. Tikrit University : University name

Education for Humanities College/Institute: College of

of Art Education Scientific Department: Department

/in Art Education Name of the academic or professional program: Bachelor's

Name of scientific

:Name of department head

:assistant

Master's in Art Education

Art Education Name of final degree: Bachelor of Arts in

annual :Academic system

\*/\(\frac{1}{7}\). \(\frac{1}{7}\) :Date the description was prepared

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ormanceDivision of Quality Assurance and University Perf

Name of the Director of the Quality Assurance and University Performance

:Division

the date

20/2/5

the signature

Authentication of the Dean

#### Program vision .\

Art education is an important part of the educational process in the general education stages and is complementary to other academic subjects, as it undertakes the task of developing and growing the artistic and creative abilities

## Program vision .1

Art education is an important part of the educational process in the general education stages and is complementary to other academic subjects, as it undertakes the task of developing and growing the artistic and creative abilities new artistic trends that adapt to their working of learners to gain them express them with opportunities to provides and, conditions and environment freedom in their It develops. their uniqueness in vision, thinking and discovery To express their feelings, thoughts, and emotions in a way . artistic expression gives every learner the Art education . that meets their needs and desires In addition, it works to . opportunity to practice the artistic style he desires him meet the needs and requirements of develop his artistic skills, which helps For the purpose of . other academic subjects, such as drawings and plans seeks to continuously achieving the above, the Department of Art Education By . resrequi it what and develop and raise the scientific and artistic level developing a plan aimed at improving the performance of teachers and providing the department's classrooms and equipping them with the latest the equipment and supplies it needs and in a manner commensurate with and developing a new ,the department for Public and private .objectives art and . Science new global data in the field that takes into account program to will contribute teachers who education in order to graduate competent . the nation building

#### Program message .2

Art education has an effective role in building the personality of the citizen It . who lives amidst contemporary social changes and transformations contributes positively to the development and refinement of the student's Art . ional, sensory and motor aspectspersonality from the mental, emot education pays attention to these aspects in a balanced and consistent manner without giving priority to one aspect over another, so that the student can adapt the art ,Therefore . ivesto life and add meaning to life according to the way he I education teacher must know what is meant by art and art education, and he must also link the teaching of art education to society's problems, needs, and to its Therefore, the role of the art education teacher is to return art . culture cultural components so that it can play its role in building a creative, sensitive, thinking individual who contributes a share to the progress of his nation and . homeland, armed with culture and scientific thought

develop and raise the to t's mission isBased on the above, the departmen

academically in a way that suits the and capabilities of graduates artistically achieving as well as , requirements of contemporary life and the labor market ination and creative an integrated educational environment that stimulates imag thinking in all its forms and at the level of artistic production and professional development in specialization and openness to the contemporary world in order to achieve , and culturally artistically , Technologically .scientifically with innovations in the field of communication continuous knowledge and .specialization

## Program objectives .3

## :Department objectives

The general objectives of the Department of Art Education are related to for Humanities, as well as its own the objectives of the College of Education :objectives, as the department aims to the following

- 1. technically prepared to and Graduating cadres who are educationally the bodies and) meet the needs of society and the labor market and to qualify them to (ucation fallsinstitutions within which artistic ed evaluate educational and artistic goals
- 2. Preparing specialized researchers in the field of art education who conduct research and experimentation at various levels of general and veloping the components of the university education with the aim of de .educational process
- 3. Preparing specialists capable of preparing training programs for workers .(service subject teachers-in the fields of art education (qualifying in
- 4. art Preparing specialists capable of implementing and presenting through and their role in community development education programs .various media and communication means
- 5. Spreading artistic and aesthetic culture by developing artistic awareness ic feeling; By developing the mental and sensory aspects, and aesthet .and thus developing artistic and aesthetic taste
- 6. among Developing cultural awareness of the importance of the arts department and college students and various segments of society and irm social and moral valuesworking to aff
- 7. Discovering artistically talented individuals, developing and refining their abilities, and working to nurture and guide them

#### Programmatic accreditation .4

#### Art education programmes

:academic program able to Make the student enrolled in the

- 1. .Explains the concepts of art education
- 2. . Masters the concepts of art education
- 3. .He studies art education topics
- 4. He masters various arts skills such as drawing, sculpture, .photography, and creative handicrafts
- 5. works and understands the aesthetic and Understands artistic .technical elements used
- 6. .Illustrates the history of art in different time periods
- 7. .Proficient in public presentation skills
- 8. .Proficient in design skills
- 9. Explains the concepts of aesthetics and its philosophy

#### Other external influences .5

- 1. and in the field of plastic for students Training courses
  theatrical arts
- 2. .and theatrical festivals Organizing exhibitions
- 3. Application of the teaching field of art education in secondary schools
- 4. Holding training courses for art education teachers in of the Tikrit the Preparation and Training Directorate .Education Directorates
- 5. . university research, theses and theses

# 6. Organizing theatrical performances

Program structure .6								
comments	percentage	Study unit	Number of	Program				
			courses	structure				
Basic	%13.6	10	6	Enterprise				
				requirements				
Basic	%31.8	28	14	College				
				requirements				
Basic	%54.5	48	24	Department				
				requirements				
				summer				
				training				
			_	Other				

<sup>.</sup>Notes may include whether the course is core or elective \*

Credit hours		Program description . 7						
practical	theoretical	Name of the course or	Course or	Year/level				
		course	course code	2024/2023				
	2	Foundations of		first The				
		education						

	2	Arabic	
1	1	Computer	
	2	<b>Educational psychology</b>	
	1	Human rights and	
		democracy	
	2	Theater history	
2	1	the art of acting	
2	1	Arabic calligraphy and	
		Islamic decoration	
	2	Elements of art	
4		and colours Layout	
	2	English	
	2	Developmental	the second
		psychology	
	2	educational	
		administration	
	2	Aesthetics	
	2	Perspective	
	2	History of fine art	
4		Oil colors	
4		Sculpture	
1	1	the art of acting	
2	1	Voice and speech	
	2	Principles of theater	
		directing	
	1	Crimes of the defunct	
		Baath Party	
	2	English	

	2	Educational guidance	Third
		and mental health	
	2	Methods of teaching art	
		education	
	2	Scientific research	
		method	
	2	Connoisseurship and	
		artistic criticism	
4		earthenware	
2	1	Create a visualization	
2	1	School theater	
2	1	The art of writing a play	
2	1	Theater directing	
	2	Personality psychology	Fourth
	2	Measurement and	
		evaluation	
4		Watch and apply	
	2	Means of	
		communication	
4		Handicrafts	
1	1	Theatrical techniques	
4		Theater graduation	
		project	
4		Plastic graduation	
		project	
	2	<b>Graduation Project</b>	
,L		· · · · · · · · · · · · · · · · · · ·	·

## Expected learning outcomes of the program .8

#### Knowledge

- 1. A document that combines the learning outcomes of the academic program and its
- 2. A document showing the heoretical and number of t practical hours, provided that the practical percentage is not less than 15% of the total hours specified for the program's .courses
- 1- Cognitive goals
  That the student is able to know the .1
  That the -2 .trends of art education student is able to know the importance .of art education and its objectives
  The student should be familiar with -3 .technical schools and critical trends miliar with That the student is fa -4 modern teaching methods for art .education
  That the student is familiar with -5 modern methods in studying art .education

#### **Skills**

- 1. A document that combines the learning outcomes of the academic program and its .courses
- 2. A document showing the number ical hours, of theoretical and pract provided that the practical percentage is not less than 15% of the total hours specified for the .program's courses
- That the student is able to become 1 familiar with the methods of teaching, evaluating the scientific measuring and subject
- The student should be able to choose 2 the appropriate teaching method for each scientific subject so that he .presents it in an interesting way That the student is able to solve - 3 problems related to students' understanding of the scientific subject by using theories of educational psychology and modern teaching methods, which facilitates the study and .teaching of art education The student should be able to perform -4 artistic works of various kinds nt should be able to use The stude-5 various materials. That the student be able to critique - 6

	.artistic works of all kinds
Statement of learning outcomes 3	Learning outcomes 3
Value	
Producing theatrical works and visual	1. Strengthening national identity
exhibitions that enhance values and	through art
borrow from the cultural and civilizational	2. learner's Strengthening the
.society heritage of	connection to his civilizational and
	cultural heritage
	3. Education towards acceptance of
	others and citizenship rights

#### Teaching and learning strategies .9

- 1-strategy according to the learner's ability, so that if the student is able to learn the concept of the meaning of creativity in art, he will acquire various artistic skills in producing dissimilar .art works of
- 2- strategy in learning and in analyzing works of art. This strategy refers to the highest levels of thinking of the learner when deriving solutions to a specific problem or when analyzing works of .art
- 3-le, dissimilar solutions to address a specific strategy allows the learner to identify many suitab educational problem, or several suitable solutions, for example, to create a specific work of art
- 4- Brainstorming to produce quick solutions and answers to a problem in learning

#### **Evaluation methods .10**

Formative or formative assessment (daily exams, class discussion, homework - .(up, classroom calendar-assignments and their follow

Diagnostic evaluation (semester and final exams to issue judgments of success - .(and failure

- 1- for practical, theoretical and applied subjects Monthly, semester and final exams
- 2- Feeding Back .through feedback

#### Qui z

## The teaching staff .11

#### **Faculty members**

Preparing	Req	Specialization	Scientific rank
the teaching	uire		
staff	men		

		ts/sk ills			
		if)			
		(any			
lect	angel		private	general	
urer					
	*		Literature and	Performing arts	Ziad is sweet .a
			criticism		
	*		Fabrics	design	a. Dr Pure days
	*		fee	Fine Arts	Nebras Wafaa. M.D.
	*		Art Education	Art Education	Amer Salem ObaidA.M.D.
	*		Education Art	Art Education	Iman Abdel Sattar A.M.D.
					Atallah
	*		Theatrical	Performing arts	a. Dr. Muzahim Khudair
			techniques		Hussein
	*		fee	Fine Arts	a. M. Dr. Osama Adnan Ali
	*		Broadcast	Flags	Tayef-Yassin Alwan AlM.D.
			journalism		
	*		Modern	Arabic	.M. Dr. Yassin Faraj Yassin
			Arabic		
			literature		
	*		Theatrical	Performing arts	In the name of M.D.
			techniques		Muhammad Ahmed
	*		stage	Art Education	Mother. M. Adnan
	*		Educational	Educational	millimeter . Dahham Samer
			Psychology	and	Maher
				psychological	
				sciences	

*	language	Arabic	M.M. Haneen Saadoun Majeed
*	The	Public law	millimeter . Zamil Maher
	Constitutiona		Baker
	l law		
*	English	Teaching	millimeter . Manal Jodi
		methods	Mahmoud
*	Mycotoxins	Agricultural	millimeter . Moaz Waad Okla
		sciences	
*	Information	business	millimeter . Anwar Ghazi
	systems	management	Noman
*	Modern	Arabic	millimeter . Samar Ahmed
	literature	Language	Khalaf

## **Professional development**

## Orienting new faculty members

Developing a continuous desire for research, experimentation and .artistic production

.Translating ideas and feelings into artistic works

Identify the elements and foundations of plastic and theatrical visual .language

Employing plastic and performing arts materials, materials, and .techniques as a means of artistic expression

e ability to analyze, interpret and issue judgments on Developing th .artistic works in both their plastic and theatrical branches

## Professional development for faculty members

Scientific communication through seminars, conferences, and joint work – .es in similar specializations with competent cadr

Accessing international studies in similar departments, to develop the - ability to research and solve scientific problems

Engaging in acquiring modern scientific expertise and skills in the field of -

.communication modern technical

## Acceptance criterion .12

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the alancing the admission form to Iraqi universities and institutes, and by b student's desire and the total he obtained

As for admission to the Department of Art Education, it is direct through more than one channel, in which the applicant is subject to a competitive .examination

postgraduate/master's studies) through more than one ) As for admission to channel, the applicant must take a competitive examination for postgraduate .studies

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

applications in similar Link to the program on the Internet, and its - .universities

Training courses held by university quality and performance - departments on the program in various institutes and colleges in .lraq

## Program development plan .14

Tikrit - To achieve these goals, the Department of Art Education has developed a future - for Humanities College of Education / University vision that it is trying to achieve during the coming years. All members g it to raise the scientific of the department participate in implementin and artistic level and thus meet quality requirements at the following :levels

the teaching staff by holding training Preparing -: First: Academic level ,courses and granting them study leaves to raise the academic level the department is reaping the fruits of this approach Ily sinceespecia . master's degree with most applicants completing the Benefiting from the Ministry's annual plan in the field of scholarships

e the doctoral holders outsid-and training courses for master's and post country to learn about the modern scientific and technical trends that .international universities have achieved

Distribution of the vocabulary of each course over a period of 30 weeks, ademic up implementation during the ac-delivered to students for follow .year

, library Directing students to sources and reviewing them from the free college library, or external libraries, and specifying the names of .important sources and references

Requesting professors to donate a copy of their master's thesis or .of students benefit doctoral thesis to the college library for the in the teaching and learning learning -e as much as possible on Relying .process

Updating the curricula by 15% over the previous year's vocabulary in line of the sector committee with the developments and orders

.of lecture time investment

.scientific methods in the assessment and evaluation process Adopting Organizing scientific trips for student elites to view exhibitions and .them festivals held inside and outside the country to benefit from Establishing a specialized library that serves as an archive in the department, equipped with modern documentation tools (photographic cameras, films, discs, and art books of international works of art) for the .rofessors, and researchersbenefit of the department's students, p Seeking to train the student in theatrical and visual techniques lessons .in practical workshops

in Arab and international departments Coordination with corresponding .universities to exchange experiences and information

ing electronic communication means to exchange information Activat .between teachers, students and researchers

Paying attention to graduate students (Master's) and directing the research that is intended to be presented in the seminar subject to the .that aims to serve the community applied aspect

Due to the privacy of education in the arts, which requires the teacher to directly supervise the student, the number of accepted students is taken

- . changing constantly into account according to the capacity, which is ening summer courses for artistic specializations (Arabic calligraphy, Op .(Islamic decoration, design, glass painting, oil painting, and acting
- in Second: The level of coordination with corresponding departments .Iraqi and Arab universities
- :of permanent and temporary committees Third: The level
- .Naming and updating all committees within the department
- .Periodic activation of committees

Supporting committees with requirements and means that facilitate their

.mission

:Fourth: Level of activities

holds scientific seminars and discussions on an The department .ongoing basis

The department offers theatrical artistic activities and plastic .performances before the end of both the first and second semester Preparing for active participation in plastic exhibitions, theatrical Tikrit in the Cultural Week, which is held by and singing ,performances .in March of each year University

in the Holding an integrated festival with students' graduation projects of each year, focusing on the practical aspect semester second Holding a seminar and workshop for students applying for the month of .February of each year

Holding art exhibitions of the department's students' products in o participate inside and outside colleges and universities, urging them t the university, and approaching the Artists Syndicate and Association about this

Forming a university theater group that participates in theatrical activities held by Iraqi, Arab and international universities a study to transform the Department of Art Education into a Submitting of Fine Arts after creating other artistic departments such as College .(Theatre, Fine Arts, and Design)

:Fifth: Media level

.Activating the Culture and Media Committee in the department ing with the college's media unit in donating some products, Coordinat .publishing activities, and sending invitations to local satellite channels Strengthening and activating the website of the Art Education

.Department with activities, research, and lectures

							Pro	gran	ı skil	lls chart			
				Lea	rnin	g out		_		from the p	programme		
alu	e		S	Skills				ledge	_	Essential or	Course Name	Course Code	Year/level
										?optional			
C2	C1	B4	В3	B2	B 1	A4	A3	A2	A1	Basic			The first stage
			*							Basic	Foundations of education		The second
										Basic	Educational psychology		phase
										Basic	Arabic		]
			*							Basic	English		]
										Basic	Computer		]
										Basic	Human rights and democracy		
*							*			Basic	Theater history		
		*					*		*	Basic	the art of acting		
		*					*		*	Basic	Arabic calligraphy and Islamic decoration		
		*					*		*	Basic	Elements of art		]
		*						*	*	Basic	Layout and colours		
			*							Basic	Developmental psychology		
			*							Basic	educational administration		
*	*						*		*	Basic	Aesthetics		
		*					*		*	Basic	Perspective		
							*		*	Basic	History of fine art		
*		*					*		*	Basic	Oil colors		]
*		*					*		*	Basic	Sculpture		]
*		*					*		*	Basic	Acting art		1
		*								Basic	Voice and speech		
*		*					*			Basic	Principles of		1

											theatrical		
										- ·	directing		
										Basic	Crimes of the		
											defunct Baath		
											Party		
	*		*					*		Basic	Educational	third	level
											guidance and		
											mental health		
			*	*	*	*				Basic	Methods of		
											teaching art		
											education		
										Basic	Research		
											Methodology		
	*						*	*	*	Basic	Connoisseurship		
											and artistic		
											criticism		
:			*				*		*	Basic	earthenware		
		*					*		*	Basic	Pictorial		
										Busic	creation		
		*					*			Basic	theater School		
		*					*			Basic	The art of		
										Dasie	writing a play		
		*					*			Basic	Theater		
										Dasic	directing		
			*							Basic	Personality	The	
										Dasic	psychology	fourtl	1
					*		-			Basic	Measurement	stage	
										Dasic	and evaluation	stage	,
			*	*	*	*	+			Basic	Watch and		
										Dasic			
										Dagia	apply Means of		
										Basic			
		*								D : -	communication		
		*					*			Basic	Handicrafts		
		*					*			Basic	Theatrical		
		*					*			D '	techniques		
		*					*			Basic	Theater		
											graduation		
										- ·	project		
		*					*			Basic	Plastic		
											graduation		
							1				project		
		*					*			Basic	Graduation		
	<u> </u>		<u> </u>								Project		

Please check the boxes corresponding to the individual learning outcomes from the * program subject to evaluation
Course description form
/Course name .1
The art of writing a play
Course code .2
Semester/year .3
2024_2023
The date this description was prepared .4
2024/22/3 /
Available forms of attendance .5
My presence/
(Number of study hours (total) / number of units (total .6
42 56 /
/Name of the course administrator .7

#### Iman Abdel Sattar Atallah Al Kubaisi .A. M.D : Name Email

:

#### Course objectives .8

#### First/Cognitive objectives

- 1 Providing the Ministry of Education with staff specialized in teaching art .in secondary schools education
- -2 Enabling students to know the role of theater as a means of communication .directed to students and society
- -3 Enhancing students' awareness of the goals and functions of personal, .collective, folkloric and public theatre
- -4 oviding students with the underlying Pr knowledge of the elements of theatrical text that occur in various fields of .education and life
- -5 Introducing students to the foundations of aesthetic education that enable them 1 to know the goals and objectives of al .types of theater
  - 5- Teaching students the theoretical foundations on which playwriting .depends in its impact on recipients

#### **Skills objectives : Second**

That the student is able to identify - 1 between Aristotelian drama And

. Albrechtianism

student is able to use the That the - 2 appropriate means of linguistic expression and manipulation in conveying his artistic message to the recipient

The student should be able to know the - 3 verbal language in -verbal and non .conveying the message to the recipient

#### .based goals-Emotional and value :Third

The student's awareness of the place of -1 theater and its importance in the required .psychological structure

Recognizing the importance of theater -2

Objectives of the study subject

education in building the individual f the meanings Developing knowledge o -3 of verbal language, language, and .movement on stage

Working on the student's awareness of -4 the importance and role of theater in all .areas of life

# **Teaching and learning strategies .9**

The strategy

Course struc	cture .10		•		
Evaluation	Learning	Name of	Required	hours	the week
method	method	the unit	learning		
		or topic	outcomes		
Oral	Brain	The art	Drama	3	the first
questions	storming	of writing	concept		
		a play			
Class	/ dictionary	The art	Drama	3	the second
assignment		of writing	concept		
		a play			
Oral	Speaking	The art	A historical	3	the third
questions	brainstorming/	of writing	perspective		
		a play			
Class	Discussion	The art	A historical	3	the fourth
assignment		of writing	perspective		
		a play			
Oral	Speaking	The art	The	3	Fifth
questions	brainstorming/	of writing	importance		
		a play	of theater in		
			the modern		
			school		
Class	Learning by	The art	The	3	VI
assignment	doing	of writing	importance		
		a play	of theater in		
			the modern		
			school		
Oral	Speaking	The art	Exploring	3	Seventh
questions	brainstorming/		talent in		
		a play	playwriting		
Class	Learning by	The art	Exploring	3	VIII
assignment	doing	of writing	talent in		
		a play	playwriting		

Oral	Speaking	The art	Dramatization	3	Ninth
questions	brainstorming/	of writing	of curricula		
4.5.5.5.5.5.5	,	a play			
Class	Discussion	The art	Dramatization	3	The tenth
assignment		of writing	of curricula		
g		a play			
Class	Learning by	The art	Dramatization	3	eleventh
assignment	doing	of writing	of curricula		
8	8	a play			
Oral	Speaking	art The	Mechanisms	3	twelveth
questions	brainstorming/	of writing	of theatrical		
•	8	a play	text for		
			puppet and		
			puppet theatre		
Class	How to solve -	The art	Mechanisms	3	Thirteenth
assignment	.problems	of writing	of theatrical		
		a play	text for		
			puppet and		
			puppet theatre		
Oral	Discussion	The art	Aristotelian	3	fourteenth
questions		writing of	and epic		
		a play	drama		
Achievement	Exam	The art	Exam	3	Fifteenth
test		of writing			
		a play			
Class	Learning by	The art	Aristotelian	3	sixteen
assignment	doing	of writing	and epic		
		a play	drama		
Class	lecture	The art	How to turn a	3	seventeenth
assignment		of writing	story into a		
questions		a play	play		
are oral					
Class	How to solve -	The art	How to turn a	3	eighteen
assignment	.problems	of writing	story into a		
		a play	play		
Oral	Discussion	The art	Elements of	3	nineteenth
questions		of writing	dramatic		
		a play	structure	_	
Class	Learning by	The art	Elements of	3	The twentieth
assignment	doing	of writing	dramatic		
		a play	construction		
Oral	Descriptive	The art	Dramatic	3	st21
questions	method	of writing	elements in		

			3	tow twenty
		text		
	a play	the theatrical		

		1	ī_ ·		
Class	Learning by	The art of	Dramatic	3	twenty third
assignment	doing	writing a	elements in		
		play	the theatrical		
			text		
Oral	Discussion	The art of	Characteristics	3	twenty fourth
questions		writing a	of theatrical		·
•		play	text		
Class	Learning by	The art of	Characteristics	3	th25
assignment	doing	writing a	of theatrical		
8		play	text		
Oral	lecture	The art of	The	3	sixth-twenty
questions		writing a	importance of		•
•		play	theater in		
			education		
Class	Learning by	The art of	The	3	th27
assignment	doing	writing a	importance of		
8		play	theater in		
			education		
Oral	lecture	The art of	Characteristics	3	eighth-Twenty
questions		writing a	of educational		
1		play	drama		
Class	Learning by	The art of	Characteristics	3	XXIX
assignment	doing	writing a	of educational		
		play	drama		
Achievement		The art of	Exam	3	thirty
test		writing a		_	
		play			
i	1	1 I J	1	1	

# Course evaluation .11 Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc and teaching resources Learning .12 The science of the play and the art (Required textbooks (methodology, if any

Salhi, -of writing it / Fouad Al	
.Hussein Ali Haref	
.School Theater / Hassan Marei	(Main references (sources
Towards a classroom /	
Harif theatre/Hussein Ali	
The Art of Playwriting/ Lajos Agre	
Children's Theater / Benifred Ward	
Educational theatre/ Lina Abu	
Mughli	
Children's theater / cognitive	
Kubaisi-metaphors / Iman Al	
mic magazineAcade	Recommended supporting books and
Tikrit Journal of Education for	(references (scientific journals, reports
Humanities	
Naboo Magazine	
Professor magazine	
The electronic library is available on	Electronic references, Internet sites
the Telegram application and	
Facebook	

## sh

Course name .1
of Education for Human Sciences / Department of Art Tikrit University / College
Education
Course code .2
Theater history
Semester /year .3

	2025-2024						
	The date this desc	cription was prepar	ed .4				
	2025/3/13						
	Available forms o	f attendance .5					
	My presence						
	(total) / number o	f units (total) Numb	per of study hours .6				
	60						
	(Name of the cour	rse administrator (i	f more than one name	is mer	ntion	ed .7	
	Name: Prof. Dr :Y	assen Faraj Yassin .	Email: yassen.fara	j@tu.e	du.iq		
	Course objectives	.8					
rt educa nabling nhancing conve s with the ife troducing nem to le	ation in secondary students to know g students' aware y the message heater skills in varing students to the know the goals an	r schools the history of thea ness of the goals a ious fields of educa foundations of artis d objectives of thea the theoretical for recipients	and functions of theat ation and Providing st stic education that ena	er tude able		ly subjec	
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Course structure	.10				
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discussion,	How to solve -3		world		
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up, -their follow .(classroom calendar					
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of .(success and failure	electronic	Theater history	The beginnin g of theater in Iraq	2	Fifte enth

