose Free Translation	In-class translation, homework translation, and interactive discussion sessions		
12	2	The Translation Process	The Process of Translation.		
13	2	Exam	Exam		
14	2	The Unit of Translation	Examining Translation Units		
15	2	General Revision and Review	General Revision and Review		
Mid-year vacation		-----	-----		
	2	Introduction to Translation Problems	Overview of Translation Problems		
1	2	Grammatical Problems in Translation	In-class translation, homework translation, and interactive discussion sessions.		
2	2	Translation of Verb “Be”	In-class translation, homework translation, and interactive discussion sessions.		
3	2	Practicum.	Practicum.		
4-9	2	Translation of Verb “Do”	In-class translation, homework translation, and interactive discussion sessions.		
10	2	Translation of Verb “Have”	In-class translation, homework translation, and interactive discussion sessions.		
11	2	Translation of Modals	In-class translation, homework translation, and interactive discussion sessions.		
12	2	Translation of Questions	In-class translation, homework translation, and interactive discussion sessions.		

13	2	Exam	In-class translation, homework, and interactive discussion.		
14	2	General Revision and Review	Exam		
15			General Revision and Review		

<b>11. Course Evaluation</b>					
Allocating the total score of 50 marks based on the student's assigned tasks as follows: quizzes, Homework, attendance, and daily oral preparation will account for 10 marks, while monthly written exams will contribute 40 marks.					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

**Required Textbooks:**

Ghazala, Hasan. *Translation As Problems And Solutions: A Textbook For University Students And Trainee Translators*. Dar El-Ilm Lilmalayin, 2008.

**Main References:**

Jacobsen, Eric. *Translation: A Traditional Craft*. Nordisk Forlag. 1985.

**Electronic References:**

## Course Description Form

1. Course Name: Practicum and EFL Classroom Practices	
2. Course Code: Null	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total)= 4 / Number of Units (Total): 7 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist.Prof. Elaf Subhi Abdullah (Ph.D.) Email: elafsubhi1979@tu.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To gain practical experience based on the understanding and application of theoretical knowledge.</li> <li>• To observe the analysis of and solutions to problems arising in professional work settings.</li> <li>• To interact with colleagues in a professional work environment.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	Communicative Language Teaching Method
10. Course Structure	



Week	Hours	Required Learning Outcomes	Unit or subject	Learning method	Evaluation method
1	3	To gain practical experience based on the understanding and application of theoretical knowledge.	Student-Teacher: A starting Point	Communicative language teaching method	Observation and personal application of teaching
2	3	To observe the analysis of and solutions to problems arising in professional work settings.	Learner characteristics		
3	3	To interact with colleagues in a professional work environment.	Aims, Goals, Objectives and Lesson Planning		
4	3	To participate in a representative range of professional activities in the work setting	Teaching Vocabulary Teaching Grammar		
5	3	To develop a professional self-awareness	Teaching Listening Teaching Speaking		
6	3	To gain practical experience based on the understanding and application of theoretical knowledge.	Teaching Reading Teaching Writing		
7	3	To participate in a representative range of professional activities in the work setting	.Classroom Management		

### 11. Course Evaluation

First Course: 20 Marks

Second Course:

The educational and scientific supervisors observation= 60 M

School headmaster observation= 10 M

Daily Lesson Plan and teaching application report= 10M

Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)

Leslie Opp-Beckman, **Shaping The Way We Teach English.**  
Albakri, Shaima and Albahadili, Khansaa.  
**Undergraduate Practicum Course**

Main references (sources)

Recommended books and references (scientific journal, reports	Teaching by Principles by Douglas Brown (2006)
Electronic References, Websites	.

## Course Description Form

1. Course Name: Modern Novel	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 135 hours, credits:18	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Lamiaa Ahmed Rasheed Email: <a href="mailto:lamia.ahmed62@tu.edu.iq">lamia.ahmed62@tu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p>This course intends to give fourth-year students an idea of Twentieth Century English and American novel. It outlines the major characteristics and techniques adapted by modern novelists. The language of these novels is modern in spirit so in addition to the cultural and critical importance of the course, it enriches the student's vocabulary and their mastery over language.</p> <p>Students are able to critically explore the issues covered in the course.</p> <p>Students are able to perform competent close readings of literary texts.</p> <p>Students use writing opportunities as a space to develop sound metacognitive practices and to critically reflect on their reading practices through writing.</p> <p>Students develop an awareness of literature's ability to mediate social, cultural and political issues.</p>

## 9. Teaching and Learning Strategies

### Strategy

- The standard method (giving lectures).
- The text method.
- Brainstorming method.
- Communication method
- Some modern strategies.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject	Learning method	Evaluation method
October 1	3		Introduction: Modern Age	Standard method	Class performance and exams
October 2	3		Modern Novel	Standard method & Brainstorming method	Class performance and exams
October 3	3		Modern Novelists	Standard method & text method	Class performance and exams
October 4	3		William Golding's Lord of the Flies	Standard method & text method	Class performance and exams
November 1	3		William Golding's Lord of the Flies	Standard method & text method	Class performance and exams
November 2	3		William Golding's Lord of the Flies	Standard method	Class performance and exams
November 3	3		William Golding's Lord of the Flies	Standard method	Class performance and exams
November 4	3		William Golding's Lord of the Flies	Standard method	Class performance and exams
December 1	3		Exam	Exam	Exam
December 2	3		William Golding's Lord of the Flies	Standard method	Class performance and exams
December 3	3		William Golding's Lord of the Flies	Standard method & text method	Class performance and exams
December 4	3		William Golding's Lord of the Flies	Standard method & text	Class performance and

				method	exams
January 1	3		William Golding's Lord of the Flies	Text method & deductive method	Class performance and exams
January 2	3		William Golding's Lord of the Flies	Standard method & text method	Class performance and exams
January 3	3		William Golding's Lord of the Flies	Standard method	Class performance and exams
January 4	3		William Golding's Lord of the Flies	Standard method	Class performance and exams
February 1	3		William Golding's Lord of the Flies	Standard method	Class performance and exams
February 2	3		William Golding's Lord of the Flies	Text method	Class performance and exams
March 1			Exam	Exam	Exam
March 2			George Orwell Animal Farm	Standard method	Class performance and exams
March 3			George Orwell Animal Farm	Standard method & text method	Class performance and exams
March 4			George Orwell Animal Farm	Standard method & text method	Class performance and exams
April 1	3		Exam	Exam	Exam
April 2	3		George Orwell Animal Farm	Standard method	Class performance and exams
April 3	3		George Orwell Animal Farm	Standard method	Class performance and exams
April 4	3		George Orwell Animal Farm	Standard method	Class performance and exams
May 1	3		Exam	Exam	Exam

May 2	3		Review	Solving problems method	-----
May 3&4	-----		Final Exams	-----	-----

### 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	Animal Farm: George Orwell William Golding: Lord of the Flies
Main references (sources)	Forms of Modernist Fiction Reading the Novel from James Joyce to Tom McCarthy Derek Attridge
Recommended books and references (scientific journal, critical books)	
Electronic References, Websites	<a href="https://www.google.iq/books/edition/Notes_on_George_Orwell_s_Animal_Farm/bb26JBE69tAC?hl=ar&amp;gbpv=1&amp;dq=george+orwell+animal+farm&amp;printsec=frontcover">https://www.google.iq/books/edition/Notes_on_George_Orwell_s_Animal_Farm/bb26JBE69tAC?hl=ar&amp;gbpv=1&amp;dq=george+orwell+animal+farm&amp;printsec=frontcover</a> <a href="https://www.google.iq/books/edition/Lord_of_the_Flies/3KRdJJZbAN_sC?hl=ar&amp;gbpv=1&amp;dq=william+golding+lord+of+the+flies&amp;printsec=frontcover">https://www.google.iq/books/edition/Lord_of_the_Flies/3KRdJJZbAN_sC?hl=ar&amp;gbpv=1&amp;dq=william+golding+lord+of+the+flies&amp;printsec=frontcover</a>

## Course Description Form

<b>1. Course Name: Modern Poetry / Fourth stage</b>	
<b>2. Course Code: -----</b>	
<b>3. Semester / Year:</b>	
2024-2025	
<b>4. Description Preparation Date:</b>	
18/9/2024	
<b>5. Available Attendance Forms: Class lectures</b>	
<b>6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours / 12 Units</b>	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Assistant Professor <b>Ahmad Kahled Hassoon (M.A)</b>	
Email: <a href="mailto:ahmadartstr@tu.edu.iq">ahmadartstr@tu.edu.iq</a>	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	<p>This course concentrates on developing the students' ability of reading poems and to produce effective and appropriate academic writing across the literary criticism by focusing on the critical opinions of modern poets which typifies the requirements and expectations of a different academic studies. As students in the fourth year of B.A. studying not only take courses in their major, but also in other disciplines as part of the literature field, principles of Academic writing which is directly applicable to their academic writing needs. The course further concentrates on developing the critical reading and poetic analysis strategies that academic writing requires. A combined process and product approach to effective and appropriate academic writing is implemented throughout the course, with students receiving individual mentoring in addition to class tuition.</p>

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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>• The text method reading the poems .</li> <li>• Brainstorming method of give critical analysis.</li> <li>• Some modern strategies.</li> </ul>
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### 10. Course Structure

Week	Hours		Unit or Subject Name	Learning method	Evaluation method
October 1	2		General Introduction	Standard method	Class performance and exams
October 2	2		background to the modern Age	Standard method & Brainstorming method	Class performance and exams
October 3	2		Characteristics of modern poetry	Standard method & text method	Class performance and exams
October 4	2			Standard method & text method	Class performance and exams
November 1	2		The main literary movements of modern poetry	Standard method & text method	Class performance and exams
November 2	2			Standard method	Class performance and exams
November 3	2		<b>Thomas Hardy's</b>	Standard method	Class performance and exams
November 4	2		"An August Midnight"	Standard method	Class performance and exams
December 1	2		Exam	Standard method & text method	Class performance and exams
December 2	2		<b>Gerard Manly Hopkins</b>	Standard method	Class performance and exams
December 3			"Thou art indeed just, Lord, if I contend"	Standard method & text method	Class performance and exams



December 4	2		<b>T. S. Eliot</b>	Standard method & text method	Class performance and exams
January 1	2		"The Love Song of Alfred J. Prufrock"	Text method & deductive method	Class performance and exams
January 2	2		<b>W. B. Yeats'</b>	Standard method & text method	Class performance and exams
January 3	2		"Easter1916"	Standard method	Class performance and exams
January 4	2		"Sailing to Byzantium"	Standard method	Class performance and exams
February 1	2		<b>Walter de la Mare's</b>	Standard method	Class performance and exams
February 2	2		"The Listeners"	Deductive method & Text method	Class performance and exams
March 1 1	2		<b>Walter de la Mare's</b>	Deductive method & Text method	Class performance and exams
March 2	2		"The Listeners"	Standard method	Class performance and exams
March 3	2		<b>D. H. Lawrence</b>	Standard method & text method	Class performance and exams
March 4	2		"Sorrow"	Standard method & text method	Class performance and exams
April 1	2		"The Shadows"	Standard method & text method	Class performance and exams
April 2	2		<b>W. H. Auden</b>	Standard method	Class performance and exams
April 3	2		"Musée des Beaux Arts"	Standard method	Class performance and exams
April 4	2		"unknown citizen"	Standard method	Class performance and exams
May 1	2		<b>"Ezra Pound's</b>	Standard method & text method	Class performance and exams

May 2	2		"The return"	Solving problems method	-----
May 3+4	-----		Final Exams	-----	-----

### 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	Hopkins John A.F. · 2020 The Universal Deep Structure of Modern Poetry
Main references (sources)	Longenbach James · 1997 Modern Poetry after Modernism
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	<a href="https://www.google.iq/books/edition/Power_Plain_English_and_the_Rise_of_Mode/9YNw_m_Fs29kC?hl=en&amp;gbpv=1&amp;dq=modern+poetry&amp;printsec=frontcover">https://www.google.iq/books/edition/Power_Plain_English_and_the_Rise_of_Mode/9YNw_m_Fs29kC?hl=en&amp;gbpv=1&amp;dq=modern+poetry&amp;printsec=frontcover</a>

