

*Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

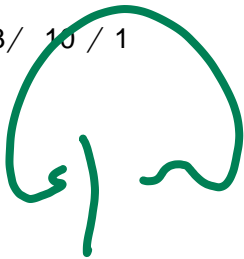
Academic Program Specification Form For The Academic

University: Alzahraa University for Women
College : College of Education
Number of Dep. in the College: Four
Date Of Form Completion : 15/12/2023
Name of Lecturer :Khatoon Hani Ahmad

Dean 's Name prof. Eman Samir Bhaya

Date : 2023/ 10 / 1

Signature



*The College Quality
Assurance And University
Performance Manager*

Date : / /

Signature



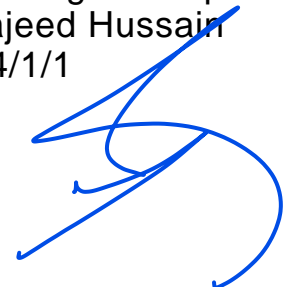
Quality Assurance And University Performance Manager

Date : / /

Signature

Head of the English Department
Dr.Jalal Majeed Hussain
Date: 2024/1/1

signature:



TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Ministry of Higher Education / Al Zahra University
2. University Department/Centre	English department
3. Program Title	Listening and speaking
4. Title of Final Award	Bachelor Degree
5. Modes of Attendance offered	Study in attendance
6. Accreditation	Real listening and speaking
7. Other external influences	Laboratories
8. Date of production/revision of this specification	2023/12/19
9. Aims of the Program	
-This course is designed to develop the different levels of students by presenting the English language in its academic and daily contexts.	
- The program offers a wide variety of listening opportunities, such as interviews and radio broadcasts. Broadcasting focuses on the necessity of intonation and harmony of natural language. While the lectures focus on giving the opportunity to practice the language.	
-The program teaches a set of listening skills, including extracting general ideas,	

focusing on details, extracting meaning from context, and recognizing stressed words and abbreviated words.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1. Learn about conversation etiquette and use the most common phrases in different situations.

A2. Expanding students' awareness, developing their personalities, and enhancing self-confidence.

A3. Informing students about the culture of different peoples and how to deal in formal and informal fields.

B. The skills goals special to the program

B1. Developing their listening and speaking skills.

B2. Providing them with the skill of teaching correct educational methods that keep pace with the technological age.

B3. Introducing the students to the most important persuasion and marketing strategies and the polite methods that lead to this.

Teaching and Learning Methods

- Specifying the subject in the prescribed curriculum, in addition to a binder explaining the most important topics required.

- A video is prepared on YouTube so that the student can understand the material in detail before the lecture begins.

-When the lecture begins, the highlights of what was studied in the previous lecture are reviewed, and then a PowerPoint is presented.

-A weekly assignment is assigned to closely monitor the students. The teaching method is to impose follow-up.

- The delivery of the material is ensured through daily examinations or weekly assignments, so they are asked to make a summary or video or manually extract some information related to the material.

Assessment methods

1. Asking oral questions during the lecture.

2. Performing monthly and final exams and questions.

3. Develop quick and short questions in the form of a daily exam in order to test the student's comprehension.

4. Make the students discuss among themselves and create the principle of scientific competition between them.

5. Writing weekly reports to force them to read the material.

6. Evaluation of PowerPoint files prepared by the student herself according to how the material is summarized and arranged in order to encourage them to learn on the PowerPoint program and learn the skill of teaching and evaluating it.

7. Evaluating videos in which the material is explained by the students themselves.

C. Affective and value goals

C1. Encouraging students to show their creative energies in speaking in front of groups of their colleagues through dialogue sessions or speeches they deliver on specific occasions.

C2. Motivating the student to participate and making him understand that failure is the basis of success, so there is no harm in making a mistake in class instead of making a permanent mistake

C3. Developing the spirit of teamwork among students.

C4. Instilling a spirit of optimism and hope for success among the student.

Teaching and Learning Methods

Assigning the student to some environmental activities and duties. Distributing the grade between participation, electronic attendance, and commitment in theory and practice.

Assessment methods

1. Directing oral questions while discussing with the student in the electronic class.

2. Performing monthly and final exams and questions.

3. Develop quick and short questions using the Quiz method in order to test the student's comprehension.

4. Making students discuss among themselves and creating the principle of scientific competition among them.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Developing the student's ability to dialogue and discuss.

D2. Developing the skills of listening and simulating the speech method for native language speakers

D3. Training students on discipline and working to perform the duties assigned to them on time.

Teaching and Learning Methods

Assigning the student to some environmental activities and duties. Distributing the grade between participation, electronic attendance, and commitment in theory and practice.

Assessment Methods

1. Directing oral questions while discussing with the student in the electronic class.

2. Performing monthly and final exams and questions.

3. Develop quick and short questions using the Quiz method in order to test the student's comprehension.

4. Making students discuss among themselves and creating the principle of scientific competition among the

11. Program Structure

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
				Bachelor Degree Requires (x) credits

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Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
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Academic Program Specification Form For The Academic

Grammar- first stage

University: Alzahraa University for Women

College : College of Education

Number of Dep. in the College: Four

Date Of Form Completion : 15/12/2023

Name of Lecturer: Istabraq Saad Mezeal

Dean 's Name

Date : / /

Signature

*Dean 's Assistant For
Scientific Affairs*

Date : / /

Signature

*The College Quality
Assurance And University
Performance Manager*

Date : / /

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Ministry of Higher Education and Scientific Research/ University of Alzahraa/ College of Education
2. University Department/Centre	Department of English
3. Program Title	Grammar
4. Title of Final Award	
5. Modes of Attendance offered	Lectures
6. Accreditation	In-person lecturing
7. Other external influences	
8. Date of production/revision of this specification	15/12/2023
9. Aims of the Program	
1. Teaching students the English language using modern methods and enabling them to properly employ the skills they acquire from the other courses.	
2. Enhancing their self-confidence when using the language practically.	
3. Preparing them for post-graduation in terms of mastering the linguistic subject.	
4. Developing their ability to judge the correctness of what they hear or write by mastering the rules of the language.	

5. Strengthening their linguistic skills by exposing them to the rules of the language on a regular basis, asking them to prepare the material in advance, and urging them to actively participate.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1. The first step in learning a language is to love it, as there is no learning when the student hates the language or the subject.

A2. Patience in learning. It is not possible to jump to the top of the ladder with one step; the students have to merge themselves with learning the language in a way they become unbreakable unit.

A3. Working as a team helps dissolve individual differences and unify energies, which results in a general benefit.

A4. Building self-confidence is the key to learning the language, and this requires encouragement from the subject teacher inside and outside the lesson.

A5.

A6.

B. The skills goals special to the programme .

B1. Ability to use proper language.

B2. Developing the skill of correcting errors based on language rules.

B3. Developing the ability to judge things from a solid scientific perspective.

B4. Accept others' opinions and discuss them scientifically.

B5. Sobriety in dealing with controversial matters, and not underestimating the opposing opinion.

Teaching and Learning Methods

- Reminding students of the value of what they are learning, the role they will play when they practice proper language, and their role in the near future when they graduate.

- They should not be reprimanded when they commit mistakes, rather they should be motivated and encouraged to participate even with mistakes in order to create a situation in which they do not forget the correct rule so that it becomes ingrained in their minds.

- Explaining the benefits of group work because of its effect in engraving the material in the mind and benefiting from different opinions.

Assessment methods

1. Raising daily questions and giving monthly and final exams.

2. Conducting a group scientific discussion based on the professor's questions to measure the extent of working as a team.

3. Creating a spirit of constructive scientific competition accompanied by the principle of reward only.

C. Affective and value goals

- Learn English grammar that forms the backbone of the language.

The ability to produce as many correct sentences as possible within the correct contexts.

- The students will have a linguistic product that enables them overcome the difficulties of communicating with others who speak English.

- The students learn about foreign culture better and more accurately in the English

language without resorting to translated texts that may be deficient in conveying the idea as it is or may contain difficulties in translating some linguistic structures.

- The students learning the language will be able to teach other students or pupils the proper English grammar fluently.
- Teaching the students to fully utilize their linguistic abilities in expressing themselves and using simple and complex structures.

Teaching and Learning Methods

The syllabus is the basis for teaching the students, in addition to a separate exercise book that contains exercises complementary to the material in the students' book. This is done by displaying the material on a screen to ensure the attention of all students and to ensure that what is being focused on is clearly visible to all.

Students are asked to read the material in advance and prepare as many examples as possible that are relevant to the subject of each lecture. The teaching process is carried out in an interactive manner, stimulating a discussion to find out the required rule by asking the question: "Why is this sentence correct and that one wrong?" In addition to relying on brainstorming by asking them to give more than one example and allowing the rest of the students to decide whether the example at hand is correct or not based on the relevant rule. The professor has the final say in the discussion, supporting it with evidence.

If the required conditions are available, a scientific debate will be held between the students themselves or between them and students from another university to consolidate what they have learned and to prove whether their teaching method is effective or not.

Finally, the students are given an assignment to reinforce what they learned in the lecture and are asked to answer the aforementioned question at each stage of their answers.

Assessment methods

1. Attending the lesson is essential in the evaluation process.
2. Daily tests based on previously studied material.
3. Participate in presenting the subject, explaining it, giving examples, and answering questions.
4. Actively contribute to daily discussions and brainstorming.
5. Monthly tests to measure the extent of students' learning of the subject studied.
6. Preparing reports related to the subject to understand it from a broader perspective.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Ability to use proper language.

D2. Developing the skill of correcting errors based on language rules.

D3. Developing the ability to judge things from a solid scientific perspective.

D4. Accept others' opinions and discuss them scientifically.

D5. Sobriety in dealing with controversial matters, and not underestimating the opposing opinion.

Teaching and Learning Methods

- Reminding students of the value of what they are learning, the role they will play when they practice proper language, and their role in the near future when they graduate.

- They should not be reprimanded when they commit mistakes, rather they should be motivated and encouraged to participate even with mistakes in order to create a situation in which they do not forget the correct rule so that it becomes ingrained in their minds.

- Explaining the benefits of group work because of its effect in engraving the material in the mind and benefiting from different opinions.

Assessment Methods

1. Raising daily questions and giving monthly and final exams.

2. Conducting a group scientific discussion based on the professor's questions to measure the extent of working as a team.

3. Creating a spirit of constructive scientific competition accompanied by the principle of reward only.

11. Program Structure

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
First		Grammar	3	

13. Personal Development Planning

Reading grammar's books for different authours

14. Admission criteria .

15. Key sources of information about the programme

- **English Grammar in use by Raymond Murphy**

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	Alzahraa University for Women/ College of Education.
2. University Department/Centre	Department of English
3. Course title/code	Grammar
4. Modes of Attendance offered	In-person lecturing
5. Semester/Year	Year
6. Number of hours tuition (total)	3
7. Date of production/revision of this specification	15/12/2023
8. Aims of the Course	
1- Phonetics and Phonology constitute the basis for learning and mastering the English sound system, which will teach the students the correct pronunciation of English sounds.	
2- Developing the student's ability to distinguish among sounds.	
3- Developing and training the students to produce speech sounds in their correct form.	
4- It aims to prepare English language teachers who are able to distinguish, understand, and pronounce the English speech sounds.	

9. Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Cognitive goals

A1. Expanding the student's awareness and developing their linguistic competence.

A2. Empowering the student with the theoretical aspect of sound and acoustics.

A3. Knowing the distinctions among different English sounds and knowing the characteristics of each sounds.

A4. Identifying the organs of speech and the practical side of pronunciation and the production of English speech sounds.

A5. Enabling the students to pronounce correctly by showing them how to phonetically transcribe words.

B. The skills goals special to the course.

B1. Developing their listening skills and linguistic awareness.

B2. Asking them to present the material provides them with good teaching skills.

B3. Teaching the students how to pronounce the sounds correctly by showing them how to transcribe individual words, or words in connected speech.

B4. To be able to read the transcriptions and know the words and sentences of these transcriptions.

Teaching and Learning Methods

Specifying the student's book as well as a handout explaining the most important topics required. In addition, a video is prepared on YouTube so that the students can understand the material in details before the lecture begins. When the lecture begins, the highlights of what was studied in the previous lecture are reviewed, after which a PowerPoint is presented in which the material is presented in the form of brief points attached to the student's book, citing examples from the book. The students are then asked for feedback by asking questions to find out whether they understood the lesson or not. Then they are asked to do the exercises on the screen, explaining the steps in phonetic analysis. Finally, they are assigned homework that includes using pen and paper to ensure maximum benefit from the lesson.

Assessment methods

1. Asking oral questions during the lecture.

2. Performing monthly and final exams and questions.

3. Develop quick and short questions in the form of a daily exam in order to test the students' comprehension.

4. Make the students discuss among themselves and create the principle of scientific competition between them.

5. Writing weekly reports to force them read the material.

6. Asking them to present the material discussed in PowerPoint, and give them marks on their presentation.

C. Affective and value goals

C1- Encouraging the students to show their creative energies in speaking in front of groups of their colleagues through activities or speeches they deliver on specific occasions.

C2- Motivating the students to participate and making them understand that failure is the basis of success, so there is no harm in making a mistake in class.

C3- Developing the spirit of .instead of building a permanent mistake teamwork among students.

C4- Creating the spirit of optimism and hope for success to the students.

Teaching and Learning Methods

Assigning the students some activities and homework and distributing grades between participation, attendance, and commitment, theoretically and practically.

Assessment methods

1. Giving oral questions while discussing with the student in class.
2. Performing monthly and final exams.
3. Giving them quizzes in order to test their comprehension.
4. Making them discuss the topic, and ask them to brainstorm the subject under discussion.

D. General and rehabilitative transferred skills (other skills relevant to employability and personal development)

D1. Developing the student's ability to dialogue and discuss audio material.

D2. Developing the skill of listening, imitating, and controlling pronunciation.

D3. Training students to be disciplined and work to perform their assigned duties on time.

D4. Encouraging them to use the language correctly with colleagues inside and outside the department.

10. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-4	9		Units 1, 2,3,4	In-person	Participation and tests
5-8	9		Units 5,6,7,8	In-person	Participation and tests
9-12	9		Units 9,10,11,12	In-person	Participation and tests
13-16	9		Units 13, and 14	In-person	Participation and tests
17-20	9		Units 15, and 16	In-person	Participation and tests
21-24	9		Units 17,18, and 19	In-person	Participation and tests
25-28	9		Units 20,21, and 22	In-person	Participation and tests

11. Infrastructure

1. Books Required reading:	Head way plus (for beginners)
2. Main references (sources)	English Grammar in use by Raymond Murphy

A- Recommended books and references (scientific journals, reports...).	
B-Electronic references, Internet sites...	

12. The development of the curriculum plan

A proposal to keep pace with the developments that have occurred in the English language at the structural and verbal levels and to change the curricula adopted in colleges with others closer to the reality of the English language, as the approved curricula, despite their sobriety, belong to the 60s of the last century.

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Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
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Academic Program Specification Form *For The Academic*

University: Alzahraa University for Women
College : College of Education
Number of Dep. in the College: Four Date
Of Form Completion : 15/12/2023
Name of Lecturer:

Dean 's Name

Date : / /

Signature

Dean 's Assistant For
Scientific Affairs

Date : / /
Signature

The College Quality
Assurance And University
Performance Manager

Date : / /
Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

1. Educational Institution:	Al-Zahra University (Peace be upon her) for Girls
2. Scientific Department	Scientific Department / Center: College of Education / Department of Special Education
3. Course Name	Foundations of Education
4. Available Attendance Formats.	: In-person
5. Semester	Year: 2023/2024
6. Total Instructional Hours	60 hours, 2 hours per week * 30 weeks.
7. Date of Preparation of this Description: December 25, 2023	Date of Preparation of this Description: December 25, 2023

Course Objectives

1. Empowering female students to acquire sufficient knowledge to express themselves.
2. Empowering female students to understand the concept of Foundations of Education, its goals, and its fields.
3. The ability of female students to understand special education categories.
4. Familiarity of female students with various disabilities.

Outputs of learning, learning methods, and teaching methods.

a - Skill-Based Objectives for the Course:

1. Develop students' skills in active listening and speaking relevant to the topic.
2. Enhance students' ability to understand the material accurately.

b-Emotional and Values Objectives:

1. Develop students' ability to organize their thoughts and connect them to reach new insights.
2. Increase the cognitive value of study materials through scientific application.
3. Improve the competence and teaching ability of students.
4. Enhance emotional aspects among students through the implementation of cognitive activities within the classroom.

Teaching and Learning Methods:

1. Lecture method.
2. Active learning.
3. Cooperative learning.
4. Brainstorming.
5. Discussion method..

Methods of Assessment

/ Daily and Monthly Exams, Daily Activities for Students, Daily Preparation, and Recording Participation for Each Student

C - Thinking Skills

C1 - Asking questions during lectures to stimulate students' participation and encourage them to answer. C2 - Connecting topics of psychology to each other and to what is happening in the students' environment, exploring the potential benefits.

Teaching and Learning Methods

Teaching using electronic means.

Teaching through electronic competitions that aim to boost excitement among students.

Learning by making the student a teacher to enhance their self-confidence.

Learning through brainstorming sessions among students

Assessment Methods

Discussion and dialogue between the student and the instructor.

Observational assessment

D - General and Transferable Skills (Other Skills Related to Employability and Personal Development).

D1: Applying acquired knowledge in real-life situations.

D2: Personal development through bridging traditional and e-learning education.

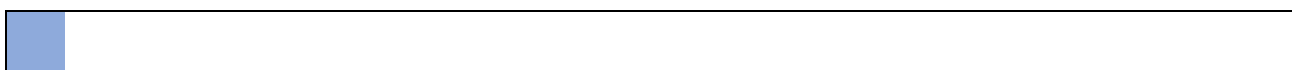
D3: Developing a competent personality for special education teachers capable of transferring their experiences to students in the future.

D4: Scientific and educational preparation of students based on rigorous scientific principles.

11. Course Structure:

Week	hours	Learning Outcomes	Unit/Topic Name	teaching Method	Assessment Method
1	2	Understanding Education - Part 1	Meaning of Education / Concept of Education / Importance of Education	Discussion Method	Oral Tests
2	2	Understanding Education - Part 1	Functions of Education / Educational Objectives / Characteristics of Education / Educational Theories	Discussion (Seminar)	Daily Test
3	2	Understanding Education - Part 1	Dimensions of Individual Growth / Types of Education	Cooperative Learning	Daily Test
4	2	First Semester: Midterm Exam	First Semester Monthly Exam	Lecture	Daily Test
5	2	Understanding Education - Part 1	Concept of School and Its Functions	Discussion	Daily Test
6	2	Historical Foundations of Education - Part 2	Education in Primitive Societies	Lecture	Daily Test
7	2	Historical Foundations of Education - Part 2	Education in Ancient Times / Education in Mesopotamia		
8	2	Historical Foundations of Education - Part 2	Education in Mesopotamia	Lecture	Daily Test
9	2	Historical Foundations of Education - Part 2	Chinese Education	Lecture	Daily Test
10	2	Historical Foundations of Education - Part 2	Chinese Education	Cooperative Learning	Daily Test
11	2	Third Semester: Midterm Exam	Second Semester Monthly Exam	Lecture	Daily Test
12	2	Historical Foundations of Education - Part 2	Greek Education	Active Learning	Daily Test
13	2	Historical Foundations of Education - Part 2	Greek Education	Lecture	Daily Test
14	2	Historical Foundations of Education - Part 2	Education in the Middle Ages		
15	2	Arabic Islamic Education - Part 3	Pre-Islamic Arab Education	Discussion	Oral Tests

				Method	
16	2	Arabic Islamic Education - Part 3	Arab Education in the Islamic Era	Discussion (Seminar)	Daily Test
17	2	Arabic Islamic Education - Part 3	Arab Education in the Islamic Era	Cooperative Learning	Daily Test
18	2	Arabic Islamic Education - Part 3	Arab Education in the Islamic Era	Discussion	Daily Test
19	2	Fourth Semester: Final Exam	Second Semester Monthly Exam		
20	2	Social System and Education - Part 4	Concept of Human Society and Its Characteristics	Lecture	Daily Test
21	2	Social System and Education - Part 4	Concept of Human Society and Its Characteristics	Discussion	Daily Test
22	2	Social System and Education - Part 4	Concept of Human Society and Its Characteristics	Lecture	Daily Test
23	2	Social System and Education - Part 4	Concept of Human Society and Its Characteristics		
24	2	Philosophy and Education - Part 5	Philosophy and Education	Cooperative Learning	Daily Test
25	2	Philosophy and Education - Part 5	Philosophy and Education	Discussion	Oral Test
26	2	Monthly Exam	Second-month exam	Active Learning	Daily Test
27	2	Culture and Education - Part 6	Education and Culture	Lecture	Daily Test
28	2	Culture and Education - Part 6	Education and Culture	Lecture	Daily Test
29	2	Culture and Education - Part 6	Education and Culture	Discussion Method	Oral Tests
30	2	Culture and Education - Part 6	Education and Culture		



12. Infrastructure:	
Required Textbooks:	Books in Foundations of Education.
Primary References (Sources):	1. " The vocabulary of the course Foundations of Education is drawn from multiple sources.
Recommended Books and References:	<ul style="list-style-type: none"> • Foundations of Education books.
Electronic References and Internet Sources:	<ul style="list-style-type: none"> • Iraqi Academic Journals website. • Nile and Euphrates website. • Jamalon website. • Noor Library.