Course evaluation .11					
,Distribution of the grade out of 100	,Distribution of the grade out of 100 according to the tasks assigned to the student				
.such as daily preparation, daily, oral	, monthly, written exams, reports, etc				
Learning and teaching resources .12					
Theater history books (Required textbooks (methodology, if any					
Theater history research (references (sources					
Researcher Magazine in	and Recommended supporting books				
Theater History	(references (scientific journals, reports				
The library is available on the Internet Steep Electronic references, Internet sites					

# **Course description form**

Course name .1
Elements of art
Course code .2

		Semester/year .3
		Annual(2024-2025)
	T	he date this description was prepared .4
		2025/3/10
		Available forms of attendance .5
		My presence
(total	) / Number of	f study hours (total) / number of units .6
		120/60
(one name is mention	ed Name of tl	he course administrator (if more than .7
Name : Assistant Prof.Dr. Ni	bras Wafa Ba	adri Email : <u>nibraswafa@tu.edu.iq</u>
Name: Assistant Prof. Dr. Os	sama Adnan A	Ali Email :
osamah.aljebory@tu.edu.iq		
		Course objectives .8
Capabilities development area in Universities Outputs . the art on Learner Enable the art Elements knowledge . Academy Steps according to Realization Strengthen With people Educated . the art Elements importance Teaching effectiveness more means election during from . Successful And methods And search spirit Strengthen . Students I have exploration Thinking development . For learners Creative	•	Objectives of the study subject
		strategies Teaching and learning .9
( delivery ) . L	ecture -1	The strategy
. By work Lea	rning -2	

	. Mental St	torming -3			
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Cou hours	rse structure .10 the week

Daily testing	lecture	Art elements	Concept art	2	1
Daily testing	Brainstormi ng	Art elements	Art in caves	2	2
Daily testing	lecture	Art elements	Line	2	3
Daily testing	lecture	Art elements	the color	2	4
Daily testing	Discussion	Art elements	Color sources	2	5
Daily testing	lecture	elements Art	Color classification	2	6
Semester exam	Exam	Art elements	Exam	2	7
Daily testing	Learning by doing	Art elements	Planning to color the artwork	2	8
Daily testing	Learning by doing	Art elements	Color harmony	2	9
Daily testing	Learning by doing	Art elements	The symbolic and expressive connotations of colors	2	10
Daily testing	Learning by doing	Art elements	Mixing in pigments	2	11
Daily testing	Brainstormi ng	Art elements	Addition of colours	2	12
Daily testing	Brainstormi ng	Art elements	Figure "Artistic "composition	2	13
Daily testing	Brainstormi ng	Art elements	Shape and body	2	14
Semester exam	Exam	Art elements	Exam	2	15

Daily testing	a lecture	Art elements	Form and content	2	16
testing Daily	a lecture	Art elements	Classification of shapes	2	17
Daily testing	a lecture	Art elements	Types of shapes	2	18
Daily testing	Discussion	Art elements	The relationships that arise between shapes	2	19
Daily testing	a lecture	Art elements	outer space	2	20
Daily testing	Brainstormi ng	Art elements	The meaning of space	2	21
Daily testing	a lecture	Art elements	Texture	2	22
Semester exam	Exam	Art elements	Exam	2	23
Daily testing	a lecture	Art elements	Differences in touching things	2	24
Daily testing	a lecture	Art elements	Technical terms	2	25
Daily testing	a lecture	Art elements	Technical terms	2	26
Daily testing	a lecture	Art elements	Technical terms	2	27
Daily testing	a lecture	Art elements	Technical terms	2	28
Daily testing	a lecture	Art elements	Technical terms	2	29
Semester exam	Exam	elements Art	Exam	2	30

# Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc

	Learning and teaching resources .12
the art Elements book	(Required textbooks (methodology, if any
the art Elements book	(Main references (sources
Arts in Specializes that Research all	Recommended supporting books and
	(references (scientific journals, reports
Academic magazine	Internet sites ,Electronic references
Tikrit university magazine	
the professor magazine	

1. Course Name:					
Democracy and human rights					
2. Course Code:					
Zamil Maher Khabbaz					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
1/ 10/ 2024					
5. Available Attendance Forms:					
Presence					
6. Number of Credit Hours (Total) / Number	of Units (Total)				
30					
7. Course administrator's name (mention	all, if more than one name)				
N 7 IM b III . bb .					
Name:Zamil Maher Khabbaz Email:					
zamil.m.khabbaz@tu.edu.iq					
8. Course Objectives					
Course Objectives					
	Preparing a generation aware of human rights and public				
	freedoms				
	Developing the cultural level and increasing awareness				

- Keeping the student abreast of the experiences of other nations in the field of human rights
- Informing students of the most important international conventions, treaties and instruments concerned with human rights
- Informing students of the constitutional articles guaranteeing public rights and freedoms.
- Teaching the student about his rights and freedoms, ways to guarantee and protect them, and the limits of these rights

Enabling students to understand the importance of education and its role in spreading the culture of human rights and democracy in building a civilized society based on good governance, the most important components of which are belief in human rights, education on them, and active participation in governance through free and fair elections.

Developing the student's analytical and critical skills
 regarding the reality and future of human rights and
 democracy

#### 9. Teaching and Learning Strategies

#### Strategy

- 1- Method of giving lectures
- 2- Student groups
- 3- Workshops
- 4- Reports and studies
- 5- Use available means of clarification in topics that require it
- 6- Attendance
- 7- Using the role-playing method (classroom or attendance only) to address and explain some of the subject's vocabulary

8- Writing analytical papers on or outside the subject's vocabulary that are directly related to the topics of human rights and democracy.

## 10. Course Structure

Week	Hours Required Learning Unit or subject		Learning	Evaluation	
		Outcomes	name	method	method
the first	1	Concept and importance	Introduction to human rights and their divisions	Lectures	tests and reports
the second	1	Concept and importance	Human rights in ancient civilizations	Lectures	tests and reports
the third	1	Concept and importance	Human rights in heavenly laws (Christianity and Judaism)	Lectures	tests and reports
the fourth	1	Concept and importance	· · · · · · · · · · · · · · · · · · ·	Lectures	tests and reports
Fifth	1	Concept and importance	Internal human rights guarantees - constitutional guarantees	Lectures	tests and reports
six	1	Concept and importance	Internal human rights sources - judicial guarantees	Lectures	tests and reports
Seventh	1	Concept and importance	<u> </u>	Lectures	tests and reports
Eighth	1	Concept and importance	International human rights guarantees - the role of the United Nations Charter in protecting human rights	Lectures	tests and reports
Ninth	1	Concept and importance	International human rights guarantees - the role of the European Convention in	Lectures	tests and reports

			protecting human rights		
tenth	1	Concept and importance	International human rights guarantees - the role of the American Convention in protecting human rights	Lectures	tests and reports
eleventh	1	Concept and importance	The African Charter on Human Rights and the Arab Charter on Human Rights	Lectures	tests and reports
twelveth	1	Concept and importance	The future of human rights and the impact of technological progress on it	Lectures	tests and reports
Thirteenth	1	Concept and importance	Political parties and human rights	Lectures	tests and reports
fourteenth	1	Concept and importance	The role of media and education in the field of human rights	Lectures	tests and reports
Fifteenth	1	presence	Monthly exam	Lectures	tests and reports
sixteen	1	Concept and importance	Children's rights - children's rights in Islam	Lectures	tests and reports
seventeenth	1	Concept and importance	Children's rights in the 1989 International	Lectures	tests and reports
eighteen	1	Concept and importance	Other international and regional agreements on human rights	Lectures	tests and reports

nineteenth	1	Concept and importance	The roots of the concept of democracy and its development		tests and reports
The twentieth	1	Concept and importance	Definition of the concept of democracy	Lectures	tests and reports
twenty one	1	Concept and importance	Democracy between universality and privacy	Lectures	tests and reports
twenty tow	1	Concept and importance	<u> </u>	Lectures	tests and reports
twenty three	1	Concept and importance	Indirect democracy	Lectures	tests and reports
twenty four	1	Concept and importance	Parliament	Lectures	tests and reports
twenty fife	1	Concept and importance	The concept of election and its legal adaptation	Lectures	tests and reports
twenty six	1	Concept and importance	The electorate	Lectures	tests and reports
twenty seven	1	Concept and importance	Organizing the election process and electoral systems	Lectures	tests and reports
twenty eight	1	Concept and importance	Majority system and proportional representation system	Lectures	tests and reports
twenty nine	1	Concept and importance	Interest representation system- Optional and compulsory voting	Lectures	tests and reports
thirty	1	presence	Monthly exam	Lectures	tests and reports

#### .11Course evaluation

- The first semester exam is divided into a monthly exam + a daily exam (25 marks)
- 2- The second semester exam is divided into a monthly exam + a daily exam (25 marks)
- 3- Final exam (50 marks)

.12Learning and teaching resources	
Required textbooks (methodology, if any)	Human Rights, Children and Democracy,
	Maher Saleh Allawi et al., 2009
Main references (sources)	Guarantees for the effective protection of
	human rights, Professor Dr. Maher Saleh
	Allawi, 2018
Recommended supporting books and	Protecting human rights during the
references	implementation stage of criminal
	judgments - a comparative study, Dr.
	Abdul Aziz Muhammad Mohsen
<b>Electronic references, Internet sites</b>	Websites specialized in the field of human
	rights

# Course description form

Course name .1
Layout and colours
Course code .2
Drawing and colours
Semester/year .3
Annual(2024-2025)
The date this description was prepared .4
2025/3/10
Available forms of attendance .5
My presence
(total) / number of units (total) / Number of study hours .6
120/120
(Name of the course administrator (if more than one name is mentioned .7
Name : Assistant Prof.Dr. Nibras Wafa Badri Email : nibraswafa@tu.edu.iq

#### Name: Assistant Prof. Dr. Osama Adnan Ali Email:

#### osamah.aljebory@tu.edu.iq

# objectives Course .8

- Outputs Capabilities development .the art area in Universities
- And Planning from Learner Enable on Watercolor In colours coloring . Academy Steps according to
- Educated people Realization Strengthen And coloring Planning importance With . Water In colours

#### **Objectives of the study subject**

# Teaching and learning strategies .9

The strategy

#### Course structure .10

Evaluation method	Learning method	Name of the	Required learning outcomes	hours	the
		unit or topic			wee
					k
Formative or	The .1	Introducing	know the That the student can	4	1
formative	illocutionary	the materials	.trends of art education		
assessment (daily	. method	and raw	That the student can know the		
exams, class	Metacognition .2	materials	importance of art education and its		
discussion,	.method	required for	objectives		
homework	Method.3	planning	The student should be able to		
assignments and	.Problem Solving		perform various types of artistic		
up, -their follow			.works		
classroom					
.(calendar					
Formative or	The .1	Introducing	The student should be able to know -	4	2
formative	illocutionary	the materials	.of art education the trends		
assessment (daily	. method	and raw	The student should be able to-		
exams, class	Metacognition .2	materials	understand the importance of art		
discussion,	.method	required for	education and its objectives.		
homework	How to solve .3	planning	The student should be able to-		
assignments and	.problems		perform various types of artistic		
up, -their follow			.works		
classroom					
.(calendar					
Formative or	tionary illocu	Introducing	The student should be able to know -	4	3
formative	. method	the materials	of art education the trends		
assessment (daily	Metacognitive	and raw	The student should be able to-		
exams, class	.method	materials	understand the importance of art		
discussion,	Method of .	required for	education and its objectives		
homework	solving	planning	The student should be able to-		
assignments and	.problems		perform various types of artistic		
up, -their follow			.works		
classroom					
.(calendar	***	E		4	4
Formative or	illocutionary	Exercises in	The student should be able to know -	4	4
formative	. method	drawing	education the trends of art		
assessment (daily	Metacognitive	types of lines	The student should be able to-		
exams, class	.method	and their	understand the importance of art		
discussion,	How to solve	directions	education and its objectives.		

homework	.problems	1	The student should be able to-		
assignments and	.problems		perform various types of artistic		
up, -their follow			works		
classroom					
.(calendar					
Formative or	The -1	Exercises in	The student should be able to know -	4	5
formative	illocutionary	drawing	.the trends of art education		
assessment (daily	. method	types of lines	student should be able to The-		
exams, class	Metacognition -2	and their	understand the importance of art		
discussion,	.method	directions	education and its objectives.		
homework	Method of -3	Exercises in	The student should be able to -		
assignments and	solving	planning	perform various types of artistic		
up, -their follow	.problems	-three	.works		
classroom	1	l dimensiona			
.(arcalend		geometric			
		shapes (study			
		of shadow			
		(and light			
Formative or	The -1	Exercises in	The student should be able to know -	4	6
formative	illocutionary	planning	.the trends of art education		-
assessment (daily	. method	-three	The student should be able to -		
exams, class	Metacognition -2	dimensional	understand the importance of art		
discussion,	.method	geometric	education and its objectives		
homework	Method of -3	shapes (study	The student should be able to -		
assignments and	solving	of shadow	perform various types of artistic		
up, -llowtheir fo	.problems	(and light	.works		
classroom	P	(			
.(calendar					
Formative or	The -1	Exercises in	The student should be able to know -	4	7
formative	illocutionary	still life	.the trends of art education		
assessment (daily	. method	planning	The student should be able to -		
exams, class	Metacognition -2		understand the importance of art		
discussion,	.method		education and its objectives.		
homework	Method of -3		The student should be able to -		
assignments and	solving		artistic perform various types of		
up, -their follow	.problems		.works		
classroom	-				
.(ndarcale					
Formative or	The -1	Exercises in	The student should be able to know -	4	8
formative	illocutionary	still life	.the trends of art education		
assessment (daily	. method	planning	The student should be able to -		
exams, class	Metacognition -2		understand the importance of art		
discussion,	.method		education and its objectives.		
homework	Method of -3		The student should be able to -		
assignments and	solving		perform various types of artistic		
up, -their follow	.problems		.works		
classroom					
.(calendar					
Formative or	The -1	Exercises in	should be able to know The student-	4	9
formative	illocutionary	planning and	.the trends of art education		
assessment (daily	. method	studying the	The student should be able to -		
exams, class	Metacognition -2	human face	understand the importance of art		
discussion,	.method		education and its objectives.		
homework	Method of -3		The student should be able to -		
assignments and	solving		perform various types of artistic		
up, -their follow	.problems		.works		
classroom					
.(calendar					
Formative or	The -1	Exercises in	able to know The student should be-	4	10
formative	illocutionary	planning and	.the trends of art education	1	

assessment (daily	. method	studying the	The student should be able to -		
exams, class	Metacognition -2	ehuman fac	understand the importance of art		
discussion,	.method	Chuman iac	education and its objectives		
homework	Method of -3		The student should be able to -		
assignments and	solving		perform various types of artistic		
up, -their follow	.problems		.works		
classroom					
.(calendar				ļ.,	
Formative or	The -1	Exercises in	w The student should be able to kno-	4	11
formative	illocutionary	planning and	.the trends of art education		
assessment (daily	. method	studying the	The student should be able to -		
exams, class	Metacognition -2	human body	understand the importance of art		
discussion,	.method		education and its objectives.		
homework	Method of -3		The student should be able to -		
assignments and	solving		perform various types of artistic		
up, -their follow	.problems		.works		
classroom					
.(calendar					
Formative or	The -1	Exercises in	The student should be able to know -	4	12
formative	onary illocuti	planning and	.trends of art education the		
assessment (daily	. method	studying the	The student should be able to -		
exams, class	Metacognition -2	human body	understand the importance of art		
discussion,	.method		education and its objectives		
homework	Method of -3		The student should be able to -		
assignments and	solving		perform various types of artistic		
up, -their follow	.problems		.works		
classroom	.problems		WOIKS		
.(calendar					
Formative or	The -1	Exercises in	The student should be able to know -	4	13
formative or	illocutionary		art education the trends of	4	13
	•	landscape			
assessment (daily	. method	planning and	The student should be able to -		
exams, class	Metacognition -2	study	understand the importance of art		
discussion,	.method		education and its objectives.		
homework	Method of -3		The student should be able to -		
assignments and	solving		perform various types of artistic		
up, -their follow	.problems		.works		
classroom					
.(calendar					
Formative or	The -1	Exercises in	The student should be able to know -	4	14
formative	illocutionary	landscape	.the trends of art education		
assessment (daily	. method	planning and	student should be able to The-		
exams, class	Metacognition -2	study	understand the importance of art		
discussion,	.method		education and its objectives.		
homework	Method of -3		The student should be able to -		
assignments and	solving		perform various types of artistic		
up, -their follow	.problems		.works		
classroom	1				
.(calendar					
Formative or	The -1	Practical	The student should be able to know -	4	15
formative	illocutionary	exam	.the trends of art education		
assessment (daily	. method		d be able to The student shoul-		
exams, class	Metacognition -2		understand the importance of art		
discussion,	.method		education and its objectives		
homework	Method of -3		The student should be able to -		
assignments and	solving		perform various types of artistic		
up, -their follow	.problems		.works		
classroom	·bi onicins		·WUI KS		
.(calendar	The 1	Tarkara 3 4*	The student should be all to all to a	4	17
Formative or	The -1	Introduction	The student should be able to know -	4	16
formative	illocutionary	to the	.the trends of art education	1	

			Imp. ( ) ( ) ( )	T	1
assessment (daily	. method	materials and	The student should be able to -		
exams, class	Metacognition -2	raw materials	of art understand the importance		
discussion,	.method	required for	.education and its objectives		
homework	f Method o-3	watercolor	The student should be able to -		
assignments and	solving	painting	perform various types of artistic		
up, -their follow	.problems		.works		
classroom					
.(calendar					
Formative or	The -1	Introduction	The student should be able to know -	4	17
formative	illocutionary	to the	.the trends of art education		
assessment (daily	. method	materials and	The student should be able to -		
exams, class	Metacognition -2	raw materials	stand the importance of art under		
discussion,	.method	required for	education and its objectives.		
homework	Method of -3	watercolor	The student should be able to -		
assignments and	solving	painting	perform various types of artistic		
up, -their follow	.problems		.works		
classroom	•				
.(calendar					
Formative or	The -1	Drawing a	The student should be able to know -	4	18
formative of	illocutionary	color circle in	.the trends of art education	-	-0
assessment (daily	. method	watercolor	student should be able to The-		
exams, class	Metacognition -2	mater coror	understand the importance of art		
discussion,	.method		education and its objectives		
homework	Method of -3		The student should be able to -		
assignments and	solving		perform various types of artistic		
up, -their follow	.problems		.works		
classroom					
.(calendar	TOTAL A			4	40
Formative or	The -1	A study in	The student should be able to know -	4	19
formative	illocutionary	watercolor	.the trends of art education		
assessment (daily	. method	painting	to The student should be able-		
exams, class	Metacognition -2	techniques	understand the importance of art		
discussion,	.method		education and its objectives.		
homework	Method of -3		The student should be able to -		
assignments and	solving		perform various types of artistic		
up, -their follow	.roblemsp		.works		
classroom					
.(calendar					
or Formative	The -1	A study in	The student should be able to know -	4	20
formative	illocutionary	watercolor	.the trends of art education		
assessment (daily	. method	painting	The student should be able to -		
exams, class	Metacognition -2	techniques	importance of art understand the		
discussion,	.method	•	education and its objectives.		
homework	Method of -3		The student should be able to -		
assignments and	solving		perform various types of artistic		
up, -their follow	.problems		.works		
classroom	.problems		WOINS		
.(calendar					
Formative or	The -1	Drawing	The student should be able to know -	4	21
formative or		three	the trends of art education	"	41
	illocutionary				
assessment (daily	. method	dimensional	The student should be able to -		
exams, class	Metacognition -2	geometric	understand the importance of art		
discussion,	.method	shapes in	ducation and its objectivese		
homework	Method of -3	watercolor	The student should be able to -		
assignments and	solving		perform various types of artistic		
up, -their follow	.problems		.works		
	-				
classroom	-				
.(calendar	-				_
	The -1 illocutionary	Painting still life in	The student should be able to knowthe trends of art education	4	22

assessment (daily exams, class	. method Metacognition -2	watercolor	The student should be able to - understand the importance of art		
discussion, homework assignments and	.method Method of -3 solving		.tion and its objectiveseduca The student should be able to - perform various types of artistic		
up, -their follow classroom .(calendar	.problems		.works		
Formative or formative assessment (daily exams, class ,discussion homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Painting still life in watercolor	The student should be able to knowthe trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	23
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 . method Method of -3 solving .problems	Drawing a human face in watercolor	The student should be able to knowthe trends of art education The student should be able to - understand the importance of art .education and its objectives to The student should be able- perform various types of artistic .works	4	24
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow m classroo .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Drawing a human face in watercolor	The student should be able to knowthe trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - of artistic perform various types .works	4	25
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Drawing the human body in watercolor	The student should be able to knowthe trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	26
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Drawing the human body n watercolori	The student should be able to knowthe trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	27
Formative or formative	The -1 onary illocuti	Landscape painting in	able to know The student should be- the trends of art education	4	28

assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	. method Metacognition -2 .method Method of -3 solving .problems	watercolor	The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works		
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method tion Metacogni -2 .method Method of -3 solving .problems	Landscape painting in watercolor	The student should be able to knowart education the trends of The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	29
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Practical exam	The student should be able to knowthe trends of art education should be able to The student- understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	30

#### Course evaluation .11

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

# Learning and teaching resources .12 For And colors Planning book Baghdad University / Haider Kazem . the beautiful Arts College / And By planning Related Books Watercolor In colours drawing And foreign Arabic And By planning Related Books Recommended supporting books and references

Watercolor In colours drawing	(scientific journals, reports)
And foreign Arabic	
And Youtube in Artists Channels	Electronic references, Internet sites
Planning With education competent	
Watercolor In colours And drawing	

# Decoration (Arabic)Course description form

	Course name .1		
	Islamic And the decoration Arabi Line		
	Course code .2		
	Semester/year .3		
	2024-2025		
T	he date this description was prepared .4		
	10-3-2025		
	Available forms of attendance .5		
	My presence		
(Number of study	hours (total) / number of units (total .6		
	90		
(mentioned Name of the course add	ministrator (if more than one name is .7		
ali.ahmed90@t	u.edu.iq : Email Ali Ahmed Khadir :Name		
	Course objectives .8		
Education Ministry Replenish in Specialized With angels Education material teaching high Schools in Artistic . school from Students Enable And Arabi Line knowledge And a Islamic the decoration Artistic His message receipt . And society Students to	Objectives of the study subject		

D 1: .: C1		
Realization Strengthen	•	
And jobs With goals Students		
And the Arabi Line		
Islamic decoration		
And And artistic Educational		
. And social psychological		
Line skills Students gain	•	
And the decoration Arabi		
. Islamic		
Basis Students identification	•	
And the Arabi Line		
that Islamic decoration		
from Empower them		
. Its types all knowledge		
h Wit Students education	•	
He that the theory foundations		
Arabi Line on her depends		
Islamic And the decoration		
To Employ it And how		
. Recipients on influence		
		Teaching and learning strategies .9

# **Teaching and learning strategies .9**

. Illocutionary method -1	The strategy
. Knowledge behind what road -2	
. the problems Solution road -3	