## Course Description Form

<b>1. Course Name: Advanced Listening and speaking / Fourth Year</b>	
<b>2. Course Code: -----</b>	
<b>3. Semester / Year:</b>	
2024-2025	
<b>4. Description Preparation Date:</b>	
18/9/2024	
<b>5. Available Attendance Forms: Class lectures</b>	
<b>6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours / 12 Units</b>	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Prof. Dr. Manal Omar Mousa <a href="mailto:momsh89@tu.edu.iq">momsh89@tu.edu.iq</a>	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	The course develops and refines students' English language skills. At the advanced levels, students encounter language necessary for everyday communication. Students are introduced to many useful functions, vocabulary words, grammar points, and pronunciation techniques in a variety of level-appropriate thematic topics and receptive task-based activities. As students advance, they begin to focus on language and skills necessary for academic success. Students in intermediate and advanced levels encounter increasingly complex vocabulary words, language functions, grammar points, and pronunciation techniques. In all levels, students explore a variety of level-appropriate topics and themes.
<b>9. Teaching and Learning Strategies</b>	

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• The standard method (giving lectures).</li> <li>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> </ul>
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### 10. Course Structure

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Week Unit or subject</b>	<b>Learning method</b>	<b>Evaluation method</b>
October 1	2		Identify the main idea of a listening and analyze specific information	Standard method	Class performance and exams
October 2	2		Infer the speaker's intentions and attitude.	Standard method & Brainstorming method	Class performance and exams
October 3	2		The Structure of a speaking	Standard method & text method	Class performance and exams
October 4	2		The Development of Communicating in the classroom	Standard method & text method	Class performance and exams
November 1	2		Descriptive and Process of Listening and speaking	Standard method & text method	Class performance and exams
November 2	2		Opinion of Speaking and interacting	Standard method	Class performance and exams
November 3	2		Complete a dialogue using phrases that illustrate multiple sides to an issue	Standard method	Class performance and exams
November 4	2		Problem/ Solution in using Structure	Standard method	Class performance and exams
December 1	2		The Structure of dialogue	Standard method & text method	Class performance and exams
December 2	2		Outlining a composition	Standard method	Class performance and exams
December 3			Introductions and Conclusions in description	Standard method & text method	Class performance and exams
December 4	2		Unity and Coherence in describing and narrating	Standard method & text method	Class performance and exams

January 1	2		Analyze sentences and phrases to identify important information, reductions, stress and introducers.	Text method & deductive method	Class performance and exams
January 2	2		The Sentence: Types, Word Order, Common Mistakes	Standard method & text method	Class performance and exams
January 3	2		The Paragraph: Narrative and Descriptive	Standard method	Class performance and exams
January 4	2		Exercises	Standard method	Class performance and exams
February 1	2		Complete passages using knowledge of target vocabulary.	Standard method	Class performance and exams
February 2	2		Analyze sentences and phrases to determine if they are grammatically correct or incorrect	Deductive method & Text method	Class performance and exams
March 1	2		Application Period	Deductive method & Text method	Class performance and exams
March 2	2		Application Period	Standard method	Class performance and exams
March 3	2		Application Period	Standard method & text method	Class performance and exams
March 4	2		Application Period	Standard method & text method	Class performance and exams
April 1	2		Application Period	Standard method & text method	Class performance and exams
April 2	2		Application Period	Standard method	Class performance and exams
April 3	2		Application Period	Standard method	Class performance and exams
April 10	2		apply knowledge of grammar to complete writing tasks.	Standard method	Class performance and exams
May 1	2		Discuss a selected unit topic for 1-3 minutes incorporating target	Standard method & text method	Class performance and exams

			vocabulary,		
May 2	2		grammar structures, and pronunciation.	Solving problems method	-----
May 3&4	-----		Final Exams	-----	-----

11. Learning Outcomes

**Cognitive objectives of Advanced Listening and speaking subject:**

A1-Remembering: At the level of remembering, the student must:

- 1- The student recalls the vocabulary required to be used within each topic
- 2- Recall the ideas used in each topic
- 3- He has knowledge of the uses of different verbs

A2-Understanding: The student must

- 1- Organize ideas within each topic
- 2- Elicits the use of different expressions from conversations within each topic
- 3- Gives various ideas within the topic of each unit
- 4- Explain the use of the grammatical rules mentioned within each unit

A3- Application: The student must:

- 1- Applies grammatical rules in conversation within each topic (unit)
- 2- Produces multiple ideas within a topic (unit)
- 3- Prepare various conversational uses of grammar rules in each unit

A4-Analysis: The student must...

- 1- Distinguishes the use of tenses within the topic of conversation
- 2- He chooses the form of the verb according to the tense and the subject
- 3- It details the expressions used within each topic
- 4- Recognizes the importance of choosing the idea and grammatical rules in different contexts

A5- Composition: The student must...

- 1- Combines various verbal rules in conversations
- 2- Rearranges sentences according to specific grammatical rules
- 3- Organizes different talks on various topics
- 4- Rewrites conversations in new terms
- 5- Connects the ideas of each topic with the grammatical rules in writing a specific activity connects topic ideas within course units
- 6- Writes a conversation or description of a place, person or thing in a text message, email or article

A6- Evaluation: The student must...

- 1- He expresses his opinion on various topics and in different ways
- 2- He appreciates the importance of conversation material in developing his English language he is creative in devising ways to talk about various topics

## 12. Course Evaluation

First Course:

Monthly Exam: 20

Daily homework: 5

Total: 25

Second Course:

Monthly Exam: 20

Daily homework: 5

Total: 25

Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50

Final Exam: 50

Final Grade: 100

## 13. Learning and Teaching Sources

Required textbooks

TOEFL and IELTS

Main references (sources)

Materials to be determined by course instructors

Recommended books and references (scientific journal, reports)

Electronic References, Websites

<http://1klivingston.tripod.com/essay>/<http://libgen.me>.  
<http://www.wikihow.com/Write-an-Essay>.

## Course Description Form

1. Course Name: Modern Drama	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours / 3 Books-plays	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Ansam Riyadh Abdullah Email: <a href="mailto:sbc.s5@tu.edu.iq">sbc.s5@tu.edu.iq</a>	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• To explore the historical and cultural context of Modern Drama and its impact on the development of theatrical forms.</li> <li>• To analyze and interpret the key themes, characters, and dramatic techniques used in Waiting for Godot, Arms and the Man, and Death of a Salesman.</li> <li>• To examine the ways in which Modern Drama challenges traditional dramatic conventions and explores new forms of storytelling.</li> <li>• To develop critical thinking and analytical skills in evaluating the social, political, and psychological dimensions of Modern Drama.</li> <li>• To compare and contrast the stylistic and thematic differences among the selected plays, highlighting the unique contributions of each playwright.</li> <li>• To investigate the influence of Modern Drama on subsequent theatrical movements and its relevance to</li> </ul>



	<p>contemporary theater.</p> <ul style="list-style-type: none"> <li>• To enhance written and oral communication skills through the analysis and discussion of Modern Drama texts.</li> <li>• To engage in close reading and textual analysis of the selected plays, focusing on the use of language, symbolism, and theatricality.</li> <li>• To understand the role of the director, actors, and designers in interpreting and staging Modern Drama texts.</li> <li>• To encourage critical engagement with Modern Drama through group discussions, performances, and creative projects.</li> </ul> <p>These objectives aim to provide students with a comprehensive understanding of Modern Drama as a genre, while fostering critical thinking, analytical skills, and an appreciation for the complexities of dramatic literature.</p>
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### 9. Teaching and Learning Strategies

<p><b>Strategy</b></p>	<ul style="list-style-type: none"> <li>• Lectures: Provide comprehensive lectures that introduce the historical context, themes, and dramatic techniques of Modern Drama. Use multimedia resources, such as slides, videos, and audio recordings, to enhance understanding and engagement.</li> <li>• Textual Analysis: Guide students in close reading and analysis of the selected plays. Encourage them to identify key themes, symbols, and character motivations, and discuss their interpretations and insights in class.</li> <li>• Group Discussions: Organize small group discussions to facilitate active participation and critical thinking. Assign specific topics or questions related to the plays, and encourage students to share their perspectives, debate ideas, and support their arguments with evidence from the texts.</li> <li>• Case Studies: Assign case studies or research projects that explore the socio-political and cultural aspects of the time periods in which the plays were written. Encourage students to investigate the influences on the playwrights and how their works reflect or challenge the prevailing social norms</li> <li>• Multimedia Resources: Utilize online resources, such as recorded performances, and scholarly articles, to supplement classroom discussions and provide a broader understanding of Modern Drama.</li> <li>• Assessments: Use a variety of assessment methods, including written essays, group presentations, performances, to evaluate students' comprehension, critical thinking skills, and ability to articulate their ideas effectively.</li> </ul>
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### 10. Course Structure

Week	Hours	Required Learning	Unit or subject Unit or subject	Learning method	method
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		Outcomes			method
October 1	3		Introduction: Modern Drama	Standard method	Class performance and exams
October 2	3		Realism	Standard method & Brainstorming method	Class performance and exams
October 3	3		Arms and the Man-the play	Standard method & text method	Class performance and exams
October 4	3		Arms and the Man-the play	Standard method & text method	Class performance and exams
November 1	3		Arms and the Man-the play	Standard method & text method	Class performance and exams
November 2	3		Analysing the play	Standard method	Class performance and exams
November 3	3		Exam	Standard method	Class performance and exams
November 4	3		Existencialism and Absurd theatre	Standard method	Class performance and exams
December 1	3		Waiting for Godot- the play	Standard method & text method	Class performance and exams
December 2	3		Waiting for Godot- the play	Standard method	Class performance and exams
December 3	3		Waiting for Godot- the play	Standard method & text method	Class performance and exams
December 4	3		Waiting for Godot- the play	Standard method & text method	Class performance and exams
January 1	3		Analysing the play	Text method & deductive method	Class performance and exams
January 2	3		Exam	Standard method & text method	Class performance and exams
January 3	3		American drama	Standard method	Class performance and exams
January 4	3		American Dream	Standard method	Class performance and exams

February 1	3		Death of a Salesman- the play	Standard method	Class performance and exams
February 2	3		Death of a Salesman- the play	Deductive method & Text method	Class performance and exams
March 1	3		Death of a Salesman- the play	Deductive method & Text method	Class performance and exams
March 2	3		Death of a Salesman- the play	Standard method	Class performance and exams
March 3	3		Death of a Salesman- the play	Standard method & text method	Class performance and exams
March 4	3		Death of a Salesman- the play	Standard method & text method	Class performance and exams
April 1	3		Death of a Salesman- the play	Standard method & text method	Class performance and exams
April 2	3		Analyzing the play	Standard method	Class performance and exams
April 3	3		Comparing the three texts and the ideologies	Standard method	Class performance and exams
April 4	3		Exam	Standard method	Class performance and exams
May 1	3		Critical thinking about the plays	text method	Class performance and exams
May 2	3		Putting the text in a social context	Solving problems method	-----
May 3&4	-----		Final Exams	-----	-----

## 11. Course Evaluation

First Course:

Monthly Exam: 20

Daily homework: 5

Total: 25

Second Course:

Monthly Exam: 20

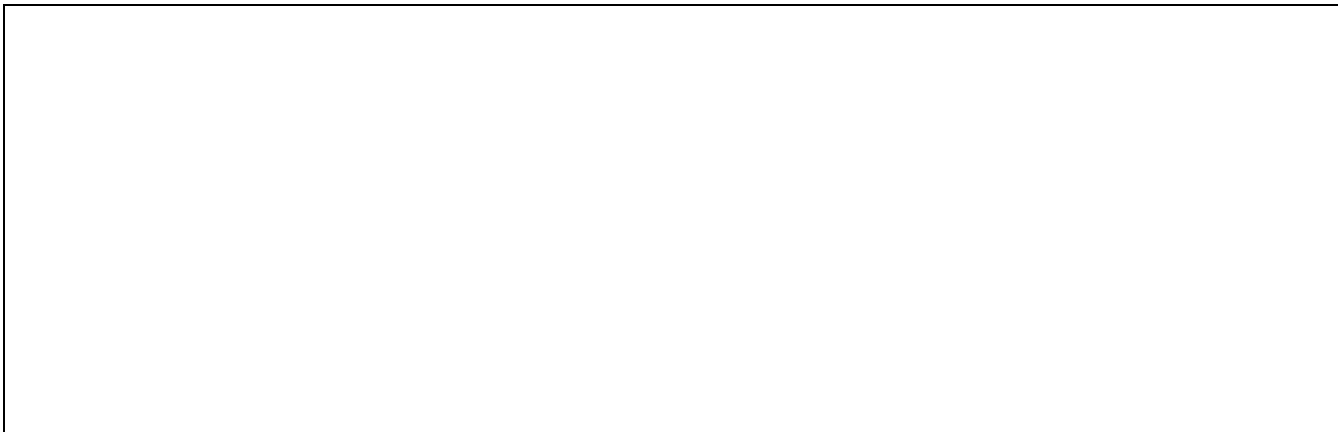
Daily homework: 5

Total: 25

Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50

Final Exam: 50 Final Grade: 100	
12. Learning and Teaching Sources	
Required textbooks (curricular books, if any)	1- Arms and the man Writing, by: G. B. Shaw 2- Waiting for Godot written by Samuel Beckett 3- Death of a Salesman written by Arthur Miller
Main references (sources)	Modern Drama Edited By Martin Puchner
Recommended books and references (scientific journal, reports)	Modern Drama : A Very Short Introduction Written by Kirsten Shepherd-Barr
Electronic References, Websites	<a href="https://www.studysmarter.co.uk/explanations/english-literature/american-literary-movements/modern-american-drama/">https://www.studysmarter.co.uk/explanations/english-literature/american-literary-movements/modern-american-drama/</a>  <a href="https://en.wikipedia.org/wiki/Modern_Drama">https://en.wikipedia.org/wiki/Modern_Drama</a>
13- Course outcomes	
<ul style="list-style-type: none"> <li>English language proficiency: Studying modern drama literary texts can enhance students' English language skills, including reading, listening, speaking, and writing. Engaging with English-language plays exposes students to authentic language use, vocabulary, idiomatic expressions, and dialogue. This exposure can improve their overall English proficiency and help them develop fluency and confidence in using the language.</li> <li>Cultural understanding: Modern drama often reflects the cultural context in which it was created. Studying English-language plays exposes students to the culture, history, and social issues of English-speaking countries. This understanding of different cultural perspectives and experiences contributes to their global awareness and intercultural competence.</li> <li>Literary analysis skills: Engaging with modern drama literary texts helps students develop critical thinking skills and enhances their ability to analyze and interpret literature. They learn to analyze complex themes, characterizations, and dramatic structures, which can be applied not only to English-language plays but also to literary texts in their native language. These analytical skills are transferable and can benefit their study of literature in general.</li> <li>Exposure to different writing styles: English-language plays offer students exposure to different writing styles and narrative techniques. They can learn about various playwrights, their unique artistic voices, and their contributions to the literary tradition. This exposure broadens students' understanding of literature as a whole and can inspire them to explore different writing styles in their own creative endeavors.</li> </ul>	

- Intercultural communication skills: Engaging with modern drama literary texts in English provides students with opportunities to communicate and collaborate with their peers in English. Through discussions, group activities, and presentations, students develop intercultural communication skills, such as active listening, expressing opinions, and respecting diverse perspectives. These skills are essential for effective communication and collaboration in an increasingly globalized world.
- Appreciation of the performing arts: Modern drama is a performative art form that combines elements of literature, theater, and visual arts. Studying English-language plays exposes students to the richness and diversity of the performing arts. They can develop an appreciation for the power of visual storytelling, stagecraft, and the transformative nature of theater. This appreciation can extend beyond the English language and inspire students to explore their own native performing arts traditions.



## Course Description Form

1. Course Name: Test Design and Assessment	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Classroom lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 hours / 12 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr.Madeha Saif Aldeen Saleh Email: <a href="mailto:dr.al-sumaidai@tu.edu.iq">dr.al-sumaidai@tu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the cornerstone of all good assessment and evaluation</li> <li>• Learn useful techniques for testing and alternative assessment,</li> <li>• Become familiar with the process and procedures of testing and evaluating</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Turn-taking strategies</li> <li>• Think, pair and share strategy</li> <li>• group work and pair group</li> <li>• Role play</li> </ul>
10. Course Structure	

<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject</b>	<b>Learning method</b>	<b>Evaluation</b>
		<b>Outcomes</b>	Unit or subject		<b>method</b>
First	2	This course is designed for teacher-students because testing is more than technical activity.	Evaluation	Theoretical lectures	Communicative Approach
Second	2	it is also an ethical enterprise	Assessment	Theoretical lectures & Brainstorming method	Communicative Approach
Third	2	Test production	Testing	Theoretical lectures	Communicative Approach
Fourth	2	This course is designed to present the definition of test	Trends and approaches to language testing	Theoretical lectures	Communicative Approach
Fifth	2	This course is designed to present the process,	Types of test	Theoretical lectures	Communicative Approach
Sixth	2	This course is designed to present the techniques of testing	Characteristics of a good language test	Theoretical and practical	Communicative Approach
Seventh	2	Learn how to evaluate the English language learners.	Communicative test design -Test design -Test development -Test operation -Test monitoring	Theoretical and practical Method	Communicative Approach
Eighth	2	A unique feature of this course is that it presents an authentic materials.	Techniques for communicative language testing	Theoretical and practical	Communicative Approach
Ninth	2	It focuses on theoretical and practical steps for designing .	Testing reading	Theoretical and practical	Communicative Approach
Tenth	2	It evaluates students in communicative way.	Testing listening	Theoretical and practical	Communicative Approach
Eleventh		How to evaluate oral skill	Testing speaking	Theoretical and practical	Communicative Approach



Twelfth	2	How to evaluate written skill	Testing writing	Theoretical and practical	Communicative Approach
Thirteenth	2	How to evaluate grammatical rules	Testing grammar	Theoretical and practical	Communicative Approach
Fourteenth	2	How to evaluate vocabulary items	Testing vocabulary	Theoretical and practical	Communicative Approach
Fifteenth	2	Design test sheet	Test-taking strategies	Theoretical and practical	Communicative Approach
	-----		Final Exams	-----	-----

### 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	L Tim McNamara. Language Testing. 2009. Oxford university Press
Main references (sources)	H. Douglas Brown. Language Assessment, Principles and Classroom Practices, 2004
Recommended books and references (scientific journal, reports)	Christine Coombe. A Practical Guide to Assessing English Language Learners. 2010 Leslie Opp-Beckman, Shaping The Way We Teach English.
Electronic References, Websites	. <a href="https://www.theteflacademy.com/blog/communicative-language-testing/">https://www.theteflacademy.com/blog/communicative-language-testing/</a>

## Course Description Form

1. Course Name: Contemporary Grammar of English/ Fourth Class	
2. Course Code: --null -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 180 hours, 3 credits / 4 chapters	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist.Prof. Dr. Hana Khattab Omar Email: <a href="mailto:hananeng@tu.edu.iq">hananeng@tu.edu.iq</a>	
*****	
8. Course Objectives	
<b>Course Objectives</b>	***** 1- Introducing students the subject of grammar and its basics, as it is considered the basis for the formation of English words and sentences. 2-Helping students to compose and deconstruct sentences 3- Overcoming the obstacles students face in constructing and deconstructing sentences 4-Helping students know the elements and types of sentences.
9. Teaching and Learning Strategies	

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• The standard method (giving lectures).</li> <li>• The text method.</li> <li>• E-learning method using PowerPoint.</li> <li>• Method of questioning and discussion</li> <li>• Brainstorming method</li> <li>• Deductive method</li> </ul>
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**10. Course Structure**

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject</b> <small>Unit or subject</small>	<b>Learning method</b>	<b>Evaluation method</b>
October 1	3		Introduction	Standard method	Class performance and exams
October 2	3		Simple Sentence	Standard method & Brainstorming method	Class performance and exams
October 3	3		Compound Sentence	Standard method & text method	Class performance and exams
October 4	3		Compound Sentence	Standard method & text method	Class performance and exams
November 1	3		Sentence Structure	Standard method & text method	Class performance and exams
November 2	3		Pattern Sentence	Standard method	Class performance and exams
November 3	3		Pattern Sentence	Standard method	Class performance and exams
November 4	3		Monthly Exam	Standard method	Class performance and exams
December 1	3		Types of Sentence	Standard method & text method	Class performance and exams
December 2			Relations between Sentences Components	Standard method	Class performance and exams
December 3			Coordinated elements in the sentence	Standard method & text method	Class performance and exams
December 4			Aderbials	Standard method & text method	Class performance and exams

January 1			Types of Adverbs	Text method & deductive method	Class performance and exams
January 2			The Sentence: Types, Word Order, Common Mistakes	Standard method & text method	Class performance and exams
January 3			The Vocative Sentence	Standard method	Class performance and exams
January 4			Exercises	Standard method	Class performance and exams
February 1			Negation	Standard method	Class performance and exams
February 2			Assertive- Non Assertive forms	Deductive method & Text method	Class performance and exams
March 1			Tag Question	Deductive method & Text method	Class performance and exams
March 2			Solving Exercises	Standard method	Class performance and exams
March 3			Command Sentences	Standard method & text method	Class performance and exams
March 4			Exclamatory sentence	Standard method & text method	Class performance and exams
April 1	2		Complex Sentence	Standard method & text method	Class performance and exams
April 2	2		Theoretical and practical examinations	Standard method	Class performance and exams
April 3	2		Main Clause	Standard method	Class performance and exams
April 4	2		Subordinate Clauses	Standard method	Class performance and exams
May 1	2		Nominal Sentence	Standard method & text method	Class performance and exams
May 2	2		Final Examination	Solving problems method	-----

May 3&4	-----		Final Exams	-----	-----
<b>11. Course Evaluation</b>					
<p>First Course:  Monthly Exam: 20  Daily homework: 5  Total: 25  Second Course:  Monthly Exam: 20  Daily homework: 5  Total: 25  Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  Final Exam: 50  Final Grade: 100</p>					
<b>12. Learning and Teaching Sources</b>					
Required textbooks (curricular books, if any)		R-Quirk and S.Green baum : A University grammar of English			
Main references (sources)		A Student's Introduction to English Grammar			
Recommended books and references (scientific journal, reports)		Understanding and Using English Language			
Electronic References, Websites		<a href="https://www.waywordradio.org/podcasts/?gad_source=1&amp;gclid=CjwKCAjw48-vBhBbEiwAzqrZVM04cvEablOAOkomJxODkRennNrcNywhy9A1IMZujzn2zso8H4xGJxoCpkgQAvD_BwE">https://www.waywordradio.org/podcasts/?gad_source=1&amp;gclid=CjwKCAjw48-vBhBbEiwAzqrZVM04cvEablOAOkomJxODkRennNrcNywhy9A1IMZujzn2zso8H4xGJxoCpkgQAvD_BwE</a>			

## Course Description Form

1. Course Name: 4 <sup>th</sup> Stage	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 hours / 14 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. prof. Intisar Rashid Khaleel Email: <a href="mailto:intisarrashid@tu.edu.iq">intisarrashid@tu.edu.iq</a>	
*****	
8. Course Objectives	
<b>Course Objectives</b>	<div style="text-align: center;">*****</div> <ol style="list-style-type: none"> <li>1. Enabling the students to: <ul style="list-style-type: none"> <li>❖ Read and write in English</li> <li>❖ Follow the basic rules of the English language.</li> <li>❖ Understand the ways of life in English-speaking societies, especially the British and American, and some of the differences between them.</li> <li>❖ Communicate linguistically.</li> <li>❖ Understand the language of films and the internet.</li> </ul> </li> <li>2. Teaching the students English language in smooth and simple manner.</li> <li>3. Urging the students to solve the exercises and apply the rules.</li> <li>4. Encouraging them to continue learning</li> </ol>

	<p>English language lessons by following programs in English and listening to conversation.</p> <p>5. Developing the Students' skills in expressing himself and his ability to speak orally.</p> <p>6. Developing the students' conversational skills and reading skills through the exercises in the student book</p>
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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>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> </ul>
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**10. Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject <small>Unit or subject</small>	Learning method	method
October 1 Unit One & Two	1		Lecture	Oral Test	
			4 <sup>th</sup> Stage: Teaching zero condition		
October 2 Unit Three	1		Lecture	Oral Test	
			4 <sup>th</sup> Stage: Teaching the first and second conditions of IF		