Admission	
Prerequisites:	Centralized admission and the department's designated plan.
Minimum Number of Students:	100 students.
Maximum Number of Students:	200 students.

1. Course Development Plan	
<ol style="list-style-type: none"> 1. Benefit from scientific research to enrich the curriculum of Foundations of Education. 2. Utilize modern theories and therapeutic methods in the field of Foundations of Education to enhance the course content. 3. Organize workshops that bring together the department head and the faculty member responsible for the Foundations of Education role. 	

Republic of Iraq
**Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.**

Academic Program Form Writing / First Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 30/12/2023
Name of Lecturer: Asst. Lect. Manal Abdulameer Alyan

Dean's Name

**Dean's Assistant for
Scientific Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / /
Signature

Date: / /
Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	
4. Title of Final Award	Annual
5. Modes of Attendance offered	Active Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	30/12/2023
9. Aims of the Program	

- 1- The ability to differentiate between good and bad paragraphs.
- 2- Understanding the essential steps to write paragraphs.
- 3- Expressing the ideas and translating them by writing specific topics.

b-

- 1- skillful aims related to the program.
- 2- Learning students to use the process of writing to write a paragraph using certain steps.
- 3- Giving the students general grammatical expressions and ideologies that are needing for the process of writing.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive objectives

1. The ability to distinguish good construction sections from bad ones.
- A2. Understand the steps necessary to write compositional passages.
- A3. Expressing ideas and translating them through writing into specific topics.

B. Specific course skills objectives

Teach students the ability to use the process writing process to write the passage by following specific steps.

- B2. Teaching students brainstorming techniques.
- B3. Providing students with general grammatical concepts and terms that help in the writing process.

11. Teaching and Learning Methods

- 1- Providing explanations of the scientific material through a PowerPoint presentation.
- 2- Assigning students to be divided into small groups to complete assignments and assignments. Certain.
- 3- Use the question and answer method during the lecture to measure their interest and focus.

Assessment methods

1. Conduct daily short tests before the start of the lecture.
2. Conducting oral exams.
3. Conducting monthly and quarterly exams to measure students' understanding and comprehension.

C. Evaluation Methods

Learn different writing styles to communicate with others.

- C2. Disseminating ideas, beliefs and opinions.
- C3. Learn about world culture and civilization.

Teaching and Learning Methods

- 1- Using the classroom to deliver theoretical lectures.
- 2- Conduct an oral conversation about the lesson lecture.

Assessment methods

1. Divide the students into small groups and conduct tests among them.
2. Assigning students to choose specific topics and write about them.
3. Conduct a discussion on a specific topic and write about it.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Enabling students to acquire the knowledge necessary for writing.

D2. Enabling students to write letters, articles, etc

D3. Enabling students to pass tests that require writing.

Teaching and Learning Methods

Assigning the student to some environmental activities and duties. Distributing the grade between participation, electronic attendance, and commitment in theory and practice.

Assessment Methods

1. Directing oral questions while discussing with the student in the electronic class.
2. Performing monthly and final exams and questions.
3. Develop quick and short questions using the Quiz method in order to test the student's comprehension.
4. Making students discuss among themselves and creating the principle of scientific competition among them.

11. Program Structure

Level/Year	Course or Module Title	Credit rating	Assessment
First	The Sentence , Parts of Speech	2 hours	Oral test / Quiz
First	Introduction: Formatting , Process writing	2 hours	
First	Beginning to Work	2 hours	Oral test / Quiz
First	Giving and Receiving Presents	2 hours	
First	A favourite Work	2 hours	
First	An Exceptional Person	2 hours	
First	Trends and Fashions	2 hours	Oral test / Quiz

First	White Lies	2 hours	
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First	Explanations and Excuses	2 hours	Oral test / Quiz
First	Problems	2 hours	Oral test / Quiz
First	Strange Stories	2 hours	Oral test / Quiz
First	Differences	2 hours	Oral test / Quiz
First	Difficult Decisions	2 hours	Oral test / Quiz
First	Fate or Choice?	2 hours	Oral test / Quiz
First	Death be not Proud	2 hours	Oral test / Quiz
First	Grammar , Punctuation	2 hours	Oral test / Quiz

13. Personal Development Planning

14. Admission Criteria

15. Key sources of information about the program

Writing in Paragraphs

College Composition

Essay Writing

Writing from Sentence to Paragraph

Curriculum Skills Map

Please tick in the relevant boxes where individual Program Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific Evaluation
Directorate Quality Assurance and Academic
Accreditation International Accreditation Dept.

Academic Program Specification Form For The Academic

University: Al-Zahraa University for Women
College : College of Education
Number Of Departments In The College: four
Date Of Form Completion :18/12/2023
Name of Lecturer: PhD teacher.riham hossien mohamed

Dean 's Name	Dean 's Assistant For	The College Quality
Date : / /	Scientific Affairs	Assurance And University
Signature	Date : / /	Performance Manager
	Signature	Date : / /
		Signature

Quality Assurance And University Performance Manager
Date : / /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This course provides the foundation of learners' development and perception, and the psychology of learning. It considers the aspects that affect the learning process, and modern approaches to motivate students' thinking and learning. Theories concentrate on students' cognitive development with implications for classroom practice. The course, in particular, concentrates on some areas such as showing reasons of students' success to learn or fail to learn, and showing how students achieve their social, emotional and personal development

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Educational Psychology
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	18/12/2023
9. Aims of the Program	
At the end of the course, students will be able to: 1. develop a positive and professional attitude towards teaching.	
2. acquire knowledge and relevant skills to become caring, committed, creative and effective teachers.	
3. believe that all students can learn.	
4. model a positive attitude toward teaching and learning.	

5. appreciate and accept individual differences in students.

6. demonstrate willingness to support the physical, emotional, moral and social

well-being of students.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals A1.

A1 - That the student becomes familiar with the concept of educational psychology and its areas of interest and study

A2 - That the student recognizes the meaning of educational objectives, classifies them, and transforms them into educational objectives

A3 - The student should know the meaning of feedback, its types, and its importance to the teacher

A4 - That the student becomes familiar with educational theories and their educational applications.

A-5 - That the student understands the factors affecting learning.

A6 - The student gets to know the skills and habits and how to acquire them and benefit from them in learning.

B. The skills goals special to the programmer

B1 - To be skilled in using innovative and creative thought when expressing.

B2- To be able to explain, interpret, analyze and criticize what he reads and hears.

B3 - He must be skilled in dealing with the topic he or she is speaking about

B4 - To be able to discuss and present ideas well.

Teaching and Learning Methods

Method of discussion and dialogue

Method of solving problems

Cooperative learning method

Assessment methods

Weekly and monthly tests

Each student prepares research papers on the lecture topic

C. Affective and value goals

C1- Creating motivation among students by linking the basic principles and concepts in educational psychology to the needs of students.

Student and community interests.

C2- Developing student attitudes towards creating motivation among learners by linking educational goals to needs and interests

The nature of learning and society.

C3- Developing and developing ethical and objective trends and values related to the concepts and fields of educational psychology.

Helping the student take responsibility for conveying knowledge

To the learners

C4- To have the ability to discuss or dialogue on the basis of objectivity and logic

Teaching and Learning Methods

Discussion.

Communication between the teacher and the student and between the students with each other in small groups inside the classroom.

Assessment methods

Written exams and oral exams

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1 - Encouraging students to deal with various educational materials in light of appropriate artistic and technical skills.

D2 - Developing students' abilities to analyze educational content to identify thinking skills and problem-solving skills.

D3 - Developing students' abilities to design presentations of thinking skills.

D4 - The ability to produce specific methods for teaching thinking skills in the English language.

D5-The ability to evaluate the processes presented to students.

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
first	Introduction to educational psychology (definition - components - fields - importance - goals - its relationship to the branches of psychology)	Introduction to educational psychology (definition - components - fields - importance - goals - its relationship to the branches of psychology)	Two hours	Bachelor Degree Requires (x) credits

First	Behavior and	Behavior and	Two hours	



	factors affecting it	factors affecting it		
First	Learning and teaching and their characteristics	Learning and teaching and their characteristics	Two hours	Daily sharing Directing questions to the students Daily sharing Directing questions to the students
First	Attention and sensory perception	Attention and sensory perception	Two hours	
First	Motivation in learning	Motivation in learning	Two hours	
First	Remembering and forgetting	Remembering and forgetting	Two hours	
First	Transfer learning effect	Transfer learning effect	Two hours	
First	Feedback	Feedback	Two hours	Daily sharing Directing questions to the students
First	Learning theories	Learning theories	Two hours	Daily sharing Directing questions to the students
First	Learn the concepts	Learn the concepts	Two hours	Daily sharing Directing questions to the students

	differences	differences		
First	Emotions	Emotions	Two hours	Daily sharing Directing questions to the students

13. Personal Development Planning

14. Admission criteria .

15. Key sources of information about the programme

Books and references in educational psychology

Research and studies in educational psychology

Websites

10. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method

11. Infrastructure	
1. Books Required reading:	
2. Main references (sources)	
A- Recommended books and references (scientific journals, reports...).	
B-Electronic references, Internet sites...	
12. The development of the curriculum plan	

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

An Introduction to English Literature/ first Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 20/12/2023
Name of Lecturer: Asst. Lect. Nadya Abdulkareem Alkola

Dean 's Name

Date : / /

Signature

*Dean 's Assistant For
Scientific Affairs*

Date : / /

Signature

*The College Quality Assurance
And University Performance
Manager*

Date : / /

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	Department of English
3. Program Title	An Introduction to English Literature
4. Title of Final Award	Annual
5. Modes of Attendance offered	On Campus Attendance
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	20/12/2023
9. Aims of the Program	
1. Introducing students to literature in general, and English literature, in particular, the fictional literary genre.	
2. Defining the main characteristics of English literature in terms of form, literary devices and plot.	
3. Reading canonized poems and prose narratives written by prolific literary figures.	
4. Analyzing the studied texts with regard to its cultural, psychological and sociological context.	

5. Improving student's critical skills

6. Providing students with the necessary terminology that can aid them in their future literary studies.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1. Developing students' cognitive ability to recognize the psychological patterns that authors employ in characterization.

A2. Expanding students' awareness of the cognitive importance of literary theories.

A3. Developing students' ability to learn new vocabulary while reading the literary texts.

A4. Enhancing student's ability to recognize the form and structure of literary texts.

Teaching and Learning Methods

Active lecturing, Brainstorming

Assessment methods

Written assessments

Level/Year	Course or Module Title	Credit rating	Assessment
1st	An Introduction to English Literature	3 hours	Oral test / Quiz
1st	An Introduction to English Literature	3 hours	Oral test / Quiz
1st	An Introduction to English Literature	3 hours	Oral test / Quiz
1st	An Introduction to English Literature	3 hours	Oral test / Quiz
1st	An Introduction to English Literature	3 hours	Oral test / Quiz
1st	An Introduction to English Literature	3 hours	Oral test / Quiz
1st	An Introduction to English Literature	3 hours	Oral test / Quiz

Level/Year	Course or Module Title	Credit rating	Assessment
1st	An Introduction to English Literature	3 hours	Oral test / Quiz
1st	An Introduction to English Literature	3 hours	Oral test / Quiz
1st	An Introduction to English Literature	3 hours	Oral test / Quiz
1st	An Introduction to English Literature	3 hours	Oral test / Quiz
1st	An Introduction to English Literature	3 hours	Oral test / Quiz
1st	An Introduction to English Literature	3 hours	Oral test / Quiz
1st	An Introduction to English Literature	3 hours	Oral test / Quiz

13. Personal Development Planning

Greater depth of knowledge of leading in the students' external academic activities.

14. Admission criteria .

15. Key sources of information about the programme

L. G. Alexander, 1971, *Poetry and prose appreciation for overseas students.*

*Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form For The Academic

University: Al-zahraa University for women

College: Education

Number Of Departments In The College:

Date Of Form Completion :

Lecturer Name: Alyaa Mahdi Al-Khafagy

Dean 's Name

Date : / /

Signature

*Dean 's Assistant For
Scientific Affairs*

Date : / /

Signature

*The College Quality
Assurance And University
Performance Manager*

Date : / /

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

Learn about using a computer, its hardware, and desktop components, working with hardware and software, learn how to install and uninstall software, clean and maintain disks, and solve problems. Also identify computer window components in detail, disk types, and external and internal computer tools. Learn about desktop software in detail (Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and Microsoft Outlook).

1. Teaching Institution	Al-Zahra University for Women
2. University Department/Centre	Department of English
3. Program Title	Computers
4. Title of Final Award	
5. Modes of Attendance offered	In-attendance
6. Accreditation	In-attendance
7. Other external influences	None
8. Date of production/revision of this specification	15/11/2023
9. Aims of the Program	
<ul style="list-style-type: none">- Learn about the basics of the computer, its components, and accessories- Learn about the operating system- Learn about office application programs- Learn how to connect to the Internet and search and find information specifically on the Internet	

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1 - Gaining the ability and skill to distinguish and know computer parts and components.

A2 - Acquiring the skill of distinguishing between the hardware and software components of a computer.

A3 - Dealing with malware and how to protect your computer from them.

A4 - Dealing with the Internet and the outside world and how to find information.

A5 - Knowledge of the types of digital communication

A6 - Knowledge of legal issues, copyright, information credibility, and digital citizenship

B. The skills goals special to the programme .

B1 -summer training

B2 – Graduation research

B3 – Scientific reports

Teaching and Learning Methods

- Daily surprise and continuous weekly tests.
- Exercises and activities in the classroom.
- Directing students to some websites to benefit from them.

Assessment methods

- Participation in the classroom.
- Providing activities
- Semester and final tests and activities.

B. Affective and value goals

1. Building a generation capable of keeping up with modern life and its electronic requirements

2. Guiding the student on how to use the computer in a way that suits his level

3. Guiding the student on how to deal with social media sites and the Internet

Teaching and Learning Methods

- Managing the lecture in an applied manner linked to the reality of daily life to attract the student to the topic of the lesson without straying from the core of the topic so that the material is flexible and amenable to understanding and analysis.
- Allocating a percentage of the grade to daily assignments and tests.

Assessment methods

- Active participation in the classroom is evidence of the student's commitment and responsibility.
- - Commitment to the specified deadline for submitting assignments and research.

Semester and final exams express commitment and cognitive and skill achievement.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1 - Developing the student's ability to deal with technical means.

D2 - Developing the student's ability to deal with the Internet.

D3 - Developing the student's ability to deal with multiple media.

Teaching and Learning Methods

Assessment Methods

11. Program Structure

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
1 st stage/ 2023-2024	Practical	Computer desktop, Desktop background, parts of computer desktop (My computer, Recycle bin, Task bar, Start button), Navigate around desktop.		Bachelor Degree Requires (x) credits
1 st stage/ 2023-2024	Practical	Windows 10 fundamentals		
1 st stage/ 2023-2024	Practical	Windows 10 fundamentals		
1 st stage/ 2023-2024	Practical	Windows 10 fundamentals		
1 st stage/ 2023-2024	Practical	Key applications, launch word environment, Bars (title bar, quick access toolbar, status bar), Tabs		

		(File, Home, Insert, Design, Page layout, format)	
1 st stage/ 2023-2024	Practical	Ribbons, Document area, Rulers, Select text, Edit text, Edit orientation, Text formatting (font type, color and size, highlight, bold, italic, underline)	
1 st stage/ 2023-2024	Practical	Spelling and grammar, Lists, Paragraph formatting (Indentation, alignment, spacing, style, page background, page watermark, find and replace)	
1 st stage/ 2023-2024	Practical	Page setup (size, orientation, margins, header, footer, page number), print, Using multimedia files.	
1 st stage/ 2023-2024	Practical	Tables (insert table, insert rows, insert col, delete element, resize table, move table, merge cells, split cells, format table)	
1 st stage/ 2023-2024	Practical	understanding basic terminology (work sheet, work file, cell, cell pointer, cell content, row & column reference) Building formula, Mathematical Operators, Hierarchy of main mathematical operation; Managing workbooks (create new one; create from Template, enter data, moving around, saving; opening; closing workbooks)	
1 st stage/ 2023-2024	Practical	Manipulating the contents (selecting cells; columns; rows; worksheet, using undo & redo, copying & moving data, changing column width & row	

		height); Auto filling technique; deleting & editing content; Deleting & insert row or column; formatting cell (number; font; alignment; border; color and shading; protection of cells and work sheet)		
1 st stage/ 2023-2024	Practical	Creating simple and complex formula using different types of write, using absolute and relative address, understanding common error values; using common built in function (Sum, Average, Max, Min, Count, Count A, Count Blank, If, Round, Sqrt); Copying formula; insert & deleting worksheet; formatting tables using auto format.		
1 st stage/ 2023-2024	Practical	Working with charts (create chart, select chart elements, changing chart types, positioning & resizing chart, chart & axis titles, changing background and color effects, changing data series color, adding or removing legend & data labels & data tables & grid lines); sorting data Ascending & Descending, sorting multiple fields, filtering data using Auto and Customize type; customizing printout using option, previewing & printing worksheet.		
1 st stage/ 2023-2024	Practical	Understanding Power Point & Presentation: What does a presentation include; working with		

		presentation (Creating; saving; closing; opening presentation); Moving around in the presentation; Managing the slides (inserting; deleting; rearranging slides; changing layout, changing or modifying themes.		
1 st stage/ 2023-2024	Practical	Managing slide objects (Using select versus edit mode; manipulating Text; create table & charts; inserting pictures or clip art or multimedia); creating a Master slide; animating objects (Customizing the animation, Applying Slide Transitions); Running the slide show and set up the presentation; previewing and printing presentation		

13. Personal Development Planning

14. Admission criteria .

15. Key sources of information about the programme

1- Microsoft Word 2013 Step by Step, Joan Lambert and Joyce Cox

2- Microsoft Office Professional 2013 Step by Step. Beth Melton, Mark Dodge, Echo Swinford, Andrew Couch, Eric Legault, Ben, M. Shorr, Ciprian Adrian Rusen.

3- Using Office 2013 with windows 8, Kevin Wilson

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

*Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

*Academic Program Specification Form For The
Academic*

University: Al-Zahraa University (peace be upon her) for girls

College : Education

Number Of Departments In TheCollege: English

Course name: Human rights

*Academic description for the academic year
2023/2024*

Assistant Professor : Majed Harz Abdel Sayed

Dean 's Name

Dean 's Assistant For

The College Quality

Date : / /

Scientific Affairs

Assurance And University

Performance Manager

Date : / /

Signature

Signature

Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	<i>Republic of Iraq Ministry of Higher Education & Scientific Research Supervision and Scientific/ Al-Zahraa University (peace be upon her) for girls</i>
2. University Department/Centre	Department of English Language
3. Program Title	Human rights subject
4. Title of Final Award	Obtain sufficient knowledge in human rights
5. Modes of Attendance offered	Personally
6. Accreditation	Personal lectures
7. Other external influences	without
8. Date of production/revision of this specification	2023/12/23
9. Aims of the Program	The study of human rights aims to clarify human rights in every aspect of his life and provide a simplified explanation of the human rights subject so that students can understand it during daily lectures.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1. Teaching the ball to understand the subject has a positive and effective effect

A2. Consolidating the subject of human rights in the student's thought in a scientific manner

A3. A simplified explanation of the human rights subject in order to convey it to the student in a simple manner

B. The skills goals special to the programme .

B1 .Self-evaluation processes for students

B2. Students apply what they have learned

Teaching and Learning Methods

Encouraging female students to participate in the lecture

Explaining human rights through group participation

Explaining the lecture and discussing it between the professor and students and benefiting from the difference of opinions

Assessment methods

Performing the correct lecture and testing students' oral and written tests and creating a spirit of scientific competition accompanied by the principle of reward and guidance.