				Cou	rse structure .10
Evaluation	Learning	Name of	Required	hours	the week
method	method	the unit or	learning		
		topic	outcomes		
Formative or	The -1	Arabic	The origins	3	the first
formative	illocutionary	calligraphy	and		
assessment	. method	and Islamic	development		
daily exams, )	-2	decoration	of writing		
class	Metacognition	decoration	or writing		
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	_				
classroom					
.(calendar					
Formative or	The -1	Arabic	Materials	3	the second
formative	illocutionary	calligraphy	used in		
assessment	. method	Tamigraphy	asea m		

daily exams, ) class discussion, homework assignments and their up, -follow classroom .(ndarcale	-2 Metacognition .method Method of -3 solving .problems	and Islamic decoration	writing before the ) (paper era of		
Formative or formative assessment daily exams, ) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Figure (clay (tablets	3	the third
Formative or formative assessment ,daily exams) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Parchment and leather	3	the fourth
Personal evaluation semester and ) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	papyrus	3	Fifth
Formative or formative assessment daily exams, ) class	The -1 illocutionary . method -2 Metacognition	Arabic calligraphy and Islamic decoration	Paper and the impact of its manufacture on intellectual	3	VI

discussion,	.method		life		
homework	Method of -3		IIIe		
assignments	solving				
and their	.problems				
up, -follow	.prootenis				
classroom					
.(calendar					
Formative or	The -1	A 1 ·	II. 1 C	2	C 41
formative		Arabic	History of	3	Seventh
	illocutionary	calligraphy	Arabic		
assessment	. method	and Islamic	writing		
daily exams, )	-2	decoration	_		
class	Metacognition				
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Arabic	Arabic	3	VIII
formative	illocutionary	calligraphy	calligraphy in		
assessment	. method	and Islamic	early Islam		
daily exams, )	-2	decoration	Carry Islam		
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	-				
classroom					
.(calendar					
Formative or	The -1	Arabic	Arabic	3	Ninth
formative	illocutionary	calligraphy	calligraphy in	J	1 (22242
assessment	. method	~	0 1 0		
daily exams, )	-2	and Islamic	the Umayyad		
class	Metacognition	decoration	era		
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	·Prostatio				
classroom					
.(calendar					
Personal	electronic	Arabic	Arabic	3	The tenth
evaluation	Ciconomic			3	THE WHILL
semester and )		calligraphy	calligraphy in		
final exams to		and Islamic	the Abbasid		
issue		decoration	era		
differentiation					
judgments					
Judginenis					

1 4					
between					
students and					
judgments of					
success and					
.(failure	TT1 4	. 1.	TT1		1 .1
Formative or	The -1	Arabic	The most	3	eleventh
formative	illocutionary	calligraphy	famous		
assessment	. method	and Islamic	calligrapher		
daily exams, )	-2	decoration	of the		
class	Metacognition	decoration	Abbasid era		
discussion,	.method				
homework	Method of -3		(Ibn Muqla)		
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Arabic	Son of the	3	twelveth
formative	illocutionary	calligraphy	doorman		
assessment	. method	and Islamic			
daily exams, )	-2				
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	•				
classroom					
.(calendar					
Formative or	The -1	Arabic	-Yaqut Al	3	Thirteenth
formative	illocutionary	calligraphy	Mustasami		
assessment	. method	and Islamic	TVT CO		
daily exams, )	-2				
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	1				
classroom					
.(calendar					
Formative or	The -1	Arabic	Contemporary	3	fourteenth
formative	illocutionary	calligraphy	calligraphers		
assessment	. method		Carrigraphers		
daily exams, )	-2	and Islamic			
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
and then	.prootenis	<u> </u>	1	l	

un fallarr				Ī	
up, -follow classroom					
.(calendar					
Personal	electronic	A malai a	Mandalry	2	Eift a seetle
evaluation	electronic	Arabic	Monthly	3	Fifteenth
		calligraphy	exam		
semester and )		and Islamic			
final exams to		decoration			
issue					
differentiation					
judgments					
between					
students and					
judgments of					
success and					
.(failure					
Formative or	The -1	Arabic	Aestheticism	3	Chapter -First
formative	illocutionary	calligraphy	in Arabic		Two
assessment	. method	and Islamic	calligraphy		
daily exams, )	-2	decoration	camgraphy		
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Arabic	Terms of	3	the second
formative	illocutionary	calligraphy	beautiful		
assessment	. method	and Islamic	calligraphy		
daily exams, )	-2		Camgraphy		
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	1				
classroom					
.(calendar					
	The -1	Arabic	Types of	3	the third
	illocutionary	calligraphy	Arabic		
	. method	and Islamic			
	-2		calligraphy		
	Metacognition	decoration			
	.method				
	Method of -3				
	solving				
	.problems				
	The -1	Arabic	koufi font	3	the fourth
	illocutionary		Kouli loilt	J	ine rourin
		calligraphy			

	. method	and Islamic			
	. memod -2				
	Metacognition	decoration			
	.method				
	Method of -3				
	solving				
	.problems				
	The -1	Arabic	Thuluth line	3	Fifth
	illocutionary	calligraphy		Ü	
	. method	and Islamic			
	-2				
	Metacognition	decoration			
	.method				
	Method of -3				
	solving				
	.problems				
	The -1	Arabic	Naskh line	3	VI
	illocutionary	calligraphy			
	. method	and Islamic			
	-2	decoration			
	Metacognition				
	.method Method of -3				
	solving				
	.problems				
	The -1	Arabic	Persian	3	Seventh
	illocutionary			3	Seventin
	. method	calligraphy	calligraphy		
	-2	and Islamic			
	Metacognition	decoration			
	.method				
	Method of -3				
	solving				
	.problems				
Formative or	The -1	Arabic	Line vamp	3	VIII
formative	illocutionary	calligraphy	•		
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class	Metacognition				
discussion,	.method				
homework	Method of -3				
assignments and their	solving .problems				
up, -follow	.problems				
classroom					
.(calendar					
Formative or	The -1	Arabic	Diwani	3	Ninth
formative	illocutionary	calligraphy	calligraphy	5	TAIIIIII
assessment	. method	and Islamic	Camgraphy		
daily exams, )	-2	anu istalliic			

class	Metacognition	decoration			
discussion,	.method	accoration			
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	T				
classroom					
.(calendar					
Personal	electronic	Arabic	Training in	3	The tenth
evaluation	01000101110		_	3	The tellin
semester and )		calligraphy	writing letters		
final exams to		and Islamic	in Kufic script		
issue		decoration			
differentiation					
judgments					
between					
students and					
judgments of success and					
.(failure					
Formative or	Tl 1	A 1 '	ъ.	2	1 (1
formative	The -1	Arabic	Basic	3	eleventh
	illocutionary	calligraphy	principles in		
assessment	. method	and Islamic	the rules of		
daily exams, )	-2	decoration	decoration		
class	Metacognition				
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar	TD1 4				
Formative or	The -1	Arabic	Geometric	3	twelveth
formative	illocutionary	calligraphy	decorations		
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class	Metacognition	accoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Arabic	Botanical	3	Thirteenth
formative	illocutionary	calligraphy	motifs		
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class	Metacognition	accoration			
discussion,	.method				

homework assignments and their up, -follow classroom .(calendar	Method of -3 solving .problems				
Formative or formative assessment daily exams, ) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Animal motifs	3	fourteenth
Personal evaluation semester and ) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	Monthly exam	3	Fifteenth

	Course evaluation .11
Distribution of the grade out of 10	0 according to the tasks assigned to the student,
such as daily preparation,	daily, oral, monthly, written exams, reports, etc
	Learning and teaching resources .12
And its His upbringing Arabi Line	(methodology, if any) Required textbooks

	Alusi-Al fair / development
(Main references (sources	/ Arabi-Al Line photographer
	Calligrapher Mohammed Hashem
Recommended supporting books and	Artistic researcher magazine
(references (scientific journals, reports	Artistic And research Reports
Electronic references, Internet sites	application on the date Arts Sites
	With you Elvis

# **Course description form**

# **Course description**

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program .description

-College of Education for Human Sciences Tikrit University	Institution Educational		
Department of Art Education	department /center		
English	Course name/ code .3		
My presence	Available attendance forms .4		
2024-2023	Semester /year .5		

60	Number of study hours ( ( total				
2023/2/10	this description was Date .7				
Course objectives .8					
Preparing a conscious generation with the ability and	knowledge of the English -1				
language					
Developing the cultural level and increasing awareness -2					
keeps pace with developments in the cultural world -3					
Informing students of the most important basics in the English language subject -4					
Developing the student's educational skills in the English language subject -5					

Course outcomes and teaching, learning and evaluation .9
methods
Cognitive objectives -A
Knowledge of vocabulary and meanings of the English -A1
language
Knowing the tenses in the English language -A2
Solve the exercises -A3
Knowing how to formulate sentences -A4
The skills objectives of the course -B
Provide a summary of the topic -B1
Expanding the discussion and listening to all the students - B2
in the class
Interconnection of ideas between the material and the -B3
discussion session
and learning methods
Method of giving lectures -1
Student groups -2
workshops -3
Reports and studies -4
available means of explanation in topics that require it Use -5
the audience -6
Evaluation methods
Daily preparation of the material and effective discussion -1
using a method or style of critical thinking
and monthly written exams monthly-Daily, semi -2
and final exams Semester -3
The method of facial expression -4
Reports and studies -5
Daily attendance -6
Emotional and value goals -C
Developing the thinking skill according to the student's -C1
ability and moving him to a higher level of thinking
and enhance the critical thinking strategy in Develop -C2
learning
Benefiting from external sources related to the English -C3
language subject, such as local and international reports
Collecting examples and information from reality about -C4
subject and addressing the problems the English language
facing students in learning the English language

#### and learning methods

- The first semester exam is divided into a monthly exam + a -1 (daily exam (25 marks
- The second semester exam is divided into a monthly exam + -2 (exam (25 marks a daily

#### **Evaluation methods**

- Exams of all kinds -1
  - Facial expression -2
- Reports and studies -3
- Feedback from students -4

Transferable general and qualifying skills (other skills -D .(related to employability and personal development

- communication Verbal -D1
  - Teamwork -D2
- Written communication -D3
- Analysis and verification -D4
  - Time management -D5
- Planning and organization -D6

			Cou	rse struc	ture.10
Evaluation method	Teaching method	Name of the unit topic/	Required learning outcomes	hours	the week
Tests attendance/rep/	My presence	first unit	Introduction to English language	2	1
Tests	My	first unit	Numbers and		
attendance/re/ ports	presence		pronouns	2	2
Tests	My	first unit	Numbers and		
attendance/re/ ports	presence		pronouns	2	3
Tests	My	unit first	Exercises		
attendance/re/ ports	presence			2	4
Tests	My		Tenses		
attendance/re/ ports	presence	the second		2	5
Tests	My		Tenses		
attendance/re/ ports	presence	the second		2	6
Tests	My		Exercises		
attendance/re/ ports	presence	the second		2	7
Tests	My		Verbs		
attendance/re/ ports	presence	Third		2	8
Tests	My		Exercises and		
attendance/re/ ports	presence	Third	passage	2	9
Tests	My		Exercises		
attendance/re/ ports	presence	Third		2	10
Tests	My		Exam		
attendance/re/ ports	presence	Fourth		2	11
Tests	My	Fourth	Verbs	2	12

attendance/re/	presence				
ports					
Tests	My		Verbs		
attendance/re/	presence	Fourth		2	13
ports					
Tests	My		Exercise		
attendance/re/	presence	Fifth		2	14
ports	_				
Tests	My		Exercises and		
attendance/re/	presence	Fifth	passage	2	15
ports	_				
Tests	My		Exercises		
attendance/re/	presence	Fifth		2	16
ports	_				
Tests	My		Tenses		
attendance/re/	presence	Six		2	17
ports	_				
Tests	My		Exercises		
attendance/re/	presence	Six		2	18
ports	_				
Tests	My		Colors and		
attendance/re/	presence	Six	synonyms	2	19
ports	_				
Tests	My		Sentences		
attendance/re/	presence	Seven		2	20
ports	_				
Tests	My		Exercises		
attendance/re/	presence	Seven		2	21
ports	_				
Tests	My		Exam		
attendance/re/	presence	Seven		2	22
ports	_				
Tests	My		Tenses		
attendance/re/	presence	Eight		2	23
ports					
Tests	My	77.	Verbs		
attendance/re/	presence	Eight		2	24

. 1					
ports					
Tests	My		Exercises		
attendance/re/	presence	Eight		2	25
ports	presence	8			
Tests	My		sentences		
	IVI		Sentences		
attendance/re/	presence	Nine		2	26
ports					
Tests	My		Exercises		
attendance/re/	•	Nine		2	27
	presence	TVIIIC			2,
ports					
Tests	My		Composition		
attendance/re/	presence	Nine		2	28
ports	Presence				
Tests	M		Exercises		
	My		LACICISCS		
attendance/re/	presence	tenth		2	29
ports	_				
Tests	My				
attendance/re/	•	tenth		2	30
	presence	tentn			30
ports					

	Infrastructure .11
Head way plus	Required prescribed -1 books
bookHead way plus	(references (sources -2
Scientific reports, magazines, and books related to learning the English language	Recommended books and f (interpretation of the property of the
Google,you tube	Electronic references , (ب,Internet sites

# Course development plan .12

- place in the Adding vocabulary to the curriculum as part of the development taking .course, at a rate not exceeding 5%
  - Holding seminars and conferences aimed at updating school curricula Follow up on scientific developments in the field of specialization -

English Reconsidering the methodological literature circulating in teaching the -
language subject at the University of Tikrit and the rest of the Iraqi universities
and making them compatible with each specialty
Motivating students to learn the English language -

Name of the judge .1
the art of acting
code Resolution .2
Semester/year .3
2025-2024
The date this description was prepared .4
2025/3/13
For available availability .5
() Number of academic hours () / Number of units .6
(90)-(90)
(person The name of the judge (if more than the name of the prohibited .7
mozahim.k.hussen@tu.edu.iq: Email Professor Mozahim Khudair Hussen: Name
Objectives of the judiciary .8
Providing the Ministry of Education with specialized personnel, especially -1
the classroom activist
curriculum to education and Students must transfer part of the -2

proportionality

# Teaching the student performance skills and thus controlling the school -3 curriculum

# Increase literary boldness and weights -4

#### Creative goals -A

- to the student will be able That -1 understand the conductivity of metabolism
- Punitive learning gives the student -2 . the same amount of creativity
  - Practicing exercise after the -3 student leaves the educational mode . to a new educational mode
- The student should be able to 4 the objectives of the know submissions that carry the directorial vision
  - be aware of should The student -5 the importance of reciprocal principles in the method of persuading and influencing the audience

Objectives of the study subject

#### Choosing teaching and learning .9

.to set a good example among those around him The student seeks-1

.The general separation of good values -2

.The emergence of the driving forces of affectivity -3

The strategy

System of government .10					
Evaluation	Learning	Name of	Required	hours	the
method	method	the unit	learning		week
		or topic	outcomes		
Daily testing	lecture	the art of	since then	3	1
		acting			
Daily testing	lecture	the art of	The phenomenon	3	2
		acting	of similarity		
Oral test	Discussion	the art of	Alternative	3	3
		acting	concept		
Daily testing	Psychological	the art of	Specificity of	3	4
	bombardment	acting	representation		
Daily testing	lecture	the art of	Metabolic methods	3	5

Daily testing lecture the art of acting Semester test Tested the art of acting Daily testing a lecture the art of acting Semester exam acting Daily testing a lecture the art of acting Stanislavsky  Oral test a lecture the art of Realism/naturalism 3	-6 7 8
Semester test Tested the art of acting Daily testing a lecture the art of acting Stanislavsky  Oral test a lecture the art of Realism/naturalism 3	7
Semester test Tested the art of acting Semester exam acting  Daily testing a lecture the art of acting Stanislavsky  Oral test a lecture the art of Realism/naturalism 3	
Daily testing a lecture the art of acting Stanislavsky  Oral test a lecture the art of Realism/naturalism 3	
Daily testing a lecture the art of Realism 3 acting Stanislavsky  Oral test a lecture the art of Realism/naturalism 3	8
Oral test a lecture the art of Realism/naturalism 3	O
Oral test a lecture the art of Realism/naturalism 3	
	9
acting	,
Daily testing a lecture the art of Andre – Natural 3	10
a recture the art of Andre – Natural acting Antoine	10
	11
	11
Daily testing a lecture the art of Steps to 3	12
	12
acting understanding	
personality personality	
Daily testing a lecture the art of Realistic 3	14
acting performance	
Semester test Tested the art of Semester exam 3	15
acting	
Daily testing lecture a the art of Irritability 3	16
acting	
Daily testing a lecture the art of Epic/educational 3	17
acting theatre	
Applied a lecture the art of Curriculum play 3	18
tested acting	
Applied a lecture the art of Curriculum play 3	19
tested acting	
Applied a lecture the art of Euro classification 3	20
tested acting concept concept	
Semester test Tested the art of Semester exam 3	21
acting	
Daily testing a lecture the art of This hadith 3	22
acting	
Daily testing a lecture the art of The modern era 3	23
acting	
Daily testing Psychological of the art DC tamper 3	24
bombardment acting	
Daily testing a lecture the art of Improvisation 3	25
acting	
Daily testing a lecture the art of Children's plays 3	26
acting	

Daily testing	a lecture	the art of	Influences in	3	27
		acting	kindergarten		
Applied	a lecture	the art of	Focus on	3	28
tested		acting	relaxation		
Daily testing	a lecture	the art of	Rhythm in acting	3	29
		acting			
Semester	Exam	the art of	Separation test	3	30
exam		acting			

	Judge's evaluation .11									
according to the student's choice of daily Distribution of a score out of 10										
.preparation, daily, oral, monthly, written exams, reportset										
	Learning and teaching resources .12									
The book Principles of the Art of	(Specific books (methodology found									
written by Dr. Sami Abdel - Acting	, i									
Hamid										
Theories of the art of writing Dr. Ageel	(Main references (sources									
Mahdi Youssef										
Director in Contemporary Theater,										
written by Saad Ardash										
Foundations in theories and writing by	Supporting books and references that cuts									
Sharqawi-Jalal Al										
1	(scientific journals, reports)									
The theater library is available on	Electronic references, Internet sites									
the Telegram application										
Takra website										

# Academic the program a description model

name University: University Tikrit
College/Education College of Institute For science Humanity
Section Scientific: Sciences Department The Quran And education Islamic
name the program Academic or Professional: Bachelor's degree. Sciences The Quran And education Islamic
name Certificate Final: Bachelor's degree Sciences in The Quran And education Islamic.
the system Academic: semesterly/ yearly
date Preparation: Description2/12/2024
date Fill: File2/19/2024
Signature: Signature:
name president Section: .A M. Dr. Aqeel slave Glorious happy name Associate Scientific: .A Dr
Rashid Nice
Date: Date:
Check File from before:
Section a guarantee the quality And performance University
name boss Section a guarantee the quality And performance University:
the date
signature the
Authentication .Mr Dean

#### 1. Vision the program

Preparation generation Conscious Know that party Resurrection Defunct He was he have Excellence ethnic And my doctrine And it was violates A'raf-Al International And humanity

- 1- Publish Doctrine Nationalism The correct one For people Everyone.
- 2- Make life Civilian after 2003 is an example example He leads by with it in life The individual And society in all Iraq.
- 3- Standing on Most important Negatives that her job party Resurrection And stay away about her And we work on Curriculum Debt Islamic.
- 4- Awareness the society Islamic With what it He did party Resurrection By the people The Iraqi from Violations Screaming.
- 5- Highlight value Science And his role in happiness the society.

#### 2. Message the program

Replenish the society With cadres Scientific Sober Possess Ability on to publish principles Debt Islamic in Different fields life To achieve Pride And reassurance in The world And the afterlife.

#### 3. Goals the program

- 1- Acceptance Students With level scientific good And development Their qualifications And motivate her In a way correct.
- 2- Graduation generation Conscious And a believer By message Godliness , And he performs it as Command God Come here
- 3- Graduation Def at from Students for them Possibilities in area Laws And throwing lessons And lectures in rights Human.
- 4- Building Students We are able on Confrontation Challenges that Facing Nation And stand up on Suspicions that surround With it.
- 5- Preparation generation from Preachers And scientists Whose They carry Doctrine Nationalism The correct one And display it For people.
- 6- Judiciary on Ideas Baathism that I entered on Communities Islamic.
- 7- Invitation the people to Unit Nationalism on Hoda book God And a year messenger God (may God (bless him and grant him peace God on him And peace be upon him.
- 8- The call to Moderation And moderation.
- 9- Fight Hyperbole And extremism And stand up With a face Doctrines Destructive that You try distortion Islam And repel the people about him, And reply on Their suspicions, And their ideas Falsehood And stand up no Equality between children The people the one.

#### 4. Accreditation Programmatic

no There is			

# 5. Influences External The other

no There is

6. Structural the program								
comments	The ratio	<b>lonliness Study</b>	number	structure the				
	Centenary		Courses	program				
Basic		60	60	requirements				
				Enterprise				
			Yes	requirements				
				the college				
			Yes	requirements				
				Section				
			nothing	Training				
				Summer				
				Other				

<sup>\*</sup> maybe that Includes Notes While if He was The decision Basic or my choice.

7. a description the program										
hours A	pproved	name The decision	Code The decision	Year/ level						
		or Course	or Course							
		crimes party		2023-2024						
	theoretical	Resurrection		second/						
		Defunct		morning						

# 8. Outputs Learning Expected For the program

Knowledge	
	urge And encouragement Students on
	Importance to learn love Home, where
	expansion for them Horizons Scientific And
	the process And life, and finding
	Opportunities a job more. addition to to
	publish Debt Islamic around The world,
	corrected Ideas Baathism False around Our
	gionreli Allow.
Skills	
	expansion skills Students in to understand
	Rights And duties direction Motherland.
	broke down roadblock the fear from talking
	And expression in rights Human And stay
	away on all what he Wrong or forged.
Value	
	development Capabilities Students on
	sharing Ideas And opinions.
	Disclosure About what in self from ideas
	And feelings towards matters life And from
	Include it Subject Scientific in what Regards
	to learn And development love Belonging
	For the country.
O Stratagies adjustion And learning	

# 9. Strategies education And learning

- to explain Subject Scientific According to Curriculum The follower.
- urge Students on Share Interactive.
- the answer on all questions With what Regards crimes party Resurrection

Defunct And engage Larger Saucepan maybe from Students.

#### 10. Methods Evaluation

Exams weekly And monthly And daily And an exam end the year

#### 11. The Authority Teaching

#### **Members body Teaching**

Preparatio	n	Requirements/ skills( n	Specializat	Rank	
Commission		Found)		Scientific	
Teaching					
lecturer	angel		private	general	
	angel		Master's	Sciences	Teacher
			Sciences	The	assistant
			The	Quran	
			Quran	And	
			And	education	
			education	Islamic	
			Islamic		

			r •	
1101/0	lanmant	Dra	toccions	
DEVE	lopment	PIU	iessiuia.	

**Guidance Members body Teaching The new ones** 

**Development Professional members For body Teaching** 

#### 12. Standard admissions

#### 13. The most important sources the information on the program

book crimes party Resurrection Defunct Established from Ministry

#### 14. Plan development the program

Enter means Educational Modern, (Power Point)

	a plan skills the program														
	Outputs Learning required from the program														
	Val	ue			Ski	lls		K	now	ledg	ge	Basic	name The	Code	Year
												Mothe	decision	The	/
												r my		decisio	level
												choice		n	
С	С	С	С	В	В	В	В	Α	Α	Α	Α				2023
4	3		1	4	3	2		4	3	2	1				-
		2					1								2024
	*					*					*	Basic	crimes		
													party		
													Resurrecti		
													on Defunct		

<sup>\*</sup> Please situation Signal in Squares the interview For outputs Learning Individuality from the program Submissive yum To meet

# model a description The decision

1. Name The decision
crimes party Resurrection Defunct
2. Symbol The decision
M. M Arabism slave God Hussein
3. Semester/ year
2023-2024
4. Date Preparation this the description

## 2/12/2024 5. Forms the audience Available My presence 6. Number hours Academic( total)/ number Units( total) 60 7. Noun responsible The decision Academic (if more from name Mentionsed) Name: .M M. Arabism slave God Hussein Email: oraba-abdallah@tu.edu.ig 8. Goals The decision Gain Students be informed Goals Subject Scholarship Vocabulary crimes party Resurrection Defunct more And expression And talk Braim party Resurrection Defunct And violations Really Iragis. to learn Students Skill Learning And the casting And a receipt The information The correct one to learn rules Laws International For defense on rights Iraqis. to learn Skill Listening. 9. Strategies education And learning 1- Strategy education Planning Concept The strategy Cooperative. 2- Strategy education Storming Mental. 3- Strategy education series Notes 10. Structure The decision road road **Outputs Learning** the week name hours **Evaluation** Unit or Learning required

the topic

Exams

weekly

to explain

Gain Students be

informed Vocabulary

2

2

1

2

And	Subject	crimes party	2	3
monthly	Scientific	Resurrection	2	4
And daily	Scientific	Defunct more And	2	5
And	According to	expression And talk	2	6
editorial	Curriculum	With all what	2	7
And an	Curriculum	happened For Iraq	2	8
exam end	The follower	from Woes And my	2	9
the year.		tragedy For Iraq.	2	10
	•	to learn Students	2	11
	urge	Diction And art	2	12
	Students on	Public speaking To	2	13
Students on	Students on	deliver all what he	2	14
	Share	from Like him that It	2	15
	Interactive.	is clear all what		
	interactive.	hestC Really Iraqis		
	to explain	from crimes And		
	Threads for	wars And woes And		
	every Theme	my tragedy And he		
	by Students	was tempted		
	And engage	because of		
	Larger	Governments		
	Saucepan	Defunct.		
	maybe from			
	Students.			