October 3 Unit Four	1			Lecture	Oral Test
			4 <sup>th</sup> Stage: Teaching tenses informal English spoken		
October 4 Unit Five	1			Lecture	Oral Test
			4 <sup>th</sup> Stage: Introduction to auxiliary verbs: be/do/have		
Novembe r 1 Unit Six	1			Lecture	Oral Test
			4 <sup>th</sup> Stage: Introduction to full verbs		
Novembe r 2 Unit Seven	1			Lecture	Oral Test
			4 <sup>th</sup> Stage: Teaching verbs of mind		
Novembe r 3 Unit Eight	1			Lecture	Oral Test
			4 <sup>th</sup> Stage: Teaching verbs of mind		
Novembe	1				



r 4 Unit Nine				Lecture	Oral Test
			4th Stage: Teaching verbs possession		
Decembe r 1 Unit Ten	1			Lecture	Oral Test
			4th Stage: Teaching verbs certain other verbs		
Decembe r 2 Unit Eleven	1			Lecture	Oral Test
			4th Stage: Teaching active and passive		
Decembe r 3 Unit Twelve	1			Lecture	Oral Test
			4th Stage: Teaching question forms		
Decembe r 4 Unit Thirteen	1			Lecture	Oral Test
			4th Stage: Asking for directions		
January 1 Unit Fourteen	1			Lecture	Oral Test
			4th Stage: Asking for descriptions		

January 2	1			Lecture	Oral Test
			4th Stage: Teaching direct questions		
January 3	1			Lecture	Oral Test
			4th Stage: Using indirect questions		
January 4	1			Lecture	Oral Test
			4th Stage: Practicing possessives in different forms		
February 1	1			Lecture	Oral Test
			4th Stage: Forming negative questions		
February 2	1		:	Lecture	Oral Test
			4th Stage: Using will for prediction		
March 1	1			Lecture	Oral Test
			4th Stage: Using going to make prediction		
March 2	1			Lecture	Oral Test
			4th Stage: Using will/going to for make decisions and		

			intentions		
March 3	1				
			4th Stage: using will and shall	Lecture	Oral Test
March 4	1				
			4th Stage: Introduction to express quantities	Lecture	Oral Test
April 1	1				
			4th Stage: Introduction to modal verbs	Lecture	Oral Test
April 2	1				
			4th Stage: Other uses to model verbs and related verbs	Lecture	Oral Test
April 3	1				
			4th Stage: Introduction relative clauses	Lecture	Oral Test
April 4	1				
			4th Stage: Expressing habits	Lecture	Oral Test
May 1	1			Lecture	Written Test
May 2	1		Revision	Lecture	Written Test
May 3&4	-----		Final Exams	----- -	-----

11. Course Evaluation

First Course: Monthly Exam: 20 Daily homework: 5 Total: 25 Second Course: Monthly Exam: 20 Daily homework: 5 Total: 25 Total for the 1 <sup>st</sup> and 2 <sup>nd</sup> Courses: 50 Final Exam: 50 Final Grade: 100	
12. Learning and Teaching Sources	
Required textbooks (curricular books, if any)	The Ministry's prescribed book for all the stages
Main references (sources)	-----
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	<a href="https://elt.oup.com/student/headway/beg/?cc=global&amp;selLanguage=en">https://elt.oup.com/student/headway/beg/?cc=global&amp;selLanguage=en</a> . <a href="https://elt.oup.com/student/headway/preint4/?cc=global&amp;selLanguage=en">https://elt.oup.com/student/headway/preint4/?cc=global&amp;selLanguage=en</a> . <a href="https://elt.oup.com/student/headway/int/?cc=global&amp;selLanguage=en">https://elt.oup.com/student/headway/int/?cc=global&amp;selLanguage=en</a> . <a href="https://sc.nahrainuniv.edu.iq/lectures/7092_new-headway-upper-intermediate-students-book.pdf">https://sc.nahrainuniv.edu.iq/lectures/7092_new-headway-upper-intermediate-students-book.pdf</a> .

## Course Description Form

1. Course Name: Headway for all Stages	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 hours / 14 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist.Lect. Basma Faisal Ali Email: <a href="mailto:basma.faisal@tu.edu.iq">basma.faisal@tu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p>7. Enabling the students to:</p> <ul style="list-style-type: none"> <li>❖ Read and write in English</li> <li>❖ Follow the basic rules of the English language.</li> <li>❖ Understand the ways of life in English-speaking societies, especially the British and American, and some of the differences between them.</li> <li>❖ Communicate linguistically.</li> <li>❖ Understand the language of films and the internet.</li> </ul> <p>8. Teaching the students English language in smooth and simple manner.</p> <p>9. Urging the students to solve the exercises and apply the rules.</p> <p>10. Encouraging them to continue learning English language lessons by following programs in English and listening to</p>

	<p>conversation.</p> <p>11. Developing the Students' skills in expressing himself and his ability to speak orally.</p> <p>12. Developing the students' conversational skills and reading skills through the exercises in the student book</p>
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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>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> </ul>
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**10. Course Structure**

<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject</b>	<b>Learning method</b>	<b>Evaluation</b>
		<b>Outcomes</b>	Unit or subject		method
October 1 Unit One & Two	1		1 <sup>st</sup> Stage: Introduction use auxiliary /am/is/are In speaking and reading. Unit two: use the subjects /he/she/they/we/I/you In practice grammar. 2 <sup>nd</sup> Stage: Teaching tenses of English language 3 <sup>rd</sup> Stage: Introduction to auxiliary verbs 4 <sup>th</sup> Stage: Teaching zero condition	Lecture	Discussion and exam
October 2 Unit Three	1		1 <sup>st</sup> Stage: using negative and positive on short answers and 2 <sup>nd</sup> Stage: Teaching how to ask questions	Lecture	Discussion and exam

			3 <sup>rd</sup> Stage: Introduction to tenses and auxiliary verbs		
			4 <sup>th</sup> Stage: Teaching first and second condition of IF		
October 3 Unit Four	1		1 <sup>st</sup> Stage: Using possessives in adj. and plural nouns	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Teaching got /have got in every day conversation .		
			3 <sup>rd</sup> Stage: Teaching present simple		
			4 <sup>th</sup> Stage: Teaching tenses informal English spoken		
October 4 Unit Five	1		1 <sup>st</sup> Stage: Teaching present simple	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Teaching how can identify sentences in present or past		
			3 <sup>rd</sup> Stage: Teaching short answers and auxiliary verbs		
			4 <sup>th</sup> Stage: Introduction to auxiliary verbs: be/do/have		
November 1 Unit Six	1		1 <sup>st</sup> Stage: Teaching past simple	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Using much/many		
			3 <sup>rd</sup> Stage: Teaching questions and auxiliary verbs		
			4 <sup>th</sup> Stage: Introduction to full		

			verbs		
November 2 Unit Seven	1		1 <sup>st</sup> Stage: Teaching present continuous	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Using countable a few/a little of one syllable		
			3 <sup>rd</sup> Stage: Teaching the adverbs of present simple		
			4 <sup>th</sup> Stage: Teaching verbs of mind		
November 3 Unit Eight	1		1 <sup>st</sup> Stage: Teaching past continuous	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: The use of comparative and superlative		
			3 <sup>rd</sup> Stage: Teaching the adverbs of past simple		
			4 <sup>th</sup> Stage: Teaching verbs of mind		
November 4 Unit Nine	1		1 <sup>st</sup> Stage: Teaching past simple – irregular verbs	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Adding er to adjectives		
			3 <sup>rd</sup> Stage: Teaching the state verb of present continuous		
			4 <sup>th</sup> Stage: Teaching verbs possession		



December 1 Unit Ten	1		1 <sup>st</sup> Stage: teach past simple in using questions and negatives	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Practicing of present perfect		
			3 <sup>rd</sup> Stage: Introduction to passive		
			4 <sup>th</sup> Stage: Teaching verbs certain other verbs		
December 2 Unit Eleven	1		1 <sup>st</sup> Stage: Using can in positive and negatives	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Teaching adverbs		
			3 <sup>rd</sup> Stage: Present simple and present continuous passives		
			4 <sup>th</sup> Stage: Teaching active and passive		
December 3 Unit Twelve	1		1 <sup>st</sup> Stage: Teaching model verbs	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Using word pairs		
			3 <sup>rd</sup> Stage: Teaching past perfect		
			4 <sup>th</sup> Stage: Teaching question forms		
December 4 Unit Thirteen	1		1 <sup>st</sup> Stage: Teaching adverbs	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Using short answers		
			3 <sup>rd</sup> Stage: Teaching past perfect in positives and negatives		
			4 <sup>th</sup> Stage: Asking for directions		
January 1 Unit Fourteen	1		1 <sup>st</sup> Stage: using would like in questions		
			2 <sup>nd</sup> Stage: making plural with regular and irregular		

			3 <sup>rd</sup> Stage: Introduction to modal verbs	Lecture	Discussion and exam
			4 <sup>th</sup> Stage: Asking for descriptions		
January 2	1		1 <sup>st</sup> Stage: Teaching some/any and the differences	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: How can use determiners in formulating questions and answers		
			3 <sup>rd</sup> Stage: The form of modal verbs		
			4 <sup>th</sup> Stage: Teaching direct questions		
January 3	1		1 <sup>st</sup> Stage: Teaching like and would like	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Formulating positive and negative		
			3 <sup>rd</sup> Stage: Modal verbs in obligation and positive		
			4 <sup>th</sup> Stage: Using indirect questions		
January 4	1		1 <sup>st</sup> Stage: Teaching like and would like	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Practicing two forms of present and past		
			3 <sup>rd</sup> Stage: modal verbs in affirmatives and negatives		
			4 <sup>th</sup> Stage: Practicing possessives in different forms		
February 1	1		1 <sup>st</sup> Stage: Teaching present simple and present continuous		

			2 <sup>nd</sup> Stage: Practicing question words	Lecture	Discussion and exam
			3 <sup>rd</sup> Stage: Using should/ought to/must		
			4 <sup>th</sup> Stage: Forming negative questions		
February 2	1		1 <sup>st</sup> Stage: Teaching Yes/No questions	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Practicing can/can't		
			3 <sup>rd</sup> Stage: Modal verbs making request: can/could/will/would		
			4 <sup>th</sup> Stage: Using will for prediction		
March 1	1		1 <sup>st</sup> Stage: Teaching future plans	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing was/were		
			3 <sup>rd</sup> Stage: Modal verbs making offers: will/shall/should		
			4 <sup>th</sup> Stage: Using going to make prediction		
March 2	1		1 <sup>st</sup> Stage: Teaching countable and uncountable	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing /s'/ plural		
			3 <sup>rd</sup> Stage: Introduction to future forms		
			4 <sup>th</sup> Stage: Using will/going to for make decisions and intentions		
March 3	1		1 <sup>st</sup> Stage: Teaching the determiner the		
			2 <sup>nd</sup> Stage: How to indicate time		

			3 <sup>rd</sup> Stage: Introduction to present continuous in using will/going to	Lecture	Discussion and exam
			4 <sup>th</sup> Stage: using will and shall		
March 4	1		1 <sup>st</sup> Stage: Teach the determiners a/an	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Negative short answers		
			3 <sup>rd</sup> Stage: Using will/going to		
			4 <sup>th</sup> Stage: Introduction to express quantities		
April 1	1		1 <sup>st</sup> Stage: Teaching prepositions	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Using some/any, each /every, more/most		
			3 <sup>rd</sup> Stage: Introduction to like		
			4 <sup>th</sup> Stage: Introduction to modal verbs		
April 2	1		1 <sup>st</sup> Stage: Teaching numbers	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: How to indicate place		
			3 <sup>rd</sup> Stage: The use of relative clauses		
			4 <sup>th</sup> Stage: Other uses to model verbs and related verbs		
April 3	1		1 <sup>st</sup> Stage: Teaching collars	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Teach jobs		
			3 <sup>rd</sup> Stage: The use of time clauses		
			4 <sup>th</sup> Stage: Introduction relative clauses		