C. Affective and value goals

C1. Talents

C2. Follow-up

C3. Determine the work

C4. Collecting information and data from books related to human rights

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Developing educational skills among female students D2.

D3. Developing the ability to understand human rights material

D4. Accept the opinions of others and discuss human rights in society

Teaching and Learning Methods

Reminding students of the important information regarding human rights, exciting the students with the aforementioned material, and clarifying a clear idea about human rights among other religions, sects, and societies with a civilized idea.

Assessment Methods

Asking daily questions, conducting monthly and final exams, creating a spirit of competition among students based on a scientific principle, and conducting group scientific discussions based on the professor's questions and transparent discussion among them.

11. Program Structure

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
Fixed		human rights	3	Bachelor Degree Requires (x) credits

12. Personal Development Planning

I add some important topics related to students in the human rights subject and simplify them

13. Key sources of information about the programme

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

Phonetics / First Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 18/1/2024
Name of Lecturer: Asst. Lect. Safaa Abdulrasool Abbas

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / /
Signature

Date: / /
Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Phonetics
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	18/1/2024
9. Aims of the Program	
1- Introducing the students to phonetics. 2- Defining the main concepts. 3- Explaining the phonetic transcription. 4- Developing the students' knowledge about organs of articulation. 5- Improving the critical skills of the students.	

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1- Expanding students' awareness and developing their phonetic information.

A2-- Providing students with important information about phonetics.

A3. Knowledge of dealing with the branches of phonetics.

B. Specific course skills objectives

B1 - Developing their phonetic knowledge.

B2 - Teaching students how to transcribe words correctly.

Teaching and Learning Methods

According to the subject in the prescribed curriculum, the lecture provides the information needed to enrich the students with new knowledge on the topic. At the beginning of the lecture, the important points of the previous lecture are reviewed. Then a PowerPoint is presented in which the subject is discussed. It is also explained in the classroom in collaboration with the students to ensure student interaction. The students are asked to explain again what was presented in the lecture to ensure the understanding of the students.

Assessment methods

1. Oral questions during the lecture.
2. Monthly and final exams.
3. Evaluating homework given to the students
4. Presentations presented by the students themselves.

C. Affective and value goals

C1- Encouraging students to show their abilities in speaking in front of their classmates through presentations they deliver.

C2- Motivating the students to participate and making them understand that there is no problem in making a mistake in class in order to learn.

Assessment methods

1. Directing oral questions to the student in the class.
2. Performing monthly and final exams and questions.
3. Asking longer questions to research and answer in their leisure time.
4. Making students present to their classmates and evaluating their work.

11. Program Structure			
Level/Year	Course or Module Title	Credit rating	Assessment
First	An introduction to Phonetics	3 hours	
First	Phonetic Transcription	3 hours	
First	Phonetic Transcription	3 hours	Oral test / Quiz
First	Phonetic Transcription	3 hours	
First	Organs of Articulation	3 hours	
First	Organs of Articulation	3 hours	
First	Organs of Articulation	3 hours	
First	Organs of Articulation	3 hours	Oral test / Quiz
First	Manner of Articulation	3 hours	Oral test / Quiz
First	Manner of Articulation	3 hours	Oral test / Quiz
First	Place of Articulation	3 hours	Oral test / Quiz
First	Place of Articulation	3 hours	Oral test / Quiz
First	Place of Articulation	3 hours	Oral test / Quiz
First	Voicing	3 hours	Oral test / Quiz
First	Phonetic Transcription	3 hours	Oral test / Quiz
First	Phonetic Transcription	3 hours	Oral test / Quiz

13. Personal Development Planning

Developing knowledge about the purpose of phonetic transcription.

14. Admission Criteria

15. Key sources of information about the program

- 1- Connor (1967)
- 2- Any website which deals with phonetics

*Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form For The Academic

University: Alzahraa University for Women

College : College of Education

Number of Dept. in the College:

Date Of Form Completion : 25/12/2023

Name of Lecturer: Asst. Lect. Ali Hassan Habeeb Al-Kuraity

Dean 's Name

Dean 's Assistant

Date : / /

*For Scientific
Affairs*

Signature

Date : / /

Signature

The College Quality

*Assurance And University
Performance Manager*

Date : / /

Signature

Quality Assurance And University Performance

Manager Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Ministry of Higher Education and Scientific Research/ University of Alzahraa/ College of Education
2. University Department/Centre	Department of English
3. Program Title	Arabic/ 1st Stage
4. Title of Final Award	Null
5. Modes of Attendance offered	In-person
6. Accreditation	In-person lecturing
7. Other external influences	Null
8. Date of production/revision of this specification	25/12/2023

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1. The objectives:

This decision aims to learn the principles of the language of the Holy Quran, and to stand on some of its rules that benefit the student in his scientific and practical life. The President, which is to master the Koran read. In this course, we will stand at the most important arts of expression in Arabs such as article and story. The student learns - God willing: Places to use punctuation, stand on dictation topics, and review them for students to adjust, avoid stand in error.

2. Outputs, education and evaluation methods

Cognitive objectives

1_ Enable students to obtain sufficient knowledge to enable them to express their response.

2_ Enable students from knowing language structures, wholesale, and difference between actual sentences and nominal sentences.

3_ The capacity of students to read the Koran read sound, and stand on the meanings of gems.

4_ The students know the culture of ancient Arabs and benefit from the methods of old literature in expression.

B. Skill-skill objectives.

1_ Students acquire good listening skills, and skills to speak the subject.

2_ The capacity of students to pronounce characters.

3_ Students gain skill writing sentences correctly without errors.

(C) Progressive and SMD objectives

1_ The student acquires the ability to organize and link them with each other to reach something new.

2_ Lift the cognitive values of study materials through the scientific application.

3_ raise the efficiency of female students and their teaching.

4_ Raising outbreaks among female students by establishing cognitive activities within the lesson hall.

Education and Learning Methods

1_ Lecture Method.

2. Active education.

3_ Cooperative learning.

4_ Mind.					
5_ Discussion method					
1- بنية المقرر					
methods of evaluation methods:					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة / أو الموضوع	طريقة التعليم	طريقة التقييم
				2_ Monthly tests.	
				3_ Writing reports.	
				4_ oral tests.	
الأول	2	تمكين الطالبات من التعرف على أقسام الكلام في اللغة العربية ، ومعرفة الاسم بصورة خاصة	أقسام الكلام (الاسم)	طريقة المناقشة	اختبارات شفوية
الثاني	2	تمكين الطالبات من التعرف على أقسام الكلام في اللغة العربية ، ومعرفة الاسم بصورة خاصة	D - Transferable general and qualifying skills (other skills related to employability and personal development).		
	2	تمكين الطالبات من التعرف على أقسام الكلام في اللغة العربية ، ومعرفة الاسم بصورة خاصة	-1 Applying the knowledge students have acquired in the Arabic language.		
	2	تمكين الطالبات من التعرف على أقسام الكلام في اللغة العربية ، ومعرفة الاسم بصورة خاصة	-2 Spreading the culture of knowledge of the origins of the language and its rulings, and explaining its importance		
الثالث		تمكين الطالبات من التعرف على أقسام الكلام في اللغة العربية ، ومعرفة الاسم بصورة خاصة	أقسام الكلام (الحرف)	طريقة المناقشة	اختبار يومي
الرابع	2	معرفة مواضع كتابة همزة الوصل ، ومواضع كتابة همزة القطع	همزة الوصل وهمزة القطع	تعلم تعاوني	اختبار يومي
الخامس	2	معرفة مواضع كتابة همزة الوصل ، ومواضع كتابة همزة القطع	همزة الوصل وهمزة القطع	تعلم تعاوني	اختبار يومي
السادس	2	التمييز بين التاء الطويلة والتاء القصيرة ، والفرق بين التاء القصيرة والتاء الطويلة	التاء المربوطة والتاء الطويلة	طريقة المناقشة	اختبار يومي
السابع	2	التمييز بين التاء الطويلة والتاء القصيرة ، والفرق بين التاء القصيرة والتاء الطويلة	التاء المربوطة والتاء الطويلة	تعلم تعاوني	اختبار تحريري
الثامن	2	التمييز بين التاء الطويلة والتاء القصيرة ، والفرق بين التاء القصيرة والتاء الطويلة	التاء المربوطة والتاء الطويلة	طريقة المناقشة	اختبار يومي
التاسع	2	معرفة مواضع رسم همزة المتوسطة	رسم همزة المتوسطة	المناقشة	اختبار تحريري
العاشر	2	معرفة مواضع رسم همزة المتوسطة	رسم همزة المتوسطة	المناقشة	اختبار يومي
الحادي عشر	2	معرفة مواضع رسم همزة المتوسطة	رسم همزة المتوسطة	المحاضرة	اختبار يومي
الثاني عشر	2	معرفة مواضع رسم همزة المتطرفة	رسم همزة المتطرفة	المناقشة	اختبار يومي
الثالث عشر	2	معرفة مواضع رسم همزة المتطرفة	رسم همزة المتطرفة	المناقشة	اختبار يومي

			الهزة المتطرفة		
الربع عشر	2	معرفة مواضع رسم الهزة المتطرفة	رسم الهزة المتطرفة	المحاضرة	اختبار يومي
الخامس عشر	2	للكشف عن ما وصلت اليه الطالبة في المواضيع السابقة	مراجعة شاملة	محاضرة	اختبار شفوي
السادس عشر	2	معرفة مدى تمكن الطالبة من استيعاب المواضيع السابقة	امتحان الفصل الأول	محاضرة	اختبار تحريري
السابع عشر	2	معرفة تاريخ علامات الترقيم ، ومواضع استعمال كل منها .	علامات الترقيم	المحاضرة	اختبار يومي
الثامن عشر	2	معرفة تاريخ علامات الترقيم ، ومواضع استعمال كل منها .	علامات الترقيم	المحاضرة	اختبار يومي
التاسع عشر	2	معرفة تاريخ علامات الترقيم ، ومواضع استعمال كل منها .	علامات الترقيم	التعلم التعاوني	اختبار يومي
العشرون	2	قراءة سورة الفجر وبيان معانيها	سورة الفجر	المناقشة	اختبار شفوي
الحادي والعشرون	2	الوقوف على تفسير آيات هذه السورة المباركة	سورة الفجر	التعلم النشط	اختبار يومي
الثاني والعشرون	2	الوقوف على تفسير آيات هذه السورة المباركة	سورة الفجر	المحاضرة	اختبار يومي
الثالث والعشرون	2	الوقوف على تفسير آيات هذه السورة المباركة	سورة الفجر	المحاضرة	اختبار يومي
الرابع والعشرون	2	معرفة تاريخ نشأة المقالة العالمية ، وبيان مفهوم المقالة والتميز بينها وبين بقية الأجناس النثرية.	فن المقالة	المحاضرة	اختبار يومي
الخامس والعشرون	2	معرفة تاريخ نشأة المقالة العالمية ، وبيان مفهوم المقالة والتميز بينها وبين بقية الأجناس النثرية.	فن المقالة	المحاضرة	اختبار يومي
السادس والعشرون	2	معرفة تاريخ نشأة المقالة العالمية ، وبيان مفهوم المقالة والتميز بينها وبين بقية الأجناس النثرية.	فن المقالة	المحاضرة	اختبار يومي
السابع والعشرون	2	الوقوف عند أنواع المقالة	أنواع المقالة	المحاضرة	اختبار يومي
الثامن والعشرون	2	الوقوف عند أنواع المقالة	أنواع المقالة	المحاضرة	اختبار يومي
التاسع والعشرون	2	للكشف عن ما وصلت اليه الطالبة في المواضيع السابقة	مراجعة شاملة	المحاضرة	اختبار شفوي

الثلاثون	2	معرفة مدى تمكن الطالبة من استيعاب المواضيع السابقة	امتحان الفصل الثاني	المحاضرة	اختبار تحريري

2- البنية التحتية	
The required textbooks: The -1 Holy Qur'an and the Arabic Language for Non-Specialists .by Dr. Mustafa Jatal	القرآن الكريم ، اللغة العربية لغغير المختصين للدكتور مصطفى جطل .
2- المراجع الرئيسية (المصادر)	
ا- الكتب والمراجع التي يوصى بها (المجالات العلمية , التقارير ,)	كتب اللغة ، كتب الأدب ، معاجم اللغة العربية
ب - المراجع الالكترونية, مواقع الانترنت	موقع المجالات الأكاديمية العراقية ، موقع نيل وفرات ، موقع جملون ، مكتبة نور.

3- خطة تطوير المقرر الدراسي	

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.

Academic Program Form
Reading_ First Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 18/12/2023
Name of Lecturer: Asst. Lect. Mays Basim Khaleel

Dean's Name *Dean's Assistant*
Date : / / *For Scientific*
Affairs

Signature *Date : / /*
Signature

The College Quality
Assurance And University
Performance Manager
Date : / /
Signature

Quality Assurance And University Performance
Manager Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Reading
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	18_12_2023
9. Aims of the Program	
Developing students' skills in reading academic texts written in English and exposing their cultures.	
Developing reading strategies and skills such as inferring and arriving at conclusions	
Meaning	
extracting the main idea from the written text and working on it	
Formulated in another way	
Developing students' linguistic storage and analysis skills in the text, sentence, and summarization of texts	

Training on the use of punctuation skills in the English language, as they have a significant impact on reformulating written text.

Training on texts in various fields of knowledge

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

- A1. Getting acquainted with many academic texts
- A2. Acquiring a lot of vocabulary and idiomatic expressions
- A3. developing the knowledge stock of the corresponding culture
- A4. acquiring the necessary knowledge of styles and methods of academic writing

B. The skills goals special to the programme .

- B1. Developing vocabulary acquisition skills and analyzing written text
- B2. Development of speaking, writing, and reading skills
- B3. Developing the skill of analysis and deduction

Teaching and Learning Methods

- 1. The communicative and interactive method and negotiation of meaning
- 2. constructive dialectical dialogue
- 3. presentation of the material using power point and listen to the audio

Assessment methods

- 1. Asking oral questions during the lecture.
- 2. Performing monthly and final exams and questions.
- 3. Develop quick and short questions in the form of a daily exam to test the student's comprehension.
- 4. Make the students discuss among themselves and create the principle of scientific competition between them.
- 5. Evaluation of PowerPoint files prepared by the student herself according to how the material is summarized and arranged to encourage them to learn on the PowerPoint program and the skill of teaching and evaluating it.

Affective and value goals

- C1. Supporting students and encouraging them to become familiar with texts written in English.
- C2. Encourage deduction and deduction skills when dealing with texts in various fields.
- C3. Encouraging and supporting the skills of summarizing and conveying meaning.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1. Developing the student's ability to reading and dialogue

D2- Developing the skill of listening, imitating, and learning new vocabularies.

D3- Training students to be disciplined and work to perform their assigned duties on time.

11. Program Structure

Assessment

Level/Year	Course or Module Title	Credit rating	
First	Are you getting enough sleep?	2 hours	daily participation/ Quiz
First	Mika's homestay in London	2 hours	daily participation/ Quiz
First	It's not always black and white	2 hours	daily participation/ Quiz
First	Helping others	2 hours	daily participation/ Quiz
First	Generation Z: Digital natives	2 hours	daily participation/ Quiz
First	How to be a successful Businessperson	2 hours	daily participation/ Quiz
First	The growth of urban farming	2 hours	daily participation/ Quiz
First	Can you live forever	2 hours	daily participation/ Quiz
First	Baseball fans around the world	2 hours	daily participation/ Quiz
First	Mobile phones: hang up or keep talking?	2 hours	daily participation/ Quiz
First	Vanessa-Mae: A 21st century musician	2 hours	daily participation/ Quiz
First	A day in the life of a freshman	2 hours	daily participation/ Quiz
First	Love at the first sight	2 hours	daily participation/ Quiz

First	Great places to visit	2 hours	daily participation/ Quiz
First	General overview	2 hours	daily participation/ Quiz

13. Personal Development Planning

The book has a modern and enjoyable design that attracts the student's interest. In presenting the material it follows the latest language teaching method, the interactive communicative method.

14. Key sources of information about the program

Select Readings (Pre-intermediate) (2nd Edition)
by Linda Lee and Erik Gundersen

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

*Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form For The Academic

University: Alzahraa University for Women

College : College of Education

Number of Dept. in the College:

Date Of Form Completion : 22/12/2023

Name of Lecturer: Ahmed Badr Shabeeb

Dean 's Name

*Dean 's Assistant For
Scientific Affairs*

Date : / /

Date : / /

Signature

Signature

*The College Quality
Assurance And University
Performance Manager*

Date : / /

Signature

Quality Assurance And University Performance

Manager Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Ministry of Higher Education and Scientific Research/ University of Alzahraa/ College of Education
2. University Department/Centre	Department of English
3. Program Title	Listening/ 2 nd Stage
4. Title of Final Award	Null
5. Modes of Attendance offered	In-person
6. Accreditation	In-person lecturing
7. Other external influences	Null
8. Date of production/revision of this specification	15/12/2023
9. Aims of the Program	
1- The course aims to prepare a promising generation of female teachers in the English language specialty that will have the ability to convey information with high efficiency.	
2- Preparing students scientifically, educationally and professionally so that they can	

perform their profession as teachers and educators.

3- Building the scientific and educational personality of the student who will become a teacher in the future so that she can have a positive influence and educational interaction with learners and students through his use of the language.

4- Providing students with basic skills that enable them to deal with the learner more effectively, especially correct grammatical structures, as well as working within groups.

5- Developing the ability to transfer knowledge to others to enable the student to practice his natural role in the future

<p>- Course outcomes and teaching, learning and evaluation methods</p> <p>1- Cognitive objectives</p> <p>A1- Developing students' capabilities in studying grammar</p> <p>A2- How to distinguish between different grammatical structures and tenses</p> <p>Course-specific skills objectives.</p> <p>B1- Self-evaluation processes for students</p> <p>B2- Students' application of what has been learned</p>
<p>Teaching and learning methods</p> <ul style="list-style-type: none"> - The auditory method - Visual method - How to read and fill in the blanks - Question method and cooperative education <p>They should not be reprimanded when they commit mistakes, rather they should be motivated and encouraged to participate even with mistakes in order to create a situation in which they do not forget the correct rule so that it becomes ingrained in their minds.</p> <ul style="list-style-type: none"> - Explaining the benefits of group work because of its effect in engraving the material in the mind and benefiting from different opinions.
<p>Assessment methods</p>
<p>How to manage goals -</p> <p>Follow up on students' linguistic performance -</p> <ul style="list-style-type: none"> - Oral and written exams and tests <p>3. Creating a spirit of constructive scientific competition accompanied by the principle of reward only.</p>
<p>Transferable general and qualifying skills (other skills related to employability and personal development).</p> <p>D1- Talent</p> <p>D2- Follow-up</p> <p>D3- Determine the work (library and field study)</p> <p>D4- Collect information and data about geographical phenomena and determine their relationships to each other</p>

- D. General and Transferable Skills (other skills relevant to employability and personal development)
- D1. Ability to use proper language.
 - D2. Developing the skill of correcting errors based on language rules.
 - D3. Developing the ability to judge things from a solid scientific perspective.
 - D4. Accept others' opinions and discuss them scientifically.
 - D5. Sobriety in dealing with controversial matters, and not underestimating the opposing opinion.

Teaching and Learning Methods

- Reminding students of the value of what they are learning, the role they will play when they practice proper language, and their role in the near future when they graduate.
- They should not be reprimanded when they commit mistakes, rather they should be motivated and encouraged to participate even with mistakes in order to create a situation in which they do not forget the correct rule so that it becomes ingrained in their minds.
- Explaining the benefits of group work because of its effect in engraving the material in the mind and benefiting from different opinions.

