

# Academic Program Description Form



University Name: Tikrit University

Faculty/Institute: Collage of Education for Women

Scientific Department: Home Economics

Academic or Professional Program Name: BSc in Home Economics

Final Certificate Name: BSc of Home Economics

Academic System: Yearly

Description Preparation Date: 2024/9/18

File Completion Date:

Signature:

Head of Department Name:

Date: Shahad Khalid Hameed

Signature:

Scientific Associate Name:

Ashraf Jamed Mahmoud

Date:

The file is checked by:

Shahad Khalid

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

### 1. Program Vision

ATo become the most distinguished Home Economics Department at the local and regional levels.,To be a pioneer in the fields of education, learning, scientific research and community service in accordance with academic standards..

### 2. Program message

The Home Economics Department contributes toGraduating highly qualified and creative female students who are able to compete and interact with the latest developments and keep pace with scientific and technological developments and modern trends in the fields of food, nutrition, clothing, textiles, design, home management, child rearing and family relations..Encouraging scientific research by upgrading the department's programmes and various fields and providing an appropriate environment.,Responding to the diverse needs of the community by providing specialized services and consultations to its various private and governmental institutions alike..

### 3. Program objectives

Firstly:General objectives

- 1.Developing capabilities and skills to raise the level of performance of graduates to contribute to the development and advancement of society.
- 2.Forming a set of principles that guide the individual's behavior and develop a sense of responsibility, such as cooperation, order, economy, and good behavior..
- 3.Preparing the individual to bear family responsibilities and perform his duties.
- 4.Leveraging learning skills for productive production.
- 5.Accustoming students to self-sufficiency in income.
- 6.Training students on scientific research and useful innovation.

secondly: Specific goals

1. Preparing, training and graduating home economics Lecturers to teach in middle and secondary schools throughout the country.
2. Planning and rationalizing consumption and spending at the family and community levels and developing human and material resources.
3. Nutrition education and nutritional screening to design nutritional programs for healthy and sick people of all age groups.
4. Training the individual to choose food well and plan varied meals to meet the body's need for the necessary elements for growth and continuity of life..
5. Technical and administrative supervision of maternity and childhood care centers, nurseries, social institutions and productive family projects..
6. Training the student on the optimal use of modern technology household tools and appliances.

#### 4. Program accreditation

Program accreditation not obtained

#### 5. Other external influences

There is only the Ministry of Higher Education and Scientific Research and Tikrit University.

#### 6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
			/	Institutional Requirements
			/	College Requirements
	10% of the	170	46	Department

	<b>first stage rate + 20% of the second stage rate + 30% of the third stage rate + 40% of the fourth stage rate</b>			Requirements
			<b>nothing</b>	Summer training
			<b>application</b>	Other

\*Notes may include whether the course is basic or optional.

<b>7. Program Description</b>				
<b>Credit hours</b>		<b>Course name</b>	<b>Course code</b>	<b>Year/Level</b>
<b>nothing</b>	<b>2</b>	<b>Home economics principles</b>	<b>nothing</b>	<b>First / Initial stage</b>
<b>nothing</b>	<b>1</b>	<b>English language</b>	<b>nothing</b>	<b>First / Initial stage</b>
<b>nothing</b>	<b>1</b>	<b>Computer</b>	<b>nothing</b>	<b>First / Initial stage</b>
<b>nothing</b>	<b>1</b>	<b>Arabic</b>	<b>nothing</b>	<b>First / Initial stage</b>
<b>nothing</b>	<b>2</b>	<b>Foundations of Education</b>	<b>nothing</b>	<b>First / Initial stage</b>
<b>nothing</b>	<b>2</b>	<b>Nutrition Basics</b>	<b>nothing</b>	<b>First / Initial stage</b>
<b>2</b>	<b>1</b>	<b>General Chemistry</b>	<b>nothing</b>	<b>First / Initial stage</b>

<b>2</b>	<b>1</b>	<b>General Biology</b>	<b>nothing</b>	<b>First / Initial stage</b>
<b>2</b>	<b>nothing</b>	<b>Sewing basics</b>	<b>nothing</b>	<b>First / Initial stage</b>
	<b>1</b>	<b>statistics</b>	<b>nothing</b>	<b>First / Initial stage</b>
<b>2</b>	<b>1</b>	<b>Home appliances and tools</b>	<b>nothing</b>	<b>First / Initial stage</b>
<b>nothing</b>	<b>1</b>	<b>English language</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>
<b>nothing</b>	<b>1</b>	<b>Computer</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>developmental psychology</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Curriculum and textbook</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Secondary education and educational supervision</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Human rights and democracy</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>
<b>nothing</b>	<b>1</b>	<b>Baath Party Crimes</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>
<b>nothing</b>	<b>1</b>	<b>Arabic</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>
<b>2</b>	<b>2</b>	<b>Food Chemistry</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>
<b>2</b>	<b>2</b>	<b>Microscopic revival</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>

<b>2</b>	<b>2</b>	<b>Food preparation</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>
<b>2</b>	<b>nothing</b>	<b>Sewing basics</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Child rearing</b>	<b>nothing</b>	<b>Phase II/Preliminary</b>
<b>nothing</b>	<b>1</b>	<b>English language</b>	<b>nothing</b>	<b>Phase III/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Psychological counseling and educational guidance</b>	<b>nothing</b>	<b>Phase III/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Teaching methods</b>	<b>nothing</b>	<b>Phase III/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Educational techniques and learning technology</b>	<b>nothing</b>	<b>Phase III/Preliminary</b>
<b>2</b>	<b>1</b>	<b>baby feeding</b>	<b>nothing</b>	<b>Phase III/Preliminary</b>
<b>2</b>	<b>2</b>	<b>food preservation</b>	<b>nothing</b>	<b>Phase III/Preliminary</b>
<b>2</b>	<b>1</b>	<b>Textiles</b>	<b>nothing</b>	<b>Phase III/Preliminary</b>
<b>2</b>	<b>1</b>	<b>Home management and handicrafts</b>	<b>nothing</b>	<b>Phase III/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Family Relationships</b>	<b>nothing</b>	<b>Phase III/Preliminary</b>
<b>nothing</b>	<b>2</b>	<b>Family clothes</b>	<b>nothing</b>	<b>Phase III/Preliminary</b>

nothing	2	optional	nothing	Phase III/Preliminary
	1	Scientific symposium	nothing	Phase III/Preliminary
nothing	1	English language	nothing	Stage 4/Preliminary
nothing	2	Measurement and Evaluation	nothing	Stage 4/Preliminary
2	1	View and apply	nothing	Stage 4/Preliminary
nothing	1	Graduation research	nothing	Stage 4/Preliminary
2	2	Food experiments	nothing	Stage 4/Preliminary
2	2	Food industries	nothing	Stage 4/Preliminary
2	2	Therapeutic nutrition	nothing	Stage 4/Preliminary
2	nothing	advanced sewing	nothing	Stage 4/Preliminary
2	1	Home design	nothing	Stage 4/Preliminary
2	1	Nursery management	nothing	Stage 4/Preliminary

## 8. Expected learning outcomes of the program

### Knowledge

- 1- Through tests and their diversity, we can measure learning outcomes.
- 2- Involving female students in

The student should know the importance of home economics in society.

seminars on home economics and related fields to measure their ability to apply the rules and use them correctly.	
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### Skills

By holding workshops and practical courses on sewing and design, and studying materials and curricula related to modern designs, such as home design and etiquette.	The student should be able to choose the appropriate design and colors in the design.
Holding awareness workshops on nutrition and educational campaigns on healthy foods and healthy alternatives	To realize the importance of good and healthy nutrition and to realize the importance of lines in sewing

### Values

Practical application of etiquette rules and instilling a love of learning and linking it with the customs and traditions of the region to produce a modern and contemporary result that is not taken for granted. A With customs and traditions	To realize the importance of proper behavior that is consistent with the customs and traditions of society
Value outcomes can be represented by raising a morally distinguished group, and a role model for others through their dealings with their peers and with society.	To know the role of the department in society and the areas covered by the department

### 9. Teaching and learning strategies

Various teaching methods are applied, including the standard method and the problem-solving method.

### 10. Evaluation methods

Oral tests / written tests / reports



**11. Faculty****Faculty members**

<b>Faculty preparation</b>		<b>Requirements/Skills (if any)</b>	<b>Specialization</b>		<b>Academic Rank</b>
lecturer	permanent		private	general	
	permanent		Vital	chemistry	Mr
	permanent		Private international law	law	assistant professor
	permanent		Teaching methods	Arabic language	assistant professor
	permanent		Food and Nutrition	Home Economics	Lecturer
	permanent		Food Science	Food Science	Lecturer
	permanent		Human nutrition	Food Science	Lecturer
	permanent		Home Economics	Home Economics	Lecturer
	permanent		Microscopic revival	Microbiology	Assistant Lecturer
	permanent		Teaching methods	Psychology	Assistant Lecturer
	permanent		Human Resources	business management	Lecturer
	permanent		Food science	Food science	Lecturer
	permanent		Vegetation environment	Microbiology	Assistant Lecturer



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## Course Description Form

<b>1. Course name</b>	
Principles of Statistics	
<b>2. Course code</b>	
112 HE SC	
<b>3. Semester/Year</b>	
Chapter One and Two / 2024-2025	
<b>4. Date this description was prepared</b>	
9/18/2024	
<b>5. Available forms of attendance</b>	
theoretical	
<b>6. Number of study hours (total) / Number of units (total)</b>	
30 hours / 15 units	
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>	
Name: M. Omar Sobhi Abdullah Email: <a href="mailto:osobhy@tu.edu.iq">osobhy@tu.edu.iq</a>	
<b>8. Course objectives</b>	
<p><b>This course aims to familiarize the student with the basic concepts in statistics, and the main tools and methods used in descriptive statistics, which are represented in the methods of collecting and organizing data and presenting it in tables, graphs and geometric shapes, and performing the necessary calculations to arrive at the various measures that highlight the basic characteristics of the phenomenon, such as measures of central tendency and measures of dispersion.</b></p>	<p>Subject objectives</p>
<b>9. Teaching and learning strategies</b>	
<ul style="list-style-type: none"> <li>- Method of explanation, discussion and clarification</li> <li>- Video presentation</li> <li>- Lecture and application</li> </ul>	<p>Strategy</p>

- Self-learning method

<b>10. Course Structure</b>					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Exam	Lecture and explanation	General introduction and basic concepts in statistics		3	the first the second the third
Exam		First test of the first semester		1	Fourth
Exam	Lecture and explanation	Data tabulation and display methods		3	Fifth Sixth Seventh
Exam		Second test for the second semester		1	The eighth
Exam	Lecture and explanation	Measures of central tendency		3	Ninth tenth eleventh
Exam	Lecture and explanation	Dispersion measures		3	twelfth thirteenth fourteenth
Exam		First test of the second semester		1	fifteenth
Exam	Lecture and explanation	Skewness and kurtosis		2	Sixteenth seventeenth
Exam	Lecture and explanation	Correlation analysis (linear correlation and scatter plot)		2	eighteenth and nineteenth
Exam		Second test for the second semester		1	Twenty

### **11. Course Evaluation**

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

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

<b>Statistics Book / Dr. Mahmoud Hassan Al-Mashhadani, Amir Hanna Hormuz. Ministry of Higher Education and Scientific Research / Baghdad</b>	Required textbooks (methodology if any)
<b>-Statistics in Administrative Sciences Book / Dr. Omar Mohammed Al-Hallaq and Dr. Ahmed Saleh Al-Salem - Introduction to Statistical Analysis / Dr. Ali bin Mohammed</b>	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
<b>- Lectures on the principles of statistics available on YouTube by Dr. Saeed Saif El-Din</b>	Electronic references, websites

### Course Description Form

<b>1. Course name</b>
<b>Calculators</b>
<b>2. Course code</b>
<b>104 HE CS</b>
<b>3. Semester/Year</b>
<b>Chapter One and Two / 2024-2025</b>
<b>4. Date this description was prepared</b>
<b>9/18/2024</b>
<b>5. Available forms of attendance</b>
<b>Theoretical + Practical</b>
<b>6. Number of study hours (total) / Number of units (total)</b>
<b>30 hours / 15 units</b>
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>

Name: M. Omar Sobhi Abdullah Email: [osobhy@tu.edu.iq](mailto:osobhy@tu.edu.iq)

### 8. Course objectives

This course aims to familiarize students with the following concepts: Introduction to computers/computer generations, computer components, hardware components/memory, types of memory, input and output devices.

Subject objectives

### 9. Teaching and learning strategies

Lecture and use of computer for practical application

Strategy

### 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Exam	Lecture- Calculator	Computer science concept		3	the first the second the third
Exam	Lecture- Calculator	Computer parts and components		2	Fourth and fifth
Exam	Lecture- Calculator	Input and output units		3	Sixth Seventh The eighth
Exam	Lecture- Calculator	Software components		3	Ninth tenth eleventh
Exam	Lecture- Calculator	computer operating system		3	twelfth thirteenth fourteenth
Exam	Lecture and explanation	bit and byte Bios Programming languages		6	fifteenth Sixteenth seventeenth eighteenth nineteenth Twenty

### 11. Course Evaluation

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

### 12. Learning and teaching resources

Computer Basics and Office

Required textbooks (methodology if any)

<b>Applications Book / Dr. Ziad Muhammad Abboud, Dr. Ghassan Hamid Abdul Majeed. Ministry of Higher Education and Scientific Research / Research and Development Department</b>	
<b>Explanation of computer components / Imad Al-Din Fadl Al-Qadi</b>	Main References (Sources)
<b>Report onThe use of modern electronic means and their importance in education</b>	Recommended supporting books and references (scientific journals, reports...)
<b>Websites</b>	Electronic references, websites

**1. Course name**

Home Appliances

**2. Course code****3. Semester/Year**

First and second semester 2024/2025

**4. Date this description was prepared**

18/9/2024

**5. Available forms of attendance**

weekly

**6. Number of study hours (total) / Number of units (total)**

30Theoretical hour / 60 hour practical / 4 units

**7. Name of the course supervisor (if more than one name is mentioned)**Name: M.D. Falah Salem Daoud Email: [Falah.salim@tu.edu.iq](mailto:Falah.salim@tu.edu.iq)**8. Course objectives**

- Study interior design and the basics of interior design in all its spaces....
- Study of modern terminology in design....
- Study of the psychological impact of colors in design....
- Study of interior design elements...
- Study the types of natural and artificial home lighting and their importance in design...
- Study the conditions that must be met when choosing land or housing for the family...