April 4	1		1 <sup>st</sup> Stage: Teaching question words	Lecture	Discussion and exam
			2 <sup>nd</sup> Stage: Teach plural pronouns		
			3 <sup>rd</sup> Stage: The use of If conditions		
			4 <sup>th</sup> Stage: Expressing habits		
May 1	1		Revision for all the Stages	Lecture	Discussion and exam
May 2	1		Revision for all the Stages	Lecture	Discussion and exam
May 3&4	-----		Final Exams	-----	-----

### 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	The Ministry's prescribed book for all the stages
Main references (sources)	-----
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	<a href="https://elt.oup.com/student/headway/beg/?cc=global&amp;sellLanguage=en">https://elt.oup.com/student/headway/beg/?cc=global&amp;sellLanguage=en.</a> <a href="https://elt.oup.com/student/headway/preint4/?cc=global&amp;sellLanguage=en">https://elt.oup.com/student/headway/preint4/?cc=global&amp;sellLanguage=en.</a> <a href="https://elt.oup.com/student/headway/int/?cc=global&amp;sellLanguage=en">https://elt.oup.com/student/headway/int/?cc=global&amp;sellLanguage=en.</a> <a href="https://sc.nahrainuniv.edu.iq/lectures/7092_new-headway-upper-intermediate-students-book.pdf">https://sc.nahrainuniv.edu.iq/lectures/7092_new-headway-upper-intermediate-students-book.pdf.</a>

## Course Description Form

1. Course Name: Headway for all Stages	
Learning Course Code: Null	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 hours / 14 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Prof. Elaf Subhi Abdullah (Ph.D.) Email: <a href="mailto:elafsubhi1979@tu.edu.iq">elafsubhi1979@tu.edu.iq</a>	
*****	
8. Course Objectives	
<b>Course Objectives</b>	<p style="text-align: center;">*****</p> <p>13. Enabling the students to:</p> <ul style="list-style-type: none"> <li>❖ Read and write in English.</li> <li>❖ Follow the basic rules of the English language.</li> <li>❖ Communicate linguistically.</li> <li>❖ Identify the language of films and the internet.</li> </ul> <p>14. Urging the students to solve the exercises and apply the rules.</p> <p>15. Developing the Students' skills in expressing themselves and their ability to speak orally.</p> <p>16. Developing the students' conversational skills and reading skills through the exercises in the student book.</p>
9. Teaching and Learning Strategies	

<b>Strategy</b>	<b>Communicative Language Teaching Approach.</b>
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**10. Course Structure**

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject</b> <small>Unit or subject</small>	<b>Learning method</b>	<b>Evaluation method</b>
October 1 Unit One & Two	1		1 <sup>st</sup> Stage: Introduction use auxiliary /am/is/are In speaking and reading. Unit two: use the subjects /he/she/they/we/I/you In practice grammar. 2 <sup>nd</sup> Stage: Teaching tenses of English language 3 <sup>rd</sup> Stage: Introduction to auxiliary verbs 4 <sup>th</sup> Stage: Teaching zero condition	Lecture	Oral and written test
October 2 Unit Three	1		1 <sup>st</sup> Stage: using negative and positive on short answers and 2 <sup>nd</sup> Stage: Teaching how to ask questions 3 <sup>rd</sup> Stage: Introduction to tenses and auxiliary verbs	Lecture	Oral and written test

			4 <sup>th</sup> Stage: Teaching first and second condition of IF		
October 3 Unit Four	1		1 <sup>st</sup> Stage: Using possessives in adj. and plural nouns	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Teaching got /have got in every day conversation .		
			3 <sup>rd</sup> Stage: Teaching present simple		
			4 <sup>th</sup> Stage: Teaching tenses informal English spoken		
October 4 Unit Five	1		1 <sup>st</sup> Stage: Teaching present simple	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Teaching how can identify sentences in present or past		
			3 <sup>rd</sup> Stage: Teaching short answers and auxiliary verbs		
			4 <sup>th</sup> Stage: Introduction to auxiliary verbs: be/do/have		
November 1 Unit Six	1		1 <sup>st</sup> Stage: Teaching past simple	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Using much/many		
			3 <sup>rd</sup> Stage: Teaching questions and auxiliary verbs		
			4 <sup>th</sup> Stage: Introduction to		



			full verbs		
November 2 Unit Seven	1		1 <sup>st</sup> Stage: Teaching present continuous	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Using countable a few/a little of one syllable		
			3 <sup>rd</sup> Stage: Teaching the adverbs of present simple		
			4 <sup>th</sup> Stage: Teaching verbs of mind		
November 3 Unit Eight	1		1 <sup>st</sup> Stage: Teaching past continuous	Lecture	Oral and written Test
			2 <sup>nd</sup> Stage: The use of comparative and superlative		
			3 <sup>rd</sup> Stage: Teaching the adverbs of past simple		
			4 <sup>th</sup> Stage: Teaching verbs of mind		
November 4 Unit Nine	1		1 <sup>st</sup> Stage: Teaching past simple – irregular verbs	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Adding er to adjectives		
			3 <sup>rd</sup> Stage: Teaching the state verb of present continuous		
			4 <sup>th</sup> Stage: Teaching verbs		

			possession		
December 1 Unit Ten	1		1 <sup>st</sup> Stage: teach past simple in using questions and negatives	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Practicing of present perfect		
			3 <sup>rd</sup> Stage: Introduction to passive		
			4 <sup>th</sup> Stage: Teaching verbs certain other verbs		
December 2 Unit Eleven	1		1 <sup>st</sup> Stage: Using can in positive and negatives	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Teaching adverbs		
			3 <sup>rd</sup> Stage: Present simple and present continuous passives		
			4 <sup>th</sup> Stage: Teaching active and passive		
December 3 Unit Twelve	1		1 <sup>st</sup> Stage: Teaching model verbs	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Using word pairs		
			3 <sup>rd</sup> Stage: Teaching past perfect		
			4 <sup>th</sup> Stage: Teaching question forms		
December 4 Unit Thirteen	1		1 <sup>st</sup> Stage: Teaching adverbs	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Using short answers		
			3 <sup>rd</sup> Stage: Teaching past perfect in		

			positives and negatives		
			4th Stage: Asking for directions		
January 1 Unit Fourteen	1		1 <sup>st</sup> Stage: using would like in questions	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: making plural with regular and irregular		
			3 <sup>rd</sup> Stage: Introduction to modal verbs		
			4th Stage: Asking for descriptions		
January 2	1		1 <sup>st</sup> Stage: Teaching some/any and the differences	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: How can use determiners in formulating questions and answers		
			3 <sup>rd</sup> Stage: The form of modal verbs		
			4th Stage: Teaching direct questions		
January 3	1		1 <sup>st</sup> Stage: Teaching like and would like	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Formulating positive and negative		
			3 <sup>rd</sup> Stage: Modal verbs in obligation and positive		
			4th Stage: Using indirect questions		

January 4	1		1 <sup>st</sup> Stage: Teaching like and would like	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Practicing two forms of present and past		
			3 <sup>rd</sup> Stage: modal verbs in affirmatives and negatives		
			4 <sup>th</sup> Stage: Practicing possessives in different forms		
February 1	1		1 <sup>st</sup> Stage: Teaching present simple and present continuous	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Practicing question words		
			3 <sup>rd</sup> Stage: Using should/ought to/must		
			4 <sup>th</sup> Stage: Forming negative questions		
February 2	1		1 <sup>st</sup> Stage: Teaching Yes/No questions	Lecture	Oral and written test
			2 <sup>nd</sup> Stage: Practicing can/can't		
			3 <sup>rd</sup> Stage: Modal verbs making request: can/could/will/wo uld		
			4 <sup>th</sup> Stage: Using will for prediction		
March 1	1		1 <sup>st</sup> Stage: Teaching future plans	Lecture	
			2 <sup>nd</sup> Stage: Practicing was/were		

			<p>3<sup>rd</sup> Stage: Modal verbs making offers: will/shall/should</p>		
			<p>4<sup>th</sup> Stage: Using going to make prediction</p>		
March 2	1		<p>1<sup>st</sup> Stage: Teaching countable and uncountable</p>	Lecture	
			<p>2<sup>nd</sup> Stage: Practicing /s'/ plural</p>		
			<p>3<sup>rd</sup> Stage: Introduction to future forms</p>		
			<p>4<sup>th</sup> Stage: Using will/going to for make decisions and intentions</p>		
March 3	1		<p>1<sup>st</sup> Stage: Teaching the determiner the</p>	Lecture	
			<p>2<sup>nd</sup> Stage: How to indicate time</p>		
			<p>3<sup>rd</sup> Stage: Introduction to present continuous in using will/going to</p>		
			<p>4<sup>th</sup> Stage: using will and shall</p>		
March 4	1		<p>1<sup>st</sup> Stage: Teach the determiners a/an</p>	Lecture	
			<p>2<sup>nd</sup> Stage: Negative short answers</p>		
			<p>3<sup>rd</sup> Stage: Using will/going to</p>		
			<p>4<sup>th</sup> Stage: Introduction to express quantities</p>		

April 1	1		1 <sup>st</sup> Stage: Teaching prepositions	Lecture	
			2 <sup>nd</sup> Stage: Using some/any, each /every, more/most		
			3 <sup>rd</sup> Stage: Introduction to like		
			4 <sup>th</sup> Stage: Introduction to modal verbs		
April 2	1		1 <sup>st</sup> Stage: Teaching numbers	Lecture	
			2 <sup>nd</sup> Stage: How to indicate place		
			3 <sup>rd</sup> Stage: The use of relative clauses		
			4 <sup>th</sup> Stage: Other uses to model verbs and related verbs		
April 3	1		1 <sup>st</sup> Stage: Teaching collars	Lecture	
			2 <sup>nd</sup> Stage: Teach jobs		
			3 <sup>rd</sup> Stage: The use of time clauses		
			4 <sup>th</sup> Stage: Introduction relative clauses		
April 4	1		1 <sup>st</sup> Stage: Teaching question words	Lecture	
			2 <sup>nd</sup> Stage: Teach plural pronouns		
			3 <sup>rd</sup> Stage: The use of If conditions		
			4 <sup>th</sup> Stage: Expressing habits		
May 1	1		Revision for all the Stages	Lecture	Written Test

May 2	1		Revision for all the Stages	Lecture	Written Test
May 3&4	-----		Final Exams	----- -	-----
<b>11. Course Evaluation</b>					
<p>First Course:  Monthly Exam: 20  Daily homework and exam : 5  Total: 25  Second Course:  Monthly Exam: 20  Daily homework and exam : 5  Total: 25  Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  Final Exam: 50  Final Grade: 100</p>					
<b>12. Learning and Teaching Sources</b>					
Required textbooks (curricular books, if any)			The Ministry's prescribed book for all the stages. Headway students' and work books .		
Main references (sources)			-----		
Recommended books and references (scientific journal, reports)			Grammar in Use by Murphy		
Electronic References, Websites			<a href="https://elt.oup.com/student/headway/beg/?cc=global&amp;selLanguage=en">https://elt.oup.com/student/headway/beg/?cc=global&amp;selLanguage=en</a> . .		