Assessment Methods

1. Raising daily questions and giving monthly and final exams.
2. Conducting a group scientific discussion based on the professor's questions to measure the extent of working as a team.
3. Creating a spirit of constructive scientific competition accompanied by the principle of reward only.

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
Second		Listening	2	Bachelor Degree Requires (x) credits

13. Personal Development Planning

Adding some important topics that are in the interest of students and annex to the understanding of the main details of the curriculum.

14. Key sources of information about the programme

-Real Listening and Speaking 3

Britishcouncil.com

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes

				Programme Learning Outcomes										
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills		
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

Poetry / Second Stage

University: Al-Zahraa University for Women

College: College of Education

Number of Departments in the College: four

Completion: 10/12/2023

Name of Lecturer: Asst. Lect. Sabrina Abdulkadhom Abdulridha

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / /
Signature

Date: / /
Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Poetry / 220 n sh
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	10/12/2023
9. Aims of the Program	
1- English literature in general, and poetry in particular, represents a large percentage of the four-year academic curricula and is of great importance in developing students' abilities to formulate the English language to the fullest extent and use it in understanding and comprehending all kinds of literature. It also develops their culture because the study of English literature is mainly connected to culture. History, arts, etc.	
2- Develops students' literary sense.	
3- Develops the skills of listening, speaking, and expression.	

4- It aims to prepare English language teachers who are familiar with the principles and etiquette of the language and are able to deliver information to the student with high confidence and skill.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive objectives

A1- Expanding students' awareness and developing their literary taste.

A2-- Providing students with important cultural information about Western countries in various time periods.

A3. Knowledge of dealing with literary texts in terms of reading, comprehension, analysis, criticism and expression.

B. Specific course skills objectives

B1 - Developing their listening skills and literary perception.

B2 - Providing them with teaching skills. And correct teaching methods that keep pace with the technological age.

B3 - Teaching students how to read literary texts correctly, analyze them accurately, and learn about the basic poetic movements that appeared in the sixteenth and seventeenth centuries.

B-4 Introducing them to the structure of poems so that the student can write poems herself.

11. Teaching and Learning Methods

Specifying the subject in the prescribed curriculum, in addition to a binder explaining the most important topics required. In addition, a video is prepared on YouTube so that the student can understand the material in detail before the lecture begins. When the lecture begins, the highlights of what was studied in the previous lecture are reviewed, and then a PowerPoint is presented in which the poet is discussed and the most prominent details of his life, his poetic productions, and the characteristics that distinguish him. After that, the poem is read at least twice, using intonation and emphasis, so that it is read with an effective literary sense. The student has opportunities to read it as well, and all possible advice is given to indicate the correct reading. Then the explanation of the poem begins, based on its vocabulary and its general and internal meaning, with the participation of students in particular. Finally, with reference to the rhetorical style of the poem's vocabulary, with the students' participation as well, a weekly assignment is set for the students to follow closely. The method of education is to impose follow-up. The delivery of the material is ensured through daily examinations or weekly assignments, so they are asked to make a summary or video or manually extract some information related to the material.

Assessment methods

1. Asking oral questions during the lecture.
2. Performing monthly and final exams and questions.
3. Develop quick and short questions in the form of a daily exam in order to test the student's comprehension.
4. Make the students discuss among themselves and create the principle of scientific competition between them.
5. Writing weekly reports to force them to read the material.
6. Evaluation of PowerPoint files prepared by the student herself according to how the material is summarized and arranged in order to encourage them to learn on the PowerPoint program and learn the skill of teaching and evaluating it.
7. Evaluating videos in which the material is explained by the students themselves.

C. Affective and value goals

C1- Encouraging students to show their creative energies in speaking in front of groups of their colleagues through plays or speeches they deliver on specific occasions.

C2- Motivating the student to participate and making him understand that failure is the basis of success, so there is no harm in making a mistake in class instead of the permanent plan.

C3- Developing the spirit of teamwork among students.

C4- Sending a spirit of optimism and hope for success to the student.

Teaching and Learning Methods

Assigning the student to some environmental activities and duties.
Distributing the grade between participation, electronic attendance, and commitment in theory and practice.

Assessment methods

1. Directing oral questions while discussing with the student in the electronic class.
2. Performing monthly and final exams and questions.
3. Develop quick and short questions using the Quiz method in order to test the student's comprehension.
4. Making students discuss among themselves and creating the principle of scientific competition among them.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D- General and qualifying transferable skills (other skills related to employability and personal development).

D1- Developing the student's ability to dialogue and discuss the subject of poetry.

D2- Developing the skill of listening, imitating, and learning new words.

D3- Training students to be disciplined and work to perform their assigned duties on time.

Teaching and Learning Methods

Assigning the student to some environmental activities and duties. Distributing the grade between participation, electronic attendance, and commitment in theory and practice.

Assessment Methods

1. Directing oral questions while discussing with the student in the electronic class.
2. Performing monthly and final exams and questions.
3. Develop quick and short questions using the Quiz method in order to test the student's comprehension.
4. Making students discuss among themselves and creating the principle of scientific competition among them.

11. Program Structure

Level/Year	Course or Module Title	Credit rating	Assessment
Second	A Cultural and Historical Background of the Sixteenth Century	2 hours	Oral test / Quiz
Second	A Cultural and Historical Background of the Sixteenth Century	2 hours	
Second	Characteristics of Sixteenth Century Poetry	2 hours	Oral test / Quiz
Second	Characteristics of Sixteenth Century Poetry	2 hours	
Second	The Hind	2 hours	
Second	Leave me O Love	2 hours	

Second	Like as a Ship	2 hours	Oral test / Quiz
Second	The Passionate Shepherd to His Love	2 hours	
Second	Sonnet 55	2 hours	Oral test / Quiz
Second	Sonnet 18	2 hours	Oral test / Quiz
Second	A Cultural and Historical Background of the Seventeenth Century	2 hours	Oral test / Quiz
Second	The Main Characteristics of Cavalier Poetry	2 hours	Oral test / Quiz
Second	To Daffodils	2 hours	Oral test / Quiz
Second	The Main Characteristics of Metaphysical Poetry	2 hours	Oral test / Quiz
Second	Death be not Proud	2 hours	Oral test / Quiz
Second	The Collar	2 hours	Oral test / Quiz

13. Personal Development Planning

Developing knowledge in Sixteenth and Seventeenth Century.

14. Admission Criteria

15. Key sources of information about the program

- 1- English Poetry: The Sixteenth Century
Compiled and Introduced by Ala uddin H. AL – Jubori
- 2- Britannica Encyclopedia
- 3- Anthologies and sources from Cambridge University Press and Oxford University Press
- 4- Any website which deals with English Literature

Curriculum Skills Map

Please tick in the relevant boxes where individual Program Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

ELT / Second Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 18/12/2023
Name of Lecturer: Asst. Lect. Alaa Ali Abdul kadhim

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / /
Signature

Date: / /
Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /

Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	ELT
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	18/12/2023
9. Aims of the Program	
1. Using modern methods for learning and teaching English as a foreign language (EFL).	
2. Teaching students how to teach the English language to various age groups.	
3. The program addresses diagnosing the most important behavioral and pedagogical aspects that a teacher may face during the profession.	
4. Forming a model idea for each student about the ideal teaching method from the student's point of view.	
5. Instilling confidence and passion in the students as they are the two most important	

elements that must be nurtured within the learner in order for language teaching and learning to be simple.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

1. Learning the basics of the English language that will form the foundation for mastering it in the future
2. Expand the student;s ideas in terms of advanced education
3. Empower the student with the basics of successful teaching
4. Familiarize with modern teaching methods that will elevate the level of language education
5. Empower the student with the basics of successful teaching
6. The practical application of skills learned during the lecturer

Specific course skills objectives

1. Development of speaking, writing and reading skills
2. Equipping them with teaching skills and modern teaching methods suitable for the technological age
3. Teaching students how to interact with students and applying it if possible

11. Teaching and Learning Methods

Specifying the subject in the prescribed curriculum, in addition to a binder explaining the most important topics required. When the lecture begins, the highlights of what was studied in the previous lecture are reviewed, and then a PowerPoint is presented in which the subject is discussed and After reviewing the subject matter, it is also explained in the classroom in collaboration with the students to ensure student interaction, as the scientific material focuses on teaching students how to interact with each other. Then, the students are asked to explain again what was presented in the lecture to ensure the understanding of the students. Practical application is also carried out at the same time if required.

Assessment methods

1. Asking oral questions during the lecture.
2. Performing monthly and final exams and questions.
3. Develop quick and short questions in the form of a daily exam in order to test the student's comprehension.
4. Make the students discuss among themselves and create the principle of scientific competition between them.
5. Evaluation of PowerPoint files prepared by the student herself according to how the material is summarized and arranged in order to encourage them to learn on the PowerPoint program and learn the skill of teaching and evaluating it.

C. Affective and value goals

C1- Encouraging students to show their creative energies in speaking in front of groups of their colleagues through plays or speeches they deliver on specific occasions.

C2- Motivating the student to participate and making him understand that failure is the basis of success, so there is no harm in making a mistake in class instead of the permanent plan.

C3- Developing the spirit of teamwork among students.

C4- Sending a spirit of optimism and hope for success to the student.

Teaching and Learning Methods

There are always ongoing activities, whether inside or outside the training lecture, to learn in active and interactive ways. Assigning the student some activities and homework to distribute the grade between participation, attendance, theoretical commitment, and practical commitment.

Assessment methods

1. Directing oral questions while discussing with the student in the electronic class.
2. Performing monthly and final exams and questions.
3. Develop quick and short questions using the Quiz method in order to test the student's comprehension.
4. Making students discuss among themselves and creating the principle of scientific competition among them.

11. Program Structure			
Level/Year	Course or Module Title	Credit rating	Assessment
Second	Part L1	3hours	daily participation./ Quiz
Second	Part 1 L1,L2	3hours	
Second	Part L4	3hours	daily participation./ Quiz
Second	Part L5,L6	3hours	
Second	Part L7	3hours	
Second	Part L8,L9	3hours	
Second	Part L10,L11	3hours	
Second	Part2 L12,L13	3hours	daily participation./ Quiz
Second	Part2 L14, L15	3hours	daily participation./ Quiz
Second	Part2 L16	3hours	daily participation./ Quiz
Second	Part2 L17	3hours	daily participation./ Quiz
Second	Part 2L18	3hours	daily participation./ Quiz
Second	Part3 L19	3hours	daily participation./ Quiz
Second	Part3 L20	3hours	daily participation./ Quiz
Second	Part3 L21	3hours	daily participation./ Quiz
Second	Lesson Plan	3hours	daily participation./ Quiz

13. Personal Development Planning

Proposal to keep up with the developments that have occurred in the English language at the structural and phonetic levels and to change the curricula adopted in the colleges to be closer to the reality of the English language, as the adopted curricula, despite their solidity, are still linked to the 1960s era.

14. Key sources of information about the program

Teaching English as a foreign or second language by Jerry G. Gebhard

Daine Larsen- Freeman Techniques and principles in language teaching

Curriculum Skills Map

Please tick in the relevant boxes where individual Program Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

*Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

*Academic Program Specification Form
Select Readings-upper-Intermediates-
Second Stage*

University: Al-Zahraa University for Women

College : College of Education

Number Of Departments In The College: Second

Date Of Form Completion : 1/28/2023

Name of Lecturer: Asst. Lect. Hind Mohammed Sami

Dean 's Name

Dean 's Assistant

Date : / /

*For Scientific
Affairs*

*The College Quality
Assurance And University
Performance Manager*

Date : / /

Signature

Date : / /

Signature

Signature

Quality Assurance And University Performance

Manager Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Language
3. Program Title	Select Readings-upper-Intermediate, (2nd edition)
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	1/28/2023
9. Aims of the Program	
Developing reading strategies	
1. Such as inferring meaning and arriving at the implied meaning	
2. Extracting the main idea from the read text	
3. Inquiry and investigation	
4 Developing reading strategies1. Such as inferring meaning and arriving at the implied meaning	

5. Developing students' vocabulary

6. Learn many synonyms and antonyms of vocabulary

10. Learning Outcomes, Teaching, Learning and Assessment Methods

- A1-
- A2. Getting to know many academic texts
- A3. Acquiring a lot of vocabulary
- A4. Developing the information store for the corresponding culture
- A5.
- A6.

- B. The skills goals special to the program .
- B1. developing reading skills and reading strategies
 - B2- Developing the skill of analysis and deduction
 - B3- Training on correct pronunciation
 - B4- Developing vocabulary acquisition and recall skills
- Teaching and learning methods

Teaching and Learning Methods

Communicative and interactive method and negotiation of meaning / constructive dialectical dialogue / scientific research and investigation / exposure and viewing of academic videos / presentation of the material using modern electronic illustrative means

Assessment methods

Oral and written exams/implementing academic tasks and presenting them in a systematic and modern scientific manner/scientific research based on a scientific experiment

C- Emotional and value goals

C1- Supporting students and encouraging them

- C. Affective and value goals
- . C1- Supporting students and encouraging them to become familiar with texts in the corresponding language
 - C2- Support and encourage students' exposure to the corresponding culture through reading texts
 - C3- Encouraging role-exchange skills among students when reading texts and deducing meaning

Teaching and Learning Methods

Assigning the student to some environmental activities and duties. Distributing the grade between participation, electronic attendance, and commitment in theory and practice.

Assessment methods

1. Directing oral questions while discussing with the student in the electronic class.
2. Performing monthly and final exams and questions.
3. Develop quick and short questions using the Quiz method in order to test the student's comprehension.
4. Making students discuss among themselves and creating the principle of scientific competition among them.

12. Awards and Credits

Level/Year	Course or Module Title	Credit rating	
Second	YOUTUBE	2 hours	Oral test / Quiz
Second	FEMALE NOUNS	2 hours	
Second	NEGATIVE ATTITUDES	2 hours	Oral test / Quiz
Second	Synesthesia	2 hours	
Second	Creative thinking	2 hours	
Second	Listen Up	2 hours	
Second	French fries	2 hours	
Second	Why I quit the company	2 hours	
Second	East meets west on love's risky	2 hours	
Second	Do not let stereotypes	2 hours	
Second	The art of reading	2 hours	
Second	When E.T calls	2 hours	

13. Personal Development Planning

The book is updated and quite beneficial.

14. Admission criteria .

15. Key sources of information about the programme

1- Required textbooks Select Readings/LEE&BERNARD

2- Main references (sources)

1- Recommended books and references (scientific journals, reports,...)

The Art of Reading/DamounYoung+online articles, research works and videos besides debates and discussions

2- Electronic references, Internet sites...

Courses.lumenlearning.com

writingcenter.unc.edu>resources

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

Grammar / Second Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 16/12/2023
Name of Lecturer: Lect. Hajir Mahmoud Ibrahim

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / /
Signature

Date: / /
Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Grammar
4. Title of Final Award	Annual
5. Modes of Attendance offered	Active Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	15/12/2023
9. Aims of the Program	
1- English Morphology aims to elevate students' perception of vocabulary. It enhances their ability to create new words and the modification of existing words. The study of the internal structure of words also helps students to manipulate their bank of words and structure well-formed sentences. 2- It develops students' grammatical sense. 3- It develops the skills of speaking and expression. 4- It aims to prepare English language teachers who are familiar with the language's principles and etiquette and can deliver information to the students with high	

confidence and skill.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive objectives

1. Developing students' linguistic skills.
2. Expanding students' awareness of English grammar.
3. Developing students' language skills.
4. Increase their knowledge of English morphology.

B. Specific course skills objectives

- 1-Developing students' grammatical perception and ability to use different ways in forming words.
- 2- Enabling students to teach English grammar in the future.

11. Teaching and Learning Methods

Making use of explanation and discussion during the lectures.

Assessment methods

- 1- Language skills
- 2- Speaking skills
- 3-Analysis skills

C. Evaluation Methods

- 1- Daily evaluation by having oral and written quizzes and exams.

Teaching and Learning Methods

- 1- Explaining the material in class
- 2- Use means of explanation
- 3- Encouraging students to participate

Assessment methods

- 1- Monthly exams
- 2- Daily exams
- 3- Preparing research and reports
- 4- Extracurricular activities

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1- Listening skill
- D2- Speaking skill
- D3- Writing skill
- D4- Reading skill

Teaching and Learning Methods

Assigning the student to some environmental activities and duties. Distributing the grade between participation, electronic attendance, and commitment in theory and practice.

Assessment Methods

1. Directing oral questions while discussing with the student in the electronic class.
2. Performing monthly and final exams and questions.
3. Develop quick and short questions using the Quiz method in order to test the student's comprehension.
4. Making students discuss among themselves and creating the principle of scientific competition among them.

11. Program Structure

Level/Year	Course or Module Title	Credit rating	Assessment
Second	The concept of Grammar Defining Morphology The unit of Analysis	3 hours	Oral test / Quiz
Second	The three criteria of Morphemes with several examples and exercises	3 hours	
Second	Types of morphemes: Free and Bound Solving exercises	3 hours	Oral test / Quiz
Second	The concept of Base Morphemes and Bound Morphemes	3 hours	
Second	A Discussion of Affixes: their types, features, and verbal environments	3 hours	
Second	Solving exercises Reviewing previous material	3 hours	

	Monthly exam		
Second	Suffixal homophones part one	3 hours	Oral test / Quiz
Second	Suffixal homophones part two	3 hours	
Second	Suffixal homophones part three	3 hours	
Second	Difficulties in Morphemic Analysis	3 hours	Oral test / Quiz
Second	Immediate constituent analysis Analyzing words outside the suggested text	3 hours	Oral test / Quiz
Second	Diminutive forms Feminine forms Examples and exercises	3 hours	Oral test / Quiz
Second	Chapter 11 Inflectional Paradigms Why not a single paradigm?	3 hours	Oral test / Quiz
Second	The noun paradigm Noun plural Noun possessive	3 hours	Oral test / Quiz
Second	The verb paradigm Aspect in the verb phrase	3 hours	Oral test / Quiz
Second	Comparable paradigm	3 hours	Oral test / Quiz
Second	Monthly exam	3 hours	
Second	Chapter 9 Words	3 hours	Oral test / Quiz
Second	Chapter 10 Word Formation Processes	3 hours	Oral test / Quiz
Second	Chapter 12 Form classes Nouns and verbs	3 hours	Oral test / Quiz
Second	Adjectives and adverbs	3 hours	Oral test / Quiz
Second	Uninflected Words	3 hours	Oral test / Quiz
Second	Chapter 13 Structure classes Qualifiers	3 hours	Oral test / Quiz
Second	Prepositions and Determiners	3 hours	Oral test / Quiz
Second	Auxiliaries and Pronouns	3 hours	Oral test / Quiz

Second	Monthly exam The Syntax of English	3 hours	Oral test / Quiz
Second	Noun and Verb Phrases	3 hours	Oral test / Quiz
Second	Subject and verb	3 hours	Oral test / Quiz
Second	Sentence Patterns	3 hours	Oral test / Quiz

13. Personal Development Planning

Developing knowledge in English grammar.

14. Admission Criteria**15. Key sources of information about the program**

AN Introductory English Grammar by Norman C. Stageberg

Curriculum Skills Map

Please tick in the relevant boxes where individual Program Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

*Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form For The Academic

University: Alzahraa University for Women

College : College of Education

Number of Dep. in the College: Four

Date Of Form Completion : 15/12/2023

Name of Lecturer: Ali Kahalf Jaafar

Dean's Name

Dean's Assistant

Date : / /

*For Scientific
Affairs*

Signature

*Date : / /
Signature*

The College Quality

*Assurance And University
Performance Manager*

Date : / /

Signature

Quality Assurance And University Performance

Manager Date : / /

Signature

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	Alzahraa University for Women/ College of Education.
2. University Department/Centre	Department of English
3. Course title/code	Phonetics and Phonology
4. Modes of Attendance offered	In-person lecturing
5. Semester/Year	Year
6. Number of hours tuition (total)	3
7. Date of production/revision of this specification	15/12/2023
8. Aims of the Course	
1- Phonetics and Phonology constitute the basis for learning and mastering the English sound system, which will teach the students the correct pronunciation of English sounds.	
2- Developing the student's ability to distinguish among sounds.	
3- Developing and training the students to produce speech sounds in their correct form.	
4- It aims to prepare English language teachers who are able to distinguish, understand, and pronounce the English speech sounds.	

9. Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Cognitive goals

A1. Expanding the student's awareness and developing their linguistic competence.

A2. Empowering the student with the theoretical aspect of sound and acoustics.

A3. Knowing the distinctions among different English sounds and knowing the characteristics of each sounds.

A4. Identifying the organs of speech and the practical side of pronunciation and the production of English speech sounds.

A5. Enabling the students to pronounce correctly by showing them how to phonetically transcribe words.

B. The skills goals special to the course.

B1. Developing their listening skills and linguistic awareness.

B2. Asking them to present the material provides them with good teaching skills.

B3. Teaching the students how to pronounce the sounds correctly by showing them how to transcribe individual words, or words in connected speech.

B4. To be able to read the transcriptions and know the words and sentences of these transcriptions.

Teaching and Learning Methods

Specifying the student's book as well as a handout explaining the most important topics required. In addition, a video is prepared on YouTube so that the students can understand the material in details before the lecture begins. When the lecture begins, the highlights of what was studied in the previous lecture are reviewed, after which a PowerPoint is presented in which the material is presented in the form of brief points attached to the student's book, citing examples from the book. The students are then asked for feedback by asking questions to find out whether they understood the lesson or not. Then they are asked to do the exercises on the screen, explaining the steps in phonetic analysis. Finally, they are assigned homework that includes using pen and paper to ensure maximum benefit from the lesson.

Assessment methods

1. Asking oral questions during the lecture.

2. Performing monthly and final exams and questions.

3. Develop quick and short questions in the form of a daily exam in order to test the students' comprehension.

4. Make the students discuss among themselves and create the principle of scientific competition between them.

5. Writing weekly reports to force them read the material.

6. Asking them to present the material discussed in PowerPoint, and give them marks on their presentation.

C. Affective and value goals

C1- Encouraging the students to show their creative energies in speaking in front of groups of their colleagues through activities or speeches they deliver on specific occasions.

C2- Motivating the students to participate and making them understand that failure is the basis of success, so there is no harm in making a mistake in class.

C3- Developing the spirit of .instead of building a permanent mistake teamwork among students.

C4- Creating the spirit of optimism and hope for success to the students.

Teaching and Learning Methods

Assigning the students some activities and homework and distributing grades between participation, attendance, and commitment, theoretically and practically.

Assessment methods

1. Giving oral questions while discussing with the student in class.
2. Performing monthly and final exams.
3. Giving them quizzes in order to test their comprehension.
4. Making them discuss the topic, and ask them to brainstorm the subject under discussion.

D. General and rehabilitative transferred skills (other skills relevant to employability and personal development)

D1. Developing the student's ability to dialogue and discuss audio material.

D2. Developing the skill of listening, imitating, and controlling pronunciation.

D3. Training students to be disciplined and work to perform their assigned duties on time.

D4. Encouraging them to use the language correctly with colleagues inside and outside the department.

10. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-4	12		Units 1 and 2	In-person	Participation and tests
5-8	12		Units 3 and 4	In-person	Participation and tests
9-12	12		Units 5 and 6	In-person	Participation and tests
13-16	12		Units 7 and 8	In-person	Participation and tests
17-20	12		Units 9 and 10	In-person	Participation and tests
21-24	12		Units 11 and 12	In-person	Participation and tests
25-28	12		Units 13 and 14	In-person	Participation and tests

11. Infrastructure

1. Books Required reading:	An Introduction to English Phonetics and Phonology
2. Main references (sources)	British Council BCC, BBC

A- Recommended books and references (scientific journals, reports...).	Better English Pronunciation by J.D. O'Connor
B-Electronic references, Internet sites...	English phonetics and Phonology.

12. The development of the curriculum plan

A proposal to keep pace with the developments that have occurred in the English language at the structural and verbal levels and to change the curricula adopted in colleges with others closer to the reality of the English language, as the approved curricula, despite their sobriety, belong to the 60s of the last century.

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Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form For The Academic

University: Al-zahraa University for Women

College : College of Education

Number Of Departments In The College:

four

Date Of Form Completion :13/1/2024

Name of Lecturer: Nisreen Ali Abd_alhassan

Dean 's Name

Dean 's Assistant

Date : / /

*For Scientific
Affairs*

*The College Quality
Assurance And University
Performance Manager*

Date : / /

Signature

Date : / /

Signature

Signature

Quality Assurance And University Performance

Manager Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Ministry of Higher Education and Scientific Research/ University of Alzahraa/ College of Education
2. University Department/Centre	Department of English
3. Program Title	Adults Education
4. Title of Final Award	Null
5. Modes of Attendance offered	In-person
6. Accreditation	In-person lecturing
7. Other external influences	Null
8. Date of production/revision of this specification	13/1/2024
9. Aims of the Program	
A. To identify the concept of adult education for the student in the era of knowledge technology	
B. How to employ this knowledge to serve society in the fields of education	
C. It makes the student aware of the importance of eradicating illiteracy, the most important main causes leading to illiteracy and its spread in societies, and the most important methods used in combating illiteracy.	
D. Introducing the student to the concept of adult education in terms of its definition, characteristics and goals, and to the most important theories of social control and adult education.	
E: Explaining to the student the importance of the role of literacy and adult education in achieving	

sustainable development.

a . The student knows the concept of adult education in the era of knowledge technology

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1- Define the old and modern concepts of literacy, and adult education.

A2- The role of theories and doctrines explaining the relationship between education and society.

A3- clarifying the methods and programs for teaching illiteracy eradication and adult education.

A4-Focus on adult education programs in light of theories of social change.

A5- Explaining the principles of eradicating illiteracy in Arab countries. The most important obstacles facing adult education.

B. The skills goals special to the programme ..

B1 - Providing students with knowledge of a historical overview of the adult education movement

B2 - Providing students with knowledge of the importance of theories and programs for adult education

Teaching and Learning Methods

The lecture includes: dialogues, discussion, and posing question.

Assessment methods

- Daily and monthly exams
- Daily participation of students
- Daily activities inside the class

C. Affective and value goals

C1- Asking questions during the lecture for the purpose of motivating the student to participate and answer them

C2- Linking the topics of literacy and adult education to what is happening in educational institutions and what is happening in the environment and society...and the possibility of benefiting from them.

Teaching and Learning Methods

1. Education using electronic means
2. Teaching using teaching methods that stimulate the spirit of enthusiasm among students.
3. Learning by making the student a teacher to enhance her self-confidence.
4. Learning through brainstorming among students.

Assessment methods

1. The method of discussion and dialogue between the student and the teacher
2. Observation method
3. online exams

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1 Using the acquired information in the field of life
- D2 Personal development through linking traditional education and e-learning.
- D 3 Building the personality of an efficient teacher who can transfer her experiences to students in the future.
- D 4 Preparing the student scientifically and educationally according to solid scientific foundations.

Teaching and Learning Methods

Assessment Methods

11. Program Structure

Week	Course or Module Title	Credit rating	Assessment
1	Chapter One: eradicating illiteracy, its definition and importance. Islam’s position on illiteracy, causes of illiteracy, its effects, and an explanation of the most important means to reduce it.	2 hours	Oral quiz/test
2	Ways to combat illiteracy Methods of teaching literacy Know each method and its advantages and disadvantages.	2 hours	Oral quiz/test

3	Chapter Two: Adult Education “Its Definition - Characteristics - Objectives”	2 hours	Oral quiz/test
4	Explanatory doctrines of the relationship of education to society, and its basic function.	2 hours	Oral quiz/test
5	Complete the material of the interpretive doctrines	2 hours	Oral quiz/test
6	Monthly exam	2 hours	Monthly exam
7	Theories of social control and adult education	2 hours	Oral quiz/test
8	complete the material of social control theories	2 hours	Oral quiz/test
9	The roles of adult education programs in light of theories of social change	2 hours	Oral quiz/test
10	Theories of social change	2 hours	Oral quiz/test
11	Characteristics of adult education Patterns of adult education Adult education functions. Objectives of adult education and literacy.	2 hours	Oral quiz/test
12	Monthly exam	2 hours	Monthly exam
13	Chapter III : Recommendations, indicators and justifications of adult education in the Arab world	2 hours	Oral quiz/test
14	Principles of literacy in Arab countries. The relationship between adult education and literacy	2 hours	Oral quiz/test

15	The most important obstacles facing adult education. Problems facing “adult” teachers	2 hours	Oral quiz/test
16	The role of literacy and adult education in achieving sustainable development. Adult categories	2 hours	Oral quiz/test
17	A historical overview of the adult education movement and its goals. Foundations of adult education.	2 hours	Oral quiz/test
18	The impact of adult education on sustainable development. Justifications for interest in adult education	2 hours	Oral quiz/test
19	Monthly exam	2 hours	Monthly exam
20	Chapter Four: Adult Education and Knowledge Technology. Defining technology	2 hours	Oral quiz/test
21	Technological development and society. Educational goals related to effective communication skills.	2 hours	Oral quiz/test
22	Components and elements of the effective communication process in literacy and adult education programs	2 hours	Oral quiz/test
23	Choose a means of communication to deliver the message.	2 hours	Oral quiz/test
24	Effective Skills in the validity of effective communication in literacy and adult education programs.	2 hours	Oral quiz/test

25	The use of information technology in eradicating illiteracy.	2 hours	Oral quiz/test
26	Modern technology and adult education	2 hours	Oral quiz/test
27	Adult education and the information revolution.	2 hours	Oral quiz/test
28	Reviewing the material	2 hours	Oral quiz/test
29	Monthly exam	2 hours	Monthly exam
30	Reviewing the material	2 hours	Oral quiz/test

13. Personal Development Planning

- 1- The topic of the reality of adult education in the Arab world was added, and we provided a simplified explanation of the topic.
- 2- We propose to expand the topic of literacy and adult education for the coming year, God willing, to include adult education centers and programs in Iraq.

14. Admission criteria .

15. Key sources of information about the programme

تعليم الكبار في عصر تكنولوجيا المعرفة : تأليف : قاسم بن محمد بن صالح البليهشي,
ط 1 , 2018

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form **Short Story/ Second Stage**

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 20/12/2023
Name of Lecturer: Asst. Lect. Nadya Abdulkareem Alkola

<i>Dean 's Name</i>	<i>Dean 's Assistant For</i>	<i>The College Quality Assurance</i>
<i>Date : / /</i>	<i>Scientific Affairs</i>	<i>And University Performance</i>
		<i>Manager</i>
<i>Signature</i>	<i>Date : / /</i>	<i>Date : / /</i>
	<i>Signature</i>	<i>Signature</i>

Quality Assurance And University Performance Manager
Date : / /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	Department of English
3. Program Title	Short Story
4. Title of Final Award	Annual
5. Modes of Attendance offered	On Campus Attendance
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	20/12/2023
9. Aims of the Program	
1. Introducing students to the short story as a fictional literary genre.	
2. Defining the main characteristics of a short story in terms of form, literary devices and plot.	
3. Reading canonized short narratives written by prolific literary figures.	
4. Analyzing the studied texts with regard to its cultural, psychological and sociological context.	
5. Improving student's critical skills	

6. Providing students with the necessary terminology that can aid them in their future literary studies.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1. Developing students' cognitive ability to recognize the psychological patterns that authors employ in characterization.

A2. Expanding students' awareness of the cognitive importance of literary theories.

A3. Developing students' ability to learn new vocabulary while reading short stories.

A4. Enhancing student's ability to recognize the form and structure of literary texts.

Teaching and Learning Methods

Active lecturing, Brainstorming

Assessment methods

Written assessments

Level/Year	Course or Module Title	Credit rating	Assessment
2 nd	Short Story	2 hours	Oral test / Quiz
2 nd	Short Story	2 hours	Oral test / Quiz
2 nd	Short Story	2 hours	Oral test / Quiz
2 nd	Short Story	2 hours	Oral test / Quiz
2 nd	Short Story	2 hours	Oral test / Quiz
2 nd	Short Story	2 hours	Oral test / Quiz
2 nd	Short Story	2 hours	Oral test / Quiz

Level/Year	Course or Module Title	Credit rating	Assessment
2 nd	Short Story	2 hours	Oral test / Quiz
2 nd	Short Story	2 hours	Oral test / Quiz
2 nd	Short Story	2 hours	Oral test / Quiz
2 nd	Short Story	2 hours	Oral test / Quiz
2 nd	Short Story	2 hours	Oral test / Quiz
2 nd	Short Story	2 hours	Oral test / Quiz
2 nd	Short Story	2 hours	Oral test / Quiz

13. Personal Development Planning

Greater depth of knowledge of leading in the students' external academic activities.

14. Admission criteria .

15. Key sources of information about the programme

Selected short stories

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.

Academic Program Specification Form

For The Academic

University: Alzahraa University for Women
College : College of Education
Number of Dept. in the College:
Date Of Form Completion : 31/12/2023
Name of Lecturer: Mohammad Hassoon Salman

Dean 's Name *Dean 's Assistant*
Date : / / *For Scientific*
 Affairs

The College Quality
Assurance And University
Performance Manager
Date : / /

Signature *Date : / /*
 Signature

Signature

Quality Assurance And University Performance
Manager Date : / /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Ministry of Higher Education and Scientific Research/ University of Alzahraa/ College of Education
2. University Department/Centre	Department of English
3. Program Title	Baath Crimes/ 2 nd Stage
4. Title of Final Award	Null
5. Modes of Attendance offered	In-person
6. Accreditation	In-person lecturing
7. Other external influences	Null
8. Date of production/revision of this specification	31/12/2023
9. Aims of the Program	
	1- Using modern methods to explain crimes committed within the Baath Party regime.
	2- Adopting a prescribed curriculum for documentation in addition to teaching experience by bringing documentary videos.
	3- Documenting crimes requires constant review, so the teacher directs the students to

review documents, sources, and books documenting the crimes of the Baathist regime

4- Instilling confidence and passion in female students because they are the two most important elements that must be developed within the learner so that acceptance and comprehension of the material is simple.

9- Course outcomes and teaching, learning and evaluation metho

- 1- Identify the basics and concept of crimes in general according to Iraqi and international laws.
- 2- Learn about Iraq's political history from the monarchy until the fall of the Baath regime.
- 3- Expressing stories and narratives about the Baath era orally.
- 4- Educating female students about the injustice of the Baath regime and the necessity of fighting ideas that praise it and emphasizing that terrorism and the Baath regime are two forms of the same coin.
- 5- Production, the student will be aware of important stories and events that happened that she had no knowledge of, and these events may be a lesson and a difficult experience through which she will work to avoid the control of the oppressors over the necks of the people and repeating the dictatorship scenario by educating them with awareness programs.

Teaching and learning methods

Specifying the material in the prescribed curriculum, in addition to training videos explaining the most important topics of the material used. Doing assignments in which the student learns about the history of injustice and persecution that the Baath practiced on the people. There are always stories and the exchange of important information that creates a spirit of interaction and constructiveness among the students, and this makes the lecture more useful in reaching the goals. In addition, students are given an opportunity to give a short awareness lecture during the preparation of a documentary video and specific information about the crimes committed under the Baath regime.

Assessment methods

- .1 -Asking questions related to the curriculum and according to the lecture.
- 2There will be motivational exam activities.
- .3Make clips with the names of each group and ask them to participate. Each student who participates gets a point, and this is a motivational aspect.
- .4Make the students discuss among themselves and create the principle of scientific competition between them.
- .Preparing weekly videos in which their level is evaluated according to each participation.

Teaching and Learning Methods				
<ol style="list-style-type: none"> 1. Asking questions related to the curriculum and according to the lecture. 2. There will be motivational exam activities. 3. Make clips with the names of each group and ask them to participate. Each student who participates gets a point, and this is a motivational aspect. 4. Make the students discuss among themselves and create the principle of scientific competition between them. 5. Preparing weekly videos in which their level is evaluated according to each participation. 				
Assessment Methods				
<ol style="list-style-type: none"> 1. Directing oral questions while discussing with the students. 2. Tests. 3. Create a competitive spirit. <p>D- General and qualifying transferable skills (other skills related to employability and personal development).</p> <p>D1- Ability to discuss. D2- Developing research skills</p>				
11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
2		Baath C	3	
				Bachelor Degree Requires (x) credits

13. Personal Development Planning

Adding some important topics that are in the interest of students and annex to the understanding of the main details of the curriculum.

14. Key sources of information about the programme

-Archives of the Iraqi Center for Documentation of Extremist Crimes at the Abbasid Holy Shrine

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes

				Programme Learning Outcomes										
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills		
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

One Act Play and Elizabethan Drama / Second Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 20/12/2023
Name of Lecturer: Asst. Lect. Baqer Safi Aziz

<i>Dean 's Name</i>	<i>Dean 's Assistant For</i>	<i>The College Quality Assurance</i>
	<i>Scientific Affairs</i>	<i>And University Performance</i>
<i>Date : / /</i>		<i>Manager</i>
	<i>Date : / /</i>	<i>Date : / /</i>
<i>Signature</i>	<i>Signature</i>	<i>Signature</i>

Quality Assurance And University Performance Manager
Date : / /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	Department of English
3. Program Title	One Act Play and Elizabethan Drama
4. Title of Final Award	Annual
5. Modes of Attendance offered	On Campus Attendance
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	22/12/2023
9. Aims of the Program	
1. Introducing students to One Act Play in general, and English Drama, in particular, the fictional literary genre.	
2. Defining the main characteristics of English Drama in terms of form, literary devices and plot.	
3. Reading canonized plays written by prolific literary figures.	
4. Analyzing the studied texts with regard to its cultural, psychological and sociological context.	

5. Improving student's critical skills

6. Providing students with the necessary terminology that can aid them in their future literary studies.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1. Developing students' cognitive ability to recognize the psychological patterns that authors employ in characterization.

A2. Expanding students' awareness of the cognitive importance of literary theories.

A3. Developing students' ability to learn new vocabulary while reading the literary texts.

A4. Enhancing student's ability to recognize the form and structure of literary texts.

Teaching and Learning Methods

Active lecturing, Brainstorming

Assessment methods

Written assessments

One Act Play Writing Encouraging Students

Level/Year	Course or Module Title	Credit rating	Assessment
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz

Level/Year	Course or Module Title	Credit rating	Assessment
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz
2 nd	One Act Play and Elizabethan Drama	2 hours	Oral test / Quiz

13. Personal Development Planning

Greater depth of knowledge of leading in the students' external academic activities.

14. Admission criteria .

15. Key sources of information about the programme

Mohammed Baqir Twaij : One Act Plays

J. W. Marriot : The Best One-Act plays

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

Drama / Third Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 22/12/2023
Name of Lecturer: Asst. Lect. Elaf Ali Hussein

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / /
Signature

Date: / /
Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Drama
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	22/12/2023
9. Aims of the Program	
6- Introducing the students to the Victorian Period and to how the political and industrial environment influences the writers of the age.	
7- Defining the main characteristics of the age.	
8- Analyzing two important works from the Victorian period, in addition to the life of their writers.	

9- Developing the students' knowledge about the English Drama.

10- Improving the critical skills of the students

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1- Expanding students' awareness and developing their literary taste.

A2-- Providing students with important cultural information about England in the Victorian Age and its influence on the world.

A3. Knowledge of dealing with literary texts in terms of reading, comprehension and analysis.

B. Specific course skills objectives

B1 - Developing their literary knowledge.

B2 - Teaching students how to read and analyze literary texts correctly.

Teaching and Learning Methods

According to the subject in the prescribed curriculum, the lecture provides the information needed to enrich the students with new knowledge on the topic. At the beginning of the lecture, the important points of the previous lecture are reviewed. Then a PowerPoint is presented in which the subject is discussed. It is also explained in the classroom in collaboration with the students to ensure student interaction. The students are asked to explain again what was presented in the lecture to ensure the understanding of the students.

Assessment methods

5. Oral questions during the lecture.
6. Monthly and final exams.
7. Evaluating homework given to the students
8. Presentations presented by the students themselves.

C. Affective and value goals

C1- Encouraging students to show their abilities in speaking in front of

their classmates through presentations they deliver.

C2- Motivating the students to participate and making them understand that there is no problem in making a mistake in class in order to learn.