Subject objectives

**9. Teaching and learning strategies**

-LecturerTheoretical (Explanation and clarification)  
 - Practical application(Drawing illustrative maps for home design and how to arrange furniture in the home, lighting and colors according to the principles of interior design)  
 -Electronic lectures (Publish lecturesExplanatory videos, daily homework, and theoretical and practical test

Strategy



scores.on SemesterGoogle classroom)

### 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Daily homework and theoretical and practical exams and reports	Giving the lecture	Materials used in home appliances, their sources and characteristics	The student learns about home appliances, the materials used in manufacturing home appliances, how to make them, extend their life and improve their properties.	2theoretical 4 practical	1 - 2
=	Giving the lecture	Kitchen tools and kitchen utensils	The student learns about kitchen tools and appliances, and the connection of surface cooking tools and oven cooking.	2theoretical 4 practical	3 - 4
=	Giving the lecture	Portable electric food appliances	The student learns about electrical food appliances, mobile devices, and advanced devices for making coffee, grilling, and mixing.	2theoretical 4 practical	5-6
			First semester exam	2	7
=	Giving the lecture	home cook	The student learns about the types of cookers, the materials from which the cooker is made, and how to use and clean it.	2theoretical 4 practical	8-9
=	Giving the lecture	Home refrigerators and freezers Dishwasher and waste disposal	The student learns about household appliances such as refrigerators, freezers, and	2 theoretical 4 practical	10-11

			dishwashers, how to take care of them, and the physical foundations of their operation.		
=	Giving the lecture  Practical application	Bring appliances together in the kitchen	The student learns how to organize appliances in the kitchen, place them together, and how to design the kitchen in terms of lighting and ventilation.	2 theoretical 4 practical	12-13
			Second month exam	2	14
=	Giving the lecture	Personal care tools	The student learns about household appliances for personal care and the tools used, such as hair dryers and nail care kits.	2 theoretical 4 practical	15-16
=	Giving the lecture	Washing and ironing machines	The student learns about washing machines, their types, characteristics, detergents used in them, and irons.	2 theoretical 4 practical	17-18
=	Giving the lecture	Sewing machine	The student learns about sewing machines, the basics of operating them, how to adjust them and take care of them.	1 theoretical 2 practical	19-20 - 21
			Second semester exam	2	22
=	Giving the lecture	Cleaning devices	The student learns about cleaning and its devices, analysis of the cleaning process, electric and manual	4 theoretical 8 practical	23-24-25-26

			cleaners and how to take care of them.		
=	Giving the lecture	Water in the house	The student learns about water at home, its sources of preparation, electric, oil and gas heaters and their properties.	2- theoretical 4 practical	27-28
=	Giving the lecture	Providing home supplies	The student learns about the supplies that can be provided at home and some household equipment.	1theoretical 2 practical	29
			exam	2	30

### 11. Course Evaluation

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

Grade distribution out of 100:

- Attendance 10 marks
- Reports 10 marks
- Practical application 10 marks
- Daily homework 10 marks
- Monthly exam 60 marks

### 12. Learning and teaching resources

1- Home appliances	Required textbooks (methodology if any)
	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

**1. Course name**

Nutrition basics

**2. Course code****3. Semester/Year**

annual

**4. Date this description was prepared**

18/9/2024

**5. Available forms of attendance**

daily

**6. Number of study hours (total) / Number of units (total)**

60 hour Theoretical / 4 units

**7. Name of the course supervisor (if more than one name is mentioned)**Name: Dr. Falah Salem Daoud Email: [Falah.salim@tu.edu.iq](mailto:Falah.salim@tu.edu.iq)**8. Course objectives**

- Introducing students to the basics of nutrition, identifying nutrients and how the digestive system works, and producing students who can understand what happens to food inside the body and how energy is produced.
- To form a strong foundation for students by providing them with basic and initial information in nutrition to be used in the next stages, whether in food chemistry or therapeutic nutrition.

Subject objectives

**9. Teaching and learning strategies**

**Give Lectures And throw it on Students In person addition to Use The Internet As lectures Additional Using google classroom, google meet -the explanation And**

Strategy

**clarification and discussion**

**-road an offer means**

**Educational**

**-Exams Monthly And seasonal**

**-Reports**

**-Activities Daily**

### 10. Course Structure

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Daily activities, monthly and quarterly tests and exams	Presentation of the lecture in person	Introduction to Nutrition, its importance and its relationship to other sciences A Brief History of Nutrition	Students learn about	2 hours	the first
Daily activities, monthly and quarterly tests and exams	Presentation of the lecture in person	The problem of food and nutrition in Iraq, the Arab world and the world. Its causes and addressing the appropriate solutions. Components of the body. Their definition, general functions and classification according to their importance to the body	Students learn about	2 hours	the second
Daily activities, monthly and quarterly tests and exams	Presentation of the lecture in person	Water. Its distribution in the body, its functions, water balance, the body's need for it and its presence in food.	Students learn about	2 hours	the third
Daily activities, monthly and quarterly tests and exams	Presentation of the lecture in person	Carbohydrates, their presence in food and their forms, controlling the level of glucose in the blood, and means of maintaining it in the	Students learn about	2 hours	Fourth

		<b>body</b>			
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Presentation of the lecture in person</b>	<b>Digestion, absorption, transport, metabolism and storage of carbohydrates in the body</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>Fifth</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Presentation of the lecture in person</b>	<b>Functions of carbohydrates, their food sources, the relationship between food and diabetes</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>Sixth</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Presentation of the lecture in person</b>	<b>Lipids and their presence in food, their types, characteristics, and sources</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>Seventh</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Presentation of the lecture in person</b>	<b>Digestion of lipids with emphasis on fats, their absorption, transport, metabolism and storage in the body.</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>The eighth</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Practical applications</b>	<b>The body's requirements for fats and their relationship to some disease conditions, with emphasis on the role of cholesterol.</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>Ninth</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Practical applications</b>	<b>Proteins, their presence in food, their types, their properties, essential and non-essential amino acids</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>tenth</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Presentation of the lecture in person</b>	<b>Protein digestion, absorption, transport, metabolism and nitrogen balance</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>eleventh</b>
<b>Activities Daily And tests and Exams Monthly And seasonal</b>	<b>presentation The lecture My presence</b>	<b>Functions of proteins, their food sources and the body's requirements for them</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>twelfth</b>

<b>Activities Daily And tests and Exams Monthly And seasonal</b>	<b>Practical applications</b>	<b>Nutritional value of proteins, their qualitative assessment, biological value, protein efficiency ratio</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>thirteenth</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Presentation of the lecture in person</b>	<b>Water soluble vitamins Its types, characteristics and functions</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>fourteenth</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Presentation of the lecture in person</b>	<b>Vitamin absorption and metabolism in the body, the body's requirements for them and symptoms of their deficiency</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>fifteenth</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Presentation of the lecture in person</b>	<b>Fat-soluble vitamins, their types and properties</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>Sixteenth</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Presentation of the lecture in person</b>	<b>Absorption, metabolism and requirements of fat- soluble vitamins</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>seventeenth</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Presentation of the lecture in person</b>	<b>Essential minerals (calcium, phosphorus, magnesium, chlorine, potassium, sodium) with emphasis on calcium and phosphorus and their functions.</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>eighteenth</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Presentation of the lecture in person</b>	<b>Sources of dietary minerals, symptoms of deficiency, and body requirements</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>nineteenth</b>
<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Presentation of the lecture in person</b>	<b>The role of essential minerals in trace amounts</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>Twenty</b>
<b>Daily</b>	<b>Presentation of</b>	<b>Sources of dietary</b>	<b>Students</b>	<b>2 hours</b>	<b>twenty one</b>

activities, monthly and quarterly tests and exams	the lecture in person	minerals, symptoms of their deficiency, and the body's need for them	learn about		
Daily activities, monthly and quarterly tests and exams	Presentation of the lecture in person	Energy, energy sources in food, symptoms of its deficiency and the body's need for it	Students learn about	2 hours	Twenty-second
Daily activities, monthly and quarterly tests and exams	Practical applications	The basics of choosing the right food, the main food groups and their nutritional value and food fortification	Students learn about	2 hours	twenty-third
Daily activities, monthly and quarterly tests and exams	Presentation of the lecture in person	Dairy products, fruits and vegetables, meat, grain products	Students learn about	2 hours	Twenty-fourth
Daily activities, monthly and quarterly tests and exams	Presentation of the lecture in person	On malnutrition caused by protein and energy deficiency	Students learn about	2 hours	Twenty-fifth
Daily activities, monthly and quarterly tests and exams	Presentation of the lecture in person	Nutrition during pregnancy	Students learn about	2 hours	Twenty-sixth
Daily activities, monthly and quarterly tests and exams	Presentation of the lecture in person	Infant nutrition and the effect of under- and overnutrition on development	Students learn about	2 hours	twenty-seventh
Daily activities, monthly and quarterly tests and exams	Presentation of the lecture in person	Nutritional needs during adolescence	Students learn about	2 hours	Twenty-eighth
Daily activities, monthly and quarterly tests and exams	Practical applications	Body measurements and measurement charts	Students learn about	2 hours	twenty-ninth



<b>Daily activities, monthly and quarterly tests and exams</b>	<b>Practical applications</b>	<b>Foundations of community and individual assessment and methods used, use of food component tables</b>	<b>Students learn about</b>	<b>2 hours</b>	<b>thirty</b>
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### 11. Course Evaluation

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

### 12. Learning and teaching resources

book Methodical The decision	Required textbooks (methodology if any)
Human Nutrition Book, written by Dr. Abdullah Muhammad Dhunoon Al-Zuhairi, Ministry of Higher Education and Scientific Research, second	Main References (Sources)

revised and expanded edition 2000	
-International Journal of Food Sciences and Nutrition. Healthy Food Magazine Arab Journal of Food and Nutrition - Arab Center for Nutrition	Recommended supporting books and references (scientific journals, reports...)
Google classroom, google meet	Electronic references, websites

## Course Description Form

<b>1. Course name</b>	
Food preservation / practical	
<b>2. Course code</b>	
<b>3. Semester/Year</b>	
Annual 2024/2025	
<b>4. Date this description was prepared</b>	
9/18/2024	
<b>5. Available forms of attendance</b>	
daily	
<b>6. Number of study hours (total) / Number of units (total)</b>	
60 hours per year	
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>	
Name: Dr. Falah Salem Daoud Email: <a href="mailto:Falah.salim@tu.edu.iq">Falah.salim@tu.edu.iq</a>	
<b>8. Course objectives</b>	
<ul style="list-style-type: none"><li>- <b>Introducing students to methods of preserving food and preventing food spoilage or damage</b></li><li>- <b>Learn about home food preservation methods and how to maintain food safety and quality</b></li><li>- <b>Learn about the benefits of food preservation and ways to reduce food spoilage.</b></li></ul>	Subject objectives
<b>9. Teaching and learning strategies</b>	
<b>Different strategies for teaching students about different food preservation methods, the difference between the methods used, and the importance of each method.</b>	

<b>10. Course Structure</b>					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Daily and monthly testing with report	road the explanation And throw The lecture	Identify the curriculum vocabulary comprehensively and link the vocabulary with previous information in the first year	The student learns about	2	1
Daily and monthly testing with report	road the explanation And throw The lecture	Preservation by canning and tools used in preservation	The student learns about	2	2
Daily and monthly testing with report	road the explanation And throw The lecture	Freezing (method, benefits, harms)	The student learns about	2	3
Daily and monthly testing with report	road the explanation And throw The lecture	Preserving grape leaves by canning, freezing and brine	The student learns about	2	4
Daily and monthly testing with report	road the explanation And throw The lecture	Preserving okra by canning, freezing and drying	The student learns about	2	5
Daily and monthly testing with report		Pickling green and black olives the quick home method	The student learns about	2	6
Daily and monthly testing with report	road the explanation And throw The lecture	Pickling summer vegetables such as cucumbers, green peppers, eggplant and green beans	The student learns about	2	7

Daily and monthly testing with report	road the explanation And throw The lecture	Preserving tomatoes in different ways	The student learns about	2	8
Daily and monthly testing with report	road the explanation And throw The lecture	Preserving fruit juice, pomegranate, apple and any other fruit	The student learns about	2	9
Daily and monthly testing with report	road the explanation And throw The lecture	Preserving eggplant by freezing and making different dishes	The student learns about	2	10
Daily and monthly testing with report	road the explanation And throw The lecture	Preserving green beans by freezing, canning and pickling	The student learns about	2	11
Daily and monthly testing with report	road the explanation And throw The lecture	Making pastries and storing them in the freezer, such as pizza and pie.	The student learns about	2	12
Daily and monthly testing with report	road the explanation And throw The lecture	Save the spinach	The student learns about	2	13
Daily and monthly testing with report	road the explanation And throw The lecture	Use of memorized materials during the semester and testing of results	The student learns about	2	14
Daily and monthly testing with report	road the explanation And throw The lecture	Preserving cauliflower and cabbage by freezing and pickling	The student learns about	2	15
Daily and monthly testing with report	road the explanation And throw The lecture	Preserving beets by freezing, canning and pickling	The student learns about	2	16