## Course Description Form

1. Course Name: Headway for all Stages	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 hours / 14 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Lect. Zainab Jihad Abdulqadir Email: <a href="mailto:zainabcew@tu.edu.iq">zainabcew@tu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p>17. Enabling the students to:</p> <ul style="list-style-type: none"> <li>❖ Read and write in English</li> <li>❖ Follow the basic rules of the English language.</li> <li>❖ Understand the ways of life in English-speaking societies, especially the British and American, and some of the differences between them.</li> <li>❖ Communicate linguistically.</li> <li>❖ Understand the language of films and the internet.</li> </ul> <p>18. Teaching the students English language in smooth and simple manner.</p> <p>19. Urging the students to solve the exercises and apply the rules.</p> <p>20. Encouraging them to continue learning English language lessons by following programs in English and listening to conversation.</p>



	<p>21. Developing the Students' skills in expressing himself and his ability to speak orally.</p> <p>22. Developing the students' conversational skills and reading skills through the exercises in the student book</p>
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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>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> </ul>
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### 10. Course Structure

<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject</b> Unit or subject	<b>Learning method</b>	<b>method</b>
		<b>Outcomes</b>			<b>method</b>
October 1 Unit One & Two	1		<p>1<sup>st</sup> Stage: Introduction use auxiliary /am/is/are In speaking and reading.</p> <p>Unit two: use the subjects /he/she/they/we/I/you In practice grammar.</p> <p>2<sup>nd</sup> Stage: Teaching tenses of English language</p> <p>3<sup>rd</sup> Stage: Introduction to auxiliary verbs</p> <p>4<sup>th</sup> Stage: Teaching zero condition</p>	Lecture	Oral Test
October 2 Unit Three	1		<p>1<sup>st</sup> Stage: using negative and positive on short answers and</p> <p>2<sup>nd</sup> Stage: Teaching how to ask questions</p>	Lecture	Oral Test

			3 <sup>rd</sup> Stage: Introduction to tenses and auxiliary verbs		
			4 <sup>th</sup> Stage: Teaching first and second condition of IF		
October 3 Unit Four	1		1 <sup>st</sup> Stage: Using possessives in adj. and plural nouns	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching got /have got in every day conversation .		
			3 <sup>rd</sup> Stage: Teaching present simple		
			4 <sup>th</sup> Stage: Teaching tenses informal English spoken		
October 4 Unit Five	1		1 <sup>st</sup> Stage: Teaching present simple	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching how can identify sentences in present or past		
			3 <sup>rd</sup> Stage: Teaching short answers and auxiliary verbs		
			4 <sup>th</sup> Stage: Introduction to auxiliary verbs: be/do/have		
November 1 Unit Six	1		1 <sup>st</sup> Stage: Teaching past simple	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using much/many		
			3 <sup>rd</sup> Stage: Teaching questions and auxiliary verbs		
			4 <sup>th</sup> Stage: Introduction to full		

			verbs		
November 2 Unit Seven	1		1 <sup>st</sup> Stage: Teaching present continuous	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using countable a few/a little of one syllable		
			3 <sup>rd</sup> Stage: Teaching the adverbs of present simple		
			4 <sup>th</sup> Stage: Teaching verbs of mind		
November 3 Unit Eight	1		1 <sup>st</sup> Stage: Teaching past continuous	Lecture	Oral Test
			2 <sup>nd</sup> Stage: The use of comparative and superlative		
			3 <sup>rd</sup> Stage: Teaching the adverbs of past simple		
			4 <sup>th</sup> Stage: Teaching verbs of mind		
November 4 Unit Nine	1		1 <sup>st</sup> Stage: Teaching past simple – irregular verbs	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Adding er to adjectives		
			3 <sup>rd</sup> Stage: Teaching the state verb of present continuous		
			4 <sup>th</sup> Stage: Teaching verbs possession		

December 1 Unit Ten	1		1 <sup>st</sup> Stage: teach past simple in using questions and negatives	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing of present perfect		
			3 <sup>rd</sup> Stage: Introduction to passive		
			4 <sup>th</sup> Stage: Teaching verbs certain other verbs		
December 2 Unit Eleven	1		1 <sup>st</sup> Stage: Using can in positive and negatives	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching adverbs		
			3 <sup>rd</sup> Stage: Present simple and present continuous passives		
			4 <sup>th</sup> Stage: Teaching active and passive		
December 3 Unit Twelve	1		1 <sup>st</sup> Stage: Teaching model verbs	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using word pairs		
			3 <sup>rd</sup> Stage: Teaching past perfect		
			4 <sup>th</sup> Stage: Teaching question forms		
December 4 Unit Thirteen	1		1 <sup>st</sup> Stage: Teaching adverbs	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using short answers		
			3 <sup>rd</sup> Stage: Teaching past perfect in positives and negatives		
			4 <sup>th</sup> Stage: Asking for directions		
January 1 Unit Fourteen	1		1 <sup>st</sup> Stage: using would like in questions		
			2 <sup>nd</sup> Stage: making plural with regular and irregular		

			3 <sup>rd</sup> Stage: Introduction to modal verbs	Lecture	Oral Test
			4 <sup>th</sup> Stage: Asking for descriptions		
January 2	1		1 <sup>st</sup> Stage: Teaching some/any and the differences	Lecture	Oral Test
			2 <sup>nd</sup> Stage: How can use determiners in formulating questions and answers		
			3 <sup>rd</sup> Stage: The form of modal verbs		
			4 <sup>th</sup> Stage: Teaching direct questions		
January 3	1		1 <sup>st</sup> Stage: Teaching like and would like	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Formulating positive and negative		
			3 <sup>rd</sup> Stage: Modal verbs in obligation and positive		
			4 <sup>th</sup> Stage: Using indirect questions		
January 4	1		1 <sup>st</sup> Stage: Teaching like and would like	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing two forms of present and past		
			3 <sup>rd</sup> Stage: modal verbs in affirmatives and negatives		
			4 <sup>th</sup> Stage: Practicing possessives in different forms		
February 1	1		1 <sup>st</sup> Stage: Teaching present simple and present continuous		

			2 <sup>nd</sup> Stage: Practicing question words	Lecture	Oral Test
			3 <sup>rd</sup> Stage: Using should/ought to/must		
			4 <sup>th</sup> Stage: Forming negative questions		
February 2	1		1 <sup>st</sup> Stage: Teaching Yes/No questions	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing can/can't		
			3 <sup>rd</sup> Stage: Modal verbs making request: can/could/will/would		
			4 <sup>th</sup> Stage: Using will for prediction		
March 1	1		1 <sup>st</sup> Stage: Teaching future plans	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing was/were		
			3 <sup>rd</sup> Stage: Modal verbs making offers: will/shall/should		
			4 <sup>th</sup> Stage: Using going to make prediction		
March 2	1		1 <sup>st</sup> Stage: Teaching countable and uncountable	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing /s'/ plural		
			3 <sup>rd</sup> Stage: Introduction to future forms		
			4 <sup>th</sup> Stage: Using will/going to for make decisions and intentions		
March 3	1		1 <sup>st</sup> Stage: Teaching the determiner the		
			2 <sup>nd</sup> Stage: How to indicate time		

			3 <sup>rd</sup> Stage: Introduction to present continuous in using will/going to	Lecture	Oral Test
			4 <sup>th</sup> Stage: using will and shall		
March 4	1		1 <sup>st</sup> Stage: Teach the determiners a/an	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Negative short answers		
			3 <sup>rd</sup> Stage: Using will/going to		
			4 <sup>th</sup> Stage: Introduction to express quantities		
April 1	1		1 <sup>st</sup> Stage: Teaching prepositions	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using some/any, each /every, more/most		
			3 <sup>rd</sup> Stage: Introduction to like		
			4 <sup>th</sup> Stage: Introduction to modal verbs		
April 2	1		1 <sup>st</sup> Stage: Teaching numbers	Lecture	Oral Test
			2 <sup>nd</sup> Stage: How to indicate place		
			3 <sup>rd</sup> Stage: The use of relative clauses		
			4 <sup>th</sup> Stage: Other uses to model verbs and related verbs		
April 3	1		1 <sup>st</sup> Stage: Teaching collars	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teach jobs		
			3 <sup>rd</sup> Stage: The use of time clauses		
			4 <sup>th</sup> Stage: Introduction relative clauses		

April 4	1		1 <sup>st</sup> Stage: Teaching question words	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teach plural pronouns		
			3 <sup>rd</sup> Stage: The use of If conditions		
			4 <sup>th</sup> Stage: Expressing habits		
May 1	1		Revision for all the Stages	Lecture	Written Test
May 2	1		Revision for all the Stages	Lecture	Written Test
May 3&4	-----		Final Exams	-----	-----

### 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	The Ministry's prescribed book for all the stages
Main references (sources)	-----
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	<a href="https://elt.oup.com/student/headway/beg/?cc=global&amp;selLanguage=en">https://elt.oup.com/student/headway/beg/?cc=global&amp;selLanguage=en</a> . <a href="https://elt.oup.com/student/headway/preint4/?cc=global&amp;selLanguage=en">https://elt.oup.com/student/headway/preint4/?cc=global&amp;selLanguage=en</a> . <a href="https://elt.oup.com/student/headway/int/?cc=global&amp;selLanguage=en">https://elt.oup.com/student/headway/int/?cc=global&amp;selLanguage=en</a> . <a href="https://sc.nahrainuniv.edu.iq/lectures/7092_new-headway-upper-intermediate-students-book.pdf">https://sc.nahrainuniv.edu.iq/lectures/7092_new-headway-upper-intermediate-students-book.pdf</a> .



## Course Description Form

1. Course Name: Headway for all Stages	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 hours / 14 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist.Lect. Salwan Maulood Email: <a href="mailto:salwan.mawlood@tu.edu.iq">salwan.mawlood@tu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p>23. Enabling the students to:</p> <ul style="list-style-type: none"> <li>❖ Read and write in English</li> <li>❖ Follow the basic rules of the English language.</li> <li>❖ Understand the ways of life in English-speaking societies, especially the British and American, and some of the differences between them.</li> <li>❖ Communicate linguistically.</li> <li>❖ Understand the language of films and the internet.</li> </ul> <p>24. Teaching the students English language in smooth and simple manner.</p> <p>25. Urging the students to solve the exercises and apply the rules.</p> <p>26. Encouraging them to continue learning English language lessons by following programs in English and listening to</p>

	<p>conversation.</p> <p>27. Developing the Students' skills in expressing himself and his ability to speak orally.</p> <p>28. Developing the students' conversational skills and reading skills through the exercises in the student book</p>
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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>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> </ul>
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**10. Course Structure**

<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject</b>	<b>Learning method</b>	<b>Evaluation</b>
		<b>Outcomes</b>	Unit or subject		method
October 1 Unit One & Two	1		1 <sup>st</sup> Stage: Introduction use auxiliary /am/is/are In speaking and reading. Unit two: use the subjects /he/she/they/we/I/you In practice grammar. 2 <sup>nd</sup> Stage: Teaching tenses of English language 3 <sup>rd</sup> Stage: Introduction to auxiliary verbs 4 <sup>th</sup> Stage: Teaching zero condition	Lecture	Oral Test
October 2 Unit Three	1		1 <sup>st</sup> Stage: using negative and positive on short answers and 2 <sup>nd</sup> Stage: Teaching how to ask questions	Lecture	Oral Test

			3 <sup>rd</sup> Stage: Introduction to tenses and auxiliary verbs		
			4 <sup>th</sup> Stage: Teaching first and second condition of IF		
October 3 Unit Four	1		1 <sup>st</sup> Stage: Using possessives in adj. and plural nouns	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching got /have got in every day conversation .		
			3 <sup>rd</sup> Stage: Teaching present simple		
			4 <sup>th</sup> Stage: Teaching tenses informal English spoken		
October 4 Unit Five	1		1 <sup>st</sup> Stage: Teaching present simple	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching how can identify sentences in present or past		
			3 <sup>rd</sup> Stage: Teaching short answers and auxiliary verbs		
			4 <sup>th</sup> Stage: Introduction to auxiliary verbs: be/do/have		
November 1 Unit Six	1		1 <sup>st</sup> Stage: Teaching past simple	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using much/many		
			3 <sup>rd</sup> Stage: Teaching questions and auxiliary verbs		
			4 <sup>th</sup> Stage: Introduction to full		

			verbs		
November 2 Unit Seven	1		1 <sup>st</sup> Stage: Teaching present continuous	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using countable a few/a little of one syllable		
			3 <sup>rd</sup> Stage: Teaching the adverbs of present simple		
			4 <sup>th</sup> Stage: Teaching verbs of mind		
November 3 Unit Eight	1		1 <sup>st</sup> Stage: Teaching past continuous	Lecture	Oral Test
			2 <sup>nd</sup> Stage: The use of comparative and superlative		
			3 <sup>rd</sup> Stage: Teaching the adverbs of past simple		
			4 <sup>th</sup> Stage: Teaching verbs of mind		
November 4 Unit Nine	1		1 <sup>st</sup> Stage: Teaching past simple – irregular verbs	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Adding er to adjectives		
			3 <sup>rd</sup> Stage: Teaching the state verb of present continuous		
			4 <sup>th</sup> Stage: Teaching verbs possession		