Assessment methods

1. Directing oral questions to the student in the class.
2. Performing monthly and final exams and questions.
3. Asking longer questions to research and answer in their leisure time.
4. Making students present to their classmates and evaluating their work.

11. Program Structure			
Level/Year	Course or Module Title	Credit rating	Assessment
Third	An introduction to the Victorian Age	3 hours	Oral test / Quiz
Third	An introduction to the Victorian drama	3 hours	
Third	The life of the William Shakespeare	3 hours	Oral test / Quiz
Third	Analyzing Hamlet	3 hours	
Third	Analyzing Hamlet	3 hours	
Third	Analyzing Hamlet	3 hours	
Third	Analyzing Hamlet	3 hours	
Third	Analyzing Hamlet	3 hours	
Third	Analyzing Hamlet	3 hours	Oral test / Quiz
Third	Analyzing Twelfth Night	3 hours	Oral test / Quiz
Third	Analyzing Twelfth Night	3 hours	Oral test / Quiz
Third	Analyzing Twelfth Night	3 hours	Oral test / Quiz
Third	Analyzing Twelfth Night	3 hours	Oral test / Quiz
Third	Analyzing Twelfth Night	3 hours	Oral test / Quiz
Third	Analyzing Twelfth Night	3 hours	Oral test / Quiz
Third	Analyzing Twelfth Night	3 hours	Oral test / Quiz

13. Personal Development Planning

Developing knowledge about the Victorian age.

14. Admission Criteria

15. Key sources of information about the program

- 3- William Shakespeare's Hamlet
- 4- William Shakespeare's Twelfth Night
- 5- Any website which deals with English Literature

*Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form For The Academic

*University: Alzahraa University for Women
College : College of Education
Number Of Departments In The College: Four
Date Of Form Completion : 13/1/2024
Name of Lecturer: Zahraa Khudair Abaas*

Dean 's Name

Date : / /

Signature

*Dean 's Assistant For
Scientific Affairs*

Date : / /

Signature

*The College Quality
Assurance And University
Performance Manager*

Date : / /

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Ministry of Higher Education and Scientific Research/ University of Alzahraa/ College of Education
2. University Department/Centre	Department of English
3. Program Title	Guidance and Psychological Health
4. Title of Final Award	Null
5. Modes of Attendance offered	In-person
6. Accreditation	In-person lecturing
7. Other external influences	Null
8. Date of production/revision of this specification	13/1/2024
9. Aims of the Program	
	A - The student's acquisition of the concept of guidance and mental health and the historical development of the concept of educational guidance.
	B- Clarifying the concept of guidance and the most prominent justifications for guidance and direction.
	C- Giving the student experience in how to solve the problems he faces.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

- A1. Gaining the ability and skill to be a person capable of dealing with problems and discovering methods to solve them.
- A2. Acquiring the skill of recognizing the relationship between guidance and other sciences.
- A3. How to deal with educational problems.

B. The skills goals special to the programme .

- B1. Summer training .
- B2. The ability of discovering problems and help others to find methods to solve them.
- B3. Scientific, educational and psychological reports.

Teaching and Learning Methods

- Continuous daily and weekly exams.
- Exercises and activities in the classroom.
- Directing students to some websites to benefit from them

Assessment methods

- Participation inside the classroom.
- Doing activities.
- Semester and final exams.

Teaching and Learning Methods

- Managing the lecture in an applied manner linked to the reality of daily life to attract the student to the topic of the lesson without straying from the core of the topic so that the material is flexible and amenable to understanding and analysis.
- Assigning the student to some group activities and homework.
- Allocating a percentage of the grade to daily assignments and tests.

Assessment methods

- Active participation in the classroom is evidence of the student's commitment and responsibility.
- Commitment to the specified deadline for submitting assignments and research.
- Semester and final tests express commitment and cognitive and skill achievement.

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- Developing the student's ability to deal with technical means.

D2- Developing the student's ability to deal with the Internet.

D3- Developing the student's ability to deal with multiple media.

D4- Developing the student's ability to dialogue and discuss.

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
Third		Guidance and Psychological Health	2 hours	Bachelor Degree Requires (x) credits
Third		Guidance and Psychological Health	2 hours	
Third		Guidance and Psychological Health	2 hours	
Third		Guidance and Psychological Health	2 hours	
Third		Guidance and Psychological Health	2 hours	
Third		Guidance and Psychological Health	2 hours	

13. Personal Development Planning

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14. Admission criteria .

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15. Key sources of information about the programme

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Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

Listening and Speaking / Third Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 13/1/2024
Name of Lecturer: Asst. Lect. Karrar Mohammed Jabr

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / / Date: / /
Signature Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	
4. Title of Final Award	Annual
5. Modes of Attendance offered	Active Lectures and Synchronic and Non-Synchronic Training
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	13/1/2024
9. Aims of the Program	
1. Using modern methods to learn and teach English as a foreign language (EFL). 2. Adopting a prescribed curriculum for language training in addition to teaching experience by bringing videos for listening and language training. 3. Speaking requires continuous linguistic communication, so the teacher creates groups in the classroom and asks the whole group to participate in live communicative conversations. 4. Instilling confidence and passion in female students because they are the two most important elements that must be developed within the learner so that language	

teaching and learning are simple.

5. Spreading the spirit of competition among the students by encouraging and urging them to use English even at home, at the request of the teacher, by giving listening and speaking assignments.

6. Pushing students towards knowledge of cultures, especially English, because learning and teaching the language requires knowledge of the culture of the native speakers in order for it to be a sound language through use.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive objectives

- 1- Learn the basics of the English language that will form the basis for mastering it in the future.
- 2- Listen and understand simple English.
- 3- Expressing oneself orally using simple English.
- 4- Appreciating the importance of the English language as an international language of communication to benefit from the achievements of other cultures.
- 5- Production: The language learner will be able to speak and listen with understanding to simple current English, and to talk about any simple topic or incident.

B. Specific course skills objectives

C1- Encouraging and spreading the spirit of positive competition among female students is an important factor in developing their skills, and that is the most important thing.

A2- Failure is the beginning of success, and every experience needs motivation, and this is what we do so that the passion and love of the language exists within the souls of the students.

C3- Working as a team.

A4- Success is important for learning the language because it will be a moral and material weapon for our students, and this is what we do with it.

11. Teaching and Learning Methods

There are always ongoing activities, whether inside or outside the training lecture, in order for us to teach in active and communicative ways.

Assessment methods

1. Directing oral questions while discussing with the students.
2. Tests.
3. Create a competitive spirit.

C. Evaluation Methods

- 1- Ability to engage in dialogue.
- 2- Developing listening skill..

11. Program Structure

Week	Course or Module Title	Credit rating	Assessment
1	How is it going	2 hours	Oral test / Quiz
2	I'm looking for a camera	2 hours	
3	I need to see a doctor	2 hours	

4	What is the problem?	2 hours	Oral test / Quiz
5	What a lot of red tape!	2 hours	
6	What a great view!	2 hours	
7	I would appreciate it	2 hours	
8	This is your office	2 hours	Oral test / Quiz
9	I will sort it out	2 hours	
10	Can I call you back?	2 hours	Oral test / Quiz
11	Shall we move on?	2 hours	Oral test / Quiz
12	I would like to begin by..	2 hours	Oral test / Quiz
13	Let's take a closer look	2 hours	Oral test / Quiz
14	Can you expand on that?	2 hours	Oral test / Quiz
15	It will help me get a good job	2 hours	Oral test / Quiz
16	I work well under pressure	2 hours	Oral test / Quiz

13. Personal Development Planning

14. Admission Criteria

15. Key sources of information about the program

Real 4

Listening & Speaking

Real, Listening & Speaking

Cambridge

British Council

English in use

Speak Now

Headway in its 6th levels

British council B1-2

Practice listening

A.J Hoge

Emma

Curriculum Skills Map

Please tick in the relevant boxes where individual Program Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

**Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.**

Academic Program Form Novel / Third Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 22/12/2023
Name of Lecturer: Asst. Lect. Alaa Musadaq Muslim

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / / Date: / /
Signature Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Novel
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	22/12/2023
9. Aims of the Program	
11-	Introducing the students to the Victorian Period and to how the political and industrial environment influences the writers of the age.
12-	Defining the main characteristics of the age.
13-	Analyzing two important works from the Victorian period, in addition to the life of their writers.

- 14- Developing the students' knowledge about the English novel.
- 15- Improving the critical skills of the students

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

- A1- Expanding students' awareness and developing their literary taste.
- A2-- Providing students with important cultural information about England in the Victorian Age and its influence on the world.
- A3. Knowledge of dealing with literary texts in terms of reading, comprehension and analysis.

B. Specific course skills objectives

- B1 - Developing their literary knowledge.
- B2 - Teaching students how to read and analyze literary texts correctly.

Teaching and Learning Methods

According to the subject in the prescribed curriculum, the lecture provides the information needed to enrich the students with new knowledge on the topic. At the beginning of the lecture, the important points of the previous lecture are reviewed. Then a PowerPoint is presented in which the subject is discussed. It is also explained in the classroom in collaboration with the students to ensure student interaction. The students are asked to explain again what was presented in the lecture to ensure the understanding of the students.

Assessment methods

- 9. Oral questions during the lecture.
- 10. Monthly and final exams.
- 11. Evaluating homework given to the students
- 12. Presentations presented by the students themselves.

C. Affective and value goals

- C1- Encouraging students to show their abilities in speaking in front of

their classmates through presentations they deliver.

C2- Motivating the students to participate and making them understand that there is no problem in making a mistake in class in order to learn.

Assessment methods

1. Directing oral questions to the student in the class.
2. Performing monthly and final exams and questions.
3. Asking longer questions to research and answer in their leisure time.
4. Making students present to their classmates and evaluating their work.

11. Program Structure

Level/Year	Course or Module Title	Credit rating	Assessment
Third	An introduction to the Victorian Age	3 hours	Oral test / Quiz
Third	An introduction to the Victorian novel	3 hours	
Third	The life of the Bronte Sisters	3 hours	Oral test / Quiz
Third	Analyzing Wuthering Heights	3 hours	
Third	Analyzing Wuthering Heights	3 hours	
Third	Analyzing Wuthering Heights	3 hours	
Third	Analyzing Wuthering Heights	3 hours	
Third	Analyzing Wuthering Heights	3 hours	
Third	Analyzing Wuthering Heights	3 hours	Oral test / Quiz
Third	The life of Charles Dickens	3 hours	Oral test / Quiz
Third	Analyzing Hard Times	3 hours	Oral test / Quiz
Third	Analyzing Hard Times	3 hours	Oral test / Quiz
Third	Analyzing Hard Times	3 hours	Oral test / Quiz
Third	Analyzing Hard Times	3 hours	Oral test / Quiz
Third	Analyzing Hard Times	3 hours	Oral test / Quiz
Third	Analyzing Hard Times	3 hours	Oral test / Quiz

13. Personal Development Planning

Developing knowledge about the Victorian age.

14. Admission Criteria

15. Key sources of information about the program

- 6- Emily Bronte's Wuthering Heights
- 7- Charles Dickens' Hard Times
- 8- Any website which deals with English Literature

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

Curriculum / Third Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 18/12/2023
Name of Lecturer: Asst. Lect. Hussien Jawad Abdulridha

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / /
Signature

Date: / /
Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Curriculum
4. Title of Final Award	Annual
5. Modes of Attendance offered	Active Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	18/12/2023

9. Aims of the Program

At the end of the course, students will be able to:

1. Explain the evolution of language teaching methodologies and use the rationale behind current methods and teaching practices to guide their teaching practices.
2. Read, understand and think critically about current research on teaching methods and language teaching techniques to guide curriculum development.
3. Provide a professional review of foreign or second language materials in light of current trends in teaching methodologies that can be used to approve primary textbooks, guide the use of materials, or adapt materials.

4. Practical application of teaching curricula and methods.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive objectives

1. Developing students' linguistic skills
2. Expanding students' awareness of the teaching methods used in teaching the English language
3. Developing students' analytical and applied ability to use teaching methods in the classroom
4. Increasing the student's knowledge of the most important techniques and educational methods used in the classroom

B. Specific course skills objectives

- 1- Refine the student's personality and prepare them to enter the field of teaching the English language effectively
- 2- Enabling students to use different curricula and teaching methods.

11. Teaching and Learning Methods

Using the eclectic method, explanation, discussion, and interactive teaching method

Assessment methods

- 1- Practical application
- 2- Speaking skills
- 3- Language skills

C. Evaluation Methods

- 1- Daily evaluation by having oral and written quizzes and exams.

Teaching and Learning Methods

- 1- Explaining the material in class
- 2- Use means of explanation
- 3- Encouraging students to participate

Assessment methods

- 1- Monthly exams
- 2- Daily exams
- 3- Preparing research and reports
- 4- Extracurricular activities

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1- Listening skill
- D2- Speaking skill
- D3- Writing skill
- D4- Reading skill

Teaching and Learning Methods

Assigning the student to some environmental activities and duties. Distributing the grade between participation, attendance, and commitment in theory and practice.

Assessment Methods

1. Directing oral questions while discussing with the student in the class.
2. Performing monthly and final exams and questions.
3. Develop quick and short questions using the Quiz method in order to test the student's comprehension.
4. Making students discuss among themselves and creating the principle of scientific competition among them.

11. Program Structure

Level/Year	Course or Module Title	Credit rating	Assessment
Third	Knowledge of the critical aspects of the study subject	3 hours	Oral test / Quiz
Third	Knowledge of the critical aspects of the study subject	3 hours	
Third	Knowledge of the critical aspects of the study subject	3 hours	Oral test / Quiz
Third	Knowledge of the critical aspects of the study subject	3 hours	
Third	Knowledge of the critical aspects of the study subject	3 hours	
Third	Knowledge of the critical aspects of the study subject	3 hours	
Third	Knowledge of the critical aspects of the study subject	3 hours	Oral test / Quiz
Third	Knowledge of the critical aspects of the study subject	3 hours	

13. Personal Development Planning

Developing knowledge in curriculum and the methods of teaching .

14. Admission Criteria

15. Key sources of information about the program

1. Diane Larsen- Freeman. Techniques and Principles in Language Teaching. Oxford 3rd Edition.
2. Shatha Kathim Al-Saadi. Trends in ELT Syllabus Design. (2012).

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

Curriculum Skills Map

Please tick in the relevant boxes where individual Program Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

**Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.**

Academic Program Form Poetry / Third Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: 4
Completion: 15/12/2023
Name of Lecturer: Asst. Lect. **Baqer Safi Aziz Albushor**

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / /
Signature

Date: / /
Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Third Stage English Poetry
4. Title of Final Award	Annual
5. Modes of Attendance offered	Active Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	15/12/2023
9. Aims of the Program	
1- English literature in general, and poetry in particular, represents a large percentage of the third-year academic curricula and is of great importance in developing students' abilities to formulate the English language to the fullest extent and use it in understanding and comprehending all kinds of literature. It also develops their culture because the study of English literature is mainly connected to culture. History, arts, etc.	
2- Develops students' literary sense.	
3- Develops the skills of listening, speaking, and expression.	

4- It aims to prepare English language teachers who are familiar with the principles and etiquette of the language and are able to deliver information to the student with high confidence and skill.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive objectives

1. Developing students' linguistic skills.
2. Expanding students' awareness of English literature.
3. Developing students' analytical ability.
4. Increase their knowledge of English poetry.

B. Specific course skills objectives

- 1-Developing students' critical insight.
- 2- Enabling students to teach English poetry in the future.

11. Teaching and Learning Methods

Making use of explanation and discussion during the lectures.

Assessment methods

- 1- Language skills
- 2- Speaking skills
- 3-Analysis skills

C. Evaluation Methods

- 1- Daily evaluation by having oral and written quizzes and exams.

Teaching and Learning Methods

- 1- Explaining the material in class
- 2- Use means of explanation
- 3- Encouraging students to participate

Assessment methods

- 1- Monthly exams
- 2- Daily exams / Quiz
- 3- Preparing research and reports
- 4- Extracurricular activities

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1- Listening skill
- D2- Speaking skill
- D3- Writing skill
- D4- Reading skill

Teaching and Learning Methods

Assigning the student to some environmental activities and duties. Distributing the grade between participation, electronic attendance, and commitment in theory and practice.

Assessment Methods

1. Directing oral questions while discussing with the student in the electronic class.
2. Performing monthly and final exams and questions.
3. Develop quick and short questions using the Quiz method in order to test the student's comprehension.
4. Making students discuss among themselves and creating the principle of scientific competition among them.

11. Program Structure

Level/Year	Course or Module Title	Credit rating	Assessment
Third	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
Third	Knowledge of the critical aspects of the study subject	2 hours	
Third	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
Third	Knowledge of the critical aspects of the study subject	2 hours	
Third	Knowledge of the critical aspects of the study subject	2 hours	
Third	Knowledge of the critical aspects of the study subject	2 hours	
Third	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
Third	Knowledge of the critical aspects of the study subject	2 hours	

13. Personal Development Planning

Developing knowledge in Pre-Romantic and Romantic Age. Late 18th and Early 19th Century.

14. Admission Criteria

15. Key sources of information about the program

The Norton Anthology Literature II

Curriculum Skills Map

Please tick in the relevant boxes where individual Program Learning Outcomes are

				Programme Learning Outcomes										
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills		
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3

*Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form For The Academic

University: Al-Zahraa University for Women

College: College of Education

Number of Departments in the College: Four

Date of Form Completion:

Name of Lecturer: Khatoon Hani Ahmad

Dean 's Name

*Dean 's Assistant For
Scientific Affairs*

Date : / /

Signature

Date : / /

Signature

*The College Quality
Assurance And University
Performance Manager*

Date : / /

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for women
2. University Department/Centre	English department
3. Program Title	Writing academic English
4. Title of Final Award	Bachelor's degree
5. Modes of Attendance offered	Study in attendance
6. Accreditation	Annual
7. Other external influences	
8. Date of production/revision of this specification	2023/12/19
9. Aims of the Program	
	Introducing students to the importance of academic writing.
	Developing students' ability to write correctly.
	Adding vocabulary and expressions contributes to enriching the students' skills in terms of developing writing skills.
	Use the English language effectively by writing articles.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

- A1. Introducing students to the importance of writing
- A2. Developing students' ability to write creatively.
- A3. Introducing students to writing methods.
- A4. Enabling students to use a variety of vocabulary for writing.

B. The skills goals special to the programme .

- B1. Developing the ability to memorize a larger number of vocabulary.
- B2. Developing the ability to write in a creative style.
- B3. Developing the ability to improve the level of the English language

Teaching and Learning Methods

Discussion through PowerPoint

Short tests from time to time.

Adopting the method of searching for information

Daily duties

Assessment methods

Daily class discussion

Quizzes

Monthly tests

C. Affective and value goals

- C1. The extent of the actual participation of students in daily discussions
- C2. Developing mutual dialogue between students and teachers

Teaching and Learning Methods

Discussion through PowerPoint

Short tests from time to time.