#### 11. Evaluation The decision

Exam the chapter the first And it is divided to Exam Monthly And two days(25) and an exam the chapter the second Divides to Exam Monthly And my day(25) and it will be the exam Final From(50).

# book crimes party Resurrection Books decided Required( methodology that Defunct Found) books Courses from Ministry Such as book party Resurrection Defunct

•	
	Books And references chock that recommend
	In it( magazines Scientific, reports)
	the reviewer Electronic, websites The
	Internet

# **Decoration (Arabic)Course description form**

Course name .1	
Islamic And the decoration Arabi Line	
Course code .2	
Semester/year .3	
2024-2025	
The date this description was prepared .4	
10-3-2025	
Available forms of attendance .5	
My presence	
of study hours (total) / number of units (total .6	(Number of stu
90	
nistrator (if more than one name is mentioned .7	(Name of the course administrate
ned90@tu.edu.iq : Email Ali Ahmed Khadir :Name	ali.ahmed90
Course objectives .8	
Objectives of the study subject	Education Ministry Replenish in Specialized With angels Education material teaching high Schools in Artistic . school from Students Enable And Arabi Line knowledge And a Islamic the decoration

Teaching and learning strategies .9

. Knowledge behind what road -5

. the problems Solution road  $\,$  -6

	structure Course .10				
Evaluation method	Learning method	Name of the unit or	Required learning	hours	the week
memou	methou		J		
		topic	outcomes		
Formative or	The -1	Arabic	The origins	3	the first
formative	illocutionary	calligraphy	and		
assessment	. method	and Islamic	development		
daily exams, )	-2		-		
class	Metacognition	decoration	of writing		
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	_				
classroom					
.(calendar					

Formative or formative assessment daily exams, ) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy Islamic and decoration	Materials used in writing before the ) (era of paper	3	the second
Formative or formative assessment daily exams, ) class discussion, homework assignments and their up, -follow oom classr .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	clay ) Figure (tablets	3	the third
Formative or formative assessment daily exams, ) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Parchment and leather	3	the fourth
Personal evaluation semester and ) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	papyrus	3	Fifth
Formative or formative	The -1 illocutionary	Arabic calligraphy	Paper and the impact of its	3	VI

assessment ,daily exams)	. method -2 Metacognition .method Method of -3 solving .problems	and Islamic decoration  Arabic	manufacture on intellectual life  History of	3	Seventh
formative assessment daily exams, ) class discussion, homework assignments and their up, -follow classroom .(calendar	illocutionary . method -2 Metacognition .method Method of -3 solving .problems	calligraphy and Islamic decoration	Arabic writing	J	
Formative or formative assessment daily exams, ) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Arabic calligraphy in early Islam	3	VIII
Formative or formative assessment daily exams, ) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Arabic calligraphy in the Umayyad era	3	Ninth
Personal evaluation semester and ) final exams to	electronic	Arabic calligraphy and Islamic decoration	Arabic calligraphy in Abbasid the era	3	The tenth

		T	1		,
issue differentiation judgments between students and judgments of					
success and					
.(failure					
Formative or	The -1	Arabic	The most	3	eleventh
formative	illocutionary	calligraphy	famous		
assessment	. method	and Islamic	calligrapher		
daily exams, )	-2	decoration	of the		
class discussion,	Metacognition .method		Abbasid era		
homework	Method of -3		(Ibn Muqla)		
assignments	solving		(Ion Waqia)		
and their	.problems				
up, -follow	·proorems				
classroom					
.(calendar					
Formative or	The -1	Arabic	Son of the	3	twelveth
formative	illocutionary	calligraphy	doorman		
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class	Metacognition				
,discussion homework	.method Method of -3				
assignments	solving				
and their	.problems				
up, -follow	·proorems				
classroom					
.(calendar					
Formative or	The -1	Arabic	-Yaqut Al	3	Thirteenth
formative	illocutionary	calligraphy	Mustasami		
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class discussion,	Metacognition .method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	.P. Colemb				
classroom					
.(calendar					
Formative or	The -1	Arabic	Contemporary	3	fourteenth
formative	illocutionary	calligraphy	calligraphers		
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class discussion,	Metacognition .method				
uiscussioii,	.memod				

homework	Method of-3				
assignments	solving				
and their	.problems				
up, -follow	.problems				
classroom					
.(calendar					
Personal	electronic	Arabic	Monthly	3	Fifteenth
evaluation	Ciccironic		Monthly	3	rmeenm
and semester)		calligraphy	exam		
final exams to		and Islamic			
		decoration			
issue					
differentiation					
judgments					
between					
students and					
judgments of					
success and					
.(failure					
Formative or	The -1	Arabic	Aestheticism	3	Chapter -First
formative	illocutionary	calligraphy	in Arabic		Two
assessment	. method	and Islamic	calligraphy		
daily exams, )	-2	decoration	• and supply		
class	Metacognition	uccoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Arabic	Terms of	3	the second
formative	illocutionary	calligraphy	beautiful		
assessment	. method	and Islamic	calligraphy		
daily exams, )	-2	decoration	camgraphy		
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
	The -1	Arabic	Types of	3	the third
	illocutionary	calligraphy	Arabic		
	. method	and Islamic	calligraphy		
	-2	decoration	Carrigraphy		
	Metacognition	decoration			
	.method				
	Method of -3				
1	solving			i I	

	.problems				
	The -1	Arabic	koufi font	3	the fourth
	illocutionary	calligraphy	110 011 10110	5	
	. method	and Islamic			
	-2				
	Metacognition	decoration			
	.method				
	Method of -3				
	solving				
	.problems				
	The -1	Arabic	Thuluth line	3	Fifth
	illocutionary	calligraphy			
	. method	and Islamic			
	-2	decoration			
	Metacognition	decoration			
	.method				
	Method of -3				
	solving				
	.problems The -1	A 1 ·	NT 11 1'	2	τ 7τ
	illocutionary	Arabic	Naskh line	3	VI
	. method	calligraphy			
	-2	and Islamic			
	Metacognition	decoration			
	.method				
	Method of -3				
	solving				
	.problems				
	The -1	Arabic	Persian	3	Seventh
	illocutionary	calligraphy	calligraphy		
	. method	and Islamic	ouring ruping		
	-2	decoration			
	Metacognition	decoration			
	.method				
	Method of -3				
	solving				
F	.problems	, a.	т.	~	* ****
Formative or	The -1	Arabic	Line vamp	3	VIII
formative	illocutionary	calligraphy			
assessment daily exams, )	. method	and Islamic			
class	-2 Metacognition	decoration			
discussion,	method.				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	.P. Colemb				
classroom					
.(calendar					
Formative or	The -1	Arabic	Diwani	3	Ninth

formative assessment daily exams, ) class discussion, homework assignments and their up, -follow classroom	illocutionary . method -2 Metacognition .method Method of -3 solving .problems	calligraphy and Islamic decoration	calligraphy		
evaluation semester and ) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	Training in writing letters in Kufic script	3	The tenth
Formative or formative assessment ,daily exams) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Basic principles in the rules of decoration	3	eleventh
Formative or formative assessment daily exams, ) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Geometric decorations	3	twelveth
Formative or formative assessment	The -1 illocutionary . method	Arabic calligraphy and Islamic	Botanical motifs	3	Thirteenth

daily exams, )	-2	decoration			
class	Metacognition				
discussion,	.method				
homework	Method of-3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Arabic	Animal motifs	3	fourteenth
formative	illocutionary	calligraphy			
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Personal	electronic	Arabic	Monthly	3	Fifteenth
evaluation		calligraphy	exam		
semester and )		and Islamic			
final exams to		decoration			
issue		decoration			
differentiation					
judgments					
between					
students and					
judgments of					
success and					
.(failure					

## Course evaluation .11

student, Distribution of the grade out of 100 according to the tasks assigned to the such as daily preparation, daily, oral, monthly, written exams, reports, etc

	Learning and teaching resources .12
And its His upbringing Arabi Line	(Required textbooks (methodology, if any
Alusi-Al fair / development	
/ Arabi-Al Line photographer	(Main references (sources
Calligrapher Mohammed Hashem	
Artistic researcher magazine	Recommended supporting books and
Artistic And research Reports	(references (scientific journals, reports
application on the date Arts Sites	Electronic references, Internet sites
With you Elvis	

# **Decoration (Arabic)Course description form**

	Course name .1			
	Islamic And the decoration Arabi Line			
	Course code .2			
	Semester/year .3			
2024-2025				
The date this description was prepared .4				
10-3-2025				
	attendance Available forms of .5			
	My presence			
(Number of study	y hours (total) / number of units (total .6			
	90			
(Name of the course administrator	(if more than one name is mentioned .7			
ali.ahmed90@tu.edu.iq : Email Ali Ahmed Khadir :Name				
	Course objectives .8			
Education Ministry Replenish in Specialized With angels Education material teaching	Objectives of the study subject			

And Arabi Line knowledge And a Islamic the decoration Artistic His message receipt	
. And society Students to  Realization Strengthen •	
And jobs With goals Students And the Arabi Line Islamic decoration	
And And artistic Educational	
. And social psychological	
Line skills Students gain • decoration And the Arabi	
. Islamic	
Basis Students identification •	
And the Arabi Line	
that Islamic decoration	
from Empower them	
. Its types all knowledge	
With Students education •	
He that the theory foundations	
Arabi Line on her depends	
Islamic And the decoration	
To Employ it And how	
. Recipients on influence	
	Teaching and learning strategies .9
. Illocutionary method -7	The strategy

. Illocutionary method -7	The strategy
. Knowledge behind what road -8	
. the problems Solution road -9	

				Cou	rse structure .10
Evaluation	Learning	Name of	Required	hours	the week
method	method	or the unit	learning		
		topic	outcomes		
Formative or	The -1	Arabic	The origins	3	the first
formative	illocutionary	calligraphy	and		
assessment	. method	and Islamic	development		
daily exams, )	-2	decoration	1		
class	Metacognition	decoration	of writing		
discussion,	.method				
homework	Method of -3				

assignments and their up, -follow classroom	solving .problems				
.(calendar					
Formative or	The -1	Arabic	Materials	3	the second
formative	illocutionary	calligraphy	used in	3	the second
assessment	. method	and Islamic			
daily exams, )	-2		writing		
class	Metacognition	decoration	before the )		
discussion,	.method		(era of paper		
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	•				
classroom					
.(calendar					
Formative or	The -1	Arabic	Figure (clay	3	the third
formative	illocutionary	calligraphy	(tablets		
assessment	. method	and Islamic	(55.512.5		
daily exams, )	-2	decoration			
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Arabic	Parchment	3	urththe fo
formative	illocutionary	calligraphy	and leather		
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow classroom					
.(calendar					
Personal	alaatmamia	Anabia	40.040.740.1.0	2	E: 64
evaluation	electronic	Arabic	papyrus	3	Fifth
semester and )		calligraphy			
final exams to		and Islamic			
issue		decoration			
differentiation					
judgments					
between					
students and					
students and					

judgments of					
success and					
.(failure					
Formative or	The -1	Arabic	the Departed	3	VI
formative			the Paper and	3	VI
	illocutionary . method	calligraphy	impact of its		
assessment	. method -2	and Islamic	manufacture		
daily exams, ) class		decoration	on intellectual		
	Metacognition		life		
discussion,	.method		1110		
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Arabic	History of	3	Seventh
formative	illocutionary	calligraphy	Arabic		
assessment	. method	and Islamic	writing		
daily exams, )	-2	decoration	Williams		
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Arabic	Arabic	3	VIII
formative	illocutionary	calligraphy	calligraphy in		
assessment	. method	and Islamic	early Islam		
daily exams, )	-2		Carry Islam		
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	-				
classroom					
.(calendar					
Formative or	The -1	Arabic	Arabic	3	Ninth
formative	illocutionary	calligraphy	calligraphy in		
assessment	. method	and Islamic	the Umayyad		
daily exams, )	-2				
class	Metacognition	decoration	era		
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	*				
classroom					

( 1 1					
.(calendar	1	. 1.		-	m11
Personal	electronic	Arabic	Arabic	3	The tenth
evaluation		calligraphy	calligraphy in		
semester and )		and Islamic	the Abbasid		
final exams to		decoration	era		
issue		accoration	O1 C		
differentiation					
judgments					
between					
students and					
judgments of					
success and					
.(failure					
Formative or	The -1	Arabic	The most	3	eleventh
formative	illocutionary	calligraphy	famous		
assessment	. method	and Islamic	calligrapher		
daily exams, )	-2	decoration	of the		
class	Metacognition	decoration			
discussion,	.method		Abbasid era		
homework	Method of -3		(Ibn Muqla)		
assignments	solving				
and their	.problems				
up, -follow	-				
classroom					
.(calendar					
Formative or	The -1	Arabic	Son of the	3	twelveth
formative	illocutionary	calligraphy	doorman		
assessment	. method	and Islamic			
daily exams, )	-2				
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	_				
classroom					
.(calendar					
Formative or	The -1	Arabic	-Yaqut Al	3	Thirteenth
formative	illocutionary	calligraphy	Mustasami		
assessment	. method	and Islamic			
daily exams, )	-2				
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow	•				
classroom					
.(calendar					
Formative or	The -1	Arabic	Contemporary	3	fourteenth
_ 511113,61 , € 51	1110 1	THAUIC	Contemporary	3	Tourteentii

formative assessment daily exams, ) class discussion, homework assignments and their up, -follow classroom .(calendar	illocutionary . method -2 Metacognition .method Method of -3 solving .problems	calligraphy and Islamic decoration	calligraphers		
Personal evaluation semester and ) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	Monthly exam	3	Fifteenth
Formative or formative assessment daily exams, ) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Aestheticism in Arabic calligraphy	3	Chapter -First Two
Formative or formative assessment daily exams, ) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Terms of beautiful calligraphy	3	the second
.(	The -1 illocutionary . method	Arabic calligraphy and Islamic	Types of Arabic calligraphy	3	the third

	-2	docomatica			
	Metacognition	decoration			
	.method				
	Method of -3				
	solving				
	.problems				
	The -1	Arabic	koufi font	3	the fourth
	illocutionary	calligraphy	110 6 11 10 110	J	10 001011
	. method	and Islamic			
	-2				
	Metacognition	decoration			
	.method				
	Method of -3				
	solving				
	.problems				
	The -1	Arabic	Thuluth line	3	Fifth
	illocutionary	calligraphy			
	. method	and Islamic			
	-2	decoration			
	Metacognition	decoration			
	.method				
	Method of -3				
	solving				
	.problems	. 1.	NT 11 1'		7.77
	The -1	Arabic	Naskh line	3	VI
	illocutionary	calligraphy			
	. method -2	and Islamic			
	Metacognition	decoration			
	method.				
	Method of -3				
	solving				
	.problems				
	The -1	Arabic	Persian	3	Seventh
	illocutionary	calligraphy		3	Seventin
	. method		calligraphy		
	-2	and Islamic			
	Metacognition	decoration			
	.method				
	Method of -3				
	solving				
	.problems				
Formative or	The -1	Arabic	Line vamp	3	VIII
formative	illocutionary	calligraphy	•		
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				

and their	nrahlama				
up, -follow	.problems				
classroom					
.(calendar	T1 1	A 1 ·	D	-	NT' (1
Formative or	The -1	Arabic	Diwani	3	Ninth
formative	illocutionary	calligraphy	calligraphy		
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class	Metacognition	0.0000000000000000000000000000000000000			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Personal	electronic	Arabic	Training in	3	The tenth
evaluation		calligraphy	writing letters		
semester and )		and Islamic	in Kufic script		
final exams to		decoration	1		
issue		decoration			
differentiation					
judgments					
between					
students and					
judgments of					
success and					
.(failure					
Formative or	The -1	Arabic	Basic	3	eleventh
formative	illocutionary	calligraphy	principles in		
assessment	. method	and Islamic	the rules of		
,daily exams)	-2	decoration	decoration		
class	Metacognition	decoration	decoration		
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Arabic	Geometric	3	twelveth
formative	illocutionary	calligraphy	decorations		
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					

classroom					
.(calendar					
Formative or	The -1	Arabic	Botanical	3	Thirteenth
formative	illocutionary	calligraphy	motifs		
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class	Metacognition	accoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Arabic	Animal motifs	3	fourteenth
formative	illocutionary	calligraphy			
assessment	. method	and Islamic			
daily exams, )	-2	decoration			
class	Metacognition	decoration			
discussion,	.method				
homework	Method of -3				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar				_	
Personal	electronic	Arabic	Monthly	3	Fifteenth
evaluation		calligraphy	exam		
semester and )		and Islamic			
final exams to		decoration			
issue		according			
differentiation					
judgments					
between					
students and					
judgments of					
success and					
.(failure					

assigned to the student, Distribution of the grade out of 100 according to the tasks						
such as daily preparation, daily, oral, monthly, written exams, reports, etc						
	Learning and teaching resources .12					
And its His upbringing Arabi Line	(Required textbooks (methodology, if any					
Alusi-Al fair / development						
/ Arabi-Al Line photographer	(references (sources Main					
Calligrapher Mohammed Hashem						
Artistic researcher magazine	Recommended supporting books and					
Artistic And research Reports	(references (scientific journals, reports					
application on the date Arts Sites	Electronic references, Internet sites					
With you Elvis						

Course name .1
Oil colors
Course code .2
Semester/year .3
Annual(2024-2025)
The date this description was prepared .4
2025/3/10
Available forms of attendance .5
My presence
(total) / number of units (total) / Number of study hours .6
120/120
(Name of the course administrator (if more than one name is mentioned .7

Name: Assistant Prof.Dr. Nibras Wafa Badri Email: nibraswafa@tu.edu.iq

Name: Assistant Prof. Dr. Osama Adnan Ali Email:

osamah.aljebory@tu.edu.iq

### Course objectives .8

- Outputs Capabilities development the art area in Universities
- knowledge on Learner Enable Steps according to the art Elements academy
- Educated Realization Strengthen In The drawing With importance people Oily colors

Objectives of the study subject

# Teaching and learning strategies .9

The strategy

#### Course structure .10

Course structure .10								
Evaluatio	Learning	Name of the unit	Required learning	hour	the			
n method	method	or topic	outcomes	S	wee			
					k			
a test	lecture	Oil colors	Colors	4	1			
daily								
a test	lecture	Oily colors	Colors	4	2			
daily								
a test	lecture	Oily colors	Watercolor Colors	4	3			
daily								
a test	lecture	Oily colors	Watercolor Colors	4	4			
daily								
a test	lecture	Oily colors	Acrylic colors	4	5			
daily								
a test	lecture	Oily colors	Acrylic colors	4	6			
daily								
Semester	lecture	Oily colors	Oily Colors	4	7			
exam								
a test	lecture	Oily colors	Oily Colors	4	8			
daily								
a test	lecture	Oily colors	The drawing Tool	4	9			
daily			Oily In colors					
a test	an offer	Oily colors	Silent nature fee	4	10			
daily	Video Clips							
a test	By Learning	Oily colors	Silent nature fee	4	11			

daily	work				
a test	By Learning	Oily colors	Silent nature fee	4	12
daily	work				
a test	By Learning	Oily colors	Silent nature fee	4	13
daily	work				
a test	By Learning	Oily colors	Silent nature fee	4	14
daily	work				
Semester	Exam	Oily colors	Exam	4	15
exam					
a test	an offer	Oily colors	Silent nature fee	4	16
daily	Video Clips				
a test	By Learning	Oily colors	Silent nature fee	4	17
daily	work				
a test	By Learning	Oily colors	Silent nature fee	4	18
daily	work				
a test	By Learning	Oily colors	Silent nature fee	4	19
daily	work				
a test	By Learning	Oily colors	Silent nature fee	4	20
daily	work				
a test	By Learning	Oily colors	Silent nature fee	4	21
daily	work				
a test	By Learning	Oily colors	Silent nature fee	4	22
daily	work	•			
Semester	Exam	Oily colors	Exam	4	23
exam					
a test	an offer	Oily colors	Silent nature fee	4	24
daily	Video Clips	v			
a test	By Learning	Oily colors	Silent nature fee	4	25
daily	work	•			
a test	By Learning	Oily colors	Silent nature fee	4	26
daily	work	J - 1 - 1			
a test	By Learning	Oily colors	Silent nature fee	4	27
daily	work	J - 1 - 1			
a test	By Learning	Oily colors	Silent nature fee	4	28
daily	work	<b>V</b>			
a test	By Learning	Oily colors	Silent nature fee	4	29
daily	work	<i>y</i>			
Semester	Exam	Oily colors	Exam	4	30
exam		311, 231015		1 -	

## Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student,

written exams, reports, etc ,such as daily preparation, daily, oral, monthly				
Learning and teaching resources .12				
	(Required textbooks (methodology, if any			
(Main references (sources				
Arts in Specializes that Research all Recommended supporting books and				
	(references (scientific journals, reports			
magazine -The Academy magazine	Electronic references, Internet sites			
magazine - Tikrit university				
Naboo magazine -Professor				

Course Descri	iption Form
1. Course Name:	
the art of acting	
2. Course Code:	
Assistant Professor .Adnan Hussain Ali	I
3. Semester / Year:	
2024/2025	
4. Description Preparation Date:	
10 -3-2025	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number	of Units (Total)
90	
7. Course administrator's name (mention	all, if more than one name)
Name: Adnan Hussain Ali	Email: dnan.h.ali@tu.edu.iq
8. Course Objectives	
Course Objectives	<ul> <li>Providing the Ministry of Education with staff</li> <li>specialized in teaching art education in secondary</li> </ul>

schools.

- Enabling students to know the correct arts of directing in which the artistic message is delivered to the audience.
- Enhancing students' awareness of the objectives and functions of production to convey the message.
- Providing students with the theoretical foundations on which production depends and its impact on recipients.
- Introducing students to the foundations of artistic education that enable them to know the goals and objectives of the art of directing.
- Providing students with directing skills in various fields of education and life.

#### 9. Teaching and Learning Strategies

#### Strategy

- 1- The introductory method
- 2- Practical application method
- 3- How to solve problems
- 4- How to use visual illustrations

#### 10. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method
	3	the art of acting	the art of	1-The	
the first			acting	introductor	1- Formative or formative
				y method	assessment (daily exams, class
				2- Conduct	ussessive (unity enums, enums
				practical	discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).

	<u> </u>			1	
					2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
the second	3	The phenomenon of similarity	the art of acting	1-The introductor y method 2- Conduct practical exercises	assessment (daily exams, class
the third	3	The concept of representation	the art of acting	1-The introductor y method 2- Conduct practical exercises	assessment (daily exams, class

					between students and judgments of success and failure).
the fourth	3	Specificity of representation	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Fifth	3	Acting methods	the art of acting		1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

six	3	Realistic style	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Seventh	3	Semester exam	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Eighth	3	Realism Stanislavsky	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework

				assignments and their follow- up, classroom calendar).
				2- Personal evaluation (semester
				and final exams to issue
				judgments on differentiation
				between students and judgments
				of success and failure).
				of success and faiture).
Ninth 3 F	Realism/naturalism	the art of acting	1-The introductor	1- Formative or formative
			y method 2- Conduct	assessment (daily exams, class
			practical	discussion, homework
			exercises	assignments and their follow-
				up, classroom calendar).
				2- Personal evaluation (semester
				and final exams to issue
				judgments on differentiation
				between students and judgments
				of success and failure).
tenth 3	Naturalism -Andre Antoine	the art of acting	1-The introductor	1- Formative or formative
	T Intomo	B	y method	assessment (daily exams, class
			2- Conduct practical	discussion, homework
			exercises	assignments and their follow-
				up, classroom calendar).
				2- Personal evaluation (semester

					and final exams to issue		
					judgments on differentiation		
					between students and judgments		
					of success and failure).		
11			1 0				
eleventh	3	Acting steps	the art of acting	1-The introductor	1- Formative or formative		
				y method 2- Conduct	assessment (daily exams, class		
				practical exercises	discussion, homework		
				CACICISCS	assignments and their follow-		
					up, classroom calendar).		
					2- Personal evaluation (semester		
					and final exams to issue		
					judgments on differentiation		
					between students and judgments		
					of success and failure).		
Twelveth	3	Steps to understanding	the art of acting	1-The introductor	1- Formative or formative		
			3		y metho	y method 2- Conduct	assessment (daily exams, class
				practical	discussion, homework		
				exercises	assignments and their follow-		
					up, classroom calendar).		
					2- Personal evaluation (semester		
					and final exams to issue		
					judgments on differentiation		
					between students and judgments		

				of success and failure).
Thirteenth	3	Realistic performance	the art of acting	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
fourteenth	3	Semester exam	the art of acting	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

Fifteenth	3	Epic theatre	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue
					judgments on differentiation between students and judgments of success and failure).
sixteen	3	Epic/educational theatre	the art of acting		1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Seventeenth	3	Dramatization of curricula	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework

					assignments and their follow- up, classroom calendar).  2- Personal evaluation (semester and final exams to issue judgments on differentiation
					between students and judgments of success and failure).
Eighteen	3	Dramatization of curricula	the art of acting	1-The introductor	1- Formative or formative
				y method 2- Conduct	assessment (daily exams, class
				practical exercises	discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
nineteenth	3	The concept of role playing	the art of acting	1-The introductor	1- Formative or formative
				y method 2- Conduct	assessment (daily exams, class
				practical	discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester

					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
The twentieth	3	Semester exam	the art of acting	1-The introductor	1- Formative or formative
				y method 2- Conduct	assessment (daily exams, class
				practical exercises	discussion, homework
				CACICISCS	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
twenty one	3	Modern theater	the art of acting	1-The introductor	1- Formative or formative
				y method 2- Conduct practical	assessment (daily exams, class
					discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments

				of success and failure).
twenty tow	3	Contemporary currents	the art of acting	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty three	3	Stream of absurdity	the art of acting	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twenty four	3	Improvisation	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty fife	3	Children's theater	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow- up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty six	3	Acting in kindergarten	the art of acting	1-The introductor y method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework

				1	T
					assignments and their follow- up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
twenty seven	3	Focus relaxation	the art of acting	1-The introductor	1- Formative or formative
				y method 2- Conduct	assessment (daily exams, class
				practical	discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
twenty eight	3	Rhythm in acting	the art of acting	1-The introductor	1- Formative or formative
			C	y method 2- Conduct	assessment (daily exams, class
				practical	discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester

					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
twenty nine	3	Separation test	the art of acting	1-The introductor	1- Formative or formative
				y method 2- Conduct	assessment (daily exams, class
				practical exercises	discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments
					of success and failure).
41a i men	2	3.5 1.1		4 551	
thirty	3	Monthly exam	the art of acting	1-The introductor	1- Formative or formative
				y method 2- Conduct	assessment (daily exams, class
				practical	discussion, homework
				exercises	assignments and their follow-
					up, classroom calendar).
					2- Personal evaluation (semester
					and final exams to issue
					judgments on differentiation
					between students and judgments

_		
		of success and failure).