December 1 Unit Ten	1		1 <sup>st</sup> Stage: teach past simple in using questions and negatives	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing of present perfect		
			3 <sup>rd</sup> Stage: Introduction to passive		
			4 <sup>th</sup> Stage: Teaching verbs certain other verbs		
December 2 Unit Eleven	1		1 <sup>st</sup> Stage: Using can in positive and negatives	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching adverbs		
			3 <sup>rd</sup> Stage: Present simple and present continuous passives		
			4 <sup>th</sup> Stage: Teaching active and passive		
December 3 Unit Twelve	1		1 <sup>st</sup> Stage: Teaching model verbs	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using word pairs		
			3 <sup>rd</sup> Stage: Teaching past perfect		
			4 <sup>th</sup> Stage: Teaching question forms		
December 4 Unit Thirteen	1		1 <sup>st</sup> Stage: Teaching adverbs	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using short answers		
			3 <sup>rd</sup> Stage: Teaching past perfect in positives and negatives		
			4 <sup>th</sup> Stage: Asking for directions		
January 1 Unit Fourteen	1		1 <sup>st</sup> Stage: using would like in questions		
			2 <sup>nd</sup> Stage: making plural with regular and irregular		

			3 <sup>rd</sup> Stage: Introduction to modal verbs	Lecture	Oral Test
			4 <sup>th</sup> Stage: Asking for descriptions		
January 2	1		1 <sup>st</sup> Stage: Teaching some/any and the differences	Lecture	Oral Test
			2 <sup>nd</sup> Stage: How can use determiners in formulating questions and answers		
			3 <sup>rd</sup> Stage: The form of modal verbs		
			4 <sup>th</sup> Stage: Teaching direct questions		
January 3	1		1 <sup>st</sup> Stage: Teaching like and would like	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Formulating positive and negative		
			3 <sup>rd</sup> Stage: Modal verbs in obligation and positive		
			4 <sup>th</sup> Stage: Using indirect questions		
January 4	1		1 <sup>st</sup> Stage: Teaching like and would like	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing two forms of present and past		
			3 <sup>rd</sup> Stage: modal verbs in affirmatives and negatives		
			4 <sup>th</sup> Stage: Practicing possessives in different forms		
February 1	1		1 <sup>st</sup> Stage: Teaching present simple and present continuous		

			2 <sup>nd</sup> Stage: Practicing question words	Lecture	Oral Test
			3 <sup>rd</sup> Stage: Using should/ought to/must		
			4 <sup>th</sup> Stage: Forming negative questions		
February 2	1		1 <sup>st</sup> Stage: Teaching Yes/No questions	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing can/can't		
			3 <sup>rd</sup> Stage: Modal verbs making request: can/could/will/would		
			4 <sup>th</sup> Stage: Using will for prediction		
March 1	1		1 <sup>st</sup> Stage: Teaching future plans	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing was/were		
			3 <sup>rd</sup> Stage: Modal verbs making offers: will/shall/should		
			4 <sup>th</sup> Stage: Using going to make prediction		
March 2	1		1 <sup>st</sup> Stage: Teaching countable and uncountable	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing /s'/ plural		
			3 <sup>rd</sup> Stage: Introduction to future forms		
			4 <sup>th</sup> Stage: Using will/going to for make decisions and intentions		
March 3	1		1 <sup>st</sup> Stage: Teaching the determiner the		
			2 <sup>nd</sup> Stage: How to indicate time		

			3 <sup>rd</sup> Stage: Introduction to present continuous in using will/going to	Lecture	Oral Test
			4 <sup>th</sup> Stage: using will and shall		
March 4	1		1 <sup>st</sup> Stage: Teach the determiners a/an	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Negative short answers		
			3 <sup>rd</sup> Stage: Using will/going to		
			4 <sup>th</sup> Stage: Introduction to express quantities		
April 1	1		1 <sup>st</sup> Stage: Teaching prepositions	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using some/any, each /every, more/most		
			3 <sup>rd</sup> Stage: Introduction to like		
			4 <sup>th</sup> Stage: Introduction to modal verbs		
April 2	1		1 <sup>st</sup> Stage: Teaching numbers	Lecture	Oral Test
			2 <sup>nd</sup> Stage: How to indicate place		
			3 <sup>rd</sup> Stage: The use of relative clauses		
			4 <sup>th</sup> Stage: Other uses to model verbs and related verbs		
April 3	1		1 <sup>st</sup> Stage: Teaching collars	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teach jobs		
			3 <sup>rd</sup> Stage: The use of time clauses		
			4 <sup>th</sup> Stage: Introduction relative clauses		



April 4	1		1 <sup>st</sup> Stage: Teaching question words	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teach plural pronouns		
			3 <sup>rd</sup> Stage: The use of If conditions		
			4 <sup>th</sup> Stage: Expressing habits		
May 1	1		Revision for all the Stages	Lecture	Written Test
May 2	1		Revision for all the Stages	Lecture	Written Test
May 3&4	-----		Final Exams	-----	-----

### 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	The Ministry's prescribed book for all the stages
Main references (sources)	-----
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	<a href="https://elt.oup.com/student/headway/beg/?cc=global&amp;sellLanguage=en">https://elt.oup.com/student/headway/beg/?cc=global&amp;sellLanguage=en.</a> <a href="https://elt.oup.com/student/headway/preint4/?cc=global&amp;sellLanguage=en">https://elt.oup.com/student/headway/preint4/?cc=global&amp;sellLanguage=en.</a> <a href="https://elt.oup.com/student/headway/int/?cc=global&amp;sellLanguage=en">https://elt.oup.com/student/headway/int/?cc=global&amp;sellLanguage=en.</a> <a href="https://sc.nahrainuniv.edu.iq/lectures/7092_new-headway-upper-intermediate-students-book.pdf">https://sc.nahrainuniv.edu.iq/lectures/7092_new-headway-upper-intermediate-students-book.pdf.</a>

## Course Description Form

1. Course Name: Headway for all Stages	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 hours / 14 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist.Lect. Noor Ismail Khalil Email: mr.noorkhalil@tu.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Enabling the students to: <ul style="list-style-type: none"> <li>❖ Read and write in English</li> <li>❖ Follow the basic rules of the English language.</li> <li>❖ Understand the ways of life in English-speaking societies, especially the British and American, and some of the differences between them.</li> <li>❖ Communicate linguistically.</li> <li>❖ Understand the language of films and the internet.</li> </ul> </li> <li>2. Teaching the students English language in smooth and simple manner.</li> <li>3. Urging the students to solve the exercises and apply the rules.</li> <li>4. Encouraging them to continue learning English language lessons by following programs in English and listening to</li> </ol>

	<p>conversation.</p> <p>5. Developing the Students' skills in expressing himself and his ability to speak orally.</p> <p>6. Developing the students' conversational skills and reading skills through the exercises in the student book</p>
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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>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> </ul>
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**10. Course Structure**

<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject</b>	<b>Learning method</b>	<b>Evaluation</b>
		<b>Outcomes</b>	Unit or subject		method
October 1 Unit One & Two	1		1 <sup>st</sup> Stage: Introduction use auxiliary /am/is/are In speaking and reading. Unit two: use the subjects /he/she/they/we/I/you In practice grammar. 2 <sup>nd</sup> Stage: Teaching tenses of English language 3 <sup>rd</sup> Stage: Introduction to auxiliary verbs 4 <sup>th</sup> Stage: Teaching zero condition	Lecture	Oral Test
October 2 Unit Three	1		1 <sup>st</sup> Stage: using negative and positive on short answers and 2 <sup>nd</sup> Stage: Teaching how to ask questions	Lecture	Oral Test

			3 <sup>rd</sup> Stage: Introduction to tenses and auxiliary verbs		
			4 <sup>th</sup> Stage: Teaching first and second condition of IF		
October 3 Unit Four	1		1 <sup>st</sup> Stage: Using possessives in adj. and plural nouns	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching got /have got in every day conversation .		
			3 <sup>rd</sup> Stage: Teaching present simple		
			4 <sup>th</sup> Stage: Teaching tenses informal English spoken		
October 4 Unit Five	1		1 <sup>st</sup> Stage: Teaching present simple	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching how can identify sentences in present or past		
			3 <sup>rd</sup> Stage: Teaching short answers and auxiliary verbs		
			4 <sup>th</sup> Stage: Introduction to auxiliary verbs: be/do/have		
November 1 Unit Six	1		1 <sup>st</sup> Stage: Teaching past simple	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using much/many		
			3 <sup>rd</sup> Stage: Teaching questions and auxiliary verbs		
			4 <sup>th</sup> Stage: Introduction to full		

			verbs		
November 2 Unit Seven	1		1 <sup>st</sup> Stage: Teaching present continuous	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using countable a few/a little of one syllable		
			3 <sup>rd</sup> Stage: Teaching the adverbs of present simple		
			4 <sup>th</sup> Stage: Teaching verbs of mind		
November 3 Unit Eight	1		1 <sup>st</sup> Stage: Teaching past continuous	Lecture	Oral Test
			2 <sup>nd</sup> Stage: The use of comparative and superlative		
			3 <sup>rd</sup> Stage: Teaching the adverbs of past simple		
			4 <sup>th</sup> Stage: Teaching verbs of mind		
November 4 Unit Nine	1		1 <sup>st</sup> Stage: Teaching past simple – irregular verbs	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Adding er to adjectives		
			3 <sup>rd</sup> Stage: Teaching the state verb of present continuous		
			4 <sup>th</sup> Stage: Teaching verbs possession		

December 1 Unit Ten	1		1 <sup>st</sup> Stage: teach past simple in using questions and negatives	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing of present perfect		
			3 <sup>rd</sup> Stage: Introduction to passive		
			4 <sup>th</sup> Stage: Teaching verbs certain other verbs		
December 2 Unit Eleven	1		1 <sup>st</sup> Stage: Using can in positive and negatives	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching adverbs		
			3 <sup>rd</sup> Stage: Present simple and present continuous passives		
			4 <sup>th</sup> Stage: Teaching active and passive		
December 3 Unit Twelve	1		1 <sup>st</sup> Stage: Teaching model verbs	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using word pairs		
			3 <sup>rd</sup> Stage: Teaching past perfect		
			4 <sup>th</sup> Stage: Teaching question forms		
December 4 Unit Thirteen	1		1 <sup>st</sup> Stage: Teaching adverbs	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using short answers		
			3 <sup>rd</sup> Stage: Teaching past perfect in positives and negatives		
			4 <sup>th</sup> Stage: Asking for directions		
January 1 Unit Fourteen	1		1 <sup>st</sup> Stage: using would like in questions		
			2 <sup>nd</sup> Stage: making plural with regular and irregular		

			3 <sup>rd</sup> Stage: Introduction to modal verbs	Lecture	Oral Test
			4 <sup>th</sup> Stage: Asking for descriptions		
January 2	1		1 <sup>st</sup> Stage: Teaching some/any and the differences	Lecture	Oral Test
			2 <sup>nd</sup> Stage: How can use determiners in formulating questions and answers		
			3 <sup>rd</sup> Stage: The form of modal verbs		
			4 <sup>th</sup> Stage: Teaching direct questions		
January 3	1		1 <sup>st</sup> Stage: Teaching like and would like	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Formulating positive and negative		
			3 <sup>rd</sup> Stage: Modal verbs in obligation and positive		
			4 <sup>th</sup> Stage: Using indirect questions		
January 4	1		1 <sup>st</sup> Stage: Teaching like and would like	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing two forms of present and past		
			3 <sup>rd</sup> Stage: modal verbs in affirmatives and negatives		
			4 <sup>th</sup> Stage: Practicing possessives in different forms		
February 1	1		1 <sup>st</sup> Stage: Teaching present simple and present continuous		

			2 <sup>nd</sup> Stage: Practicing question words	Lecture	Oral Test
			3 <sup>rd</sup> Stage: Using should/ought to/must		
			4 <sup>th</sup> Stage: Forming negative questions		
February 2	1		1 <sup>st</sup> Stage: Teaching Yes/No questions	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing can/can't		
			3 <sup>rd</sup> Stage: Modal verbs making request: can/could/will/would		
			4 <sup>th</sup> Stage: Using will for prediction		
March 1	1		1 <sup>st</sup> Stage: Teaching future plans	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing was/were		
			3 <sup>rd</sup> Stage: Modal verbs making offers: will/shall/should		
			4 <sup>th</sup> Stage: Using going to make prediction		
March 2	1		1 <sup>st</sup> Stage: Teaching countable and uncountable	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing /s'/ plural		
			3 <sup>rd</sup> Stage: Introduction to future forms		
			4 <sup>th</sup> Stage: Using will/going to for make decisions and intentions		
March 3	1		1 <sup>st</sup> Stage: Teaching the determiner the		
			2 <sup>nd</sup> Stage: How to indicate time		