Adopting the method of searching for information

Daily duties

Assessment methods

Daily class discussion

Quizzes

Monthly tests

The structure of the course					
Week	Hours	Required learning outcomes	Name of the unit or topic	Teaching method	Evaluation method
One	2	Knowledge of the theoretical aspects of the subject	Part 1 Writing a paragraph	Practical and theoretical application	Daily and oral test
Two	2	=	Paragraphstructure	=	=
Three	2	=	Unity and coherence	=	=
Four	2	=	Supporting details	=	=
Five	2	=	Review of paragraph structure	=	=
Six	2	=	Review of Unity and coherence	=	=
Seven	2	=	Review of Supporting details	=	=
Eight	2	=	Part 2 Writing an essay	=	=
Nine	2	=	From paragraph to essay	=	=
Ten	2	=	Chronologicalorder	=	=
eleventh	2	=	Cause/ Effect essays	=	=
twelveth	2	=	Comparison/Contrast essays	=	=
Thirteenth	2	=	Paragraph and summary	=	=
fourteenth	2	=	Argumentative essays	=	=
Fifteenth	2	=	Part 3 Sentence structure	=	=
sixteen	2	=	Types of sentences	=	=
seventeenth	2	=	Using parallel Structure ...	=	=
eighteen	2	=		=	=
nineteenth	2	=	Noun clauses	=	=
The twentieth	2	=	=	=	=
Twenty one	2	=	Adverb clauses	=	=
Twenty two	2	=	=	=	=
Twenty three	2	=	Adjective clauses	=	=
Twentyfour	2	=	=	=	=
Twenty-fifth	2	=	Participial Phrases	=	=
twenty-sixth	2	=	=	=	=
Twenty-seventh	2	=	=	=	=
Twenty-eighth	2	=	مراجعة فصلية	=	=
twenty-ninth	2	=	مراجعة فصلية	=	=
thirty	2	=	مراجعة فصلية	=	=

12 -Infrastructure	
Required prescribed books	Writing Academic English (Alice Oshima & AnnHogue)

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Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form for Linguistics/ 3rd Stage

*University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: Four
Date of Form Completion: 6th/Jan/2024
Name of Lecturer: Anwer Sabah Noory*

*Dean's Name
Date: / /*

*Dean's Assistant for
Scientific Affairs*

Date: / /

Signature

Signature

*The College Quality
Assurance and University
Performance Manager*

Date: / /

Signature

*Quality Assurance and University Performance
Manager Date: / /*
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women/ College of Education
2. University Department/Centre	Department of English
3. Program Title	Linguistics/ 3 rd Stage
4. Title of Final Award	-
5. Modes of Attendance offered	In-person
6. Accreditation	In-person lecturing
7. Other external influences	-
8. Date of production/revision of this specification	6 th /Jan/2024
9. Aims of the Program	
A. Enabling students of forming a scientific view of language.	
B. Introducing language in the lenses of linguistics.	
C. Introducing linguistics and its fields, and encouraging students to read and explain linguistic materials in a critical way.	
D. Improving the students' language skills.	
E. Raising students' awareness of what it needs to be able to teach what they know in future.	

F. Raising students' awareness of the authenticity and importance of their sacred Islamic tradition.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive objectives

- A1. Realizing the distinctive features of human language.
- A2. Understanding the historical becoming of modern linguistics.
- A3. Critical awareness of the theories and hypotheses on the origins of language.
- A4. Knowing the fields of linguistics and the varied aspects and elements of human language.

B. Course-specific skills objectives.

- B1. Being able to read and understand scientific materials.
- B2. Being able to explain and discuss Linguistic topics.

Teaching and Learning Methods

Active lecturing, Brainstorming

Assessment methods

- I. Follow up on students' linguistic performance.
- II. Oral and written exams and tests.
- III. Creating a spirit of constructive scientific competition accompanied by the principle of reward only.

C. Affective and value goals

- C1.
- C2.
- C3.
- C4.

- D. General and Transferable Skills (other skills relevant to employability and personal development)
- D1. Ability to use proper language
 - D2. Developing the ability to judge things from a solid scientific perspective.
 - D3. Sobriety in dealing with controversial matters, and not underestimating the opposing opinion.
 - D4. Developing the skill of correcting errors based on language rules.

Teaching and Learning Methods

- Reminding students of the value of what they are learning, the role they will play when they practice proper language, and their role in the near future when they graduate.
- They should not be reprimanded when they commit mistakes, rather they should be motivated and encouraged to participate even with mistakes in order to create a situation in which they do not forget the correct rule so that it becomes ingrained in their minds.
- Explaining the benefits of group work because of its effect in engraving the material in the mind and benefiting from different opinions.

Assessment Methods

1. Raising daily questions and giving monthly and final exams.
2. Conducting a group scientific discussion based on the professor's questions to measure the extent of working as a team.
3. Creating a spirit of constructive scientific competition accompanied by the principle of reward only.

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
Third		Linguistics		Bachelor Degree Requires (x) credits

13. Personal Development Planning

Adding some important topics that are in the interest of students and annex to the understanding of the main details of the curriculum.

15. Key sources of information about the programme

- Aitchison, J. (2004), *Teach Yourself Linguistics*. McGraw-Hill.
- Yule, G. (2010), *The Study of Language*. Cambridge University Press.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes

				Programme Learning Outcomes										
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills		
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3

*Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form For The Academic

University: Alzahraa University for Women

College : College of Education

Number of Dept. in the College:

Date Of Form Completion : 22/12/2023

Name of Lecturer: Ahmed Badr Shabeeb

Dean 's Name

Dean 's Assistant

Date : / /

*For Scientific
Affairs*

Signature

*Date : / /
Signature*

*The College Quality
Assurance And University
Performance Manager*

Date : / /

Signature

Quality Assurance And University Performance

Manager Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Ministry of Higher Education and Scientific Research/ University of Alzahraa/ College of Education
2. University Department/Centre	Department of English
3. Program Title	Grammar/ 3 rd Stage
4. Title of Final Award	Null
5. Modes of Attendance offered	In-person
6. Accreditation	In-person lecturing
7. Other external influences	Null
8. Date of production/revision of this specification	15/12/2023
9. Aims of the Program	
1- The course aims to prepare a promising generation of female teachers in the English language specialty that will have the ability to convey information with high efficiency.	
2- Preparing students scientifically, educationally and professionally so that they can	

perform their profession as teachers and educators.

3- Building the scientific and educational personality of the student who will become a teacher in the future so that she can have a positive influence and educational interaction with learners and students through his use of the language.

4- Providing students with basic skills that enable them to deal with the learner more effectively, especially correct grammatical structures, as well as working within groups.

5- Developing the ability to transfer knowledge to others to enable the student to practice his natural role in the future

<p>9- Course outcomes and teaching, learning and evaluation methods</p> <p>1- Cognitive objectives</p> <p>A1- Developing students' capabilities in studying grammar</p> <p>A2- How to distinguish between different grammatical structures and tenses</p> <p>Course-specific skills objectives.</p> <p>B1- Self-evaluation processes for students</p> <p>B2- Students' application of what has been learned</p>
<p>Teaching and learning methods</p> <ul style="list-style-type: none"> - The auditory method - Visual method - How to read and fill in the blanks - Question method and cooperative education <p>They should not be reprimanded when they commit mistakes, rather they should be motivated and encouraged to participate even with mistakes in order to create a situation in which they do not forget the correct rule so that it becomes ingrained in their minds.</p> <ul style="list-style-type: none"> - Explaining the benefits of group work because of its effect in engraving the material in the mind and benefiting from different opinions.
<p>Assessment methods</p>
<p>How to manage goals -</p> <p>Follow up on students' linguistic performance -</p> <ul style="list-style-type: none"> - Oral and written exams and tests <p>3. Creating a spirit of constructive scientific competition accompanied by the principle of reward only.</p>
<p>Transferable general and qualifying skills (other skills related to employability and personal development).</p> <p>D1- Talent</p> <p>D2- Follow-up</p> <p>D3- Determine the work (library and field study)</p> <p>D4- Collect information and data about geographical phenomena and determine their relationships to each other</p>

- D. General and Transferable Skills (other skills relevant to employability and personal development)
- D1. Ability to use proper language.
 - D2. Developing the skill of correcting errors based on language rules.
 - D3. Developing the ability to judge things from a solid scientific perspective.
 - D4. Accept others' opinions and discuss them scientifically.
 - D5. Sobriety in dealing with controversial matters, and not underestimating the opposing opinion.

Teaching and Learning Methods

- Reminding students of the value of what they are learning, the role they will play when they practice proper language, and their role in the near future when they graduate.
- They should not be reprimanded when they commit mistakes, rather they should be motivated and encouraged to participate even with mistakes in order to create a situation in which they do not forget the correct rule so that it becomes ingrained in their minds.
- Explaining the benefits of group work because of its effect in engraving the material in the mind and benefiting from different opinions.

Assessment Methods

1. Raising daily questions and giving monthly and final exams.
2. Conducting a group scientific discussion based on the professor's questions to measure the extent of working as a team.
3. Creating a spirit of constructive scientific competition accompanied by the principle of reward only.

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
Third		Grammar	3	Bachelor Degree Requires (x) credits

13. Personal Development Planning

Adding some important topics that are in the interest of students and annex to the understanding of the main details of the curriculum.

14. Key sources of information about the programme

-A University Grammar of English by Randolph Quirk, Sidney Greenbaum, Geoffery Leech and Jan Svartvik.

- A University Grammar of English : Workbook by R.A. Close.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes

				Programme Learning Outcomes											
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

Novel / Fourth Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 22/12/2023
Name of Lecturer: Asst. Lect. Alaa Musadaq Muslim

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / /
Signature

Date: / /
Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Novel
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	22/12/2023
9. Aims of the Program	
16-	Introducing the students to the Modern Age and to how the political environment influences the writers of the age.
17-	Defining the main characteristics of the age.
18-	Analyzing two important works from the Modern Age, in addition to the life of their writers.

- 19- Developing the students' knowledge about the English novel.
- 20- Improving the critical skills of the students

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1- Expanding students' awareness and developing their literary taste.

A2-- Providing students with important cultural information about England in the Modern Age and its influence on the world.

A3. Knowledge of dealing with literary texts in terms of reading, comprehension and analysis.

B. Specific course skills objectives

B1 - Developing their literary knowledge.

B2 - Teaching students how to read and analyze literary texts correctly.

Teaching and Learning Methods

According to the subject in the prescribed curriculum, the lecture provides the information needed to enrich the students with new knowledge on the topic. At the beginning of the lecture, the important points of the previous lecture are reviewed. Then a PowerPoint is presented in which the subject is discussed. It is also explained in the classroom in collaboration with the students to ensure student interaction. The students are asked to explain again what was presented in the lecture to ensure the understanding of the students.

Assessment methods

13.Oral questions during the lecture.

14.Monthly and final exams.

15.Evaluating homework given to the students

16.Presentations presented by the students themselves.

C. Affective and value goals

C1- Encouraging students to show their abilities in speaking in front of

their classmates through presentations they deliver.

C2- Motivating the students to participate and making them understand that there is no problem in making a mistake in class in order to learn.

Assessment methods

1. Directing oral questions to the student in the class.
2. Performing monthly and final exams and questions.
3. Asking longer questions to research and answer in their leisure time.
4. Making students present to their classmates and evaluating their work.

11. Program Structure

Level/Year	Course or Module Title	Credit rating	Assessment
Fourth	An introduction to the Modern Age	3 hours	Oral test / Quiz
Fourth	The life of William Golding	3 hours	
Fourth	Analyzing Lord of the Flies	3 hours	Oral test / Quiz
Fourth	Analyzing Lord of the Flies	3 hours	
Fourth	Analyzing Lord of the Flies	3 hours	
Fourth	Analyzing Lord of the Flies	3 hours	
Fourth	Analyzing Lord of the Flies	3 hours	
Fourth	Analyzing Lord of the Flies	3 hours	
Fourth	Analyzing Lord of the Flies	3 hours	Oral test / Quiz
Fourth	The life of George Orwell	3 hours	Oral test / Quiz
Fourth	Analyzing Animal Farm	3 hours	Oral test / Quiz
Fourth	Analyzing Animal Farm	3 hours	Oral test / Quiz
Fourth	Analyzing Animal Farm	3 hours	Oral test / Quiz
Fourth	Analyzing Animal Farm	3 hours	Oral test / Quiz
Fourth	Analyzing Animal Farm	3 hours	Oral test / Quiz
Fourth	Analyzing Animal Farm	3 hours	Oral test / Quiz

13. Personal Development Planning

Developing knowledge about the Modern Age.

14. Admission Criteria

15. Key sources of information about the program

- 9- William Golding's Lord of the Flies
- 10- George Orwell's Animal Farm
- 11- Any website which deals with English Literature

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

Poetry / Fourth Stage

University: Al-Zahraa University for Women

College: College of Education

Number of Departments in the College: four

Completion: 10/12/2023

Name of Lecturer: Asst. Lect. Sabrina Abdulkadhom Abdulridha

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / /
Signature

Date: / /
Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	
4. Title of Final Award	Annual
5. Modes of Attendance offered	Active Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	10/12/2023
9. Aims of the Program	
1- English literature in general, and poetry in particular, represents a large percentage of the four-year academic curricula and is of great importance in developing students' abilities to formulate the English language to the fullest extent and use it in understanding and comprehending all kinds of literature. It also develops their culture because the study of English literature is mainly connected to culture. History, arts, etc.	
2- Develops students' literary sense.	
3- Develops the skills of listening, speaking, and expression.	

4- It aims to prepare English language teachers who are familiar with the principles and etiquette of the language and are able to deliver information to the student with high confidence and skill.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive objectives

1. Developing students' linguistic skills.
2. Expanding students' awareness of English literature.
3. Developing students' analytical ability.
4. Increase their knowledge of English poetry.

B. Specific course skills objectives

- 1-Developing students' critical insight.
- 2- Enabling students to teach English poetry in the future.

11. Teaching and Learning Methods

Making use of explanation and discussion during the lectures.

Assessment methods

- 1- Language skills
- 2- Speaking skills
- 3-Analysis skills

C. Evaluation Methods

- 1- Daily evaluation by having oral and written quizzes and exams.

Teaching and Learning Methods

- 1- Explaining the material in class
- 2- Use means of explanation
- 3- Encouraging students to participate

Assessment methods

- 1- Monthly exams
- 2- Daily exams
- 3- Preparing research and reports
- 4- Extracurricular activities

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1- Listening skill
- D2- Speaking skill
- D3- Writing skill
- D4- Reading skill

Teaching and Learning Methods

Assigning the student to some environmental activities and duties. Distributing the grade between participation, electronic attendance, and commitment in theory and practice.

Assessment Methods

1. Directing oral questions while discussing with the student in the electronic class.
2. Performing monthly and final exams and questions.
3. Develop quick and short questions using the Quiz method in order to test the student's comprehension.
4. Making students discuss among themselves and creating the principle of scientific competition among them.

11. Program Structure

Level/Year	Course or Module Title	Credit rating	Assessment
Fourth	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
Fourth	Knowledge of the critical aspects of the study subject	2 hours	
Fourth	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
Fourth	Knowledge of the critical aspects of the study subject	2 hours	
Fourth	Knowledge of the critical aspects of the study subject	2 hours	
Fourth	Knowledge of the critical aspects of the study subject	2 hours	
Fourth	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
Fourth	Knowledge of the critical aspects of the study subject	2 hours	
Fourth	Knowledge of the critical aspects of the study subject	2 hours	

13. Personal Development Planning

Developing knowledge in Sixteenth and Seventeenth Century.

14. Admission Criteria

15. Key sources of information about the program

Ten Twentieth century poets

Norton Anthology to English Literature

Curriculum Skills Map

Please tick in the relevant boxes where individual Program Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

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Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form for Observation/4th Stage

*University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: Four
Date of Form Completion: 16th/Jan/2024
Name of Lecturer: Anwer Sabah Noory*

*Dean's Name Dean's Assistant for
Date: / / Scientific Affairs

Signature Date: / /
Signature*

*The College Quality
Assurance and University
Performance Manager
Date: / /
Signature*

*Quality Assurance and University Performance
Manager Date: //
Signature*

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women/ College of Education
2. University Department/Centre	Department of English
3. Program Title	Observation/ 4 th Stage
4. Title of Final Award	-
5. Modes of Attendance offered	In-person
6. Accreditation	In-person lecturing
7. Other external influences	-
8. Date of production/revision of this specification	16 th /Jan/2024
9. Aims of the Program	
A. Improving the students' skills of communicating and expressing their knowledge in the class.	
B. Improving the students' self-confidence and personality traits which are necessary for teaching.	
C. Enabling the students to design their lessons and make plans in a way relevant to the topics of their lessons.	
D. Improving the students' language skills and fluency.	

E. Raising students' awareness of all what it needs to be able to teach what they know in future, and to healthily interact with their future students.

F. Raising students' awareness of the authenticity and importance of their sacred Islamic tradition.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive objectives

- A1. Realizing the knowledge gap between the teacher and the students.
- A2. Understanding the significance and function of the different parts of the students' curriculum.
- A3. Knowing new strategies and tactics of teaching, and managing classes.
- A4. Being able to reflect on their own performances and plans and critically analyzing their own lessons.

B. Course-specific skills objectives.

- B3. Being able to bridge the knowledge gap between them as teachers and their students.
- B4. Knowing how to approach each topic with certain relevant steps in their plans.
- B5. Being highly active and manage to sustain interaction with their students along the class time.

Teaching and Learning Methods

Active lecturing, Brainstorming, and basically letting the students (future teachers) present lessons from intermediate and high school level books of curriculum, and asking them to analyze the curriculum and their performed lessons.

Assessment methods

- IV. Observing the students' performance as teachers in the class, by making each one of them play the role of a teacher in the class twice in a semester at least, and see how much active and interactive they are with their (supposedly) students (their classmates).
- V. Observing their planning abilities and to what extent their adopted steps are useful and relevant to the material they teach.
- VI. Observing their language (pronunciation, grammar, spelling, etc.) and their knowledge (to what extent their information provided during the lesson are right and accurate.
- VII. Students' own observations of their colleagues' performances are to be involved in their assessment too.

C. Affective and value goals

- C1. Being self-aware, and realizing the big responsibility of being teachers in the moral sense, and understanding their role in the psychological growth of their students.

C2. Committing themselves to the interest and future of the next future generations, and making sure that they acquire the best knowledge and cognitive growth possible.

- D. General and Transferable Skills (other skills relevant to employability and personal development)
- D1. Ability to use proper language
 - D2. Developing the ability to judge things from a solid scientific perspective.
 - D3. Sobriety in dealing with controversial matters, and not underestimating the opposing opinion.
 - D4. Developing the skill of correcting errors based on language rules.

Teaching and Learning Methods

1. Making each one of them (students/future teachers) play the role of a teacher in the class twice in a semester at least.
2. Designing lesson plans in groups and noticing to what extent it is suitable for the addressed material.
3. They should not be reprimanded when they commit mistakes, rather they should be motivated and encouraged to participate even with mistakes in order to create a situation in which they do not forget the correct rule so that it becomes ingrained in their minds.
4. Explaining the benefits of group work because of its effect in engraving the material in the mind and benefiting from different opinions.
5. Reminding students of the value of what they are learning, the role they will play when they practice proper language, and their role in the near future when they graduate.
6. Visiting schools and letting them have real life experience in teaching.

11. Program Structure

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
Fourth		Observation		Bachelor Degree Requires (x) credits

13. Personal Development Planning

Adding some important topics that are in the interest of students and annex to the understanding of the main details of the curriculum.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes

				Programme Learning Outcomes										
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills		
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3

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Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form For The Academic

University: Alzahraa University for Women
College : College of Education
Number of Dep. in the College: Four Date
Of Form Completion : 15/12/2023
Name of Lecturer: Ali Kahalf Jaafar

*Dean 's Name
Date : / /*

*Dean 's Assistant For
Scientific Affairs*

Signature

*Date : / /
Signature*

*The College Quality
Assurance And University
Performance Manager*

*Date : / /
Signature*

*Quality Assurance And University Performance
Manager Date : / /
Signature*

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Ministry of Higher Education and Scientific Research/ University of Alzahraa/ College of Education
2. University Department/Centre	Department of English
3. Program Title	Grammar
4. Title of Final Award	Null
5. Modes of Attendance offered	In-person
6. Accreditation	In-person lecturing
7. Other external influences	Null
8. Date of production/revision of this specification	15/12/2023
9. Aims of the Program	
1. Teaching students the English language using modern methods and enabling them to properly employ the skills they acquire from the other courses.	
2. Enhancing their self-confidence when using the language practically.	
3. Preparing them for post-graduation in terms of mastering the linguistic subject.	
4. Developing their ability to judge the correctness of what they hear or write by mastering the rules of the language.	

5. Strengthening their linguistic skills by exposing them to the rules of the language on a regular basis, asking them to prepare the material in advance, and urging them to actively participate.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1. The first step in learning a language is to love it, as there is no learning when the student hates the language or the subject.

A2. Patience in learning. It is not possible to jump to the top of the ladder with one step; the students have to merge themselves with learning the language in a way they become unbreakable unit.

A3. Working as a team helps dissolve individual differences and unify energies, which results in a general benefit.

A4. Building self-confidence is the key to learning the language, and this requires encouragement from the subject teacher inside and outside the lesson.

A5.

A6.

B. The skills goals special to the programme .

B1. Ability to use proper language.

B2. Developing the skill of correcting errors based on language rules.

B3. Developing the ability to judge things from a solid scientific perspective.

B4. Accept others' opinions and discuss them scientifically.

B5. Sobriety in dealing with controversial matters, and not underestimating the opposing opinion.