<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Preserving turnips by freezing and pickling</b>	<b>The student learns about</b>	<b>2</b>	<b>17</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Preserving fava beans by freezing, pickling and drying</b>	<b>The student learns about</b>	<b>2</b>	<b>18</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Preserving peas by freezing, canning and drying</b>	<b>The student learns about</b>	<b>2</b>	<b>19</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Preserving potatoes and making some ready-made recipes with other food items</b>	<b>The student learns about</b>	<b>2</b>	<b>20</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Preserving with sugar, such as jam and marmalade</b>	<b>The student learns about</b>	<b>2</b>	<b>21</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Preserving apples with sugar, sugar solution and juice</b>	<b>The student learns about</b>	<b>2</b>	<b>22</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Preserving apricots by canning and drying</b>	<b>The student learns about</b>	<b>2</b>	<b>23</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>How to make Kab and Sausage</b>	<b>The student learns about</b>	<b>2</b>	<b>24</b>
<b>Daily and monthly testing with</b>	<b>road the explanation And throw The lecture</b>	<b>Test and cook everything you have memorized during the</b>	<b>The student learns about</b>	<b>2</b>	<b>25</b>

report		semester.			
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<b>11. Course Evaluation</b>	
Evaluating students through conducting practical experiments in the nutrition lab, with 15 points distributed over the first and second semesters.	
<b>12. Learning and teaching resources</b>	
nothing	<b>Required textbooks (methodology if any)</b>
<b>Food Manufacturing / Part One 1985, Dr. Abdul Ali Mahdi and Dr. Sadiq Hassan Al-Hakim</b>	<b>Main References (Sources)</b>
<b>Preservation and Storage Techniques of Plant Products 2007, Second Edition, M. Taha Al-Sheikh Hassan</b>  <b>How to make pickles and freeze fruits and vegetables, 2005. Second edition, authored by Dr. Hamid Sadiq and Dr. Saad Rasool</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<a href="https://www.foodsaver.com/?srsltid=AfmBOodkiz-2CRMYtkh4s89XzIHdVMOSo40y_qRI4GUMaCVUNU6y670">https://www.foodsaver.com/?srsltid=AfmBOodkiz-2CRMYtkh4s89XzIHdVMOSo40y_qRI4GUMaCVUNU6y670</a>  <a href="https://www.sustainweb.org/foodwaste/food_save">https://www.sustainweb.org/foodwaste/food_save</a>	<b>Electronic references, websites</b>

## Course Description Form

<b>1. Course name</b>	
General Microbiology	
<b>2. Course code</b>	
<b>3. Semester/Year</b>	
First and second semester / 2024-2025	
<b>4. Date this description was prepared</b>	
15/1/2025	
<b>5. Available forms of attendance</b>	
weekly	
<b>6. Number of study hours (total) / Number of units (total)</b>	
30 hours of theory + 60 hours of practical / 4 units	
<b>7. Name of the course supervisor (if more than one name is mentioned):</b>	
Name: Dr. Aseel Ahmed Mustafa Email:Aseel.ahmed@tu.edu.iq	
<b>8. Course objectives</b>	
<ol style="list-style-type: none"> <li>1- Understand and know the importance of biology and distinguish between eukaryotic and prokaryotic organisms..</li> <li>2- Identify the most important organelles in the cell and the function of each type of organelle.</li> <li>3- Identify the types of cell division that occur in the cells of living organisms.</li> <li>4- Identify the living tissues that make up the body of a living organism (animal and plant)</li> <li>5-Recognition onModern technologies and devices thatIt is concerned with the study of living organisms..</li> </ol>	<b>Subject objectives</b>
<b>9. Teaching and learning strategies</b>	
<ul style="list-style-type: none"> <li>- Theoretical lectures (explanation and clarification).</li> <li>- Practical lectures (practical application).</li> <li>- LecturesElectronic ( Publish lecturesand explanatory videosUsing the whiteboard, electronic whiteboard, performing</li> </ul>	Strategy



scientific experiments Daily homework and theoretical and practical test scores on Semester Google classroom).  
- Reports.

### 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	Th e week
General questions and discussion	Practical explanation of the microscope	General instructions for working in the laboratory General instructions for using the compound light microscope Examining models of printed letters under the microscope to practice the powers of magnification and how to use the microscope, Examining a sample of pond water	Underst and the topic of the lecture andThe student learns about	1 hour theoretical  2 hours of work	1 - 2
Daily exam	Giving a lecture andan offer ExplanatoryFor Lecture on smart board	Cellular structure discussionAndUnder the electron microscope by displaying slides and pictures that illustrate the wallThe celluloid ,plasma membrane,The networkAndEndoplasmicAndRoughA ndAnd the smooth,Ribosomes Mitochondria LysosomesAnd,nucleus plastids,Gaps,Fibers,Fine bodiesAnd	Underst and the topic of the lecture andThe student learns about	1 hour theoretical  2 hours of work	3 - 4
General questions and discussion	Giving a lecture andan offer ExplanatoryFor Lecture on smart board	StudyAndmicroscopicAndTo install the cellAndVegetarianAndStudy by light microscopeAndmicroscopicAndTo install the cellAndAnimalAnd	Underst and the topic of the lecture andThe student learns about	1 hour theoretical  2 hours of work	5 - 6
General questions and discussion	Giving a lecture andan offer ExplanatoryFor Lecture on smart board	Differences between animals and plants Discussion of the differences between animals and plants Comparative examination of animal cellsAndPlant cellsAnd	Underst and the topic of the lecture andThe student learns about	1 hour theoretical  2 hours of work	7- 8
General questions and discussion	Giving a lecture an offer ExplanatoryFor the lectureOn	Cell divisionAnd an offer PhotographersreadyAndDirect divisionandindirect divisionandmeiosis	Underst and the topic of the	1 hour theoretical	9 - 10

n	the smart board		lecture and The student learns about	2 hours of work	
Daily exam	Throwing the Lecture on the board Electronic	Nutrition And Digestion in living things is the way of nutrition. And In animal nutrition And Throwing And Nutrition And Parasite And	Underst and the topic of the lecture and The student learns about	1 hour theoretical  2 hours of work	11 - 12
General questions and discussion	Throwing the Lecture on the board Electronic	Classification of living organisms according to kingdoms and according to the binomial nomenclature system And the basis of classification	Underst and the topic of the lecture and The student learns about	1 hour theoretical  2 hours of work	13 - 14
		<b>First semester exam</b>			<b>15</b>
General questions and discussion	Giving the lecture	kingdom Protista Secondary Kingdom Protozoa General Characteristics and Classification Animal Kingdom – Sponge Phylum – General Characteristics and Classification	Underst and the topic of the lecture and The student learns about	1 hour theoretical  2 hours of work	16 - 17
General questions and discussion	Giving a lecture an offer Explanatory For the lecture On the smart board	Platyhelminthes: General Characteristics and Classification	Underst and the topic of the lecture and The student learns about	1 hour theoretical  2 hours of work	18- 19
Daily exam	Giving the lecture and an offer Pictures of Planaria and earthworm on the smart board	Platyhelminthes: General Characteristics and Classification Planaria and earthworm	Underst and the topic of the lecture and The student learns about	1 hour theoretical  2 hours of work	20- 21
General question	Giving a lecture and an offer	tissues And Component And The body of a living organism, whether animal	Underst and the	1 hour theoretical	22 - 23

s and discussion	ExplanatoryFor Lecture on smart board	or plant, and its classification, division and characteristics	topic of the lecture andThe student learns about	ical 2 hours of work	
Daily exam	Giving a lecture andan offer ExplanatoryFor Lecture on smart board	GeneticsAndChromosomal traits and genetic diseasesAnd	Underst and the topic of the lecture andThe student learns about	1 hour theoretical 2 hours of work	24 - 25
General questions and discussion	Giving a lecture andan offer ExplanatorytoLecture on smart board	Hormones, their types, composition and the difference between plant hormonesAndAnimal hormonesAnd	Underst and the topic of the lecture andThe student learns about	1 hour theoretical 2 hours of work	26 - 27
General questions and discussion	Giving a lecture andan offer ExplanatoryFor Lecture on smart board	EnvironmentAndPollution and the ecosystem chainAndFoodAnd	Underst and the topic of the lecture andThe student learns about	1 hour theoretical 2 hours of work	28- 29
Second semester exam					30

## 11. Course Evaluation

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

### Grade distribution out of 100:

- Attendance 10 marks
- Practical application 10 marks
- Oral exam 10 marks
- Daily preparation 10 degrees
- 10 marks report

- Monthly exam 50 marks

## 12. Learning and teaching resources

<p>Binder - General Biology</p>	<p><b>Required textbooks (methodology if any)</b></p>
<ul style="list-style-type: none"> <li>- Biology 1990 Composition Dr. Hussein Al-Azami and Dr. Sabah Al-Khafaji, House of Books and Documents.</li> <li>- Biology for grades University/First/ Part One 1983 Authored by a committee from the Ministry of Higher Education and Scientific Research, Baghdad University Press</li> <li>- Biology for grades University/ First / Part Two 1983 Composition Committee from the Ministry of Higher Education and Scientific Research</li> </ul>	<p><b>Main References (Sources)</b></p>
<ul style="list-style-type: none"> <li>- General Biology for the Final Grades And/biological/Composition Elite of Professors Ministry of Education And 2016</li> <li>- Middle East Journal of Scientific Publishing MEJSP</li> </ul> <p><b>Reports:</b></p> <ul style="list-style-type: none"> <li>- Pollution reports And its impact On the health status of the community</li> <li>- Nutritional relationship And Average And Genetically and circulating And In the markets and their relationship With diseases</li> </ul>	<p><b>Recommended supporting books and references (scientific journals, reports...)</b></p>

- **The role of vegetation inThe provinceOn the environmentAndFrom desertification**
- **impactSmoking on the health and safety of the individual and his relationshipWith diseasesethe heart**

<https://www.altibbi.com/>

<https://www.sciencedirect.com/>

[/https://www.elsevier.com](https://www.elsevier.com)

**Electronic references, websites**

## Course Description Form

**1. Course name**

**Family Relationships**

**2. Course code****3. Semester/Year**

**First and second semester / 2024-2025**

**4. Date this description was prepared**

**11/28/2024**

**5. Available forms of attendance**

**weekly**

**6. Number of study hours (total) / Number of units (total)**

**60 hours / 4 units**

**7. Name of the course supervisor (if more than one name is mentioned):**

Name: Dr. Aseel Ahmed Mustafa Email: Aseel.ahmed@tu.edu.iq

**8. Course objectives**

- 5- The course aims to: I have studies And The family entity in general and the Iraqi society in particular And**
- 6- Aims to deepen awareness of the family's functions And Basic And**
- 7- Explaining the importance of the family And In organizing the relationships of individuals in the family environment**
- 8- strengthening Deepening the individual's connection with his family And And a relationship Family In society on the one hand And Other**
- 9- Explaining the importance of the family And In organizing the relationships of individuals in the family environment**
- 10- Use of comparative studies And To learn about the changes that It happened On family relations And Between the countryside and the city And**

**Subject objectives**

## 9. Teaching and learning strategies

- (Explanation and clarification)
- Lectures Electronic ( Publish lectures Videos, daily homework, theoretical and practical test scores on Semester Google classroom).
- For reports.

Strategy

## 10. Course Structure

Course outcomes, teaching and learning methods and assessment

### A Cognitive objectives

A - 1. Familiar with the concept of family and its importance in proportions for the individual and society

A - 2. Study Social Relations and Family and its nature and most important types

A - 3. Familiarity with the theories that explain social relations

A - 4. Identify the influencing factors in choosing a life partner

A - 5. To be familiar with the theories that explain social relations

A - 6. Knowledge of marriage organization in Iraq and the most important problems that hinder families and perform its functions, which lead to its disintegration.

### B -Goals My Maha Ratti Hprivate and By decision

B - 1. She becomes her destiny and to solve the problems you face, whether at work or with the family

B - 2. She becomes her destiny and on dealing with individuals within families

for-3. Learn about the importance of choosing a life partner according to influential factors

### Teaching and learning methods

- أ- Explanation and clarification method
- ب- Discussion method
- ت- Reporting

### Evaluation methods

Written exams and oral and the monthly and the daily

### C - Emotional and value goals

C - 1. The student knows how to form social relationships inside and outside the family.

C - 2. Instilling confidence in the student and refining her personality.