### 11 .Course evaluation

- 1- First semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam
- 2--Second semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam
- 3- Final exam 50%

# 12. Learning and teaching resources

Required textbooks (methodology, if any)	The book Principles of the Art of Acting - written by Dr.
	Sami Abdel Hamid
Main references (sources)	Theories of the art of acting, written by Dr. Aqeel Mahdi
	Youssef
	Director in Contemporary Theater, written by Saad Ardash
Recommended supporting books and	Foundations in Acting and Directing Theories, written by
	Jalal Al-Sharqawi
references	
Electronic references, Internet sites	
·	The library is available on the Internet

Course name .1
Department of Art - College of Education for Humanities - Tikrit University
Education
Course code .2
Perspective
Semester /year .3

		2025/2024	2025/2024					
		The date this descrip	otion was prepared	1.4				
		2025/3/13						
		Available forms of attendance .5						
		Presence						
		(Number of study ho	ours (total) / numb	er of units (total .120	/60			
		60)120						
		(Name of the course	administrator (if r	nore than one name	is mention	ed .7		
		: Email Prof. Basim I	Muhammad Ahmed	:Namebasim.m.ahme	ed@tu.edu.	iq		
		Course objectives .8						
.8	art e	iding the Ministry of	ary schools			Object study	of the	
		oling students to kno rtistic and cultural m			/eying	subjec	et	
3- E	Enha	ancing students' awa	reness of the edu	cational, artistic, and	d			
		ural goals and function iding students with k	·		tudvina			
		spective science	nowieuge relateu	to the methods of s	ludyirig			
5- e	nab	le them to Introduci	•					
		erstand the foundation						
		aching students the rules of engineering drawing and applying the rrect laws and rules of perspective						
-		Teaching and learning	<u> </u>					
		(instructional) Lectu	re			The		
		Practical lecture						
		Discussion Model analysis						
		Course structure .10						
		Evaluation method	Learning method	Name of the unit or topic	Require d learning outcom	hou rs	the wee k	

Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	Modeling -1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective	The origins and developm ent of perspective science	2	the first
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	Modeling -1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective	Engineeri ng rules and definition s	2	the secon d
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	Modeling - 1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective	Basic rules and theories	2	the third
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom-follow .(calendar	Modeling - 1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective	The artistic vision of perspecti ve in the Renaissan ce	2	the fourth

Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(failure and	Modeling - 1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective	Types of perspecti ve	2	Fifth
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	Modeling - 1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective	Elements of perspecti ve	2	VI
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom-follow .(calendar	Modeling - 1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective	General characteri stics of perspecti ve	2	Sevent h
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom-follow .(calendar	Modeling - 1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective	Basic concepts of perspecti ve	2	VIII
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	Modeling - 1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective		2	Ninth

Personal evaluation semester and final) exams to issue differentiation judgments between students and success judgments of .(and failure	Modeling - 1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective	Applying basic theories to flat geometric shapes	2	The tenth
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	Modeling - 1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective	Drawing the square and its derivative s in perspecti ve	2	eleven th
Formative or assessment formative daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	Modeling - 1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective	How to place geometric shapes in perspecti ve using geometric projection s	2	twelve th
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	Modeling - 1 . method  Metacognition -2 . method  How to solve -3 .problems	Perspective	Draw a rectangle in perspecti ve	2	Thirte enth
Formative or formative assessment daily exams, class) discussion, homework assignments and their	Modeling - 1 . method  Metacognition -2 . method  How to solve -3	Perspective	Reducing or reducing shapes	2	fourte enth

up, classroom -follow .(calendar	.problems				
Personal evaluation semester and final ) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	Perspective	Monthly exam	2	Fiftee nth

# Course evaluation .11

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

.etc				
Learning and teaching resources .12				
Sheikhly , -Perspective / Al Ismail Ibrahim	(Required textbooks (methodology, if any			
/ Elements of perspective Armand Cassin Perspective/Albert, Falcon Methods of practicing perspective / A. Grosskalo	(references (sources			
Engineering perspective/ Hamouda, Yahya	Recommended supporting books and (references (scientific journals, reports			
History arts sites on the Facebook application	Electronic references, Internet sites			

### Course name .1

	art of diction The
	Course code .2
	Mr. Ziad Helou Jadallah
	Semester/year .3
	2025/2024
Т	The date this description was prepared .4
	2024/2/10
	Available forms of attendance .5
	My presence
(Number of study	y hours (total) / number of units (total .6
	90
(Name of the course administrator	r (if more than one name is mentioned .7
zeadhelleo@tu	<u>.edu.iq</u> : Name: Ziad Helou Jadallah Email
	Course objectives .8
•	Objectives of the study subject Providing the Ministry of -1 Education with specialized in personnel, especially extracurricular activities Enabling students to transfer -2 part of the curriculum to teaching proper pronunciation Teaching the student -3 performance skills as an aid to understanding the curriculum Increasing literary boldness -4 delivery and eloquence during and breaking the barrier of fear  Teaching and learning strategies .9
How to give a lecture -1	The strategy
workshops -2	
Reports and studies -3	
Practical applications -4	
The state of the s	

Performi	ng exercises	in various -5			
		styles			
Inclu	ıding all stu	dents in the -6			
		application			
		-		Course str	ucture .10
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

Evaluation	Teaching	Name of the	Required	hours	the week
method	method	unit/topic	learning		
			outcomes	3	
Daily	lecture	The art of	I		1
testing		diction	the art of speech		
Daily	lecture	The art of	Definition of the	3	2
testing		diction	art of speech		
Oral test	Discussio	The art of	The importance	3	3
	n	diction	of the art of		
			public speaking		
Daily	Mental	The art of	Delivering	3	4
testing	bombardm	diction	methods		
	ent				
Daily	lecture	The art of	Hair styles	3	5
testing		diction			
Daily	lecture	The art of	Novel style	3	-6
testing		diction			
Semester	a test	The art of	Semester exam	3	7
test		diction			
Daily	a lecture	The art of	Representational	3	8
testing		diction	style		
Oral test	a lecture	The art of	Public speaking	3	9
		diction	style		
Daily	a lecture	The art of	Short story style	3	10
testing		diction			
Daily	a lecture	The art of	Story style	3	11
testing		diction			
Daily	a lecture	The art of	Representative	3	12
testing		diction	poetry		
Daily	a lecture	The art of	Speech devices	3	14
testing		diction			
Semester	a test	The art of	Semester exam	3	15
test		diction			
Daily	a lecture	The art of	Relax	3	16
testing		diction			
Daily	a lecture	The art of	moderation	3	17
testing		diction			
Practical	a lecture	The art of	Breathing	3	18
test		diction	control		
Practical	a lecture	The art of	Layers of sound	3	19
test		diction			
Practical	a lecture	The art of	the sound power	3	20
test		diction			

Semester test	a test	The art of diction	Semester exam	3	21
Daily	a lecture	The art of	Types of sounds	3	22
testing Daily	a lecture	The art of	Closed diction	3	23
testing Daily	Mental	The art of	Open casting	3	24
testing	bombardm ent	diction			
Daily testing	a lecture	The art of diction	Improvisation and recitation	3	25
Daily testing	a lecture	The art of diction	Recitation in children's theatre	3	26
Daily testing	a lecture	The art of diction	Types of letters	3	27
Practical test	a lecture	The art of diction	Coloring and diversification	3	28
Daily testing	a lecture	The art of diction	Rhythm in delivery	3	29
Semester exam	Exam	The art of diction	Separation test	3	30

Course evaluation .11
grade out of 100 according to the tasks assigned to the Distribution of the
student, such as daily preparation, daily, oral, monthly, written exams, reports,

.etc

	Learning and teaching resources .12
The Art of Diction by Sami -1	(Required textbooks (methodology, if any
amid and Badri Abdel H	
Hassoun Farid, Part 2	

The art of public speaking, -1	(Main References (Sources
Dr. Hussein Ali Haref and	
Waddah Talib	
The art of speech by -2	
Farhan Bulbul	
Art of Diction by Book: The	Recommended supporting books and
Abdul Wareth Asar	(references (scientific journals, reports
And the Academic Research	
Journal concerned with the art of	
theater and performance	
All sites concerned with	Electronic references, Internet sites
improving sound and	
performance	

1. Course Name:
art history
2. Course Code:
Eman abdul sattar attalaa
3. Semester / Year:
2024-2025
4. Description Preparation Date:
11/3/2025
5. Available Attendance Forms:
Presence
6. Number of Credit Hours (Total) / Number of Units (Total)
60
7. Course administrator's name (mention all, if more than one name)

Name: Eman abdul sattar

attalaa Email:

eman.a.atallah@tu.edu.iq

#### 8. Course Objectives

### **Course Objectives**

Providing the Ministry of Education with staff specialized in

teaching art education in secondary schools.

• Enabling students to know the means of communication

through which the artistic message is delivered to students and

society.

• Enhancing students' awareness of the goals and functions of

personal, personal, collective, folkloric and popular means of

communication.

• Providing students with the skills of communication trends that

occur in various fields of education and life.

• Introducing students to the foundations of media education that

enable them to know the goals and objectives of all types of

means of communication.

• Teaching students the theoretical foundations on which means

of communication depend in their influence on recipients.

### 9. Teaching and Learning Strategies

#### Strategy

- 1- Method of giving lectures
- 2- Student groups
- 3- Workshops
- 4- Reports and studies
- 5- Use available means of clarification in topics that require it
- 6- Attendance
- 7- Using the role-playing method (classroom or attendance only) to address and explain some of the subject's vocabulary
- 8- Writing analytical papers on or outside the subject's vocabulary that are directly related to the topics of art history.

#### 10. Course Structure

Week He	Hours Required Learning	Unit or subject Learning	Evaluation	
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		Outcomes			method
the first	2	Art and man	art history	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving problems.</li></ul>	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
the second	2	Plastic values	art history	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	Formative or formative assessment (daily exams,
the third	2	Primitive art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
the fourth	2	Ancient Egyptian art	art history	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	Formative or formative assessment (daily exams,
Fifth	2	The Middle Kingdom and the Age of Empire	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams,
six	2	Late era	art history	· · · · · · · · · · · · · · · · · · ·	Formative or formative assessment (daily exams,
Seventh	2	Arts of Mesopotamia	art history	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	Formative or formative assessment (daily exams,
Eighth	2	Assyrian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
Ninth	2	Chaldean or Neo- Babylonian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
tenth	2	Achaemenid Persian art	art history	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving</li></ul>	Formative or formative assessment (daily exams,

				problems	and their follow-up, classroom calendar)
eleventh		Early Creek out	ant history	1 The ille outions	Formative or formative
eleventn	2	Early Greek art	art history	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	assessment (daily exams,
twelveth	2	Greek art of the Fourth Age	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
Thirteenth	2	Etruscan art	art history	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
fourteenth	2	Roman art	art history	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
Fifteenth	2	Monthly exam	art history	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
sixteen	2	Indian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
seventeenth	2	Chinese art	art history	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
eighteen	2	Japanese art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	homework assignments and their follow-up, classroom calendar)
nineteenth	2	Sasanian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)

The twentieth	2	Christian art	art history	1-The illocutionary	Formative or formative
				method. 2- Metacognition method. 3-Method of solving	assessment (daily exams,
twenty one	2	Byzantine art	art history	<ul><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	Formative or formative assessment (daily exams,
twenty tow	2	Coptic art	art history	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving</li></ul>	Formative or formative assessment (daily exams,
twenty three	2	Islamic Art	art history	<ul><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty four	2	Romanesque art	art history	<ul><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty fife	2	Gothic art	art history	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving</li></ul>	Formative or formative assessment (daily exams,
twenty six	2	Renaissance	art history	method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams,
twenty seven	2	Modern artistic movements	art history	<ul><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	homework assignments and their follow-up, classroom calendar)
twenty eight	2	Contemporary art movements	art history	<ul><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty nine	2	Display paintings	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving	Formative or formative assessment (daily exams,

thirty	2	Monthly exam	art history	1-The illocutionary	Formative or formative
				method.	assessment (daily exams,
				2- Metacognition method.	class discussion,
				3-Method of solving	homework assignments
				problems	and their follow-up,
					classroom calendar)

11 .Course evaluation			
1- The first semester exam is divided into a monthly of	exam + a daily exam (25 marks)		
2- The second semester exam is divided into a monthl	y exam + a daily exam (25 marks)		
3- Final exam (50 marks)			
12. Learning and teaching resources			
Required textbooks (methodology, if any)	The summary in the history of public art / Abu Saleh Al-Alfi		
Main references (sources)	Art history books/Zuhair Abdel-Sahib		
Recommended supporting books and  Al-Baheth Technical Journal, technical reports and a			
references			
Electronic references, Internet sites	Media and communication library available on the Telegram application Arts History sites on the Facebook application		

# Course description form

# **Course description**

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program .description

-College of Education for Human Sciences	Educational institution	12
Tikrit University	Educational institution	.13

Department of Art Education	department /center .14				
English	Course name/ code .15				
My presence	Available attendance .16 forms				
2024-2023	Semester/year .17				
60	Number of study hours ( .18 ( total				
2023/2/10	Date this description was .19 prepared				
	Course objectives .20				
Preparing a conscious generation with the ability and	knowledge of the English -5				
	language				
Developing the cultural lev	el and increasing awareness -6				
keeps pace with develop	ments in the cultural world -7				
Informing students of the most important basics in the English language subject -8					
language subject Developing the student's e	educational skills in the English -5				

Course outcomes and teaching, learning and evaluation .21 methods
Cognitive objectives -A
Knowledge of vocabulary and meanings of the English -A1
language
Knowing the tenses in the English language -A2
Solve the exercises -A3
how to formulate sentences Knowing -A4
The skills objectives of the course -B
Provide a summary of the topic -B1
Expanding the discussion and listening to all the students -B2
in the class
Interconnection of ideas between the material and the -B3
session discussion
and learning methods
Method of giving lectures -7
Student groups -8
workshops -9
Reports and studies -10
Use available means of explanation in topics that -11
require it
the audience -12
the addience -12
Evaluation methods
discussion Daily preparation of the material and effective -1
using a method or style of critical thinking
and monthly written exams monthly-Daily, semi -2
and final exams Semester -3
The method of facial expression -4
Reports and studies -7
Daily attendance -8
Emotional and value goals -C
thinking skill according to the student's Developing the -C1
ability and moving him to a higher level of thinking
Develop and enhance the critical thinking strategy in -C2
learning
Benefiting from external sources related to the English -C3
and international reports language subject, such as local
Collecting examples and information from reality about -C4
the English language subject and addressing the problems
facing students in learning the English language
zarang zaranio in remining me zaignon imigunge

### and learning methods

- a monthly exam + a The first semester exam is divided into -3 (daily exam (25 marks
- The second semester exam is divided into a monthly exam + -4 (a daily exam (25 marks

### Evaluation methods

- Exams of all kinds -5
  - Facial expression -6
- Reports and studies -7
- Feedback from students -8

and qualifying skills (other skills Transferable general -D .(related to employability and personal development

Verbal communication -D1

Teamwork -D2

Written communication -D3

Analysis and verification -D4

Time management -D5

Planning and organization -D6

	Course structure.2				
Evaluation method	Teaching method	Name of the unit topic/	Required learning outcomes	hours	the week
Tests attendance/rep/	My presence	first unit	Introduction to English language	2	1
Tests attendance/re/ ports	My presence	first unit	Numbers and pronouns	2	2
Tests attendance/re/ ports	My presence	first unit	Numbers and pronouns	2	3
Tests attendance/re/ ports	My presence	first unit	first unit Exercises		4
Tests attendance/re/ ports	My presence	the second	Tenses	2	5
Tests attendance/re/ ports	My presence	the second	Tenses	2	6
Tests attendance/re/ ports	My presence	the second	Exercises	2	7
Tests attendance/re/ ports	My presence	Third	Verbs	2	8
Tests attendance/re/ ports	My presence	Third	Exercises and passage	2	9
Tests attendance/re/ ports	My presence	Third	Exercises	2	10
Tests attendance/re/ ports	My presence	Fourth	Exam	2	11
Tests	My	Fourth	Verbs	2	12

attendance/re/	presence				
ports					
Tests	My		Verbs		
attendance/re/	presence	Fourth		2	13
ports					
Tests	My		Exercise		
attendance/re/	presence	Fifth		2	14
ports					
Tests	My		Exercises and		
attendance/re/	presence	Fifth	passage	2	15
ports	_				
Tests	My		Exercises		
attendance/re/	presence	Fifth		2	16
ports					
Tests	My		Tenses		
attendance/re/	presence	Six		2	17
ports					
Tests	My		Exercises		
attendance/re/	presence	Six		2	18
ports					
Tests	My		Colors and		
attendance/re/	presence	Six	synonyms	2	19
ports					
Tests	My		Sentences		
attendance/re/	presence	Seven		2	20
ports					
Tests	My		Exercises		
attendance/re/	presence	Seven		2	21
ports					
Tests	My		Exam		
attendance/re/	presence	Seven		2	22
ports					
Tests	My		Tenses		
attendance/re/	presence	Eight		2	23
ports	•				
Tests	My		Verbs		_
attendance/re/	presence	Eight		2	24

. 1					
ports					
Tests	$\mathbf{M}\mathbf{y}$		Exercises		
attendance/re/	presence	Eight		2	25
ports	presence	8			
Tests	М		sentences		
	$\mathbf{M}\mathbf{y}$		Schences		
attendance/re/	presence	Nine		2	26
ports	-				
Tests	My		Exercises		
attendance/re/	•	Nine		2	27
ports	presence			_	
_			g		
Tests	$\mathbf{M}\mathbf{y}$		Composition		
attendance/re/	presence	Nine		2	28
ports	<b>F</b> =				
Tests	My		Exercises		
attendance/re/	•	441		2	20
	presence	tenth		2	29
ports					
Tests	My				
attendance/re/	nrasanca	tenth		2	30
ports	presence	30		_	
Ports					

	Infrastructure .23
Head way plus	Required prescribed -3 books
bookHead way plus	(references (sources -4
Scientific reports, magazines, and books related to learning the English language	Recommended books and f (interpretation references (scientific journals, (,reports
Google,you tube	Electronic references , (亡 ,Internet sites

- Course development plan .24 Adding vocabulary to the curriculum as part of the development taking place in the -.course, at a rate not exceeding 5%
  - Holding seminars and conferences aimed at updating school curricula field of specialization Follow up on scientific developments in the -

Reconsidering the methodological literature circulating in teaching the English -
language subject at the University of Tikrit and the rest of the Iraqi universities
and making them compatible with each specialty
to learn the English language Motivating students -

# **Course Description Form**

Course name .1
Department of Art - College of Education for Humanities - Tikrit University
Education
Course code .2
Principles of theatrical directing
Semester/Year .3
2025/2024
Date this description was prepared .4
2025/3/13
Available forms of attendance .5
presence
(Number of study hours (total) / Number of units (total .6
60

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

mozahim.k.hussen@tu.edu.iq: Email Hussein Muzahim Khadir.Dr.Prof:Name

## Course objectives .8

Providing	g the Ministry of Education with specialized staff to teach art -1 .education in secondary schools	Course objectives
		Objectives
abling s	tudents to understand the directing theories that convey the -2	
J	artistic message to students and society.	
nancing	students' awareness of the goals and functions of theatrical -3	
	directing and identifying the most important schools.	
ts wi	th skills in the directing trends that occur in Providing studen -4	
	various fields of education and life.	
oducing	students to the basics of theatrical directing, which enables -5	
nem to i	understand the goals and objectives of all types of theatrical	
	.performances	
g stude	nts the theoretical foundations upon which the study of Teac -6	
	theatrical directing depends in its impact on audiences.	