			3 <sup>rd</sup> Stage: Introduction to present continuous in using will/going to	Lecture	Oral Test
			4 <sup>th</sup> Stage: using will and shall		
March 4	1		1 <sup>st</sup> Stage: Teach the determiners a/an	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Negative short answers		
			3 <sup>rd</sup> Stage: Using will/going to		
			4 <sup>th</sup> Stage: Introduction to express quantities		
April 1	1		1 <sup>st</sup> Stage: Teaching prepositions	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using some/any, each /every, more/most		
			3 <sup>rd</sup> Stage: Introduction to like		
			4 <sup>th</sup> Stage: Introduction to modal verbs		
April 2	1		1 <sup>st</sup> Stage: Teaching numbers	Lecture	Oral Test
			2 <sup>nd</sup> Stage: How to indicate place		
			3 <sup>rd</sup> Stage: The use of relative clauses		
			4 <sup>th</sup> Stage: Other uses to model verbs and related verbs		
April 3	1		1 <sup>st</sup> Stage: Teaching collars	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teach jobs		
			3 <sup>rd</sup> Stage: The use of time clauses		
			4 <sup>th</sup> Stage: Introduction relative clauses		

April 4	1		1 <sup>st</sup> Stage: Teaching question words	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teach plural pronouns		
			3 <sup>rd</sup> Stage: The use of If conditions		
			4 <sup>th</sup> Stage: Expressing habits		
May 1	1		Revision for all the Stages	Lecture	Written Test
May 2	1		Revision for all the Stages	Lecture	Written Test
May 3&4	-----		Final Exams	-----	-----

### 11. Course Evaluation

First Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Second Course:  
 Monthly Exam: 20  
 Daily homework: 5  
 Total: 25  
 Total for the 1<sup>st</sup> and 2<sup>nd</sup> Courses: 50  
 Final Exam: 50  
 Final Grade: 100

### 12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	The Ministry's prescribed book for all the stages
Main references (sources)	-----
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	<a href="https://elt.oup.com/student/headway/beg/?cc=global&amp;sellLanguage=en">https://elt.oup.com/student/headway/beg/?cc=global&amp;sellLanguage=en.</a> <a href="https://elt.oup.com/student/headway/preint4/?cc=global&amp;sellLanguage=en">https://elt.oup.com/student/headway/preint4/?cc=global&amp;sellLanguage=en.</a> <a href="https://elt.oup.com/student/headway/int/?cc=global&amp;sellLanguage=en">https://elt.oup.com/student/headway/int/?cc=global&amp;sellLanguage=en.</a> <a href="https://sc.nahrainuniv.edu.iq/lectures/7092_new-headway-upper-intermediate-students-book.pdf">https://sc.nahrainuniv.edu.iq/lectures/7092_new-headway-upper-intermediate-students-book.pdf.</a>

## Course Description Form

1. Course Name: Headway for all Stages	
2. Course Code: -----	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 hours / 14 Units	
7. Course administrator's name (mention all, if more than one name)	
comitee	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<p>29. Enabling the students to:</p> <ul style="list-style-type: none"> <li>❖ Read and write in English</li> <li>❖ Follow the basic rules of the English language.</li> <li>❖ Understand the ways of life in English-speaking societies, especially the British and American, and some of the differences between them.</li> <li>❖ Communicate linguistically.</li> <li>❖ Understand the language of films and the internet.</li> </ul> <p>30. Teaching the students English language in smooth and simple manner.</p> <p>31. Urging the students to solve the exercises and apply the rules.</p> <p>32. Encouraging them to continue learning English language lessons by following programs in English and listening to</p>

	<p>conversation.</p> <p>33. Developing the Students' skills in expressing himself and his ability to speak orally.</p> <p>34. Developing the students' conversational skills and reading skills through the exercises in the student book</p>
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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>• The text method.</li> <li>• Brainstorming method.</li> <li>• Some modern strategies.</li> </ul>
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**10. Course Structure**

<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation</b>
		<b>Outcomes</b>			<b>method</b>
October 1 Unit One & Two	1	Learning English sentences	1 <sup>st</sup> Stage: Introduction use auxiliary /am/is/are In speaking and reading.	Lecture	Oral Test
	Unit two: use the subjects /he/she/they/we/I/you In practice grammar.				
	2 <sup>nd</sup> Stage: Teaching tenses of English language				
	3 <sup>rd</sup> Stage: Introduction to auxiliary verbs				
			4 <sup>th</sup> Stage: Teaching zero condition		
October 2 Unit Three	1		1 <sup>st</sup> Stage: using negative and positive on short answers and	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching how to ask questions		

		Learning English sentences in negative and question forms	3 <sup>rd</sup> Stage: Introduction to tenses and auxiliary verbs		
			4 <sup>th</sup> Stage: Teaching first and second condition of IF		
October 3 Unit Four	1	Learning Forms of sentences	1 <sup>st</sup> Stage: Using possessives in adj. and plural nouns	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching got /have got in every day conversation .		
			3 <sup>rd</sup> Stage: Teaching present simple		
			4 <sup>th</sup> Stage: Teaching tenses informal English spoken		
October 4 Unit Five	1	Learning the difference between using auxiliaries	1 <sup>st</sup> Stage: Teaching present simple	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching how can identify sentences in present or past		
			3 <sup>rd</sup> Stage: Teaching short answers and auxiliary verbs		
			4 <sup>th</sup> Stage: Introduction to auxiliary verbs: be/do/have		
November 1 Unit Six	1	Learning forms of verbs and the difference between much/many	1 <sup>st</sup> Stage: Teaching past simple	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using much/many		
			3 <sup>rd</sup> Stage: Teaching questions and auxiliary verbs		
			4 <sup>th</sup> Stage: Introduction to full		

			verbs		
November 2 Unit Seven	1	Learning Tenses and the difference between a few/ a little	1 <sup>st</sup> Stage: Teaching present continuous	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using countable a few/a little of one syllable		
			3 <sup>rd</sup> Stage: Teaching the adverbs of present simple		
			4 <sup>th</sup> Stage: Teaching verbs of mind		
November 3 Unit Eight	1	Learning the forms of verbs	1 <sup>st</sup> Stage: Teaching past continuous	Lecture	Oral Test
			2 <sup>nd</sup> Stage: The use of comparative and superlative		
			3 <sup>rd</sup> Stage: Teaching the adverbs of past simple		
			4 <sup>th</sup> Stage: Teaching verbs of mind		
November 4 Unit Nine	1	Learning the adjectives Learning regular and irregular verbs	1 <sup>st</sup> Stage: Teaching past simple – irregular verbs	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Adding er to adjectives		
			3 <sup>rd</sup> Stage: Teaching the state verb of present continuous		
			4 <sup>th</sup> Stage: Teaching verbs possession		

December 1 Unit Ten	1	Learning English sentences	1 <sup>st</sup> Stage: teach past simple in using questions and negatives	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing of present perfect		
			3 <sup>rd</sup> Stage: Introduction to passive		
			4 <sup>th</sup> Stage: Teaching verbs certain other verbs		
December 2 Unit Eleven	1	Learning the difference between active and passive sentences	1 <sup>st</sup> Stage: Using can in positive and negatives	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teaching adverbs		
			3 <sup>rd</sup> Stage: Present simple and present continuous passives		
			4 <sup>th</sup> Stage: Teaching active and passive		
December 3 Unit Twelve	1	Learning the forms of verbs	1 <sup>st</sup> Stage: Teaching model verbs	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using word pairs		
			3 <sup>rd</sup> Stage: Teaching past perfect		
			4 <sup>th</sup> Stage: Teaching question forms		
December 4 Unit Thirteen	1	Learning tag questions with short answers	1 <sup>st</sup> Stage: Teaching adverbs	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using short answers		
			3 <sup>rd</sup> Stage: Teaching past perfect in positives and negatives		
			4 <sup>th</sup> Stage: Asking for directions		
January 1 Unit Fourteen	1	Learning singular and plural	1 <sup>st</sup> Stage: using would like in questions		
			2 <sup>nd</sup> Stage: making plural with regular and irregular		

			3 <sup>rd</sup> Stage: Introduction to modal verbs	Lecture	Oral Test
			4 <sup>th</sup> Stage: Asking for descriptions		
January 2	1	Learning forms of sentences in interrogative	1 <sup>st</sup> Stage: Teaching some/any and the differences	Lecture	Oral Test
			2 <sup>nd</sup> Stage: How can use determiners in formulating questions and answers		
			3 <sup>rd</sup> Stage: The form of modal verbs		
			4 <sup>th</sup> Stage: Teaching direct questions		
January 3	1	Learning forms of sentences in interrogative and negative	1 <sup>st</sup> Stage: Teaching like and would like	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Formulating positive and negative		
			3 <sup>rd</sup> Stage: Modal verbs in obligation and positive		
			4 <sup>th</sup> Stage: Using indirect questions		
January 4	1	Learning forms of verbs	1 <sup>st</sup> Stage: Teaching like and would like	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing two forms of present and past		
			3 <sup>rd</sup> Stage: modal verbs in affirmatives and negatives		
			4 <sup>th</sup> Stage: Practicing possessives in different forms		
February 1	1		1 <sup>st</sup> Stage: Teaching present simple and present continuous		



		Learning English tenses	2 <sup>nd</sup> Stage: Practicing question words	Lecture	Oral Test
			3 <sup>rd</sup> Stage: Using should/ought to/must		
			4 <sup>th</sup> Stage: Forming negative questions		
February 2	1	Learning short answers	1 <sup>st</sup> Stage: Teaching Yes/No questions	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing can/can't		
			3 <sup>rd</sup> Stage: Modal verbs making request: can/could/will/would		
			4 <sup>th</sup> Stage: Using will for prediction		
March 1	1	Learning planning for future	1 <sup>st</sup> Stage: Teaching future plans	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing was/were		
			3 <sup>rd</sup> Stage: Modal verbs making offers: will/shall/should		
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March 2	1	Learning planning for future	1 <sup>st</sup> Stage: Teaching countable and uncountable	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Practicing /s'/ plural		
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March 3	1		1 <sup>st</sup> Stage: Teaching the determiner the		
			2 <sup>nd</sup> Stage: How to indicate time		

		Learning planning for future	3 <sup>rd</sup> Stage: Introduction to present continuous in using will/going to	Lecture	Oral Test
			4 <sup>th</sup> Stage: using will and shall		
March 4	1	Learning the use of determiners	1 <sup>st</sup> Stage: Teach the determiners a/an	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Negative short answers		
			3 <sup>rd</sup> Stage: Using will/going to		
			4 <sup>th</sup> Stage: Introduction to express quantities		
April 1	1	Learning affirmative, negative and interrogative sentences	1 <sup>st</sup> Stage: Teaching prepositions	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Using some/any, each /every, more/most		
			3 <sup>rd</sup> Stage: Introduction to like		
			4 <sup>th</sup> Stage: Introduction to modal verbs		
April 2	1	Learning clauses and forms of verbs	1 <sup>st</sup> Stage: Teaching numbers	Lecture	Oral Test
			2 <sup>nd</sup> Stage: How to indicate place		
			3 <sup>rd</sup> Stage: The use of relative clauses		
			4 <sup>th</sup> Stage: Other uses to model verbs and related verbs		
April 3	1	Learning clauses	1 <sup>st</sup> Stage: Teaching collars	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teach jobs		
			3 <sup>rd</sup> Stage: The use of time clauses		
			4 <sup>th</sup> Stage: Introduction relative clauses		

April 4	1	Learning forms of interrogative sentences	1 <sup>st</sup> Stage: Teaching question words	Lecture	Oral Test
			2 <sup>nd</sup> Stage: Teach plural pronouns		
			3 <sup>rd</sup> Stage: The use of If conditions		
			4 <sup>th</sup> Stage: Expressing habits		
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May 3&4	-----		Final Exams	-----	-----

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