Evaluation method	Learning method	Name of the unit or topic	Required learning	Watches	The week
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			outcomes		
Conducting theory tests Monthly and daily with reports	Method of explanation and lectures	Family entity(The familyAndIts concept and importance in proportionsAndper personAnd the community)	Graduating a student with experience and knowledge in her specialty	2hour	1
=	=	Historical development of the familyAnd	=	2hour	2
=	=	Review of the most important thinkers and scholars who dealt with the familyAndAnd marriage	=	2hour	3
=	=	Family Relations StudiesAndAnd its definition	=	2hour	4
=	=	Types of social relationshipsAnd	=	2hour	5
=	=	Types of social relationshipsAndFamily organizationsAndAnd its pictures(The familyAndThe complexAndAnd the nucleus)	=	2hour	6
=	=	Factors that contributed to the family change process(theHistorical and modern factors(A)	=	2hour	7
=	=	Family familiesAndAnd its nature	=	2hour	8
=	=	ATheories that explain social relationsAnd	=	2hour	9
=	=	Evolve and growandSocial RelationsAndFamilyAnd	=	2hour	10
=	=	Adaptation Types of adaptation Social, economic, cultural, sexual	=	2hour	11
=	=	First semester exam	=	2hour	12
=	=	Family entityAndIraqiAnd	=	2hour	13
=	=	Family photosAndIraqiAnd	=	2hour	14
=	=	The impact of industrialization and urbanization on the change in the family entityAnd	=	2hour	15
=	=	Services and careAndSocialAnd	=	2hour	16
=	=	Choosing a life partner	=	2hour	17
=	=	Life partner in different societiesAnd	=	2hour	18
=	=	The concept of marriage(Wedding pictures)	=	2hour	19
=	=	Elements of a successful marriage	=	2hour	20



=	=	The foundations and qualities on which choosing a life partner is based	=	2hour	21
=	=	Rights and duties of spouses	=	2hour	22
=	=	Socialization and family relations	=	2hour	23
=	=	The role of family and socialization	=	2hour	24
=	=	Regulating Marriage and Divorce in Iraq	=	2hour	25
=	=	Pictures of family problemsAnd (family disintegration)	=	2hour	26
=	=	family disintegration	=	2hour	27
=	=	Conflict between parents and children	=	2hour	28
=	=	Divorce(Factors leading toAndFor divorce)	=	2hour	29
=	=	Second semester exam	=	2hour	30

## 11. Course Evaluation

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

### Grade distribution out of 100:

- Attendance 10 marks
- Oral exam 10 marks
- Daily preparation 10 degrees
- Daily exam 10 marks
- 10 marks report
- Monthly exam 50 marks

## 12. Learning and teaching resources

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Family SociologyWritten by / AuthorBeautiful Aoun Al-Qaisar/Sabih Abdel Moneim Ahmed/Baghdad/1984</li> <li>▪ Domestic violence, its manifestations, causes and treatment/ Authored byDreams of</li> </ul> | <p><b>Required textbooks (methodology if any)</b></p> |
|--|---|

<p>Hamoud Al-Tayri 2015</p> <ul style="list-style-type: none"> <li>▪ Domestic violence and its impact on familiesAndSociety in Algeria Kamal Boualag 2017</li> <li>▪ Reflection of the current situation on family relationsWritten by / Iman Abdel Wahab Moussa 2007</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Mustafa El Khashab/Studies in family gathering/The conquerorAndAl-Bayan Committee Printing Press</li> <li>▪ Sanaa El-Kholi familyAnd/In a changing world/The bodyAndEgyptianAndThe yearAndFor the book</li> <li>▪ Hessa bint Saleh Al Malik and Rabie Mahmoud Noufal / Family Relations / Dar Al Zahraa – Riyadh 2006</li> </ul> <p><b>Reports:</b></p> <ol style="list-style-type: none"> <li>1– impactDivorce on children in the future</li> <li>2– The impact of poverty on family life</li> <li>3– Technology and its relationship to family disintegration</li> <li>4– Marital disputesAnd And its impactOn both sides</li> <li>5– Infertility and its impact on the continuation of marriage</li> <li>6– Polygamy and its impact on the elite of married life</li> </ol>	<p><b>Main references (sources)</b></p> <p><b>Recommended books and supporting references (scientific journals, reports...)</b></p>
<p><a href="http://ar.m.wikipedia.org/wiki/family">ar.m.wikipedia.org/wiki/family</a></p>	<p><b>Electronic references, websites</b></p>

## Course Description Form

<b>1. Course name</b>	
Sewing basics (1)	
<b>2. Course code</b>	
<b>3. Semester/Year</b>	
First and second semester / 2024-2025	
<b>4. Date this description was prepared</b>	
18/9/2024	
<b>5. Available forms of attendance</b>	
weekly	
<b>6. Number of study hours (total) / Number of units (total)</b>	
2 hours / 2 units	
<b>7. Name of the course supervisor (if more than one name is mentioned):</b>	
Name: Ms. Maha Saheb Abdul Email: <a href="mailto:maha.s@tu.edu.iq">maha.s@tu.edu.iq</a>	
<b>8. Course objectives</b>	
<ul style="list-style-type: none"><li>• Teaching students the parts of the sewing machine and how to use it.Ha.....</li><li>• Teaching students to useSewing terms.....</li><li>• Teaching students the basics of sewing.....</li><li>• Teaching students practical applications for each model.</li><li>• Teaching students to make models manually and using a sewing machine.</li><li>• Teaching students manual skills to prepare for future life.</li></ul>	Subject objectives
<b>9. Teaching and learning strategies</b>	
<ul style="list-style-type: none"><li>- Theoretical lectures (explanation and clarification).</li><li>- Practical lectures (practical application and method of making models).</li></ul>	Strategy

-Lectures Electronic ( Publish lectures Explanatory videos, daily homework, and theoretical and practical test scores.on Semester Google classroom)  
- Reports

### 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Theoretical and practical test	a lecture View the model and apply its steps.	Learn about the types of sewing machines -Knowing its parts, how to form and use it, how to take care of it (cleaning and lubrication), and how to adjust the machine	The student learns about	2hour	1 - 2
Theoretical and practical test	a lecture View the model and apply its steps.	General sewing tips and advice	The student learns about	2hour	3 - 4
Theoretical and practical test	a lecture View the model and apply its steps.	Training on sewing straight and curved lines and angles with a sewing machine	The student learns about	2hour	5 - 6
Theoretical and practical test	a lecture View the model and apply its steps.	Sewing tools (cutting tools - marking tools - sewing tools) Measurement-Sewing tools - ironing tools	The student learns about	2hour	7
Theoretical and practical test	a lecture View the model and apply its steps.	Sewing Tools Identify Them Use the zipper foot to place the zipper and rope. Using the presser foot - narrow hem - sewing allowance width measuring machine - buttonhole measuring machine - fixing buttons with a place - learning about some other tools	The student learns about	2hour	8 - 9
Theoretical and practical test	a lecture View the model and apply its steps.	Sewing pattern (kitchen suspenders)	The student learns about	2hour	10 - 11
		First semester exam	The student learns about	2hour	12
Theoretical and practical test	a lecture View the model and apply its steps.	Non-fixed hand sewing (regular saddle)-tilted lamp-The enchanted lamp-Tailor's Quack	The student learns about	2hour	13 14
Theoretical and practical test	a lecture View the model and apply its steps.	Fixed hand sewing (waterfall stitch - back stitch in its various types)- Holding stitch-The Magic Stitch	The student learns about	2hour	15 16 17
Theoretical and practical	a lecture View the	Fixed hand sewing (lap	The student	2hour	18 19

test	model and apply its steps.	stitch)-Buttonhole stitch - blanket edge stitch).	learns about		20
Theoretical and practical test	a lecture View the model and apply its steps.	The bias tape (the qiraj) Specification- Preparation-visa-story-connection-K- and sew it on the edge (straight, convex, concave)	The student learns about	2hour	21-22
Theoretical and practical test	a lecture View the model and apply its steps.	continuous bias tape Its specifications- Preparation-visa-story-K- sew it	The student learns about	2hour	23- 24
Theoretical and practical test	a lecture View the model and apply its steps.	Sewing Pin Holder Pattern	The student learns about	2hour	25 26
		Second semester exam	The student learns about	2hour	27
Theoretical and practical test	a lecture View the model and apply its steps.	Review the article	The student learns about	2hour	28 29 30

## 11. Course Evaluation

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

### Grade distribution out of 100:

- Attendance 10 marks
- Practical application 10 marks
- Oral exam 10 marks
- Daily homework 10 marks
- 10 marks report
- Monthly exam 50 marks

## 12. Learning and teaching resources

The methodical book for the basics of sewing Amal Al-Najjar	Required textbooks (methodology if any)
- Singer-Sewing Encyclopedia: Sewing Principles NewAcademia International, Lebanon, 2000.	Main References (Sources)

<ul style="list-style-type: none"> <li>- <b>Singer-Sewing Encyclopedia: Sewing Secrets</b> Academia International, Lebanon, 2000.</li> </ul>	
<ul style="list-style-type: none"> <li>- <b>Burda Magazine. -Sewing Encyclopedia: Sewing Secrets</b>(Sewing machine and its types, hand sewing and its types, cutting tools and their types and care.</li> <li>- <b>Encyclopedia of Sewing Techniques</b>, Prof. Bushra Fadhel, University of Baghdad, 2013.</li> </ul> <p><b>Reports:</b></p> <ul style="list-style-type: none"> <li>- <b>Iraqi fashion throughout the ages</b></li> <li>- <b>Types of buttons</b></li> </ul>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p><a href="http://www.burdafashion.com">www.burdafashion.com</a> Sewing world magazine Latelier de couture the sewing guru.com</p>	<p>Electronic references, websites</p>

### Course Description Form

<b>1. Course name</b>
Sewing basics (2)
<b>2. Course code</b>
<b>3. Semester/Year</b>
First and Second Semester / 2024 - 2025
<b>4. Date this description was prepared</b>

18/9/2024

### 5. Available forms of attendance

weekly

### 6. Number of study hours (total) / Number of units (total)

2 hours / 2 units

### 7. Name of the course supervisor (if more than one name is mentioned)

Name: M. Maha Saheb Abdul Email: [maha.s@tu.edu.iq](mailto:maha.s@tu.edu.iq)

### 8. Course objectives

- Teaching the basics of sewing....
- Teaching the use of sewing terms....
- Teaching practical applications for each model....
- Teaching tests by applying them manually and using a sewing machine....

Subject objectives

### 9. Teaching and learning strategies

- Giving the lecture
- Explanation and clarification
- Practical application (making the model)
- Publish lectures Explanatory videos and test scores On the semester Google classroom
- Reports.

Strategy

### 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
-Daily practical application - Theoretical tests - Practical tests	Show the model and apply its sewing practically on the sewing machine	Fraud and its types	Learn how to sew quilts	2 hours	1
=	Show the model and apply its sewing practically	Sewing lines	Learn how to iron tailor's allowances and reduce the thickness of the seams	2 hours	2

	on the sewing machine				
=	Show the model and apply its sewing practically on the sewing machine	Clean loose rims	Learn to clean loose rims (seven types)	2 hours	3
=	Show the model and apply its sewing practically on the sewing machine	Types of stitches (French and flat)	Learn to sew (flat stitch and French stitch))	2 hours	4
=	Show the model and apply its sewing practically on the sewing machine	Clothes folds	Learn the cuff, clothing folds, folds in longitudinal seams, folds using the catch stitch, fold using the sewing machine, fold in the twisted edge, fold in the bell skirt, fold using the survel fold, fold using the catch stitch	2 hours	5 6
=	Show the model and apply its sewing practically on the sewing machine	Openings and their types	Learn how to make a slit and a simple opening The opening is with a kasra or two kasras	2 hours	7 8 9
=	Show the model and apply its sewing practically on the sewing machine	Corrections and their types	Learn to make circular, square and triangular arches.	2 hours	10 11 12
			First semester exam		13
=	Show the model and apply its sewing practically on the sewing machine	Nudity and how it works	Learn the types of nudity and how to do them in clothes	2 hours	14 15
=	Show the model and apply its sewing practically on the sewing machine	Buttonholes and their types	Learn how to make buttonholes by hand using a piece of cloth.	2 hours	16 17
=	Show the model and apply its sewing practically on the sewing machine	Pockets And its types	Learn the types of outer pockets: unlined, lined, longitudinal opening pockets for a robe, button-like pockets, men's pockets, and flap pockets.	2 hours	18 19 20 21 22
=	Show the model and apply its sewing practically on the sewing machine	Clouds and their types	Learn how to make hidden, partially visible and fully visible clouds.	2 hours	23 24 25



			<b>Second semester exam</b>		<b>26</b>
=	<b>Show the model and apply its sewing practically on the sewing machine</b>	<b>Practical applications and material review</b>	<b>Practical applications of multiple models of the curriculum</b>	<b>2 hours</b>	<b>27 28 29 30</b>

## 11. Course Evaluation

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

Grade distribution out of 100:

- Attendance 10 marks
- Practical application 10 marks
- Oral exam 10 marks
- Daily homework 20 marks
- Monthly exam 50 marks

## 12. Learning and teaching resources

The methodological book for the basics of sewing (sewing and tailoring) / Amal Al-Najjar.

Required textbooks (methodology if any)

- 1- **Comprehensive Sewing Education Book / Your Illustrated Guide 2010 Translated by Khalil Farhan**
- 2- **Singer Sewing Encyclopedia: Principles of Sewing, Academia International, 2000**

Main References (Sources)

- 1- **Burda Magazine**
- 2- **Sewing and Tailoring Rules Magazine, Dawi Musa Saliha**
- 3- **Sewing Education Magazine**
- 4- **The Simplified Encyclopedia of Sewing and Tailoring, Kholoud Mani' Al-Zubaidi, 2007, Amman, Jordan**

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

**Reports:**

- **The importance of mastering sewing pockets in a piece of clothing.**
- **The importance of the type of button holes in**

the design of the garment.	
<a href="https://fourm sedty.com">https://fourm sedty.com</a> <a href="https://vb.3dlat.com">https://vb.3dlat.com</a>	Electronic references, websites

### Course Description Form

<b>1. Course name</b>	
Textiles	
<b>2. Course code</b>	
<b>3. Semester/Year</b>	
First and Second Semester / 2024 - 2025	
<b>4. Date this description was prepared</b>	
18/9/2024	
<b>5. Available forms of attendance</b>	
weekly	
<b>6. Number of study hours (total) / Number of units (total)</b>	
1 hour theory + 2 hours practical / 4 units	
<b>7. Name of the course supervisor (if more than one name is mentioned):</b>	
Name: Ms. Maha Saheb Abdul Email: <a href="mailto:maha.s@tu.edu.iq">maha.s@tu.edu.iq</a>	
<b>8. Course objectives</b>	
<ul style="list-style-type: none"> <li>Identify the types of textiles and their specifications.</li> <li>Learn about natural and industrial fibers.</li> <li>Identify the factors affecting the fabric, such as the source of the filament, the method of making the thread, and the final processes. With this information, you can predict what happens during sewing, use, washing, and ironing.</li> </ul>	Subject objectives

## 9. Teaching and learning strategies

- Theoretical lectures (explanation and clarification).
- Practical lectures (practical application and how to make the model).
- Lectures Electronic ( Publish lectures Explanatory videos, daily homework, and theoretical and practical test scores.on Semester Google classroom)
- Reports