# Teaching and learning strategies .9

( Lecture ( instructional Practical lecture Discussion Model analysis

Strategy

structure Course .10						
Evaluation	Learning method	Name of unit	Requir	watch	week	
method		or topic	ed	es		
			learnin			
			g			
			outcom			
			es			
assessment Formative	inductive The -1	Directing	The	2	the	
daily exams, class)	. method	principles	concept		first	
discussion, homework	Metacognitive -2	1 1	of			
up, -and follow	.method		output			
.(classroom assessment	Problem solving -3		Output			
	.method					
Formative assessment	inductive The -1	Directing	Director	2	the	
class, daily exams)	. method	principles	s tools'		secon	
discussion, homework	Metacognitive -2	1 1			d	
up, -and follow	.method				u	
.(classroom assessment	Problem solving -3					
	.method					
Formative assessment	inductive The -1	Directing	The	2	the	
daily exams, class)	. method	principles	relation		third	

			1 .		
discussion, homework	Metacognitive -2		ship		
up, -and follow	.method		between		
.(classroom assessment	Problem solving -3		the		
	.method		director		
			and the		
			technici		
			ans		
Formative assessment	inductive The -1	Directing	The	2	Fourth
daily exams, class)	. method	principles	director'		1 0 0.1 111
discussion, homework	Metacognitive -2	principles	director		
up, -and follow	.method		S		
.(classroom assessment	Problem solving -3		relation		
.(01466100111 4660001110111	method.		ship		
	.method		with the		
			theater		
Personal assessment	1 ,	D. '.	+	2	E: 01
	electronic	Directing	monthly	2	Fifth
semester and final)		principles	exam		
exams to issue					
decisions on					
comparison between					
decisions students and					
.(on success and failure					=:4
Formative assessment	inductive The -1	Directing	Director	2	Sixth
daily exams, class)	. method	principles	s duties '		
discussion, homework	Metacognitive -2	1 1	and		
up, -and follow	.method		work		
.(assessment classroom	Problem solving -3		WOIK		
	.method				
Formative assessment	inductive The -1	Directing	audio	2	Sevent
daily exams, class)	. method	principles	theater		h
discussion, homework	Metacognitive -2	rr			
up, -and follow	.method				
.(classroom assessment	Problem solving -3				
	.method				
Formative assessment	inductive The -1	Directing	Visual	2	The
daily exams, class)	. method	principles	theatre		eighth
discussion, homework	Metacognitive -2	principles	lifeatre		Cigittii
up, -and follow	.method				
.(classroom assessment	Problem solving -3				
	.method				
Formative assessment	inductive The -1	Directing	Kinetic	2	Ninth
daily exams, class)	. method	•		4	1 4111111
discussion, homework	Metacognitive -2	principles	theatre		
up, -and follow	method.				
.(classroom assessment	Problem solving -3				
. Classiconi assessinent	method				
Personal assessment	electronic	Dimastin a	monthly	2	toutle
	electronic	Directing	monthly	2	tenth
semester and final )		principles	exam		
exams to issue					

			ı		
decisions on					
comparison between					
students and decisions					
.(on success and failure					
Formative assessment	inductive The -1	Directing	Theatric	2	eleven
daily exams, class)	. method	principles	al text		th
discussion, homework	Metacognitive -2	principles	a1 to21t		<b>VII</b>
up, -and follow	.method				
.(classroom assessment	Problem solving -3				
,	.method				
assessment Formative	inductive The -1	Directing	Procedu	2	twelft
daily exams, class)	. method	principles	res and	_	h
discussion, homework	Metacognitive -2	principles			11
up, -and follow	.method		exercise		
.(classroom assessment	Problem solving -3		S		
	.method				
Formative assessment	inductive The -1	Directing	Text	2	thirtee
class ,daily exams)	. method	•		۷	
discussion, homework	Metacognitive -2	principles	processi		nth
up, -and follow	method.		ng		
.(classroom assessment	Problem solving -3				
.(classroom assessment	method				
Formative assessment	inductive The -1	Dinastina	tradition	2	fourte
daily exams, class)	. method	Directing		Z	
		principles	al		enth
homework ,discussion	Metacognitive -2		theater		
up, -and follow	.method				
.(classroom assessment	Problem solving -3				
D 1	method		.1.1		or 0
Personal assessment	electronic	Directing	monthly	2	fifteen
semester and final )		principles	exam		th
exams to issue					
decisions on					
comparison between					
students and decisions					
.(on success and failure					

	<b>Evaluation Course .11</b>
The grade is distributed out of 100 ba	sed on the tasks assigned to the student, such as
.daily preparation, dai	ily, oral, monthly and written exams, reports, etc
	Learning and teaching resources .12
Marianne Galloway / The	(Required textbooks (methodology if any
Director's Role in Theatre	
Principles of Theatrical	(Main References (Sources
Directing/Sami Abdel	
Hamid/Badri Hassoun	

Dramatology/Idris Nicole	
Stanislavsky / Theatre Art	
Academic Art Magazine	Recommended supporting books and
	(journals, reports references (scientific
Theater Library available on	Electronic references, websites
Telegram	

# Course Description Form

1. Course Name: earthenware  2. Course Code: earthenware  3. Semester / Year: 2024-2025  4. Description Preparation Date: 2025-3-21  5. Available Attendance Forms: Attendance in the classroom  6. Number of Credit Hours (Total) / Number of Units (Total): / 120- 2  7. Course administrator's name (mention all, if more than one name) Name: Email: :ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed  8. Course Objectives  - Providing the Ministry of Education with staff specialized in		
3. Semester / Year: 2024-2025  4. Description Preparation Date: 2025-3-21  5. Available Attendance Forms: Attendance in the classroom 6. Number of Credit Hours (Total) / Number of Units (Total): / 120-2  7. Course administrator's name (mention all, if more than one name) Name: Email: :ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed  8. Course Objectives  Course Objectives	1. Course Name: earthenware	
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6. Number of Credit Hours (Total) / Number of Units (Total): / 120- 2  7. Course administrator's name (mention all, if more than one name) Name: Email: :ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed  8. Course Objectives  Course Objectives		
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Name: Email: :ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed  8. Course Objectives  Course Objectives	6. Number of Credit Hours (Total) / Num	aber of Units (Total): / 120- 2
Name: Email: :ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed  8. Course Objectives  Course Objectives		••••
Email: :ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed  8. Course Objectives  Course Objectives	7. Course administrator's name (ment	tion all, if more than one name)
:ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed  8. Course Objectives  Course Objectives	Name:	,
8. Course Objectives  Course Objectives	Email:	
Course Objectives	:ayam.t.hameed@tu.edu.iq - Aya	am Taher Hameed
	8. Course Objectives	
<ul> <li>Providing the Ministry of Education with staff specialized in</li> </ul>	Course Objectives	
	-	- Providing the Ministry of Education with staff specialized in
teaching art education in secondary schools.	to	eaching art education in secondary schools.
- Enabling students to know the means of communication through		- Enabling students to know the means of communication through
which the artistic message is delivered to students and society.		
9. Teaching and Learning Strategies	Teaching and Learning Strategies	

### **Strategy** - The student sets a good example for those around him.

- .... oladom oolo a good oxampio loi miooo aloum
- Forming a general category of good values.
- Providing psychological motivation to achieve emotional goals.

## 10. Course Structure

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

Chapter one 1	4	A historical overview of the art of ceramics	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2	4	Its beginnings and the period in which it appeared	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Places of ceramic art	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Clay formation methods	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	Methods of forming ceramic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	A continuation of the methods of forming ceramic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Using the hand in shaping	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Use hand-wheel		earthenware	Formative or

		for shaping	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems		formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	How to use an electric wand	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	How to make gypsum molds	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	How to use gypsum molds	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Free sculptural pottery work	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Layout work for sculptural pottery	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Simplified denial of planning	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15		Monthly exam		earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
- Chapter II 1	4	Clay artwork after layout approval	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2		Implementing	1-The illocutionary method. 2- Metacognition method.	earthenware	Formative or formative assessment (daily exams, class

		1.00	2 Mathad of calving	1	disquesion
	4	more difficult	3-Method of solving problems		discussion, homework
		works, for			assignments and
		example murals			their follow-up, classroom calendar).
	1	-		earthenware	Formative or
3	4	Implementation	4 550	earmenware	formative assessment
		of mini murals	1-The illocutionary method.		(daily exams, class
			2- Metacognition method.		discussion, homework
			3-Method of solving		assignments and
			problems		their follow-up, classroom calendar).
4		Carrying out		earthenware	Formative or
4	1	Carrying out	1-The illocutionary		formative assessment
	4	work from the	method.		(daily exams, class discussion,
		cultural	2- Metacognition method.		homework
		heritage	3-Method of solving problems		assignments and
		110116450			their follow-up, classroom calendar).
5	4	A sequel to a	4 579 113 17	earthenware	Formative or
	-	legacy	1-The illocutionary method.		formative assessment (daily exams, class
		legacy	2- Metacognition method.		discussion,
			3-Method of solving problems		homework assignments and
			problems		their follow-up,
					classroom calendar).
6	4	Make free		earthenware	Formative or formative assessment
		medals	1-The illocutionary method.		(daily exams, class
			2- Metacognition method.		discussion, homework
			3-Method of solving		assignments and
			problems		their follow-up, classroom calendar).
7		Decign and		earthenware	Formative or
/		Design and	1-The illocutionary		formative assessment
	4	implementation	method.		(daily exams, class discussion,
		of natural	2- Metacognition method. 3-Method of solving		homework
		sculptures	problems		assignments and their follow-up,
		F 7	-		classroom calendar).
8		Creating		earthenware	Formative or
	4	abstract	1-The illocutionary		formative assessment (daily exams, class
	1		method. 2- Metacognition method.		discussion,
		sculptures	3-Method of solving		homework assignments and
			problems		their follow-up,
	1	0		earthenware	classroom calendar). Formative or
9	4	Getting to know	1-The illocutionary	earmenware	formative or formative assessment
		the ovens	method.		(daily exams, class
			2- Metacognition method. 3-Method of solving		discussion, homework
			problems		assignments and
					their follow-up, classroom calendar).
10	4	Ways to use		earthenware	Formative or
10	T		1-The illocutionary method.		formative assessment
		ovens	2- Metacognition method.		(daily exams, class discussion,
			3-Method of solving		homework
			problems		assignments and their follow-up,
					classroom calendar).
11	4	A tour of the	1-The illocutionary	earthenware	Formative or formative assessment
		corridors of the	method.		(daily exams, class
			2- Metacognition method.		discussion,
ĺ	I	1	3-Method of solving		homework

		Fine Arts Department, Ceramics Branch	problems		assignments and their follow-up, classroom calendar).
12	4	Implementing various artistic works	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Denies works of art teapots	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Completion and completion of work	<ul><li>1-The illocutionary method.</li><li>2- Metacognition method.</li><li>3-Method of solving problems</li></ul>	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15	4	Monthly exam		earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

11. (	Course E	Evaluatio	n				
	•			<u> </u>	· ·	ned to the stude thly, or written	•
Require	d textboo	ks (curricu	ılar book	s, if any)			
Main ref	erences	(sources)					
Recomn	nended	books	and	references			
(scientifi	c journals	s, reports.	)				
Electron	ic Refere	nces, Wel	osites				

### 12. Learning and teaching Resources

- -The summary in the history of public art / Abu Saleh Al-Alfi. Art history books/Zuhair Abdel-Sahib.

- Al-Baheth Technical Journal, technical reports and research.Media and communication library available on the Telegram application History arts sites on the Facebook application.

Course name .1
Pictorial Composition
Course code .2
Semester/year .3
Annual(2024-2025)
The date this description was prepared .4
2025/3/10
of attendance Available forms .5

		My presence								
(total) / number of units (total) / Number of study hours .6										
150/90 (Name of the course administrator (if more than one name is mentioned .7 Name : Assistant Prof.Dr. Nibras Wafa Badri Email : nibraswafa@tu.edu.iq										
								Name: Assistant Prof. Dr. Osama	Adnan Ali	Email: osamah.aljebory@tu.edu.iq
										Course objectives .8
the Ministry of Providing Education with staff specialized in teaching art education in secondary .schools Enabling students to learn about pictorial creation and conveying its artistic and cultural message to .students and society Enhancing students' awareness of the educational, artistic, and cultural goals and functions of .pictorial creation Providing students with knowledge related to the methods of studying .pictorial composition Introducing students to the laws and rules that enable them to ndations of understand the fou structure and composition in the art .of plastic arts Teaching students the rules of pictorial composition and applying the correct laws and rules of .composition  Active the method Brainsto Cognitive growth ladder str	inking -	Teaching and learning strategies .9  The strategy								

	Course structure .10						
Evaluation	Learning	Name of the unit	Required	hours	the week		
method	method	or topic	learning				
		•	outcomes				
Formative or	The -1	An introduction to the	The student	3	1		
formative	illocutionary	general concepts of	should be	3	1		
assessment	. method	pictorial composition	aware of the				
exams, daily)	-2 Material -2	•	importance of				
class	Metacognition .method		pictorial				
discussion,	Method of -3		composition in				
homework	solving		and developing				
assignments	.problems		improving his				
and their			artistic abilities				
up, -follow classroom			in the field of				
ciassroom .(calendar			plastic arts				
Formative or	The -1	Development of	For the student	3	3		
formative	illocutionary	construction concepts	to be able to	3	2		
assessment	. method	construction concepts	know the				
daily exams, )	-2		historical				
class	Metacognition		sequence of the				
discussion,	.method Method of -3		development of				
homework	solving		pictorial				
assignments	.problems		composition				
and their	_						
up, -follow							
classroom							
.(calendar	The 1	D.C. '.' C	751 441		2		
Formative or	The -1 illocutionary	Definition of -	That the student realizes	3	3		
formative assessment	. method	construction Purpose of -	the importance				
daily exams, )	-2	construction	of pictorial				
class	Metacognition	The structural -	creation and its				
discussion,	.method	value of the	role in building				
homework	Method of -3 solving	artwork	personality,				
assignments	.problems		developing his				
and their	<b>P</b> = 0 10 = 0 = 0		artistic				
up, -follow			abilities, and				
classroom			developing his				
.(calendar			abilities in the				
			field of plastic				
Formative or	The -1	Structural	arts Working to	2	4		
formative or	illocutionary	composition elements	develop the	3	4		
assessment	. method	(with application (line	student's				
daily exams, )	-2	( approacion (init	artistic and				
class	Metacognition		creative				
discussion,	.method		abilities				
homework	Method of -3		through				
assignments	solving		practicing				
and their	.problems		composition in				
up, -follow	_		drawing and				
classroom			planning				
.(calendar							

Formative or	The -1	Structural	Working to	3	5
formative	illocutionary	configuration	develop the		
assessment	. method	elements with	student's		
daily exams, )	-2	application	artistic and		
class	Metacognition	(shape the)	creative		
discussion,	.method		abilities		
homework	Method of -3		through		
assignments	solving		practicing		
and their	.problems		composition in		
up, -follow			drawing and		
classroom			planning		
.(calendar					
Formative or	The -1	Structural	Working to	3	6
formative	illocutionary	composition elements	develop the		
assessment	. method	with application	student's		
daily exams, )	-2	(color)	artistic and		
class	Metacognition		creative		
discussion,	.method		abilities		
homework	Method of -3		through		
assignments	solving		practicing		
and their	.problems		composition in		
up, -follow			drawing and		
classroom			planning		
.(calendar					
Formative or	The -1	Structural	Working to	3	7
formative	illocutionary	composition elements	develop the		
assessment	. method	with application	student's		
daily exams, )	-2	(space)	artistic and		
class	Metacognition		creative		
discussion,	.method		abilities		
homework	Method of -3		through		
assignments	solving		practicing		
and their	.problems		composition in		
up, -follow			drawing and		
classroom			planning		
.(rcalenda					
Formative or	The -1	Structural	Working to	3	8
formative	illocutionary	composition elements	develop the		
assessment	. method	with application	student's		
daily exams, )	-2	(texture)	artistic and		
class	Metacognition		creative		
discussion,	.method		abilities		
homework	Method of-3		through		
assignments	solving		practicing		
and their	.problems		composition in		
up, -follow			drawing and		
classroom			planning		
.(calendar					
Formative or	The -1	technical Types of	The student	3	9
formative	illocutionary	training	will be able to		
assessment	. method		distinguish		
daily exams, )	-2		between		
class	Metacognition		different types		
discussion,	.method		of pictorial		
homework	Method of -3		composition		

	T				
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar	703				
Formative or	The -1	Types of technical	The student	3	10
formative	illocutionary	training	be able to will		
assessment	. method		distinguish		
daily exams, )	-2		between		
class	Metacognition		different types		
,discussion	.method		of pictorial		
homework	Method of -3		composition		
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar	TDI 4	TT • 1 1 4	Th		44
Formative or	The -1	Universal plate	The student	3	11
formative	illocutionary	transfer	should be able		
assessment	. method		to adopt an		
daily exams, )	-2		artistic vision		
class discussion,	Metacognition		based on his		
homework	.method		ability to understand the		
	Method of -3				
assignments and their	solving		relationships between		
up, -follow	.problems		artistic		
classroom			products		
.(calendar			products		
Formative or	The -1	Universal plate	Developing	3	12
formative	illocutionary	transfer	knowledge of	3	12
assessment	. method	transier	the structures		
daily exams, )	-2		of artistic		
class	Metacognition		works and		
discussion,	.method		being able to		
homework	Method of -3		understand		
assignments	solving		how pictorial		
and their	.problems		construction is		
up, -follow	.problems		achieved in		
classroom			artistic		
.(calendar			productions		
Formative or	The -1	Universal plate	Developing	3	13
formative	illocutionary	transfer	knowledge of		
assessment	. method	vi wiijiti	the structures		
daily exams, )	-2		of artistic		
class	Metacognition		works and		
discussion,	.method		being able to		
homework	Method of -3		understand		
assignments	solving		how pictorial		
and their	.problems		construction is		
up, -follow	1		achieved in		
classroom			artistic		
.(calendar			productions		
Formative or	The -1	<b>Universal plate</b>	Developing	3	14
formative	illocutionary	transfer	knowledge of		
L	1	JI WIIDICI	Đ		1

assessment	. method		structures the		
daily exams, )	-2		of artistic		
class	Metacognition		works and		
discussion,	.method		being able to		
homework	Method of -3		understand		
assignments	solving		how pictorial		
and their	.problems		construction is		
up, -follow			achieved in		
classroom			artistic		
.(calendar			productions		
Diagnostic		Exam -		3	15
evaluation		Evaluation of -			
semester and)		works of art			
final exams to					
issue					
judgments of					
success and					
.(failure	TD1 4				4.5
Formative or	The -1	The foundations of	The student	3	16
formative	illocutionary	pictorial construction	should be		
assessment	. method	with the application	familiar with		
daily exams, )	-2	(sovereignty)	the methods of		
class	Metacognition		construction		
discussion, homework	.method		and technical		
	Method of -3		composition		
assignments and their	solving				
	.problems				
up, -follow classroom					
.(calendar					
Formative or	The -1	Foundations of	The student	2	17
formative	illocutionary	pictorial construction	should be	3	17
assessment	. method	) with application	familiar with		
daily exams, )	-2	( continuity	the methods of		
class	Metacognition	Continuity	construction		
discussion,	.method		and technical		
homework	Method of -3		composition		
assignments	solving		composition		
and their	.problems				
up, -owfoll	.problems				
classroom					
.(calendar					
Formative or	The -1	The foundations of	The student	3	18
formative	illocutionary	pictorial construction	should be		10
assessment	. method	with the application	familiar with		
daily exams, )	-2	(curving)	the methods of		
class	Metacognition	` <i>g</i> /	construction		
discussion,	.method		and technical		
homework	Method of -3		composition		
assignments	solving		_		
and their	.problems				
up, -follow	T				
classroom					
.(calendar					
Formative or	The -1	Foundations of	The student	3	19
1		1			

formative	illocutionary	pictorial construction	should be		
assessment	. method	with application	familiar with		
daily exams, )	-2	(consistency)	the methods of		
class	Metacognition		construction		
discussion,	.method		and technical		
homework	Method of -3		composition		
assignments	solving				
and their	.problems				
up, -follow	_				
classroom					
.(calendar					
Formative or	The -1	Foundations of	The student	3	20
formative	illocutionary	pictorial construction	should be		
assessment	. method	with application	familiar with		
daily exams, )	-2	(Unity)	the methods of		
class	Metacognition		construction		
discussion,	.method		and technical		
homework	of Method-3		composition		
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Foundations of	The student	3	21
formative	illocutionary	pictorial construction	should be		
assessment	. method	with application	familiar with		
daily exams, )	-2	(contrast)	the methods of		
class	Metacognition		construction		
discussion,	.method		and technical		
homework	Method of -3		composition		
assignments	solving				
and their	.problems				
p, u-follow					
classroom					
.(calendar					
Formative or	The -1	Foundations of	The student	3	22
formative	illocutionary	pictorial construction	should be		
assessment	. method	with application	familiar with		
daily exams, )	-2	(repetition)	the methods of		
class	Metacognition		construction		
discussion,	.method		and technical		
homework	Method of-3		composition		
assignments	solving				
and their	.problems				
up, -follow					
classroom					
.(calendar					
Formative or	The -1	Foundations of	The student	3	23
formative	illocutionary	pictorial construction	should be		
assessment	. method	with application	familiar with		
daily exams, )	-2	(contrast)	the methods of		
class	Metacognition		construction		
discussion,	.method		and technical		
homework	Method of -3		composition		
assignments	solving				
•				1	

and their up, -follow classroom .(calendar  Formative or formative assessment daily exams, ) class discussion, homework assignments and their up, -follow  In the student should be familiar with the methods of construction and technical composition  Solving .problems  In the -1 Foundations of pictorial construction with application (rhythm) the methods of construction and technical composition  In the student should be familiar with the methods of construction and technical composition	24
Classroom	24
Internative or formative or formative assessment daily exams, ) class discussion, homework assignments and their up, -follow  Internative or formative or formative assessment of formative assessment of the formative assessment	24
Formative or formative assessment daily exams, class discussion, homework assignments and their up, -follow  The -1 Foundations of pictorial construction with application (rhythm)  We with application (rhythm)  The student should be familiar with the methods of construction and technical composition  The student should be familiar with the methods of construction and technical composition	24
formative assessment daily exams, )     class discussion, homework assignments and their up, -follow  formative assessment illocutionary . method with application with application (rhythm)  Class discussion, and technical composition  Should be familiar with the methods of construction and technical composition  Solving pictorial construction with application the methods of construction and technical composition	24
assessment daily exams, )     class discussion, homework assignments and their up, -follow      . method  -2	
daily exams, )     class     discussion,     homework     assignments     and their     up, -follow  discussion,     homework     assignments     and their     up, -follow  class (rhythm)     the methods of     construction     and technical     composition	
class discussion, homework assignments and their up, -follow Class Metacognition .method and technical composition composition and technical composition composition	
discussion, homework assignments and their up, -follow and technical composition and their ap, -follow and their and their appropriate and their appropriate and their appropriate and their appropriate and technical composition and their appropriate appropriate and their appropriate app	
discussion, homework of Method-3 composition assignments and their up, -follow and technical composition and technical composition and technical composition	
assignments solving and their up, -follow .problems	
and their .problems up, -follow	
and their .problems up, -follow	
up, -follow	
classroom	
.(calendar	
Formative or The -1 Foundations of The student 3	25
formative illocutionary pictorial construction should be	23
assessment . method with application familiar with	
daily exams, ) -2 (Balance) the methods of	
class Metacognition Construction	
discussion, method and technical	
homework Method of -3 composition	
1 Tribund of 5	
501/mg	
and their .problems .up-follow	
classroom	
.(calendar	
	26
	<b>26</b>
/	
homework Method of -3 artistic works	
assignments solving to deliver his	
and their .problems intellectual,	
up, -follow educational	
classroom and artistic	
.(calendar message to the	
recipient That the second seco	
Formative or The -1 Drawing a painting That the 3	27
formative illocutionary with a structural student is able	
assessment . method composition by the apply the to	
daily exams, ) -2 student correct laws	
class Metacognition and rules in	
discussion, .method producing	
homework Method of -3 artistic works	
assignments solving to deliver his	
and their .problems intellectual,	
up, -follow educational	
classroom and artistic	
.(calendar message to the	
recipient	
Formative or The -1 Drawing a painting That the 3	28

	T				
formative	illocutionary	with a structural	student is able		
assessment	. method	composition by the	to apply the		
daily exams, )	-2	student	correct laws		
class	Metacognition		and rules in		
discussion,	.method		producing		
homework	Method of -3		works artistic		
assignments	solving		to deliver his		
and their	.problems		intellectual,		
up, -follow	_		educational		
classroom			and artistic		
.(calendar			message to the		
			recipient		
Formative or	The -1	Drawing a painting	That the	3	29
formative	illocutionary	with a structural	student is able		_>
assessment	. method	composition by the	to apply the		
daily exams, )	-2	student	correct laws		
class	Metacognition		and rules in		
discussion,	.method		producing		
homework	Method of -3		artistic works		
ents assignm	solving		to deliver his		
and their	.problems		intellectual,		
up, -follow	problems		educational		
classroom			and artistic		
.(calendar			message to the		
,			recipient		
Diagnostic		Exam -	•	3	30
evaluation		Evaluation of -			
semester and )		works of art			
final exams to		WOINS OF ALL			
issue					
judgments of					
success and					
.(failure					
.(1417	I	l .			

#### Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, and practical application

		Learning and teaching resources .12
Concepts in pictorial -construction/ Dr. Aziz Al Rikabi	_	(gy, if anyRequired textbooks (methodolo
Training in plastic arts/ Abdel Fattah Riad Drawing How do we taste	_	(Main references (sources
it ? (Elements of		

Composition)/Frederick	
Mallens	
Vision Dialogue/Nathan -	Recommended supporting books and
Nobler	(scientific journals, reports) references
The creative process in the -	
art of photography/Dr.	
Shaker Abdel Hamid	
Artists' channels on YouTube specialized in teaching artistic composition	Electronic references, Internet sites

.1Course name
.Teourse nume
aesthetic taste and criticism
.2Course code
M.M. Hanin Saadoun Majeed
.3Semester/Year
2025-2024
.4Date this description was prepared
2024/10/1
.5Available forms of attendance
My presence
.6Number of study hours (total) / Number of units (total)
60
.7Name of the course supervisor (if more than one name is mentioned(
Name: Haneen Saadoun Majeed Email: <a href="mailto:haneen.s.mageed23@st.tu.edu.iq">haneen.s.mageed23@st.tu.edu.iq</a>
.8Course objectives

•			Course objectives:					
•	••••		1- Providi	ing the Mi	nistry of			
•	••••		Education with specialized staff					
			to teach art education in					
				ary school				
					s to understand			
				appreciat				
					convey their			
					ral message to			
				ts and soc				
				_	nts' awareness			
					al, artistic, and			
				_	d functions of			
			criticis	appreciat	uon anu			
					nte with			
			4- Providing students with knowledge related to the					
			methods of studying aesthetic					
			artistic appreciation.					
.9Teaching	and learning st	rategies	V.1 V.5 V.1	пррисси.				
1- active	thinking		Strategy					
2- Brain	storming metho	od						
3- Cogni	tive Growth La	dder						
Strategy								
.10Course s	structure							
Evaluation	Learning		Required	watches	week			
method	method		learning					
		topic	outcomes					

Evaluation	Teaching	Unit	Required	watch	week
method	method	name/topic	learning outcome s	es	
Formative assessment (daily exams ,class discussion, homework and follow-up, classroom assessment.(	-1The inductive method2Metacognitive method3Problem solving method.	Art appreciation and criticism	Critical concepts	2	the first
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method2Metacognitive method3Problem solving method.	Art appreciation and criticism	The concept of analysis	2	the secon d
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method2Metacognitive method3Problem solving method.	Art appreciation and criticism	Artistic style	2	the third
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method2Metacognitive method3Problem solving method.	Art appreciation and criticism	Artistic taste The stages the recipient goes through	2	Fourt h
Personal assessment (semester and final exams to issue decisions on comparison between students	-The inductive method2Metacognitive method3Problem solving method	Art appreciation and criticism	Cultivati ng artistic taste	2	Fifth

and decisions on					
success and failure.(					
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method2Metacognitive method3Problem solving method.	Art appreciation and criticism	The role of art educatio n in enriching artistic taste	2	Sixth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method2Metacognitive method3Problem solving method.	Art appreciation and criticism	The role of aesthetic s in developi ng artistic taste	2	Seven th
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method2Metacognitive method3Problem solving method.	Art appreciation and criticism	Mental processe s associate d with artistic appreciation	2	The eighth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method2Metacognitive method3Problem solving method.	Art appreciation and criticism	aesthetic sensitivit y	2	Ninth
Personal assessment (semester and final exams to issue decisions on comparison between students and decisions on success and failure.(	-1The inductive method2Metacognitive method3Problem solving method	Art appreciation and criticism	aesthetic preferen ce	2	tenth
Formative assessment (daily exams, class	-1The inductive method2Metacognitive	Art appreciation and criticism	aesthetic judgment	2	eleve nth

discussion,	method.				
homework and	-3Problem				
follow-up,	solving method.				
classroom	solving method.				
assessment.(					
Formative	-1The inductive	A	Mathada	2	4164
	method.	Art	Methods	2	twelft
assessment (daily		appreciation	of		h
exams, class	-2Metacognitive	and criticism	studying		
discussion,	method.		aesthetic		
homework and	-3Problem		artistic		
follow-up,	solving method.				
classroom			taste		
assessment.(					
Formative	-1The inductive	Art	Unsyste	2	thirte
assessment (daily	method.	appreciation	matic		enth
exams, class	-2Metacognitive	and criticism	attitude		
discussion,	method.	and criticisin	acticude		
homework and	-3Problem				
follow-up,	solving method.				
classroom					
assessment.(					
Formative	-1The inductive	Art	methodo	2	fourte
assessment (daily	method.	appreciation	logical	_	enth
exams, class	-2Metacognitive		_		CIIIII
discussion,	method.	and criticism	position		
homework and	-3Problem				
follow-up,	solving method.				
classroom	8 33 33				
assessment.(					
Personal	-1The inductive	Art	monthly	2	fifteen
assessment	method.			4	
(semester and final	-2Metacognitive	appreciation	exam		th
exams to issue	method.	and criticism			
decisions on	-3Problem				
comparison	solving method				
between students	Solving method				
and decisions on					
success and failure.(	-1The inductive	A	Desertion	2	Disset
Formative		Art	Descripti	2	First -
assessment (daily	method.	appreciation	ve		Secon
exams, class	-2Metacognitive	and criticism	analytica		d
discussion,	method.		1		Chapt
homework and	-3Problem		annroach		er
follow-up,	solving method.		approach		CI
classroom					
assessment.(	i	1			
,			+		_
Formative	-1The inductive	Art	Standard	2	the
,	-1The inductive method. -2Metacognitive	Art appreciation	Standard curriculu	2	the secon

discussion, homework and follow-up, classroom assessment.(	method3Problem solving method.				
		Art appreciation and criticism	integrati ve approach	2	the third
		Art appreciation and criticism	The artistic vision of the critic and the artist	2	Fourt h
		Art appreciation and criticism	Image culture	2	Fifth
		Art appreciation and criticism	How does artistic taste turn into aesthetic judgment (criticis m?(	2	Sixth
		Art appreciation and criticism	Art criticism	2	Seven th
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method2Metacognitive method3Problem solving method.	Art appreciation and criticism	The relations hip between art criticism and aesthetic s	2	The eighth
Formative assessment (daily exams, class discussion, homework and follow-up,	-1The inductive method2Metacognitive method3Problem solving method.	Art appreciation and criticism	Art criticism methods	2	Ninth

classroom					
assessment.(					
Personal	My presence	Art	Impressi	2	tenth
assessment		appreciation	onist		
(semester and final		and criticism	criticism		
exams to issue		and criticism	Criticisiii		
decisions on					
comparison					
between students					
and decisions on					
success and failure.(					
Formative	-1The inductive	Art	Psycholo	2	eleve
assessment (daily	method.	appreciation	gical		nth
exams, class	-2Metacognitive	and criticism	criticism		1141
discussion,	method.	and criticism	Criticisiii		
homework and	-3Problem				
follow-up,	solving method.				
classroom					
assessment.(					
Formative	-1The inductive	Art	social	2	twelft
assessment (daily	method.	appreciation	criticism		h
exams, class	-2Metacognitive	and criticism			
discussion,	method.	and criticism			
homework and	-3Problem				
follow-up,	solving method.				
classroom					
assessment.(					
Formative	-1The inductive	Art	Philosop	2	thirte
assessment (daily	method.	appreciation	hical		enth
exams, class	-2Metacognitive	and criticism	criticism		
discussion,	method.	and criticism	Criticisiii		
homework and	-3Problem				
follow-up,	solving method.				
classroom					
assessment.(					
Formative	-1The inductive	Art	historical	2	fourte
assessment (daily	method.	appreciation	criticism		enth
exams, class	-2Metacognitive	and criticism			
discussion,	method.	and criticism			
homework and	-3Problem				
follow-up,	solving method.				
classroom					
assessment.(					
Personal	-1The inductive	Art	monthly	2	fifteen
assessment	method.	appreciation	exam		th
(semester and final	-2Metacognitive	and criticism			
exams to issue	method.	and criticism			
decisions on	-3Problem				
comparison	solving method				

between students			
and decisions on			
success and failure.(			

#### .11Course Evaluation

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

## .12Learning and teaching resources

	Required textbooks (methodology if any(
Art Criticism / Jerome Stolnitz Artistic Taste / Dr. Khamis	Main References (Sources(
Hamdi	
Al-Baheth Technical Magazine:	Recommended supporting books and
Technical Reports and Research	references) scientific journals, reports(
Academic Magazine is a magazine	
published by the College of Fine	
Arts.	
Sites specialized in publishing arts	Electronic references, websites
and criticism	

## **Course description form**

Course name .1	
School The stage	
Course code .2	

	Semester/year .3
	2024-2025
7	The date this description was prepared .4
	2025/ 3/10
	Available forms of attendance .5
	My presence
(Number of stud	y hours (total) / number of units (total .6
	90
(Name of the course administrato	r (if more than one name is mentioned .7
dr.amiral.salami@tu.edu.iq: Email	Slaves Salem Amer Dr . A. M : Name
	Course objectives .8
Ministry Replenish With angels Education teaching in Specialized in Artistic Education material . high school Schools from Students Enable School The stage knowledge His message receipt And a And Students to Artistic . society Realization Strengthen And jobs With goals Students Educational School The stage And And artistic . And social psychological The stage skills Students gain And Like acting School Text And writing casting . And directing Theatrical Basis Students identification that School The stage a job from Empower them And goals Goals knowledge And with School The stage	Objectives of the study subject

methou	method	topic	learning outcomes		
Evaluation method	Learning method	of Name the unit or	Required	hours	the week
			1	Cou	rse structure .10
. the	problems Soluti	on road -3			
. Know	edge behind wh				The strategy
	. Illocutionary	method -1	Teaching	and leari	The strategy
. Recipient	s on To influence	• •			
1 2	And how Schoo				
	n her He depend				
	tudents education neory foundation				
W. 1 6	. Its types al				

Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of -3	School theater	The importanc e of represent ation in education	3	the first
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	.solving problems  The -1 illocutionary . method  Metacognition -2 .method  Method of -3 .solving problems	School theater	The concept of school theater	3	the secon
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of-3 .solving problems	School theater	School theater: a historical perspecti ve	3	the third
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of -3 .solving problems	School theater	Theater in Greece	3	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success	electronic	School theater	Theater among the Romans	3	Fifth

.(and failure					
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of-3 .solving problems	School theater	Theater in the Middle Ages	3	VI
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of -3 .solving problems	School theater	Theater in the Renaissan ce	3	Sevent h
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of -3 .solving problems	School theater	Theater in Europe	3	VIII
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of -3 .solving problems	School theater	Theater in America	3	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and	electronic	School theater	Theater in the Arab world	3	The tenth

judgments of success .(and failure					
.(una rumare					
Formative or	The -1	School theater	School	3	eleven
formative assessment	illocutionary		theater in		th
daily exams, class)	. method		Iraq		
discussion,	M		naq		
homework	Metacognition -2				
assignments and their	.method				
up, classroom -follow	Method of-3				
.(calendar	.solving problems				
Formative or	The -1	School theater	The	3	twelve
formative assessment	illocutionary		importanc		th
daily exams, class)	. method		e of		
discussion,	M		school		
homework	Metacognition -2				
assignments and their	.method		in theater		
up, classroom -follow	Method of -3		modern		
.(calendar	.solving problems		schools		
Formative or	The -1	School theater	Exploring	3	Thirte
formative assessment	illocutionary		theatrical		enth
daily exams, class)	. method		talents		
discussion,	Matana mitian 2		tarontis		
homework	Metacognition -2				
assignments and their	.method				
up, classroom -follow	Method of -3				
.(calendar	.solving problems				
Formative or	The -1	theater School	Curriculu	3	fourte
formative assessment	illocutionary		m		enth
daily exams, class)	. method		Dramatiz		
discussion,	Matagagnition 2		ation		
homework	Metacognition -2 .method		ation		
assignments and their	.metnod				
up, classroom -follow	Method of -3				
.(calendar	.solving problems				
	0.1				
Personal evaluation	electronic	theater School	Monthly	3	Fiftee
semester and final)			exam		nth
exams to issue					
differentiation					
judgments between					

students and judgments of success .(and failure					
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of -3 .solving problems	School theater	Aesthetic standards for school theater	3	-First Chapt er Two
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of -3 .solving problems	theater School	Intellectu al standards for school theater	3	the secon
		School theater	Puppet and puppet theatre	3	the third
		School theater	Types of dolls and puppets	3	the fourth
		School theater	the silent acting	3	Fifth
		School theater	How to turn a story into a play	3	VI
		School theater	The idea	3	Sevent h

Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of -3 .solving problems	theater School	Subject (story)	3	VIII
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of -3 .solving problems	School theater	the plot	3	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	School theater	Character s	ω	The tenth
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of-3 .solving problems	School theater	Dialogue	3	eleven th
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of -3	School theater	The general psycholo gical atmosphe re	3	twelve th

	.solving problems				
Formative or formative assessment daily exams, class) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of -3 .solving problems	School theater	Techniqu es in school theater	3	Thirte enth
Formative or formative assessment daily exams, class ) discussion, homework assignments and their up, classroom -follow .(calendar	The -1 illocutionary . method  Metacognition -2 .method  Method of -3 .solving problems	theater School	Directing in school theater	3	fourte enth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	theater School	Monthly exam	3	Fiftee nth

	Course evaluation .11
student, Distribution of the grade	out of 100 according to the tasks assigned to the
such as daily preparation,	, daily, oral, monthly, written exams, reports, etc
	Learning and teaching resources .12
/ Educational The stage	(Required textbooks (methodology, if any
Harv on Hussein	
Muhammad / School The stage	
Ta'i-Al Ismael	
/ Lando / Arabi-Al The stage date	(references (sources Main

	Light Youssef: Translated by
	Awad
Recommended supporting books and	Artistic researcher magazine
(references (scientific journals, reports	Artistic And research Reports
Internet sites ,Electronic references	application on the date Arts Sites
	With you Elvis

# **Course description form**

	/Course name .1
	Research Methodology
	Course code .2
	/Semester/Year .3
	2025-2024
/ <b>D</b>	ate this description was prepared .4
	2025/3/11
	/attendance Available forms of .5
	My presence
/ (Number of study hou	urs (total) / Number of units (total .6
	hours (120) units (60)
(Name of the course administrator (if I	more than one name is mentioned .7
Yaseen.a@tu.edu.iq: Email.Ta	yef-Name: Prof. Dr. Yassin Alwan Al
	Course objectives .8
Developing the capabilities of universities'  .outputs in the field of scientific research Enabling the learner to write scientific organized according to research .academic steps of the Enhancing learners' awareness .scientific research importance of Increasing the effectiveness of teaching	Objectives of the study subject

by selecting effective means and methods and testing them through scientific .induction

spirit of research and Enhancing the • .exploration among students

Developing learners' creative • .thinking

# Teaching and learning strategies .9

.Lecture

.Learning by doing

.Discussion •

Brainstorming

The strategy

Course structure .10					structure .10
Evaluation	Learning	Name of the	Required hours the wee		the week
method	method	unit or topic	learning		
			outcomes		
Daily	Brainstorming	Research	The concept of	2	1
testing		Methodology	scientific		
			research		
Daily	Brainstorming	Research	Research	2	2
testing		Methodology	Methodology		
Daily	Brainstorming	Research	Definition of	2	3
testing		Methodology	science and		
			knowledge		
Daily	Discussion	Research	Descriptive	2	4
testing		Methodology	method		
Daily	Discussion	Research	Experimental	2	5
testing		Methodology	method		
Daily	Discussion	Research	Experimental	2	6
testing		Methodology	method		
Semester	Exam	Research	Exam	2	7
exam		Methodology			
Daily	Collaborative	Research	Historical	2	8
testing	work	Methodology	method		
Daily	Reciprocal	Research	research	2	9
testing	teaching	Methodology	importance		
Daily	Reciprocal	Research	research aims	2	10

testing	teaching	Methodology			
Daily	Reciprocal	Research	search limits	2	11
testing	teaching	Methodology			
Daily	Suspense	Research	Theoretical	2	12
testing	_	Methodology	framework		
Daily	Suspense	Research	Previous studies	2	13
testing		Methodology			
Daily	Discussion	Research	Theoretical	2	14
testing		Methodology	framework		
			indicators		
Semester	Exam	Research	Exam	2	15
exam		Methodology			
Daily	Collaborative	Research	Structure of	2	16
testing	work	Methodology	scientific		
			research		
Daily	Collaborative	Research	Search	2	17
testing	work	Methodology	procedures		
Daily	Collaborative	Research	Research	2	18
testing	work	Methodology	academies		
Daily	Discussion	Research	Sample selection	2	19
testing		Methodology			
Daily	a lecture	Research	The difference	2	20
testing		Methodology	between the		
			descriptive and		
			experimental		
- 11			method		
Daily	Brainstorming	Research	Design of the	2	21
testing	<b>D</b> : :	Methodology	research tool		
Daily	Discussion	Research	Sample analysis	2	22
testing	<b>.</b>	Methodology	T.		22
Semester	Exam	Research	Exam	2	23
exam	ъ	Methodology	T		0.4
Daily	Discussion	Research	Extract results	2	24
testing	D: :	Methodology	and conclusions	2	25
Daily	Discussion	Research	Writing	2	25
testing		Methodology	recommendations		
D '1	Dogies 1	D 1	and proposals	2	2.6
Daily	Reciprocal teaching	Research	Writing sources	2	26
testing	Collaborative	Methodology	E. 1 4 41	2	25
Daily	Collaborative	Research	Formulate the	2	27
testing		Methodology	research problem	2	20
Daily	Collaborative work	Research	Writing the	2	28
testing	WOIK	Methodology	summary		

Daily	Collaborative	Research	Method of	2	29
testing	work	Methodology	numbering		
			scientific		
			research		
Semester	Exam	Research	Exam	2	30
exam		Methodology			

## Course evaluation .11

Formative or formative assessment (daily exams, class discussion, homework -1 .(calendar up, classroom-assignments and their follow

.Daily exam: 5 marks •

.Class discussion: 10 marks •

.Homework: 5 marks •

.Class calendar: 30 marks •

Personal evaluation (semester and final exams to issue differentiation judgments -2 .(between students and judgments of success and failure

.egreesSemester: 50 d •

.Final: 50 marks •

Learning and teaching resources .12		
Saad Salman Abdullah - Scientific Induction Methods	Required textbooks	
	(methodology, if any)	
Research Methodology Scientific research writing style of scientific research Vandalen's book methods .Research	(Main references (sources	
Academic magazine	Recommended supporting	
Tikrit University Journal Professor magazine	books and references	

Naboo Magazine	(scientific journals, reports)
- Scientific research methods and approaches •	Electronic references, Internet
.Nuaimi and others-Aal Al-Muhammad Abdel	sites
-Muwaffaq Al - Scientific research methods •	
.Hamdani et al	
-Munther Al - Basics of scientific research •	
.Damen	
.Fouad Zakaria - Scientific thinking •	
h methods in An introduction to researc •	
Muhammad Khalil -education and psychology	
.Abbas and others	

This academic program description provides a concise summary of the program's key features and the learning outcomes the student is expected to achieve, demonstrating whether the student has made the most of the opportunities available. It is accompanied by a description of each course within the program

Tikrit University	1. Educational Institution
Department of Educational and Psychological Sciences / College of Education for Humanities	2. Academic Department/Center
1. Name of the academic or professional program: Educational Guidance	Name of the academic or professional program:     Educational Guidance
. Name of the final degree: Bachelor's Degree / Third Year / Educational Guidance	2. Name of the final degree: Bachelor's Degree / Third Year / Educational Guidance
Academic system: Annual / Courses / Other Annual	3. Academic system: Annual / Courses / Other Annual
Course instructor: Asst. Dr. Hussein Ali Saleh	4. Course instructor: Asst. Dr. Hussein Ali Saleh
Other external influences: Field visits / Training and educational courses / Application of various standards	5. Other external influences: Field visits / Training and educational courses /

	Application of various standards		
Date of preparation of the description: 2024-2025	6. Date of preparation of the description: 2024-2025		
. Academic program objectives			
Educational navel	alogy its consent and chicatives 1		
.Educational psychology, its concept and objectives -1			
.The concept of learning, its applications, and theories -2			
.Learning theories and their educational applications -3			
.Thinking, its concept, and creative thinking -4			
.Feedback, its types, and the extent of its benefit in the learning process -5			
Motivation: definition, functions, types, theories, motivation, and teaching -6			
Preparing a generation of college graduates to teach at the intermediate and secondary leves-7			

## **Course Description**

This course description provides a concise summary of the course's key features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available .learning opportunities. It must be linked to the program description

**Educational Institution: Tikrit University .1** 

Academic Department/Center: Department of Educational and .2 Psychological Sciences/College of Education for the Humanities

Course Title/Code: Educational Psychology .3

Available Attendance Forms: In-person .4

Semester/Year: Annual .5

Number of Class Hours (Total): Two hours per week .6

Date of Preparation: 2023-2024.7

Course Objectives .8

- .Educational psychology, its concept, and objectives .1
- .The concept of learning, its applications, and theories .2
  - .Learning theories and their educational applications .3
    - .Thinking, its concept, and creative thinking .4
- Feedback, its types, and the extent to which it can be used in the .5 .learning process
- Motivation: Definition, Functions, Types, Theories, Motivation, and -6.

  Teaching
  - Preparing a generation of female college graduates to teach at the -7 .intermediate and secondary levels
- Providing students with the knowledge and skills to meet the -8 demands and developments of life, and to benefit from learning experiences and transfer them to the environment, i.e., transferring the impact of learning within the educational institution and generalizing it .to environmental situations
  - Required Program Outcomes and Teaching, Learning, and .10
    Assessment Methods
  - Course Outcomes and Teaching, Learning, and Assessment .10

    Methods

**A-** Cognitive Objectives

A1. The student will understand the meaning, objectives, and topics of .educational psychology

A2. The student will become familiar with the theories of educational .psychology

A3. The student will be provided with educational and scientific .expertise to solve student problems at various academic levels

A4. The student will be provided with the results of psychological .research and studies in this field

**B- Course Skill Objectives** 

The student will be introduced to how to develop thinking and .1 intelligence for the age groups that will be addressed. B2 - Empowering .students to confront and solve problems and make sound decisions

.B3 - Developing self-confidence, self-reliance, and role-taking

**Teaching and Learning Methods** 

**Exploratory -1** 

Lecture -2

**Discussion Method -3** 

**Evaluation Methods** 

#### **Theoretical Tests -1**

## Reports and Student Feedback -2

## C- Affective and Value-Based Objectives

C1- Building a positive value system in student behavior, identifying student personalities, developing programs to adapt to the school environment, and organizing and evaluating classroom and extracurricular activities to maximize their benefits

C2- The ability to discuss, ask questions, and engage in dialogue in .positive ways

C3- The ability to interact with students both inside and outside of .school

.C4- Developing altruistic behavior within the student

**Teaching and Learning Methods** 

**Exploratory -1** 

Lecture -2

**Discussion Method -3** 

**Evaluation Methods** 

**Theoretical Tests -1** 

#### Reports and Student Feedback -2

D- General and Transferable Skills (other skills related to .(employability and personal development

.D1. The ability to express ideas clearly and precisely

D2. Gather information systematically and scientifically, arriving at .principles and facts that help solve problems

.D3. The ability to take initiative in extracurricular activities

.D4. Adapt successfully to changing situations and circumstances

#### Course Structure .11

Week Hours Required Learning Outcomes Name of Unit/Or Topic
Teaching Method Assessment Method

Bachelor's Degree, Third Stage: Two hours per week Educational Guidance, Theoretical Examinations

#### **Infrastructure .12**

Required Textbooks Educational Guidance .1

Main References (Resources) 1. Books and Resources of the .2 Concerned Department

a. Recommended Books and References (Scientific Journals, Reports, (.etc

.b. Electronic References, Websites, etc

## **Curriculum Development Plan .13**

**Curriculum Skills Map** 

Please check the boxes corresponding to the individual learning .outcomes of the program being assessed

**Required Learning Outcomes of the Program** 

Year/Level Course Code Course Name: Core

Or Optional Cognitive Objectives Program-Specific Skill Objectives Affective and value-based general and transferable skills (other skills (related to employability and personal development

#### **Course description form**

Course name .1
Theatrical techniques
Course code .2
Semester/year .3
2025-2024
The date this description was prepared .4
2025/3/13
Available forms of attendance .5
My presence

# (90) Number of units / (60) Number of study hours .6 (90)-(60)(Name of the course administrator (if more than one name is mentioned .7 : him Khudair Hussen Email basim mohoed ahmeed :Name basim.m.ahmeed @tu.edu.iq **Course objectives .8** Education with staff specialized in teaching art Providing the Ministry of -1 .education in secondary schools

Enabling students to know the theories of directing in which the artistic -2 message is conveyed through scenographic composition

theatrical directing that enable Introducing students to the foundations of -3 .them to know the goals and objectives of all types of theatrical performances

Objectives of the study subject Cognitive objectives -A That the student is able to know the - 1 .types of schools and graduate directions the student is familiar with the That -2 .theories that organize theatrical work That the student realizes the - 3 importance of theatrical techniques in .constructing and developing ideas That the student is able to know the - 4 erformances that objectives of theatrical p carry the design vision The student should be aware of the - 5 importance of the principles of theatrical techniques in the process of persuading and influencing the recipient .course of the objectives skills The - B d be able to practice The student shoul - 1 .successful design That the student be able to distinguish - 2 theatrical performances The student should be able to use an - 3 scenographic design to appropriate deliver his artistic message to the recipient

The student should be able to know the visual language in delivering -visual and non