Teaching and Learning Methods

- Reminding students of the value of what they are learning, the role they will play when they practice proper language, and their role in the near future when they graduate.

- They should not be reprimanded when they commit mistakes, rather they should be motivated and encouraged to participate even with mistakes in order to create a situation in which they do not forget the correct rule so that it becomes ingrained in their minds.

- Explaining the benefits of group work because of its effect in engraving the material in the mind and benefiting from different opinions.

Assessment methods

1. Raising daily questions and giving monthly and final exams.

2. Conducting a group scientific discussion based on the professor's questions to measure the extent of working as a team.

3. Creating a spirit of constructive scientific competition accompanied by the principle of reward only.

C. Affective and value goals

- Learn English grammar that forms the backbone of the language.

The ability to produce as many correct sentences as possible within the correct contexts.

- The students will have a linguistic product that enables them overcome the difficulties of communicating with others who speak English.

- The students learn about foreign culture better and more accurately in the English

language without resorting to translated texts that may be deficient in conveying the idea as it is or may contain difficulties in translating some linguistic structures.

- The students learning the language will be able to teach other students or pupils the proper English grammar fluently.
- Teaching the students to fully utilize their linguistic abilities in expressing themselves and using simple and complex structures.

Teaching and Learning Methods

The syllabus is the basis for teaching the students, in addition to a separate exercise book that contains exercises complementary to the material in the students' book. This is done by displaying the material on a screen to ensure the attention of all students and to ensure that what is being focused on is clearly visible to all.

Students are asked to read the material in advance and prepare as many examples as possible that are relevant to the subject of each lecture. The teaching process is carried out in an interactive manner, stimulating a discussion to find out the required rule by asking the question: "Why is this sentence correct and that one wrong?" In addition to relying on brainstorming by asking them to give more than one example and allowing the rest of the students to decide whether the example at hand is correct or not based on the relevant rule. The professor has the final say in the discussion, supporting it with evidence.

If the required conditions are available, a scientific debate will be held between the students themselves or between them and students from another university to consolidate what they have learned and to prove whether their teaching method is effective or not.

Finally, the students are given an assignment to reinforce what they learned in the lecture and are asked to answer the aforementioned question at each stage of their answers.

Assessment methods

1. Attending the lesson is essential in the evaluation process.
2. Daily tests based on previously studied material.
3. Participate in presenting the subject, explaining it, giving examples, and answering questions.
4. Actively contribute to daily discussions and brainstorming.
5. Monthly tests to measure the extent of students' learning of the subject studied.
6. Preparing reports related to the subject to understand it from a broader perspective.

- D. General and Transferable Skills (other skills relevant to employability and personal development)
- D1. Ability to use proper language.
 - D2. Developing the skill of correcting errors based on language rules.
 - D3. Developing the ability to judge things from a solid scientific perspective.
 - D4. Accept others' opinions and discuss them scientifically.
 - D5. Sobriety in dealing with controversial matters, and not underestimating the opposing opinion.

Teaching and Learning Methods

- Reminding students of the value of what they are learning, the role they will play when they practice proper language, and their role in the near future when they graduate.
- They should not be reprimanded when they commit mistakes, rather they should be motivated and encouraged to participate even with mistakes in order to create a situation in which they do not forget the correct rule so that it becomes ingrained in their minds.
- Explaining the benefits of group work because of its effect in engraving the material in the mind and benefiting from different opinions.

Assessment Methods

1. Raising daily questions and giving monthly and final exams.
2. Conducting a group scientific discussion based on the professor's questions to measure the extent of working as a team.
3. Creating a spirit of constructive scientific competition accompanied by the principle of reward only.

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
Four		Grammar	3	Bachelor Degree Requires (x) credits

13. Personal Development Planning

14. Admission criteria .

15. Key sources of information about the programme

-A University Grammar of English by Randolph Quirk, Sidney Greenbaum, Geoffery Leech and Jan Svartvik.

- A University Grammar of English : Workbook by R.A. Close.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes

				Programme Learning Outcomes										
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills		
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

Translation / Fourth Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 18/1/2024
Name of Lecturer: Asst. Lect. Safaa Abdulrasool Abbas

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / /
Signature

Date: / /
Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Translation
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	18/1/2024
9. Aims of the Program	
21-	Introducing the students to the translation.
22-	Defining the main concepts.
23-	Explaining the methods of translation.
24-	Developing the students' knowledge about translation.

25- Improving the critical skills of the students.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

- A1- Expanding students' awareness and developing their artistic taste.
- A2-- Providing students with important skills for translation.
- A3. Knowledge of dealing with any source texts to write the target text.

B. Specific course skills objectives

- B1 - Developing their vocabulary knowledge.
- B2 - Teaching students how to translate correctly.

Teaching and Learning Methods

According to the subject in the prescribed curriculum, the lecture provides the information needed to enrich the students with new knowledge on the topic. At the beginning of the lecture, the important points of the previous lecture are reviewed. Then a PowerPoint is presented in which the subject is discussed. It is also explained in the classroom in collaboration with the students to ensure student interaction. The students are asked to explain again what was presented in the lecture to ensure the understanding of the students.

Assessment methods

- 17.Oral questions during the lecture.
- 18.Monthly and final exams.
- 19.Evaluating homework given to the students
- 20.Presentations presented by the students themselves.

C. Affective and value goals

C1- Encouraging students to show their abilities in speaking in front of their classmates through presentations they deliver.

C2- Motivating the students to participate and making them understand that there is no problem in making a mistake in class in order to learn.

Assessment methods

1. Directing oral questions to the student in the class.
2. Performing monthly and final exams and questions.
3. Asking longer questions to research and answer in their leisure time.
4. Making students present to their classmates and evaluating their work.

11. Program Structure			
Level/Year	Course or Module Title	Credit rating	Assessment
Fourth	An introduction to translation	3 hours	
Fourth	Translation Methods	3 hours	
Fourth	Translation Methods	3 hours	Oral test / Quiz
Fourth	Translation Methods	3 hours	
Fourth	Translation Methods	3 hours	
Fourth	Translation Methods	3 hours	
Fourth	Translation Methods	3 hours	
Fourth	Translation Methods	3 hours	Oral test / Quiz
Fourth	Translation Methods	3 hours	Oral test / Quiz
Fourth	Translation Methods	3 hours	Oral test / Quiz
Fourth	Translation Methods	3 hours	Oral test / Quiz
Fourth	Translation Methods	3 hours	Oral test / Quiz
Fourth	Translation Methods	3 hours	Oral test / Quiz
Fourth	Translation Methods	3 hours	Oral test / Quiz
Fourth	Translation Methods	3 hours	Oral test / Quiz
Fourth	Translation Methods	3 hours	Oral test / Quiz

13. Personal Development Planning

Developing knowledge about the purpose of translation.

14. Admission Criteria

15. Key sources of information about the program

12- Newmark (1988)

13- Ghazala (1995)

14- Any website which deals with translation

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

Assessment / Fourth Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 19/12/2023
Name of Lecturer: Lect. Dr. Yasir Bdawi Jassim

Dean's Name

**Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / /
Signature

Date: / /
Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	
4. Title of Final Award	Annual
5. Modes of Attendance offered	Active Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	19/12/2023
9. Aims of the Program	
Enabling students to evaluate their students scientifically	

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive objectives

A1- Developing students' skills in designing and setting questions.

A2- Access to modern testing methods.

B. Specific course skills objectives

B1- The possibility of setting questions in a scientific manner.

B2- Analyzing the curriculum so that the questions are based on the importance of each topic.

11. Teaching and Learning Methods

Assessment methods

1- Monthly exams

2- Daily exams

3- Preparing research and reports

4- Designing question forms

C. Evaluation Methods

1- To learn about general testing methods.

Teaching and Learning Methods

1- Monthly exams

2- Daily exams

3- Preparing research and reports

Assessment methods

1- Monthly exams

2- Daily exams

3- Preparing research and reports

4- Designing question forms

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1- Listening skill

D2- Speaking skill

D3- Writing skill

D4- Reading skill

11. Program Structure

Week	Course or Module Title	Credit rating	Assessment
1	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
2	Knowledge of the critical aspects of the study subject	2 hours	
3	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
4	Knowledge of the critical aspects of the study subject	2 hours	
5	Knowledge of the critical aspects of the study subject	2 hours	
6	Knowledge of the critical aspects of the study subject	2 hours	
7	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
8	Knowledge of the critical aspects of the study subject	2 hours	
9	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
10	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
11	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
12	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
13	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
14	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
15	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
16	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz

17	Knowledge of the critical aspects of the study subject	2 hours	
18	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
19	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
20	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
21	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
22	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
23	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
24	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
25	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
26	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
27	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
28	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
29	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz
30	Knowledge of the critical aspects of the study subject	2 hours	Oral test / Quiz

12. Key sources of information about the program

Teacher's guide of Testing and Assessment

Assessment and Evaluation of English language

Curriculum Skills Map

Please tick in the relevant boxes where individual Program Learning Outcomes are being assessed

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

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Ministry of Higher Education & Scientific
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Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.**

Academic Program Form Drama / Fourth Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 22/12/2023
Name of Lecturer: Asst. Lect. Elaf Ali Hussein

Dean's Name **Dean's Assistant for Scientific
Affairs**

**The College Quality Assurance
and University Performance
Manager**

Date: / / Date: / /
Signature Signature

Date: / /
Signature

Quality Assurance and University Performance Manager:

Date: / /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Drama
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	22/12/2023
9. Aims of the Program	
26-	Introducing the students to the Modern Age and to how the political environment influences the writers of the age.
27-	Defining the main characteristics of the age.
28-	Analyzing two important works from the Modern Age, in addition to the life of their writers.

- 29- Developing the students' knowledge about the English Drama.
- 30- Improving the critical skills of the students

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1- Expanding students' awareness and developing their literary taste.

A2-- Providing students with important cultural information about England in the Modern Age and its influence on the world.

A3. Knowledge of dealing with literary texts in terms of reading, comprehension and analysis.

B. Specific course skills objectives

B1 - Developing their literary knowledge.

B2 - Teaching students how to read and analyze literary texts correctly.

Teaching and Learning Methods

According to the subject in the prescribed curriculum, the lecture provides the information needed to enrich the students with new knowledge on the topic. At the beginning of the lecture, the important points of the previous lecture are reviewed. Then a PowerPoint is presented in which the subject is discussed. It is also explained in the classroom in collaboration with the students to ensure student interaction. The students are asked to explain again what was presented in the lecture to ensure the understanding of the students.

Assessment methods

21.Oral questions during the lecture.

22.Monthly and final exams.

23.Evaluating homework given to the students

24.Presentations presented by the students themselves.

C. Affective and value goals

C1- Encouraging students to show their abilities in speaking in front of

their classmates through presentations they deliver.

C2- Motivating the students to participate and making them understand that there is no problem in making a mistake in class in order to learn.

Assessment methods

1. Directing oral questions to the student in the class.
2. Performing monthly and final exams and questions.
3. Asking longer questions to research and answer in their leisure time.
4. Making students present to their classmates and evaluating their work.

11. Program Structure			
Level/Year	Course or Module Title	Credit rating	Assessment
Fourth	An introduction to the Modern Age	3 hours	Oral test / Quiz
Fourth	The life of George Bernard Shaw	3 hours	
Fourth	Analyzing Arms and the Man	3 hours	Oral test / Quiz
Fourth	Analyzing Arms and the Man	3 hours	
Fourth	Analyzing Arms and the Man	3 hours	
Fourth	Analyzing Arms and the Man	3 hours	
Fourth	Analyzing Arms and the Man	3 hours	
Fourth	Analyzing Arms and the Man	3 hours	
Fourth	Analyzing Arms and the Man	3 hours	Oral test / Quiz
Fourth	The life of Samuel Beckett	3 hours	Oral test / Quiz
Fourth	Analyzing Waiting for Godot	3 hours	Oral test / Quiz
Fourth	Analyzing Waiting for Godot	3 hours	Oral test / Quiz
Fourth	Analyzing Waiting for Godot	3 hours	Oral test / Quiz
Fourth	Analyzing Waiting for Godot	3 hours	Oral test / Quiz
Fourth	Analyzing Waiting for Godot	3 hours	Oral test / Quiz
Fourth	Analyzing Waiting for Godot	3 hours	Oral test / Quiz

13. Personal Development Planning

Developing knowledge about the Modern Age.

14. Admission Criteria

15. Key sources of information about the program

- 15- George Bernard Shaw's Arms and the Man
- 16- Samuel Beckett's Waiting for Godot
- 17- Any website which deals with English Literature

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Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

*Academic Program Specification Form
for Linguistics/ 3rd Stage*

*University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: Four
Date of Form Completion: 6th/Jan/2024
Name of Lecturer: Lect. Dr. Dhaif Zamil Harby*

<i>Dean's Name</i>	<i>Dean's Assistant for Scientific Affairs</i>	<i>The College Quality Assurance and University Performance Manager</i>
<i>Date: / /</i>	<i>Date: / /</i>	<i>Date: / /</i>
<i>Signature</i>	<i>Signature</i>	<i>Signature</i>

*Quality Assurance and University Performance
Manager Date: / /
Signature*

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women/ College of Education
2. University Department/Centre	Department of English
3. Program Title	Linguistics/ fourth Stage
4. Title of Final Award	-
5. Modes of Attendance offered	In-person
6. Accreditation	In-person lecturing
7. Other external influences	-
8. Date of production/revision of this specification	6 th /Jan/2024
9. Aims of the Program	
A. Enabling students of forming a scientific view of language.	
B. Introducing language in the lenses of linguistics.	
C. Introducing linguistics and its fields, and encouraging students to read and explain linguistic materials in a critical way.	
D. Improving the students' language skills.	
E. Raising students' awareness of what it needs to be able to teach what they know in future.	

F. Raising students' awareness of the authenticity and importance of their sacred Islamic tradition.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive objectives

- A1. Realizing the distinctive features of human language.
- A2. Understanding the historical becoming of modern linguistics.
- A3. Critical awareness of the theories and hypotheses on the origins of language.
- A4. Knowing the fields of linguistics and the varied aspects and elements of human language.

B. Course-specific skills objectives.

- B6. Being able to read and understand scientific materials.
- B7. Being able to explain and discuss Linguistic topics.

Teaching and Learning Methods

Active lecturing, Brainstorming

Assessment methods

- III. Follow up on students' linguistic performance.
- IX. Oral and written exams and tests.
- X. Creating a spirit of constructive scientific competition accompanied by the principle of reward only.

C. Affective and value goals

- C1.
- C2.
- C3.
- C4.

- D. General and Transferable Skills (other skills relevant to employability and personal development)
- D1. Ability to use proper language
 - D2. Developing the ability to judge things from a solid scientific perspective.
 - D3. Sobriety in dealing with controversial matters, and not underestimating the opposing opinion.
 - D4. Developing the skill of correcting errors based on language rules.

Teaching and Learning Methods

- Reminding students of the value of what they are learning, the role they will play when they practice proper language, and their role in the near future when they graduate.
- They should not be reprimanded when they commit mistakes, rather they should be motivated and encouraged to participate even with mistakes in order to create a situation in which they do not forget the correct rule so that it becomes ingrained in their minds.
- Explaining the benefits of group work because of its effect in engraving the material in the mind and benefiting from different opinions.

Assessment Methods

1. Raising daily questions and giving monthly and final exams.
2. Conducting a group scientific discussion based on the professor's questions to measure the extent of working as a team.
3. Creating a spirit of constructive scientific competition accompanied by the principle of reward only.

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
Fourth		Linguistics		Bachelor Degree Requires (x) credits

13. Personal Development Planning

Adding some important topics that are in the interest of students and annex to the understanding of the main details of the curriculum.

15. Key sources of information about the programme

- Yule, G. (2010), *The Study of Language*. Cambridge University Press.

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes

				Programme Learning Outcomes										
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking S		
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3

Republic of Iraq
Ministry of Higher Education & Scientific
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Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form

Listening and Speaking/ fourth Stage

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 20/12/2023
Name of Lecturer: Asst. Lect. Inaam Mohamed Hassan Jawad

Dean 's Name

Date : / /

Signature

*Dean 's Assistant For
Scientific Affairs*

Date : / /

Signature

*The College Quality Assurance
And University Performance
Manager*

Date : / /

Signature

Quality Assurance And University Performance Manager

Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	Department of English
3. Program Title	Speaking & Listening Skills
4. Title of Final Award	Annual
5. Modes of Attendance offered	On Campus Attendance
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	20/12/2023
9. Aims of the Program	
1. Using modern means to learn and teach English as a foreign language (EFL).	
2. Adopting a prescribed curriculum for language training in addition to teaching experience through audio tapes for listening and linguistic training on listening effectively and speaking fluently and smoothly.	
3. Form teaching groups within the classroom and ask each group to participate in live communicative conversations.	
4. Increasing self-confidence, interest, and passion among female students because they are among the most important elements that must be developed in order for female learners to be	

able to teach and learn the language easily and conveniently

5. Spreading the spirit of constructive competition as well as cooperation among the students by encouraging and urging them to use the English language even at home, through listening and speaking assignments.
6. Pushing students towards knowledge of cultures, especially English, because learning and teaching the language requires knowledge of the culture of the native speakers in order for it to be a sound language through use.
7. Encouraging students to think about the English language and use it in their conversations among peers so that it becomes an indispensable tool for students in their studies and in many aspects of their daily activities.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

- 1- Learn the basics of the English language as a basis for mastering it in the future.
- 2- Listening and understanding the English language, especially its most common and widespread dialects.
- 3- Expressing oneself orally using correct and simple English.
- 4- Appreciating the importance of the English language as an international language of communication to benefit from the achievements of other cultures.
- 5- Production: The language learning student will be able to speak and listen with understanding to the current English language with ease and to talk about any topic with ease and ease.

Teaching and Learning Methods

1. Asking questions related to the curriculum and according to the training lecture.
2. Use motivational exam activities.
3. Motivating female students to share their experiences in English and eliminating the psychological factors that limit this.
4. Adopting peer support methods to encourage female students to stimulate discussion among them and create the principle of scientific competition among them.
5. Preparing weekly videos in which the level is evaluated according to each participant.

Assessment methods

1. Directing oral questions while discussing with the students.
2. Tests.
3. Create a competitive spirit.
- 4- General and qualifying transferable skills (other skills related to employability and personal development).
- 5- Ability to engage in dialogue.
- 6- Developing listening skill.

11. Course Structure

Level/Year	Course or Module Title	Credit rating	Assessment
4th	Personal Circumstances	3 hours	Oral test / Quiz
4th	Leisure interests	3 hours	Oral test / Quiz
4th	Finding your own path	3 hours	Oral test / Quiz
4th	Equal opportunities?	3 hours	Oral test / Quiz
4th	Getting from A to B	3 hours	Oral test / Quiz
4th	Dumbed down?	3 hours	Oral test / Quiz

Level/Year		Credit rating	Assessment
4th	The world's your oyster	3 hours	Oral test / Quiz
4th	Responsible Tourism	3 hours	Oral test / Quiz
4th	Getting things sorted out	3 hours	Oral test / Quiz
4th	Social needs	3 hours	Oral test / Quiz
4th	Looking at the bigger picture	3 hours	Oral test / Quiz
4th	Lecture or formal talk	3 hours	Oral test / Quiz
4th	Lecture or formal talk	3 hours	Oral test / Quiz

4th	Talking about things in life		
4th	Social Media as a dilemma	3 hours	
4th	How can we make life better?	3 hours	

11. Curriculum development plan:

At the present time, we are working according to the institution's syllabus dictated to us, which is the book on listening and speaking or conversation, and it is not completely sufficient, which made the teaching staff resort to educational and training videos that are beneficial for developing the students' skills because the language needs live and visual practice, not books, and this is done in all countries of the world to learn English as a foreign or second language. I suggest we add the book Effortless English by A.J. Hoge as an excellent approach to conversation, which includes communicative tests that call for language development in addition to teaching experience in dealing with books and making them a live activity for students.

13. Personal Development Planning

Greater depth of knowledge of leading in the students' external academic activities.

14. Admission criteria .

15. Key sources of information about the programme

IELTS Advantage: Speaking & Listening Skills

Britishcouncil.com

Practice listening

A.J Hoge

Emma

Speak Now

Headway in its 6th levels

English in use