Strategy

## 10. Course Structure

Eval uatio n meth od	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Theoret ical and practica l test	Giving the lecture  Practical application of the model	<ul style="list-style-type: none"> <li>• The aim of studying textiles</li> <li>• A brief history of textiles</li> <li>• Initial definitions of some terms</li> <li>• Classification of textile filaments</li> </ul> <p>Practical / Display of fabric samples</p>	The student learns about	1 hour theoretical  2 hours of work	1 2 3 4
Theoret ical and practica l test	Giving a lecture  Practical application of the model	<ul style="list-style-type: none"> <li>• Textile thread and types of threads</li> <li>• Fabric making methods</li> <li>• Factors affecting fabric strength</li> </ul> <p>Practical / - Identifying types of threads - Making models of fabric making methods (Macrame models, modelsknitting hook)</p>	The student learns about	1 hour theoretical  2 hours of work	5 6 7 8
Theoret ical and practica l test	Giving the lecture  Practical application of the model	<ul style="list-style-type: none"> <li>• Weaving method</li> <li>• Basic tissue structures and their types</li> <li>• Complex tissue structures and their types</li> <li>• Knitting method and types</li> </ul> <p>Practical / Making models of types of fabric</p>	The student learns about	1 hour theoretical  2 hours of work	9 10 11 12
		exam			13
Theoret ical and	Giving a lecture	<p>Natural animal fibers</p> <ul style="list-style-type: none"> <li>• Wool</li> <li>• Other fibres classified with</li> </ul>	The student learns about	1 hour theoretical	14 15 16

practical test	Practical application of the model	wool (mohair - cashmere - down) • Silk  <b>Practical / Making models of types of fabric</b>		2 hours of work	17
Theoretical and practical test	Giving a lecture   Practical application of the model	Natural plant fibers • Cotton • Flax - Jute - Hemp - Ramie - Sisal • Natural mineral fibres (asbestos)  <b>Practical / Making carpet weaving models</b>	The student learns about	1 hour theoretical   2 hours of work	18 19 20 21
		exam			22
Theoretical and practical test	Giving a lecture  Practical application of the model	<b>Fabric colors (fabric dyeing - fabric printing)</b>  <b>Practical / dyeing fabrics and making models</b>	The student learns about	1 hour theoretical   2 hours of work	23 24
Theoretical and practical test	Giving the lecture  Practical application of the model	<b>Final processes performed on the fabric</b>  <b>Practical / printing on fabrics and making models</b>	The student learns about	1 hour theoretical   2 hours of work	25 26
		exam			27
Theoretical and practical test	Giving the lecture Practical application of the model	Discussing reports	The student learns about	1 hour theoretical 2 hours of work	28 29
Theoretical and practical test	Giving the lecture Practical application of the model	Review the article	The student learns about	1 hour theoretical 2 hours of work	30

## 11. Course Evaluation

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

### Grade distribution out of 100:

- Attendance 10 marks
- Practical application 10 marks
- Implementation of models 10 marks

- **Daily preparation 10 degrees**
- **10 degree report**
- **Monthly exam 50 marks**

## 12. Learning and teaching resources

<b>Textiles Book, Amal Al-Najjar, 1990</b>	Required textbooks (methodology if any)
<ul style="list-style-type: none"> <li>- <b>Textile Fiber Technology Book</b></li> <li>- <b>Information network sites (academic and scientific sites)</b></li> </ul>	Main References (Sources)
<ul style="list-style-type: none"> <li>- <b>Burda Magazine.</b></li> <li>- <b>Websites</b></li> <li>-<b>Reports:</b></li> <li>- <b>The latest technologies in textiles.</b></li> </ul>	Recommended supporting books and references (scientific journals, reports...)
<a href="https://www.researchgate.net">https://www.researchgate.net</a>	Electronic references, websites

### Course Description Form

<b>1. Course name</b>
<b>Human rights and democracy</b>
<b>2. Course code</b>

**3. Semester/Year**

2025-2025

**4. Date this description was prepared**

9/18/2024

**5. Available forms of attendance**

weekly

**6. Number of study hours (total) / Number of units (total)**

30 hours

**7. Name of the course supervisor (if more than one name is mentioned)**

**Name: Asst. Prof. Dr. Armidh Obaid Khalaf Email:**  
**irmayyidh\_al\_azzawi\_1981@tu.edu.iq**

**8. Course objectives**

5-Knowing what these rights include, whether civil and political rights or social, economic and cultural rights.  
 6-Preparing the educational and teaching side for students to consolidate these rights.

Subject objectives  
 1-Focusing on the student's interest in knowing the different human rights and their concepts throughout the ages and ancient civilizations  
 2-Developing students' cultural awareness in the field of human rights.  
 3- Knowing the types of human rights.  
 4-Informing students of what international conventions and national constitutions have decided in the areas of human rights.

**9. Teaching and learning strategies**

-1 Lecture  
 -2 The blackboard  
 3-E-learning  
 Evaluation methods  
 1-Daily and monthly exams  
 2-Oral questions during the lecture  
 3- Reports

Strategy

**10. Course Structure**

Evaluation method	Learning method	Name of the unit or topic	Required learning	Watches	The week
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			<b>outcomes</b>		
viva voce	Lectures	Human rights in ancient civilizations	Concept and importance	1	the first
viva voce	Lectures	Human rights in Islam	Concept and importance	1	the second
viva voce	Lectures	Human rights sources	Concept and importance	1	the third
viva voce	Lectures	International sources	Concept and importance	1	Fourth
viva voce	Lectures	National Resources	Concept and importance	1	Fifth
viva voce	Lectures	Human rights guarantees in Islam	Concept and importance	1	Sixth
viva voce	Lectures	Human rights guarantees at the international level	Concept and importance	1	Seventh
viva voce	Lectures	National human rights guarantees	Concept and importance	1	The eighth
viva voce	Lectures	The role of regional organizations in protecting human rights	Concept and importance	1	Ninth
viva voce	Lectures	Children's rights in ancient civilizations	Concept and importance	1	tenth
viva voce	Lectures	Children's rights in different religions	Concept and importance	1	eleventh
viva voce	Lectures	Children's rights in Islam	Concept and importance	1	twelfth
viva voce	Lectures	Children's rights in international agreements	Concept and importance	1	thirteenth

viva voce	Lectures	Children's rights in regional agreements	Concept and importance	1	fourteenth
		-	First semester exam	1	fifteenth
viva voce	Lectures	Democracy	Concept and importance	1	Sixteenth
viva voce	Lectures	direct democracy	Concept and importance	1	seventeenth
viva voce	Lectures	semi-direct democracy	Concept and importance	1	eighteenth
viva voce	Lectures	Representative democracy	Concept and importance	1	nineteenth
viva voce	Lectures	Forms of representative system (council system)	Concept and importance	1	Twenty
viva voce	Lectures	Presidential system	Concept and importance	1	twenty one
viva voce	Lectures	Parliamentary system	Concept and importance	1	Twenty-second
viva voce	Lectures	Election and its legal adaptation	Concept and importance	1	twenty-third
viva voce	Lectures	Electoral body composition	Concept and importance	1	Twenty-fourth
viva voce	Lectures	Organizing the election process	Concept and importance	1	Twenty-fifth
viva voce	Lectures	Election systems	Concept and importance	1	Twenty-sixth
viva voce	Lectures	Direct and indirect election	Concept and importance	1	twenty-seventh
viva voce	Lectures	Individual and list election	Concept and importance	1	Twenty-eighth
viva voce	Lectures	Public voting and secret	Concept and importance	1	twenty-ninth



		voting			
		-	Second semester exam	1	thirty

## 11. Course Evaluation

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

1- Daily preparation 5 points

2- Daily exam 4 marks

3- Attendance 3 marks

4- Reports 3 marks

5- Monthly exam 10 marks

6- Total semester 25 points + 25 points total for the second semester = 50 points for the annual effort

7- Final exam score: 50 + 50 effort = 100 final score

## 12. Learning and teaching resources

Human rights and democracy	Required textbooks (methodology if any)
Dr. Maher Sabri Kazim, Human Rights, Democracy and Public Freedoms, 2nd ed., Baghdad, 2010.	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
<a href="https://uomustansiriyah.edu.iq/media/lectures/6/6_2018_12_17!03_44_26_PM.pdf">https://uomustansiriyah.edu.iq/media/lectures/6/6_2018_12_17!03_44_26_PM.pdf</a>	Electronic references, websites

### Course Description Form

<b>1. Course name</b>
<b>Food preparation</b>
<b>2. Course code</b>
<b>3. Semester/Year</b>
Annual 2024/2025
<b>4. Date this description was prepared</b>
<b>9/18/2024</b>
<b>5. Available forms of attendance</b>
<b>daily</b>
<b>6. Number of study hours (total) / Number of units (total)</b>
<b>60 hours per year / 4 units (2) practical units (2) theoretical units</b>
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>

Name: Dr. Duaa Muthanna Shaaban Email:duaa.muthana@tu.edu.iq

## 8. Course objectives

- |  |                    |
|--|--------------------|
| <ul style="list-style-type: none"><li>• To familiarize students with the sources of different foods, how to choose them, the different storage methods, and how to preserve them for the longest possible period.</li><li>• Learn about the nutritional value of foods, comprehensive recommendations, proper nutrition and their relationship to health.</li><li>• Teaching students how to prepare balanced meals.</li></ul> | Subject objectives |
|--|--------------------|

## 9. Teaching and learning strategies

### Cognitive objectives:

- 1 Preparing capable and competent female students in the field of food and nutrition
- 2 Knowing the type The nutritional value of food and how to preserve it for the longest period of time
- 3- The student learns how to prepare healthy and appropriate meals.

**Goals Skills Private By decision.**

- 1- Developing the student's skills in preparing healthy meals
- 2- Developing students' skills in the field of food and nutrition to prepare general food.

## 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
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<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>General introduction with curriculum vocabulary</b>	<b>The student learns about</b>	<b>2</b>	<b>1</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Definition of food and its relationship to food groups</b>	<b>Definition of whole food and its relationship to the main food groups, family food plans, factors affecting food, amount of vitamins and minerals and genetic type</b>	<b>2</b>	<b>2</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Food study objectives</b>	<b>Food study objectives, food preservation from pathogenic germs, food poisoning</b>	<b>2</b>	<b>3</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Food interactions</b>	<b>Food interactions (diffusion phenomenon in food, types of crystallization water and sugar)</b>	<b>2</b>	<b>4</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Fruits and vegetables</b>	<b>The role of fruits and vegetables in family diet plans Factors that affect mineral and vitamin intake and genetic type</b>	<b>2</b>	<b>5</b>
<b>Daily and</b>	<b>road the</b>	<b>Difference in</b>	<b>Transactions</b>	<b>2</b>	<b>6</b>

<b>monthly testing with report</b>	<b>explanation And throw The lecture</b>	<b>storage conditions and factors</b>	<b>that take place on vegetables and fruits from the time they are harvested until they are displayed in the market</b>		
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Essential nutrients in fruits and vegetables</b>	<b>Proteins, carbohydrates and fats in fruits and vegetables, nutritional value of processed fruits and vegetables, preparation of fruits and vegetables and preservation of their value</b>	<b>2</b>	<b>7</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Cooking fruits and vegetables</b>	<b>Changes that occur when cooking fruits and vegetables</b>	<b>2</b>	<b>8</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Authority and its types</b>	<b>Authorities, their preparation and how to preserve them</b>	<b>2</b>	<b>9</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Sauces</b>	<b>Types of sauces used, how to make different sauces such as mayonnaise and French sauce, and their nutritional values</b>	<b>2</b>	<b>10</b>
<b>Daily and</b>	<b>road the</b>	<b>Fats and their</b>	<b>Fats, their</b>	<b>2</b>	<b>11</b>

<b>monthly testing with report</b>	<b>explanation And throw The lecture</b>	<b>types</b>	<b>composition, properties, fatty acids and their importance</b>		
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Lipids.. Fat Reactions</b>	<b>Definition of lipids, fat reactions and their effect on temperature</b>	<b>2</b>	<b>12</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Milk and milk products</b>	<b>Milk, its definition, importance, components, nutritional value, types of milk, the effect of milk on heat</b>	<b>2</b>	<b>13</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Milk curdling</b>	<b>Milk coagulation (acid, enzyme, special uses of milk in food preparation)</b>	<b>2</b>	<b>14</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Cream and cheese manufacturing</b>	<b>Cream, cheese, butter, ingredients of each</b>	<b>2</b>	<b>15</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Eggs and their importance</b>	<b>Eggs, their importance, nutritional value, composition, changes that occur to them during storage, the importance of eggs in preparing and cooking some foods, and how they are an emulsifying and thickening agent.</b>	<b>2</b>	<b>16</b>

<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Meat and its types</b>	<b>Meat, its types, red and white, the percentage of fat and protein in it, cooking methods, and their effect on some of its properties</b>	<b>2</b>	<b>17</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>white meat</b>	<b>Its types, how to cook it, its qualitative and sensory characteristics, and its chemical composition.</b>	<b>2</b>	<b>18</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>red meat</b>	<b>Its types, how to cook it, its qualitative and sensory characteristics, and its chemical composition.</b>	<b>2</b>	<b>19</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Starches</b>	<b>The role of starches in food preparation and the characteristics of the final product</b>	<b>2</b>	<b>20</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Sugars</b>	<b>Types of sugars and their food sources in food preparation</b>	<b>2</b>	<b>21</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Flour</b>	<b>Types of flour and its role in preparing bread according to the type of</b>	<b>2</b>	<b>22</b>

			wheat extracted from it and its characteristics in the qualities of the product		
Daily and monthly testing with report	road the explanation And throw The lecture	Cake	Preparing it and identifying the factors affecting it to make it successful	2	23
Daily and monthly testing with report	road the explanation And throw The lecture	Biscuits	Preparing it and identifying the factors affecting it to make it successful	2	24
Daily and monthly testing with report	road the explanation And throw The lecture	Pastries and their types	Doughs, their types, and the factors affecting them, including the raising factors, and identifying the sources and types of raising materials and their importance.	2	25
Daily and monthly testing with report	road the explanation And throw The lecture	Types of drinks	Drinks, their types and various details for their preparation	2	26
Daily and monthly testing with report	road the explanation And throw The lecture	Natural Flavors and Flavors	Learn about the types of flavors and their origins in food preparation.	2	27

## 11. Course Evaluation



The marks are distributed for the theoretical and practical parts, with 25 marks for the first semester and the same for the second semester. The final exam is 50 marks, distributed as 35 marks for the theoretical part and 15 marks for the practical part.

## 12. Learning and teaching resources

Lectures prepared	Required textbooks (methodology if any)
1- Cooking and Nutrition Guide 2006, by Naziha Adeeb 2- Experimental Cooking 2008 Written by Dr. Ayman Suleiman 3- On cooking 2007. Sarah R. Labensky 4- The Art of Cooking Book, Manal Al-Alam	Main References (Sources)
Food, its components, preparation and evaluation, written by Dr. Suhair Fouad Nour.	Recommended supporting books and references (scientific journals, reports...)
<a href="http://www.uobabylon.edu/">http://www.uobabylon.edu/</a> <a href="http://www.nutrition.com/">http://www.nutrition.com/</a> <a href="http://www.texasa%26muniversity.com/">http://www.texasa%26muniversity.com/</a>	Electronic references, websites
Using data show, using smart electronic board, developing curriculum vocabulary by creating new vocabulary.	Curriculum Development Plan

## Course Description Form

### 1. Course name

baby feeding

**2. Course code**

328HECN

**3. Semester/Year**

Annual 2024/2025

**4. Date this description was prepared**

9/18/2024

**5. Available forms of attendance**

daily

**6. Number of study hours (total) / Number of units (total)**

30 hours of theory / 60 hours of practice Number of units: 4

**7. Name of the course supervisor (if more than one name is mentioned)**

Name: Dr. Duaa Muthanna Shaaban Email:duaa.muthana@tu.edu.iq

**8. Course objectives**

- Defining the importance of pregnancy, breastfeeding and childhood from birth until the end of early adolescence
- Identifying the stages of growth and development in a healthy way during pregnancy, breastfeeding and childhood
- Identifying nutritional problems facing pregnant women, breastfeeding women and children
- Learn how to use nutritional information to plan balanced diets.

Subject objectives

**9. Teaching and learning strategies**

- 1- Teaching Strategies Collaborative  
Concept Planning
- 2- Brainstorming teaching strategies
- 3- Note chain strategies

<b>10. Course Structure</b>					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Daily and monthly testing with report	road the explanation And throw The lecture	Introduction to the basics of child nutrition and linking it to the basics of nutrition material studied in the previous year	The student learns about	2	1
Daily and monthly testing with report	road the explanation And throw The lecture	Pregnancy and the physiological changes that occur during it	The student learns about	2	2
Daily and monthly testing with report	road the explanation And throw The lecture	Nutritional requirements for pregnant women in general	The student learns about	2	3
Daily and monthly testing with report	road the explanation And throw The lecture	Comparison of nutritional requirements for pregnant and non-pregnant women to focus on the importance of nutrition and its relationship to fetal health	The student learns about	2	4
Daily and monthly testing with report	road the explanation And throw The lecture	Nutritional recommendations during pregnancy and models of different diets during this period	The student learns about	2	5
Daily and monthly testing with report		Malnutrition, pregnancy and nutrition of pregnant	The student learns about	2	6

		<b>adolescents</b>			
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Breastfeeding nutrition and its comparison with pregnant nutrition</b>	<b>The student learns about</b>	<b>2</b>	<b>7</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Factors affecting breast milk</b>	<b>The student learns about</b>	<b>2</b>	<b>8</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Breastfeeding foods and nutritional recommendations for breastfeeding</b>	<b>The student learns about</b>	<b>2</b>	<b>9</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Child nutrition during the first year of life and its relationship to indicators of growth and development</b>	<b>The student learns about</b>	<b>2</b>	<b>10</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>The importance of breastfeeding and the most important differences between natural and artificial milk</b>	<b>The student learns about</b>	<b>2</b>	<b>11</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Infant Nutrition Requirements</b>	<b>The student learns about</b>	<b>2</b>	<b>12</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Types of baby food and models of nutritional programs for children</b>	<b>The student learns about</b>	<b>2</b>	<b>13</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Premature Infant Nutrition and Nutritional Problems in Infant Feeding</b>	<b>The student learns about</b>	<b>2</b>	<b>14</b>
<b>Daily and</b>	<b>road the</b>	<b>Nutritional</b>	<b>The student</b>	<b>2</b>	<b>15</b>

<b>monthly testing with report</b>	<b>explanation And throw The lecture</b>	<b>characteristics of the preschool child</b>	<b>learns about</b>		
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Preschool child eating habits and problems</b>	<b>The student learns about</b>	<b>2</b>	<b>16</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Nutritional curricula and their relationship to nutritional planning</b>	<b>The student learns about</b>	<b>2</b>	<b>17</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>The importance of school nutrition</b>	<b>The student learns about</b>	<b>2</b>	<b>18</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Types of school nutrition curricula and the school nutrition experience</b>	<b>The student learns about</b>	<b>2</b>	<b>19</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>The relationship between growth developments and nutrition in early adolescence</b>	<b>The student learns about</b>	<b>2</b>	<b>20</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Dietary guidelines for young adolescents</b>	<b>The student learns about</b>	<b>2</b>	<b>21</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Nutritional planning in adolescent nutrition programs</b>	<b>The student learns about</b>	<b>2</b>	<b>22</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>The most important nutritional problems in childhood and adolescence</b>	<b>The student learns about</b>	<b>2</b>	<b>23</b>
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Malnutrition diseases and their relationship to children's mental</b>	<b>The student learns about</b>	<b>2</b>	<b>24</b>

		<b>development</b>			
<b>Daily and monthly testing with report</b>	<b>road the explanation And throw The lecture</b>	<b>Failure to thrive and its relationship to nutritional assessments</b>	<b>The student learns about</b>	<b>2</b>	<b>25</b>

### 11. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc. After that, the total effort is made up of 50 degrees, with 25 degrees for the first semester and the same for the second semester.

### 12. Learning and teaching resources

<b>Child Nutrition Book, Faten Fakhr El-Din / Asst. Nawal Ibr Qassam / Iraq</b>	<b>Required textbooks (methodology if any)</b>
<b>5- Modern Concepts in Child Nutrition 2017/Prof. Dr. Mona Ahmed 6- Nutrition of children, adolescents and the elderly / Dr. Mohamed Nagaty 2015</b>	<b>Main References (Sources)</b>
<b>The journal of child nutrition and management</b>	<b>Recommended supporting books and references (scientific journals, reports...)</b>
<b><a href="https://www.healthdirect.gov.au/healthy-eating-for-children">https://www.healthdirect.gov.au/healthy-eating-for-children</a>  <a href="https://nutritionsource.hsph.harvard.edu/kids-healthy-eating-plate">https://nutritionsource.hsph.harvard.edu/kids-healthy-eating-plate</a></b>	<b>Electronic references, websites</b>

## Course Description Form

<b>1. Course name:</b>					
Home management and handicrafts					
<b>2. Course code:</b>					
<b>3. the chapter/Year:Annual</b>					
Annual 2024\2025					
<b>4. Date this description was prepared</b>					
18\9\2024					
<b>5. Available attendance forms:</b>					
daily					
<b>6. Number of study hours (total) / Number of units (total):</b>					
301 hour theoretical \ 60 hours practical					
<b>7. Name of the course administrator (if more than one name is mentioned)</b>					
Name: M.M. Bayader Jalal Abdul Hamid Al-Naimi					
Email: - <a href="mailto:Bayaderjalal@tu.ed.iq">Bayaderjalal@tu.ed.iq</a>					
<b>8. Course objectives</b>					
<ul style="list-style-type: none"> <li>• Knowing the philosophy and goals of family life</li> <li>• The girl acquires artistic and aesthetic management skills.</li> <li>• Training the student to make a plan for home management</li> </ul>					
<b>9. Teaching and learning strategies</b>					
Explanation and clarification / implementation steps of models / smart board				<b>Strategy</b>	
<b>10. Course structure</b>					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Weeks</b>	<b>The week</b>

<b>Theoretic al exam</b>	The lecture	Philosophy and go of life Family	Training female students to know the philosophy of the state, society and family	1 1	The week the first The second
<b>Theoretic al exam</b>	The lecture	Home and family the world The advanced	Training students to benefit from the experiences of other countries Advanced	1 1	The th week The fourth
<b>Theoretic al exam</b>	The lecture	Responsibilities in l Family	Training students to be ideal mothers For her children and knowledge Responsibility of each family member	1 1	Week 5 a 6
<b>Theoretic al exam</b>	The lecture	Manufacturing and impact on the home	Training students on The role of industrial development and scientific progress in Facilitate household affairs	1 1	The seven week The eighth
<b>Theoretic al exam</b>	The lecture	Home management	Training students to prepare a management plan The house according to scientific principles	1 1	Week 9 a 10
<b>Theoretic al exam</b>	The lecture	Home manage steps	Training students to prepare a scientific plan and supervise it Implement and evaluate it	1 1	Week 11 ten The second ten



<b>Theoretic al exam</b>	The lecture	The role of t housewife in the rol Family life	Training studer on to be a housewi Successful As a manager in her home	1  1	The th week Ten a four ten
<b>Theoretic al exam</b>	The lecture	The differer between time a effort In house managemen	Training studer on The most important scientific experiments to measure time a effort What you put in doing business	1  1	The week Fifth Ten and s ten
<b>Theoretic al exam</b>	The lecture	Fatigue exhaustion	Training studer to perform housework in less time and with less effort	1  1	The sever week ten The eight ten
<b>Theoretic al exam</b>	The lecture	Factors affecting Use of time and effo	Training studer to make a daily, weekly and monthly plan to benefit from tin and effort	1  1	The week Ninth ten Twenty
<b>Theoretic al exam</b>	The lecture	Planning to bene from time and effort	Training studer on distributing work Home and not letting it pile up on them	1  1	The week twenty on Twenty- second
<b>Theoretic al exam</b>	The lecture	Business Facilitati Studies Home	Training studer on distributing work Home and not letting it pile up on them	1  1	The week twenty- third a twenty- fourth Twenty-fi

<b>Theoretic al exam</b>	The lecture	Improving worki methods And its circumstand	Training studer to know the devices home working To improve working conditions and shorten time and effort	1 1	The week Twenty- sixth Twenty- seventh Twenty- eighth
<b>Theoretic al exam</b>	Evaluation	Exam	Training studer on Answer the test paragraphs	1 1	The week twenty- ninth Thirty
				Watch s	Practical part
<b>Practical exam</b>	Practical application	Selection of fabrics Necessary, wash a iron them, th classify the according to t tasks. Manual	Training studer to master skills Manual	2	The week the first
<b>Practical exam</b>	Practical application	Making models needs Home essential	Training studer to make the model	2	The week the second
<b>Practical exam</b>	Practical application	Make a cover for a p or bag Manual	Training studer on Utilizing fabric waste	2 2 2	The week the third The fourth And the fi
<b>Practical exam</b>	Practical application	Work of trust On rice bags	Training studer on handicrafts	2 2 2 2	The week Sixth And t seventh The eighth And t ninth
<b>Practical</b>	Practical application	Explanation of t symbols of the fishi rod	Training studer on Basic principles	2	The week tenth And the o

<b>exam</b>			I make the hook Especially Beginners	2	ten
<b>Practical exam</b>	Practical application	Optional before Students	less Training student to choose the model they like In his mastery	2	The week twelfth
<b>Practical exam</b>	Practical application	Students working With the help of the school	st Training student to make a homework model for next week	2	The week the third ten
<b>Practical exam</b>	Practical application	Check what each has done. Student from work Her model	Training student on Do the right thing and guide them When needed	2	The week fourteenth
<b>Practical exam</b>	Practical application	The same topic repeated	The same topic repeated	2	The week Fifth ten
<b>Practical exam</b>	Practical application	Students learn on Hook work	Training student on fishing And its symbols	2	The week Sixth ten
<b>Practical exam</b>	Practical application	Teaching students on Another example of Fabric waste	Training student on Benefit from the raw materials found in nature	2	The week Seventh ten
<b>Practical exam</b>	Practical application	Student work training Molds according to measurements The model then How to play a game for kids	Training student to make different games, shapes and sizes	2	The week eighteenth
<b>Practical exam</b>	Practical application	Waste exploitation Suitable fabrics work kids game	Training student to make molds according to Model measurements	2 2	The week nineteenth Twenty Twenty-five Twenty-

			and then how to work	2	second
<b>Practical exam</b>	Practical application	Teaching students of Roof stitch	Training students to master the roof stitch	2 2 2	The week the third Twenty-fourth a twenty-fif
<b>Practical exam</b>	Practical application	Teaching students make patches	Training students on recycling raw materials the environment	2 2 2 2	The week Twenty-sixth twenty-seventh a twenty-eighth And t twenty-ninth
<b>Practical application</b>	exam	exam		2	The week thirty

## 11. Course Evaluation

## 12. Learning and teaching resources

Planning and Management in Home Economics-Ihsan Al-Baqli Doria Amin	Required textbooks (methodology if any)
- Home management notebook - Family Economics and Home Management 2007 Ayman Mazhara and others - Family Economics and Home Management / Doha Al-Hadidi	Main References (Sources)
1- Home Economic 2- Journal Table of Home of Economics 3- Student reports	Recommended supporting books and references (scientific journals, reports, etc.)

Family websites	Electronic references, websites
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<p>Curriculum Development Plan</p> <ul style="list-style-type: none"> <li>- Field visit to families from different economic levels</li> <li>- Display video content on successful home management and mention the most prominent figures in this field</li> <li>- Field visit to the courts to learn about the reasons for family separation and find solutions to them</li> <li>- Visit some sites that offer handicraft industries and how to work with them to develop Students' skills</li> </ul>
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### Course Description Form

<b>1. Course name</b>	
Educational Psychology	
<b>2. Course code</b>	
<b>3. Semester/Year</b>	
Academic year 2024/2025	
<b>4. Date this description was prepared</b>	
18/9/2024	
<b>5. Available forms of attendance</b>	
In-person and online	
<b>6. Number of study hours (total) / Number of units (total) 60 hours</b>	
60 hours / 4 units	
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>	
Name: M.M. Khaled Walid Nofan Email: Khalid.waleed@tu.edu.iq	
q	
<b>8. Course objectives</b>	
Make students aware of the principles of educational psychology 2-Make students understand the	Subject objectives

historical basis of the emergence of educational psychology.  
 3-Make students recognize the importance of the social basis of the educational process.  
 4-Make students familiar with the term memory  
 5-Make students understand the role of educational psychology in the educational process  
 6- They know the meaning of forgetting.

### 9. Teaching and learning strategies

Lecture, discussion, interrogation

Strategy

### 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Achievement tests	Lecture and discussion	Historical Overview	Educational and psychological sciences	2	the first
Achievement tests	Lecture and discussion	Meaning of psychology	Educational and psychological sciences	2	the second
Achievement tests	Lecture and discussion	Branches of Psychology	Educational and psychological sciences	2	the third
Achievement tests	Lecture and discussion	Educational objectives	Educational and psychological sciences	2	Fourth
Achievement tests	Lecture and discussion	Education Theories	Educational and psychological sciences	2	Fifth
Achievement tests	Lecture and discussion	behavioral theory	Educational and psychological sciences	2	Sixth
Achievement tests	Lecture and discussion	Cognitive theory	Educational and psychological sciences	2	Seventh

Achievement tests	Lecture and discussion	Sources of derivation of behavioral objectives	Educational and psychological sciences	2	The eighth
Achievement tests	Lecture and discussion	Attention	Educational and psychological sciences	2	Ninth
Achievement tests	Lecture and discussion	Objective factors affecting attention	Educational and psychological sciences	2	tenth
Achievement tests	Lecture and discussion	Subjective factors affecting attention	Educational and psychological sciences	2	eleventh
Achievement tests	Lecture and discussion	memory	Educational and psychological sciences	2	twelfth
Achievement tests	Lecture and discussion	Factors affecting memory	Educational and psychological sciences	2	thirteenth
Achievement tests	Lecture and discussion	Memory	Educational and psychological sciences	2	fourteenth
Achievement tests	Lecture and discussion	Types of memory	Educational and psychological sciences	2	fifteenth
Achievement tests	Lecture and discussion	How does memory happen?	Educational and psychological sciences	2	Sixteenth
Achievement tests	Lecture and discussion	forgetfulness	Educational and psychological sciences	2	seventeenth
Achievement tests	Lecture and discussion	Chapter test	Educational and psychological sciences	2	eighteenth
Achievement tests	Lecture and discussion	Factors that contribute to forgetting	Educational and psychological sciences	2	nineteenth
Achievement tests	Lecture and discussion	Transfer of learning effect	Educational and psychological sciences	2	Twenty
Achievement tests	Lecture and discussion	Contributing factors	Educational and psychological sciences	2	twenty one

Achievement tests	Lecture and discussion	Learning and teaching	Educational and psychological sciences	2	Twenty-second
Achievement tests	Lecture and discussion	How does learning happen?	Educational and psychological sciences	2	twenty-third
Achievement tests	Lecture and discussion	The difference between learning and teaching	Educational and psychological sciences	2	Twenty-fourth
Achievement tests	Lecture and discussion	Behavior	Educational and psychological sciences	2	Twenty-fifth
Achievement tests	Lecture and discussion	Genetic determinants of behavior	Educational and psychological sciences	2	Twenty-sixth
Achievement tests	Lecture and discussion	Environmental determinants of behavior	Educational and psychological sciences	2	twenty-seventh
Achievement tests	Lecture and discussion	semester exam	Educational and psychological sciences	2	Twenty-eighth
Achievement tests	Lecture and discussion	Bloom's Taxonomy of Objectives	Educational and psychological sciences	2	twenty-ninth
Achievement tests	Lecture and discussion	Major classification of goals	Educational and psychological sciences	2	thirty

### 11. Course Evaluation

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

### 12. Learning and teaching resources



Educational Psychology	Required textbooks (methodology if any)
School Psychology and Educational Psychology Books	Main References (Sources)
Psychology References	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

### Course Description Form

<b>1. Course name</b>
Principles of Home Economics
<b>2. Course code</b>
<b>3. Semester/Year</b>
Chapter One and Two 2024/2025
<b>4. Date this description was prepared</b>
9/18/2024
<b>5. Available forms of attendance</b>
weekly

**6. Number of study hours (total) / Number of units (total)**

60My theoretical watch4 units

**7. Name of the course supervisor (if more than one name is mentioned)**Name: M. Shahd Khaled Hamid Email: [Shahad.hameed@tu.edu.iq](mailto:Shahad.hameed@tu.edu.iq)**8. Course objectives**

- **Preparing a school for family education by learning about home economics and its development**
- Identify the general objectives of the department
- Learn about the history of the department and its role in education
- Learn about the branches of home economics
- Learn about the role of the department in family life
- Learn the basics of education and family relationships

Subject objectives

**9. Teaching and learning strategies**

- LecturerTheoretical (Explanation and clarification)
  - Discussion
  - Google classroom)
- Oral and written tests and reports

Strategy

**10. Course Structure**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Daily tests	a lecture	The early stages of women's education Related Organizations	The student learns about	4theoretical 4 theoretical	1 - 2 3 - 4
=	Giving the lecture	toA historical overview of the emergence SciencenoHome Economics The most important characters that have Role in its emergence.  Building a structureunlessEconomy	The student learns about	4 theoretical 4 theoretical	5 - 6 7 - 8

		<b>Home</b>			
=	Giving the lecture	<p style="text-align: center;"><b>Philosophy and objectives of home economics</b></p> <p style="text-align: center;"><b>The role of home economics in the life of the family and individuals and its contribution to solving family problems</b></p>	The student learns about	4theoretical  4 theoretical	9 - 10 11 - 12
=	Giving the lecture	The relationship of home economics with other sciences	The student learns about	4theoretical  4 theoretical  4 theoretical	13 - 14 15 - 16 17 - 18
=	Giving the lecture	<p style="text-align: center;">University Life - The Foundations Related to University Student Success</p> <p style="text-align: center;">Home economics fields</p>	The student learns about	4theoretical  4 theoretical	19-20 21 - 22
		Focus and detail on the field of home management and family resources	The student learns about	4 theoretical	23 - 24
=	Giving the lecture	<p style="text-align: center;">Factors affecting the achievement of family goals to preserve its resources</p> <p style="text-align: center;">Resources, the relationship between resources and consumption and the relationship between the consumer and need</p>	The student learns about	4theoretical  4 theoretical	25-26 27-28
	Giving the lecture	Types of consumption Planning a family budget	The student learns about	4 theoretical	29-30

## 11. Course Evaluation

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

Grade distribution out of 100:

- Attendance 10 marks
- Reports 10 marks
- Practical application 10 marks
- Daily homework 10 marks
- Monthly exam 60 marks

**12. Learning and teaching resources**

2- Principles of Home Economics book prepared by Dr. Maha Mazen and Dr. Lamia Yassin	Required textbooks (methodology if any)
1-	Main References (Sources)
-	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

**Course Description Form**

**1. Course name**

Principles of Statistics

**2. Course code**

**3. Semester/Year**

First and second semester of the academic year 2024 - 2025

**4. Date this description was prepared**

18/9/2024

**5. Available forms of attendance**

theoretical

**6. Number of study hours (total) / Number of units (total)**

30 hours /2lonliness

**7. Name of the course supervisor (if more than one name is mentioned)**

Name: M.M. Taha Salam Hamza Email:[taha.salam@tu.edu.iq](mailto:taha.salam@tu.edu.iq)

**8. Course objectives**

**This course aims to familiarize the student with the basic concepts in statistics, and the main tools and methods used in descriptive statistics, which are represented in the methods of collecting and organizing data and presenting it in tables, graphs and geometric shapes, and performing the necessary calculations to arrive at the various measures that highlight the basic characteristics of the phenomenon, such as measures of central tendency and measures of dispersion.**

Subject objectives

**9. Teaching and learning strategies**

- Method of explanation, discussion and clarification
- Video presentation
- Lecture and application
- Self-learning method

Strategy

**10. Course Structure**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
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Exam	Lecture and explanation	General introduction and basic concepts in statistics		3	the first the second the third
Exam		First test of the first semester		1	Fourth
Exam	Lecture and explanation	Data tabulation and display methods		3	Fifth Sixth Seventh
Exam		Second test for the second semester		1	The eighth
Exam	Lecture and explanation	Measures of central tendency		3	Ninth tenth eleventh
Exam	Lecture and explanation	Dispersion measures		3	twelfth thirteenth fourteenth
Exam		First test of the second semester		1	fifteenth
Exam	Lecture and explanation	Skewness and kurtosis		2	Sixteenth seventeenth
Exam	Lecture and explanation	Correlation analysis (linear correlation and scatter plot)		2	eighteenth and nineteenth
Exam		Second test for the second semester		1	Twenty

### 11. Course Evaluation

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

### 12. Learning and teaching resources

Statistics Book / Dr. Mahmoud Hassan Al-Mashhadani, Amir Hanna Hormuz. Ministry of Higher Education and Scientific Research	Required textbooks (methodology if any)
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/ Baghdad	
-Statistics in Administrative Sciences Book / Dr. Omar Mohammed Al-Hallaq and Dr. Ahmed Saleh Al-Salem - Introduction to Statistical Analysis / Dr. Ali bin Mohammed	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
- Lectures on the principles of statistics available on YouTube by Dr. Saeed Saif El-Din	Electronic references, websites

### Course Description Form

<b>1. Course name</b>
Calculators 2
<b>2. Course code</b>
<b>3. Semester/Year</b>
Chapter One and Two 2024/2025
<b>4. Date this description was prepared</b>
9/18/2024
<b>5. Available forms of attendance</b>
weekly
<b>6. Number of study hours (total) / Number of units (total)</b>
30My watch/ 2 units
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>
Name: M.M. Taha Salam Hamza Email: <a href="mailto:taha.salam@tu.edu.iq">taha.salam@tu.edu.iq</a>
<b>8. Course objectives</b>

- Study the Word program within Microsoft Office applications and learn how to operate the program.
- Learn the commands in the taskbar, their application and how to use them.
- Learn keyboard shortcuts for taskbar commands.
- Learn how to use PowerPoint and how to create presentations and add slides to presentations.

Subject objectives

## 9. Teaching and learning strategies

-Lecturer Theoretical (Explanation and clarification)  
 - Practical application (All the instructions explained in the theoretical aspect are applied practically on the computer, and then the students are asked to implement the instructions and given different examples of the different instructions.)

Strategy

## 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Daily homework and theoretical and practical exams and reports	Giving the lecture  Practical application	Run Microsoft Word, program interface	The student learns about Word program, its uses, and how to open the program	1 theoretical	1 - 2
=	Giving the lecture	File tab Home tab	The student learns about How to open a new document, save the document, and different ways to save documents	1 theoretical	3
=	Practical application	File tab Home tab	Practical application of the procedures for opening a document, creating a new document, and saving work on documents.	1 theoretical	4
=	Giving the	Page Layout Tab and View Tab	The student learns about How to	1 theoretical	5



	lecture		format pages, change page orientation, and work with page borders		
=	Practical application	Page Layout Tab and View Tab	Students apply page formatting procedures, changing text borders, and page orientation.	1 theoretical	6
	Giving the lecture	Insert tab (Table, Table Tools, Pages and Design)	The student learns how to insert objects, symbols and tables in Microsoft Word.	1 theoretical	7
=	Practical application	Insert tab (Table, Table Tools, Pages and Design)	The student practically applies how to insert objects, symbols and tables in the Microsoft Word application.	1 theoretical	8
=	Giving the lecture	Layout, illustrations, links, header and footer	The student learns how to create illustrations, insert links, and create a header and footer.	1 theoretical	9
=	Practical application	Layout, illustrations, links, header and footer	The student practically applies the creation of illustrations, inserting links, and creating a header and footer for the page.	1 theoretical	10
		First month exam	exam	2	11
=	Giving the lecture	References, Table of Contents, Bookmarks	The student learns aboutHow to create references, table of contents and bookmarks	1 theoretical	12
=	Practical application	References, Table of Contents, Bookmarks	Practical application for inserting a table of contents and making bookmarks	1 theoretical	13

=	Giving the lecture	Mail, Mail Merge, Preview and Finalize	The student learns additional tasks in Microsoft Word such as mail, mail merge, preview and finalization.	1 theoretical	14
=	Practical application	Mail, Mail Merge, Preview and Finalize	The student practically applies mail, mail merging, previewing and finalization.	1 theoretical	15
=	Giving the lecture	Review, Comments, Track Changes	The student learns additional tasks in Microsoft Word such as reviewing, adding comments, and tracking changes.	1 theoretical	16
=	Practical application	Review, Comments, Track Changes	The student practically applies additional tasks in Microsoft Word such as reviewing, adding comments, and tracking changes.	1 theoretical	17
		Second month exam	exam	2	18
=	Giving the lecture	Introduction to Microsoft PowerPoint, Open the program, New presentation	The student learns about Microsoft PowerPoint and how to open and save a new presentation.	1 theoretical	19
=	Practical application	Introduction to Microsoft PowerPoint, Open the program, New presentation	The student practically applies how to open the PowerPoint application, create a new presentation, and save the	1 theoretical	20

			work.		
=	Giving the lecture	Clipboard, slide layout, design and fonts	The student learns to apply clipboard options (copy, paste, cut), arrange slides, change font and design.	1 theoretical	21
=	Practical application	Clipboard, slide layout, design and fonts	The student applies clipboard choices, slide arrangement, and font changes.	1 theoretical	22
=	Giving the lecture	Slideshow, Change Colors	The student learns how to view slides, change display methods, change colors and designs.	1 theoretical	23
=	Practical application	Slideshow, Change Colors	The student practically applies the slide show, changing its design, arrangement, and changing colors.	1 practical	24
	Giving the lecture Practical application	Insert objects, add animations	The student learns how to insert objects and add animations in Microsoft PowerPoint.	1 theoretical	25-26
	Giving the lecture Practical application	Presentation forms' Slide navigation	The student learns additional tasks in Microsoft PowerPoint such as changing presentation styles and how to navigate between slides.	1 theoretical	27-28
			exam	2	29

## 11. Course Evaluation

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

Grade distribution out of 100:

- Attendance 10 marks
- Reports 10 marks
- Practical application 10 marks
- Daily homework 10 marks
- Monthly exam 60 marks

## 12. Learning and teaching resources

<b>3- Computer Basics and Office Applications (Microsoft Word and PowerPoint 2010) University House for Printing, Publishing and Translation- Baghdad-Iraq 2016</b>	Required textbooks (methodology if any)
	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

## Course Description Form

<b>1. Course name</b>	
College of Education for Girls - Department of Home Economics	
<b>2. Course code</b>	
Teaching methods	
<b>3. Semester/Year</b>	
annual	
<b>4. Date this description was prepared</b>	
2/25/2024	
<b>5. Available forms of attendance</b>	
theoretical	
<b>6. Number of study hours (total) / Number of units (total)</b>	
168	
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>	
Name: Assistant Professor Dr. Qais Diab Abdul Email:	
<b>8. Course objectives</b>	
<ul style="list-style-type: none"><li>• supply Students With information Theory in How to delivery road Teaching</li><li>• teaching Students the sciences Basic And supportive their</li><li>• supply Students With information Scientific And theory in How to Confrontation Profession And building a personality Professional Strong their from during Instructions And tips that progress their.</li></ul>	Subject objectives
<b>9. Teaching and learning strategies</b>	
	Strategies Learning And education Hadith And industry Mind Arabic-The

Lecturer His competencies And its numbers And his training

### 10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Daily exams with multiple-choice questions that require practical and scientific skills.	Discussion method	Introduction to teaching methods	Nature of teaching- Teaching method concept- Characteristics of a good teaching method- Reasons for multiple teaching	3	First week
Oral and written exam	elocution	Educational objectives	Sources of derivation of educational objectives- Types of educational objectives - educational objectives- General objectives-The importance of general objectives- Behavioral objectives- Areas	3	The second week
Oral and written exam	Interrogation method	Planning for teaching	Reasons for planning- Some objections to planning-Basic principles of planning- Types of	3	The third week

			lesson plans		
Oral and written exam	How to communicate information to students	Teaching methods	elocution- Interrogation method- Discussion method	3	Week 4
Oral and written exam	How to communicate information to students	Teaching methods	Induction method- Deduction method- Problem solving method- Programmed learning method- Project method- Exploration method- Concept maps	3	Week 5
Written exam	How the student deals with the event	Current events	Selection criteria-How to use it	3	Week 6
Written exam	How the student deals with the event	Current events	The role of students in choosing and using it	3	The seventh week

### 11. Course Evaluation

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

### 12. Learning and teaching resources

Home Economics Teaching Methods

Required textbooks (methodology if any)

Good sir Begging The house  
Egyptian Lebanese T1Cairo2008

Main References (Sources)

I am chaste Mustafa Industrial-

Recommended supporting books and

Methods education And learning And its applications in Research Educational0magazine Anglo Egyptian T1Cairo2002	references (scientific journals, reports...)
I'm gay	Electronic references, websites



**1. Course name****General Chemistry****2. Course code****3. Semester/Year**

annual2024/2025

**4. Date this description was prepared**

18/9/2024

**5. Available forms of attendance**

daily

**6. Number of study hours (total) / Number of units (total)**

60 hours

**7. Name of the course supervisor (if more than one name is mentioned)**

Name: Dr. Ali Walid Nofan

Email:ali.w.nofan@tu.edu.iq

**8. Course objectives**

- Learn about laboratory equipment and tools
- Methods of measurement and conducting simple experiments
- Identify the types of solutions and methods of measuring and expressing them.
- Learn about the types of acids, bases and salts and how to distinguish between them

Subject objectives

**9. Teaching and learning strategies****Cognitive objectives:**

**Students acquire the ability to explain chemical reactions and correction reactions.**

**The student acquires how to apply the principles of analytical chemistry in**

laboratories.

### 10. Course Structure

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Daily direct questions	Practical explanation in the laboratory	Laboratory equipment and tools in the chemistry laboratory	Introducing the student to laboratory equipment and tools	2	1
Daily direct questions	Practical explanation in the laboratory	=	=	2	2
Daily direct questions	Practical explanation in the laboratory	Solutions and their types	Identify solutions	2	3
Daily direct questions	Practical explanation in the laboratory	=	=	2	4
Daily direct questions	Practical explanation in the laboratory	Methods of preparing different chemical solutions	Learn laboratory methods for preparing solutions	2	5
Daily direct questions	Practical explanation in the laboratory	=	=	2	6
Daily direct questions	Practical explanation in the laboratory in addition to conducting an experiment	Examples of preparing compounds	Learn how to prepare some compounds	2	7
Daily direct questions	Practical explanation in the	=	=	2	8

	laboratory in addition to conducting an experiment				
Daily direct questions	Practical explanation in the laboratory	=	=	2	9
Daily direct questions	Practical explanation in the laboratory	Types of salts and their preparation	Identify salts	2	10
Daily direct questions	Practical explanation in the laboratory	=	=	2	11
Daily direct questions	Practical explanation in the laboratory	=	=	2	12
Daily direct questions	Practical explanation in the laboratory	Purification of some salts	Learn about methods of purifying salts	2	13
Daily direct questions	Practical explanation in the laboratory	=	=	2	14
Daily direct questions	Practical explanation in the laboratory	Distillation and its types	Learn about distillation	2	15
Daily direct questions	Practical explanation in the laboratory	=	=	2	16
Daily direct questions	Practical explanation in the laboratory	=	=	2	17
Daily direct questions	Practical explanation in the	=	=	2	18

	laboratory				
<b>Daily direct questions</b>	<b>Practical explanation in the laboratory</b>	<b>Acids, bases and salts</b>	<b>Identifying acids, bases and salts</b>	<b>2</b>	<b>19</b>
<b>Daily direct questions</b>	<b>Practical explanation in the laboratory</b>	=	=	<b>2</b>	<b>20</b>
<b>Daily direct questions</b>	<b>Practical explanation in the laboratory</b>	=	=	<b>2</b>	<b>21</b>
<b>Daily direct questions</b>	<b>Practical explanation in the laboratory</b>	=	=	<b>2</b>	<b>22</b>
<b>Daily direct questions</b>	<b>Practical explanation in the laboratory</b>	<b>Methods of neutralizing acid with base or vice versa</b>	<b>Identify Acids and Bases</b>	<b>2</b>	<b>23</b>
<b>Daily direct questions</b>	<b>Practical explanation in the laboratory</b>	=	=	<b>2</b>	<b>24</b>
<b>Daily direct questions</b>	<b>Practical explanation in the laboratory</b>	=	=	<b>2</b>	<b>25</b>
<b>Daily direct questions</b>	<b>Practical explanation in the laboratory</b>	<b>Complex corrections</b>	<b>Complex corrections</b>	<b>2</b>	<b>26</b>
<b>Daily direct questions</b>	<b>Practical explanation in the laboratory</b>	<b>Organic compounds and their preparation</b>	<b>Learn how to prepare some organic compounds</b>		<b>27</b>
<b>Daily direct questions</b>	<b>Practical explanation in the laboratory</b>	=	=		<b>28</b>
<b>Daily direct questions</b>	<b>Practical explanation in the</b>	=	=		<b>29</b>

	<b>laboratory</b>				
<b>Daily direct questions</b>	<b>Practical explanation in the laboratory</b>	<b>Distillation and its types</b>	<b>Learn about distillation and its types</b>		<b>30</b>

### 11. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, conducting experiments, etc. Then the final total effort is made out of 15.

### 12. Learning and teaching resources

General Chemistry, Basim Al-Dali	Required textbooks (methodology if any)
General chemistry by sister, vande Davidson's keeper	Main References (Sources)
<p>Analysis Descriptive And volumetric.Composition D.supporter The Abayaji And fixed happy -Chemistry General Membership.Composition D.Nouri Salem -Chemistry Physics products Food.Composition slave on NoThis is Food and chemical Toxology Arabian Journal of Chemistry. International Journal of Food Sciences and Nutritio There are many required reports, including:</p>	Recommended supporting books and references (scientific journals, reports...)

Types of solutions distillation How to measure acetic acid in vinegar Covalent bonds States of matter	
<a href="http://www.discovery.com/https://">http://www.discovery.com/https://</a> <a href="http://www.scientificamerican.com/https://">http://www.scientificamerican.com/https://</a>	Electronic references, websites

## Course Description Form

13. Course name	
Food Chemistry	
14. Course code:	
HED-FC	
15. Chapter/Year	
annual	
16. Date this description was prepared	
9/18/2024	
17. Available attendance forms:	
daily	
18. Number of study hours (total) / Number of units (total):	
60hour	
19. Name of the course administrator (if more than one name is mentioned)	
Dr. Ali Walid Nofan Email:ali.w.nofan@tu.edu.iq	
20. Course objectives	
<ul style="list-style-type: none"><li>- Identify nutrients and their composition</li><li>- Learn about the mechanism of converting these elements into energy through metabolism inside the body.</li><li>- Learn how to benefit from studying food chemistry in factories and the private sector</li></ul>	<b>Subject objectives</b>

21. Teaching and learning strategies					
<ul style="list-style-type: none"> <li>- The student acquires the ability to identify the main and essential nutrients.</li> <li>- The student acquires the ability to identify the mechanism of the body's work. And production Energy and gain experience in determining the type of energy that can enter the body and thus become experienced in the field of diets</li> </ul>			Cognitive objectives		
22. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Daily live discussion and questions	My theory is explained in the hall.	Water and pH, buffer solutions, properties of water and its dissociation, strong and weak electrolytes, calibration curves	Introduction to basics	2	1
			Must know in food chemistry	2	2
Daily live discussion and questions	My theory is explained in the hall.	Carbohydrate chemistry, classification and nomenclature, specific activity, structure, reactions, monosaccharid	Learn about the most important nutrients, which are carbohydrates	2	3
				2	4
				2	5



		es, disaccharides and polysaccharides ,			
<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Lipid chemistry, its divisions, triglycerides, fatty acids, glycerol, sterols, glycolipids, lipoproteins	Identifying Lipids	2 2	6 7
<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Nucleic acid chemistry, purines and pyrimidines, nucleotides, types of nucleic acids	Identify nucleic acids	2 2	10 11
<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Enzyme chemistry, properties and functions, naming and classification	Identify enzymes	2	12
<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Metabolic reactions, bioenergy, energy-rich compounds, metabolic pathways	Identify metabolic reactions	2 2 2	13 14 15
<b>Daily live discussion and</b>	My theory is explained in the	Water, Solutions and Colloidal	Learn about water and its importance	2 2	16 17

questions	hall.	Systems			
<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Food carbohydrates, their most important types and distribution, enzymes that break them down, invert sugar, browning reactions	Identifying carbohydrates in foods	2	18
				2	19
<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Food lipids, oils and fats in foods, phospholipids and their emulsifying role, enzymes that decompose them, spoilage and rancidity of oils	Identify food lipids	2	20
				2	21
<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Food proteins, their nutritional importance, their degrading enzymes, and their functional properties.	Identifying food proteins	2	22
<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Food enzymes, enzymatic browning, fixed enzymes	Identify food enzymes	2	23
				2	24

<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Food vitamins, their importance, types, functions and effects of their deficiency	Identifying Food Vitamins	2	25
<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Food minerals and their role in biochemistry and nutritional characteristics of some metal cations and anions	Identify food minerals	2	26
<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Food pigments, importance, composition and properties of plant and animal pigments, effect of preparation and manufacturing processes on pigments	Learn about food dyes	2	27
<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Food flavor, its importance, properties and chemistry, natural and artificial flavors	Recognizing Flavors	2	28
<b>Daily live discussion and</b>	My theory is explained in the	Food additives, their types, uses and approvals	Identify food additives	2	29

<b>questions</b>	hall.				
<b>Daily live discussion and questions</b>	My theory is explained in the hall.	Undesirable food ingredients, their types, composition and health risks	Identify unwanted ingredients	2	30

### 23. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. Then the final total effort is made out of 18.

### 24. Learning and teaching resources

Food Chemistry Book Dr. Basil Dalali and Dr. Kamel Al-Rikabi	Required textbooks (methodology if any)
Principles of food chemistry, DeMan, 2019	Main References (Sources)
Handbook of Food Chemistry DOI 10.1007/978-3-642-41609-5_34-1 # Springer-Verlag Berlin Heidelberg 2014	Recommended supporting books and references (scientific journals, reports, etc.)
<a href="https://en.wikipedia.org/wiki/Food_chemistry">https://en.wikipedia.org/wiki/Food_chemistry</a>	Electronic references, websites