.the communication message to the recipient	
••••	

# Teaching and learning strategies .9

.The student sets a good example among those around him-1

.category of good values Forming a general -2

.Providing psychological motivation to achieve emotional goals -3

The strategy

	Course structure .10							
Evaluation	Learning method	Name of	Required	hours	the week			
method		the unit	learning					
		or topic	outcomes					
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of theatrical techniques	Technology concept	2	the first			
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques a	The concept of theatrical techniques	2	the second			
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	Theatrical costumes	2	the third			
Formative or formative assessment (daily exams, class	The illocutionary -1 . method Metacognition -2 .method	Principles of techniques	Fashion on the world stage	2	the fourth			

diagrasian	Mathad of salving 2				
discussion, homework	Method of solving -3 .problems				
assignments and	.problems				
up, -their follow					
classroom					
.(calendar					
Personal	electronic	Principles	Monthly	2	Fifth
evaluation	electionic	_	Monthly	۷	ГПШ
semester and )		of	exam		
final exams to		techniques			
issue					
differentiation					
judgments					
between students					
and judgments of					
success and					
.(failure					
Formative or	The illocutionary -1	Principles	The design	2	VI
formative	. method	_	•	۷	VI
daily) assessment	Metacognition -2	of	concept		
exams, class	.method	techniques			
discussion,	Method of solving -3				
homework	.problems				
assignments and	.proorems				
up, -their follow					
classroom					
.(calendar					
Formative or	The illocutionary -1	Principles	Theatrical	2	Seventh
formative	. method	of	design	4	Seventin
assessment (daily	Metacognition -2		design		
exams, class	.method	techniques			
discussion,	Method of solving -3				
homework	.problems				
assignments and	.1				
up, -their follow					
classroom					
.(calendar					
or Formative	The illocutionary -1	Principles	Theatrical	2	VIII
formative	. method	of	lighting	_	
assessment (daily	Metacognition -2		ingining		
exams, class	.method	techniques			
discussion,	Method of solving -3				
homework	.problems				
assignments and	-				
up, -their follow					
classroom					
.(calendar					
Formative or	The illocutionary -1	Principles	Lighting	2	Ninth
formative	. method	of	functions		
assessment (daily	Metacognition -2	techniques			
		cenniques			

				1	1
exams, class	.method				
discussion,	Method of solving -3				
homework	.problems				
assignments and					
up, -their follow					
classroom					
.(calendar					
Personal	electronic	Principles	Monthly	2	The tenth
evaluation		of	exam		
semester and )		techniques			
final exams to		teeminques			
issue					
differentiation					
judgments					
between students					
and judgments of					
success and					
.(failure					
Formative or	The illocutionary -1	Principles	decor	2	eleventh
formative	. method	of			
assessment (daily	Metacognition -2	techniques			
exams, class	.method	teeminques			
discussion,	Method of solving -3				
homework	.problems				
assignments and					
up, -their follow					
classroom					
.(calendar					
Formative or	The illocutionary -1	Principles	Theatrical	2	twelveth
formative	. method	of	view		
assessment (daily	Metacognition -2	techniques			
exams, class	.method	occiningcs			
discussion,	Method of solving -3				
homework	.problems				
assignments and					
up, -their follow					
classroom					
.(calendar					
Formative or	The illocutionary -1	Principles	Theatrical	2	Thirteenth
formative	. method	of	scenic		
assessment (daily	Metacognition -2	techniques	designer		
exams, class	.method	1	.61		
discussion,	Method of solving -3				
homework	.problems				
assignments and					
up, -their follow					
classroom					
.(calendar					
Formative or	The illocutionary -1	Principles	Theatrical	2	fourteenth
formative	. method	of	decoration		
1				I	I

assessment (daily exams, class	Metacognition -2 .method	techniques	jobs		
discussion, homework	Method of solving -3				
	.problems				
assignments and					
up, -their follow classroom					
.(calendar					
Personal	electronic	D	N	2	E:041-
evaluation	Ciccuonic	Principles	Monthly	2	Fifteenth
semester and)		of	exam		
final exams to		techniques			
issue					
differentiation					
judgments					
between students					
and judgments of					
success and					
.(failure					
Formative or	The illocutionary -1	Principles	Theater	2	-First
formative	. method	-		۷	
assessment (daily	Metacognition -2	of	parts		Chapter
exams, class	.method	directing			Two
discussion,	Method of solving -3				
homework	.problems				
assignments and	.proorems				
up, -their follow					
classroom					
.(calendar					
Formative or	The illocutionary -1	Principles	Music	2	the
formative	. method	of	1/10/510	_	second
assessment (daily	Metacognition -2				second
exams, class	.method	directing			
discussion,	Method of solving-3				
homework	.problems				
assignments and	•				
up, -their follow					
classroom					
.(calendar					
			Application		the third
			and		
			preparation		
			of		
			graduation		
			research		
			Application		the fourth
			and		
			preparation		
			of		
			01		

		1	4 .•		
			graduation research		
					E:01.
			Application		Fifth
			and		
			preparation		
			of		
			graduation		
			research		
			Application		VI
			and		, 1
			preparation		
			of		
			graduation		
			research		
			Application		Seventh
			and		
			preparation		
			of		
			graduation		
			•		
Formative or	TT1 '11 4' 4	D: :1	research	2	3 7777
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assessment (daily	Metacognition -2	techniques			
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between students			
and judgments of			
success and			
.(failure			

	evaluation Course .11					
Distribution of the grade out of 100 according to the tasks assigned to the student,						
such as daily preparation,	, daily, oral, monthly, written exams, reports, etc					
	Learning and teaching resources .12					
-Haider Al -Theatrical techniques	(Required textbooks (methodology, if any					
Ameedi						
What is scenography? Pamela	(Main references (sources					
Theory of theatrical -Howard						
Julian Hilton -presentation						
-Magazine Academy Art-Al	Recommended supporting books and					
Baghdad -College of Fine Arts	(references (scientific journals, reports					
The theater library is available	Electronic references, Internet sites					
on the Telegram application						
Theatrical stage location						

# **Course Description**

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating learning whether the student has made the most of the available description It must be linked to the program opportunities

26. Department / Scientific Center  27. Course Name/Code
20 C I I
28. Course Leader
29. Available attendance forms
30. semester/year
31. Number of study hours (total)
32. Date this description was prepared
cation with specialized staff
iculum to correct pronunciation
ans of helping them understand the
Increase literary and popular
e curricula in a representative
epare by presenting his activities to

# 10.outcomes, teaching, learning and assessment methods Course

# Cognitive objectives -A

The student should be able to communicate the material through the -A1 .verbal, audio and representative aspects

creativity and Learning during lecture gives the student a space for -A2 .innovation

Learning during delivery after the student moves from the educational -A3 style to a new educational style

.The student learns to convert written text into a visual presentation -A4 .texts The student learns to write by preparing -A5

-A6

- . objectives skill specific Course -B
  - .The student analyzes the scientific material B1

To increase the distinction between performance methods in front of - B2 students

.It is well trained - B3

confidence-Increase the student's self-B4

# Teaching and learning methods

- 1- (Lecture (instructional
- 2- Practical lecture
- 3- Discussion
- 4- Model analysis

## Evaluation methods

- 1- (Tests (written
- 2- Surprise tests
- 3- Practical tests
- 4- The work is presented to the students and they know its success and effectiveness

# based goals-Emotional and value -C

Developing the spirit of teamwork -A1

Increasing the student's boldness through acting -A2

Care and discipline in meeting deadlines -A3

Eliminating some pronunciation defects -A4

# methods Teaching and learning 1 - Participation 2 - Practical aspect -2 3 - Skills test -3 Evaluation methods 1 - Daily preparation and student participation 2 - Written exams 3 - Practical exams other skills related to employability and ) General and transferable skills -D .(development personal Teamwork -D1 Analytical skills -D2 Dialogue and discussion -D3 Preparing his own texts -D4

11.Cour	rse structure				
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Daily test	Lecture	Theatre graduation project	About the project	4	1
Daily test	Lecture	Theatre graduation project	Importance of the project	4	2
Oral test	Discussio n	Theatre graduation project	Project nature	4	3
Daily test	mental bombardm ent	Theatre graduation project	How to prepare forms	4	4
Daily test	Lecture	Theatre graduation project	Classic text	4	5
Daily test	workshop	Theatre graduation project	Theatrical text analysis	4	-6
Daily test	workshop	Theatre graduation project	Roman era text	4	7
Daily test	workshop	Theatre graduation project	Theatrical text analysis	4	8
Oral test	workshop	Theatre graduation project	Renaissance model	4	9
Daily test	workshop	Theatre graduation project	Theatrical text analysis	4	10
Daily test	workshop	Theatre graduation project	Shakespeare's text	4	11
Daily test	workshop	Theatre graduation project	Shakespeare's text analysis	4	12
Daily test	a lecture	Theatre graduation	Examples of English theatre	4	14

		project			
Achievem	a test	Theatre	Examples of	4	15
ent		graduation	French theatre		
evaluation		project			
Daily test	a lecture	Theatre	Models of	4	16
•		graduation	modern theatre		
		project	worldwide		
Daily test	workshop	Theatre	Examples of	4	17
•		graduation	Arab theatre		
		project			
Practical	workshop	Theatre	Models of Iraqi	4	18
test		graduation	theatre		
		project			
Practical	workshop	Theatre	Analysis of	4	19
test		graduation	models of		
		project	representation		
Practical	workshop	Theatre	Determine the	4	20
test		graduation	work cadres		
		project			
Achievem	a test	Theatre	Conducting tests	4	21
ent		graduation			
evaluation		project			
Daily test	workshop	Theatre	Exit naming	4	22
·		graduation			
		project			
Daily test	workshop	Theatre	Nominating	4	23
		graduation	actors and		
		project	technicians		
Daily test	workshop	Theatre	exercises	4	24
		graduation	(rehearsals)		
		project			
Daily test	workshop	Theatre	exercises	4	25
•		graduation	(rehearsals)		
		project			
Daily test	workshop	Accelerated	exercises	4	26
-		graduation	(rehearsals)		
		project			
Daily test	workshop	Theatre	exercises	4	27
-		graduation	(rehearsals)		
		project			
Practical	workshop	Theatre	exercises	4	28
test		graduation	(rehearsals)		
		project	,		

Daily test	workshop	Theatre	Presentation	4	29
		graduation	before a		
		project	committee		
Midterm exam and final achieveme nt assessmen t	exam	Theatre graduation project	Presentation to an audience		30

12.infrastructure	
Texts by international and Arab playwrights (	Required textbooks -1
Sophocles, Euripides, Shakespeare, Seneca,	
Plautus, Terence, Marlowe, Racine, Corneille,	
Molière, writers on the Theatre of the Absurd,	
.( epic theatre, and Arab and Iraqi playwrights	
Innovations of Playwrights in the Twentieth	(Main references (sources -2
Century, Sami Abdel Hamid	
Books on directing, acting and techniques	
performances Watching serious theatrical	Recommended books and -A
	scientific journals, ) references
	( .reports, etc
	Electronic references, -B
	websites

13.Curri	culum Devel	lopment Pla	n		

# **Course description form**

Course name .1
Plastic graduation project
Course code .2

Semester/year .3	
Annual(2024-2025)	
epared The date this description was .4	pro
2025/3/10	<u></u>
Available forms of attendance .5	
My presence	
units (total) / Number of study hours .6	(total) / number of i
. ,	(total) / Humber of t
120/120	
(if more than one name is mentioned .7	<u> </u>
dri Email: <u>nibraswafa@tu.edu.iq</u>	Name : Assistant Prof.Dr. Nibras Wafa Ba
li Email: osamah.aljebory@tu.edu.iq	Name: Assistant Prof. Dr. Osama Adnan A
Course objectives .8	
study subject Objectives of the	Developing the capabilities of university outputs in the field of art  Enabling the learner to complete the plastic graduation project according to the academic steps  Enhancing learners' awareness of the importance of the plastic subject of the agraduation project  Increasing the effectiveness of teaching by selecting assuccessful means and methods  Enhancing the spirit of research and exploration among students  Developing learners' creative
Teaching and learning strategies .9	.thinking
The strategy	Active thinking -

# Brainstorming method -

Cognitive growth ladder strategy -

				Cour	se structure .10
<b>Evaluation</b>	Learning	Name of	Required	hours	the week
method	method	the unit or	learning		
		topic	outcomes		
Formative or	The -1	An overview	The student -	4	1
formative	illocutionary	of the project	should be	-	1
assessment	. method	subject and	familiar with		
daily exams, )	-2	an	technical schools		
class discussion,	Metacognition	introduction			
homework	.method	to its nature	and critical		
assignments and	Method of -3		.trends		
up, -their follow	solving		The student -		
classroom	.problems		should be able		
.(calendar			to perform		
			various types of		
			.artistic works		
Formative or	The -1	Project topic:	The student -	4	2
formative	illocutionary	historical, )	should be	•	-
assessment	. method	heritage,	familiar with		
daily exams, )	-2	popular,	technical schools		
class discussion,	Metacognition	(social	and critical		
homework	.method		.trends		
assignments and	Method of -3				
up, -their follow	solving		The student -		
classroom	.problems		should be able		
.(calendar			orm to perf		
			various types of		
			.artistic works		
Formative or	The -1	Project topic:	The student -	4	3
formative	illocutionary	historical, )	should be		
assessment	. method	heritage,	familiar with		
daily exams, )	-2	,popular	technical schools		
class discussion, homework	Metacognition	(social	and critical		
assignments and	.method		.trends		
up, -their follow	Method of -3		The student -		
classroom	solving .problems		should be able		
.(calendar	.problems		to perform		
			various types of		
			.artistic works		
E 4*	TDI 4	D .			4
Formative or formative	The -1	Preparing	The student -	4	4
assessment	illocutionary . method	project prototypes	should be		
daily exams, )	. metnod -2	prototypes	familiar with		
class discussion,	Metacognition		technical schools		
homework	.method		and critical		
assignments and	Method of -3		.trends		
up, -their follow	solving		The student -		

Т Т	T		1	ı	
classroom	.problems		should be able		
.(calendar			to perform		
			various types of		
			.artistic works		
Formative or	The -1	Preparing	The student -	4	5
formative	illocutionary	project	should be	7	3
assessment	. method	prototypes	familiar with		
daily exams, )	-2		technical schools		
class discussion,	Metacognition				
homework	.method		and critical		
assignments and	Method of -3		.trends		
up-their follow,	solving		The student -		
classroom	.problems		should be able		
.(calendar	•		to perform		
			various types of		
			.artistic works		
Formative or	The -1	Select a	The student -	4	6
formative	illocutionary	successful	should be	4	v
assessment	. method	initial	familiar with		
daily exams, )	-2	attempt	technical schools		
class discussion,	Metacognition	•			
homework	.method		and critical		
assignments and	Method of -3		.trends		
up, -their follow	solving		The student -		
classroom	.problems		should be able		
.(calendar			to perform		
			various types of		
			.artistic works		
Formative or	The -1	Select a	The student -	4	7
formative	illocutionary	successful	should be		,
assessment	. method	initial	familiar with		
daily exams, )	-2	attempt	technical schools		
discussion, class	Metacognition		and critical		
homework	.method				
assignments and	Method of -3		.trends		
up, -their follow	solving		The student -		
classroom	.problems		should be able		
.(calendar			to perform		
			various types of		
			artistic works.		
Formative or	The -1	Study the	The student -	4	8
formative	illocutionary	initial	should be		0
assessment	. method	by attempt	familiar with		
daily exams, )	-2	shading	technical schools		
class discussion,	Metacognition				
homework	.method		and critical		
assignments and	Method of -3		.trends		
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class discussion, Metacognition						
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Formative or	The -1	<b>Executing the</b>	The student -	4	14
formative	illocutionary	model in	should be		
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formative	illocutionary	model in	should be	_	
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			.artistic works		
Diagnostic		<b>Evaluation of</b>		4	16
evaluation		works of art			
semester and )					
final exams to					
issue judgments					
of success and					
.(failure					
Formative or	The -1	Implement	The student	4	17
formative	illocutionary	the project in	should be		
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daily exams, )	-2	large canvas	technical schools		
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homework	.method		.trends		
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Formative or	The -1	Implement	The student -	4	18
formative	illocutionary	the project in	should be able	•	
assessment	. method	oil colors on a	to perform		
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Formative or formative	The -1	Implement	The student should be	4	19
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up, -their follow classroom	solving				
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		Implement	should be able	4	20
formative	illocutionary	the project in oil colors on a			
assessment	. method		to perform		
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up, -their follow classroom	solving				
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class discussion,	Metacognition		and critical		
homework	.method		.trends		
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up, -their follow	solving				
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Formative or	The -1	Implement	The student	4	23
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formative	illocutionary	the project in	should be able		
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formative	illocutionary	the project in	should be able		
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Formative or	The <b>-1</b>	Implement	The student	4	27
formative	illocutionary	the project in	should be		
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class discussion,	Metacognition		and critical		
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formative	illocutionary	the project in	should be able		_
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classroom	.problems				
.(calendar					
Formative or	The -1	Implement	The student	4	29
formative	illocutionary	the project in	should be	· [	
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daily exams, )	-2	large canvas	technical schools		
class discussion,	Metacognition		and critical		
homework	.method		.trends		
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classroom	.problems			
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Diagnostic		<b>Evaluation of</b>	4	30
evaluation		works of art	_	
semester and )				
final exams to				
judgments issue				
of success and				
.(failure				

# Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, and practical application

	Learning and teaching resources .12
	(Required textbooks (methodology, if any
Concepts in pictorial – -construction/ Dr. Aziz Al Rikabi	(Main references (sources
Training in plastic arts/ - Abdel Fattah Riad	
Drawing How do we taste -	••••
it ? (Elements of	••••
Composition)/Frederick	
Mallens	
Vision Dialogue/Nathan -	Recommended supporting books and
Nobler	(references (scientific journals, reports
The creative process in the -	
art of photography/Dr.	
Shaker Abdel Hamid	
Artists' channels on YouTube that specialize in teaching .drawing	Electronic references, Internet sites

# **Course Description Form**

1. Course Name: Hand work 2. Course Code: Hand work 3. Semester / Year: 2024-2025 4. Description Preparation Date: 2025-3-21 5. Available Attendance Forms: **Attendance in the classroom** 6. Number of Credit Hours (Total) / Number of Units (Total): / 120- 2 7. Course administrator's name (mention all, if more than one name) Name: Email: :ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed 8. Course Objectives **Course Objectives** - Providing the Ministry of Education with staff specialized in teaching art education in secondary schools. Enabling students to know the means of communication through which the artistic message is delivered to students and society. 9. Teaching and Learning Strategies Strategy The student sets a good example for those around him. Forming a general category of good values. Providing psychological motivation to achieve emotional goals. 10. Course Structure Week Hours Required Learning Unit or subject Learning Evaluation **Outcomes** method method name Formative or Chapter one A historical Hand 4 1-The illocutionary formative assessment overview of the art work 1 method. (daily exams, class of ceramics 2- Metacognition method. discussion. 3-Method of solving homework problems assignments and their follow-up,

classroom calendar).

	1		T	_	I
2	4	Explanation and presentation of an introductory video of rope weaving, displaying types of artwork in different sizes.	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Make macrame using knots only	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Make macrame using knots only	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	Make macrame using knots only	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Delivery of works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Explanation and presentation of an introductory video of rope weaving, displaying types of artistic costumes in different sizes, and showing how to insert beads.	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress).	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress).	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Costumes by contract only (dress, skirt, blouse, tie, hat,	1-The illocutionary method. 2- Metacognition method.	Hand work	Formative or formative assessment (daily exams, class discussion,

	T			Т	1, , 1
		bag, cloak, mattress).	3-Method of solving problems		homework assignments and their follow-up,
11	4	Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress).	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	classroom calendar).  Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress).	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress).	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress).	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15		Delivery of works		Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
- Chapter II	4	Video presentations and explanations on how to draw by hand and screen print on (paper - fabric) with an introduction to the types of colors used.	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2	4	Hand drawing and screen printing on (paper - fabric)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Hand drawing and screen printing on (paper - fabric)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4		Hand drawing and screen printing on	1-The illocutionary	Hand work	Formative or formative assessment (daily exams, class

	1.	( ( )	method.		discussion,
	4	(paper - fabric)	2- Metacognition method. 3-Method of solving problems		homework assignments and their follow-up, classroom calendar).
5	4	Hand drawing and screen printing on (paper - fabric)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Delivery of works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	A video presentation with an explanation of the method of drawing on glass and ironing on wood, with an introduction to the types of colors used for this and an introduction to the types of wood.	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Drawing on glass or wood (the student has a choice between the two materials)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Drawing on glass or wood (the student has a choice between the two materials)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Drawing on glass or wood (the student has a choice between the two materials)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	Drawing on glass or wood (the student has a choice between the two materials)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Drawing on glass or wood (the student has a choice between the two	1-The illocutionary method. 2- Metacognition method. 3-Method of solving	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and

		materials)	problems		their follow-up, classroom calendar).
13	4	Drawing on glass or wood (the student has a choice between the two materials)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Drawing on glass or wood (the student has a choice between the two materials)	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15	4	Delivery of works		Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

11. (	Course I	Evaluation	า				
	Distributing the score out of 100 according to the tasks assigned to the student such as daily 12. Learning and Teaching Resources daily oral, monthly, or written exams, reports					9	
Require	Required textbooks (curricular books, if any)						
Main ref	Main references (sources)						
Recomn	nended	books	and refe	rences			
(scientifi	(scientific journals, reports)						
Electron	ic Refere	nces, Web	sites				

# 12. Learning and teaching Resources

- -The summary in the history of public art / Abu Saleh Al-Alfi. Art history books/Zuhair Abdel-Sahib.
- Al-Baheth Technical Journal, technical reports and research.
- Media and communication library available on the Telegram application

History arts sites on

# Course description form

Course name .1
Means of communication
Course code .2
Semester/year .3
2025-2024
prepared The date this description was .4
2025/3/11
Available forms of attendance .5

My	presence	•
•/		

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

(Number of hours (60) Number of units (120

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

Yaseen.a@tu.edu.ig: Tayef. Email-Name: Prof. Dr. Yassin Alwan Al

# Course objectives .8

- Providing the Ministry of Education with staff secondary specialized in teaching art education in .schools
- off Objectives of the study subject ols
- Enabling students to know the means of communication through which the artistic message is delivered to students and society
- Enhancing students' awareness of the goals and functions of personal, personal, collective, folkloric and .ar means of communicationpopul
- Providing students with skills in communication trends
  that occur in various fields of education and life
  - Introducing students to the foundations of media education that enable them to know the goals and of means of communication objectives of all types
- Teaching students the theoretical foundations on which means of communication depend in their influence on recipients

# Teaching and learning strategies .9

.Descriptive method -4 .Discussion method -5

The strategy

.solving problems Method of -6

### Course structure .10 **Evaluation method** Learning Name of Required hours the method the unit or learning week topic outcomes Formative or formative Means of 2 The -1 Communication the first illocutionary communication concept assessment (daily exams, . method class discussion.

1 1	D: · 2			I	1
homework assignments	Discussion -2				
up, -and their follow	method Method of -3				
.(classroom calendar	solving				
	problems.				
Formative or formative	The -1	Means of	Communication	2	the
	illocutionary	communication	elements	۷	second
assessment (daily exams,	. method	Communication	Cicincins		second
class discussion,	Discussion -2				
homework assignments	method				
up, -and their follow	Method of -3				
.(classroom calendar	solving				
	.problems				
Formative or formative	The -1	Means of	Types of	2	the third
assessment (daily exams,	illocutionary	communication	communication	2	the third
class discussion,	. method	Communication	Communication		
	Discussion -2				
homework assignments	method				
up, -and their follow	Method of -3				
.(classroom calendar	solving				
	.problems				
Formative or formative	The -1	Means of	Forms of	2	the fourth
assessment (daily exams,	illocutionary	communication	communication		
class discussion,	. method				
homework assignments	Discussion -2				
up, -and their follow	method				
.(classroom calendar	How to solve -3				
`	problems				
Personal evaluation	presence My	Means of	Monthly exam	2	Fifth
semester and final exams)		communication			
to issue differentiation					
judgments between					
students and judgments					
.(of success and failure					
Formative or formative	The -1	Means of	Communication	2	VI
assessment (daily exams,	illocutionary	communication	purposes	_	
class discussion,	. method		1 1		
homework assignments	Discussion -2				
up, -and their follow	method				
.(classroom calendar	Method of -3				
.(ciassiooni calendai	solving				
	.problems				
Formative or formative	The -1	Means of	The importance	2	Seventh
assessment (daily exams,	illocutionary	communication	of		
class discussion,	. method		communication		
homework assignments	Discussion -2				
up, -and their follow	method				
.(classroom calendar	Method of -3				
	solving				
	.problems				

Formative or formative	The -1	Means of	Communication	2	VIII
assessment (daily exams,	illocutionary	communication	arts		
class discussion,	. method				
homework assignments	Discussion -2				
up, -and their follow	method				
-	Method of -3				
.(classroom calendar	solving				
	.problems				
Formative or formative	The -1	Means of	Communication	2	Ninth
assessment (daily exams,	illocutionary	communication	arts		
class discussion,	. method				
homework assignments	Discussion -2				
up, -and their follow	method				
-	Method of -3				
.(classroom calendar	solving				
	.problems				
Personal evaluation	presence My	Means of	Monthly exam	2	The tenth
semester and final exams)	•	communication			
to issue differentiation					
judgments between					
students and judgments					
.(of success and failure	TI 1	Marian	Conditions for	2	.141.
Formative or formative	The -1	Means of		2	eleventh
assessment (daily exams,	illocutionary	communication	successful		
class discussion,	. method		communication		
homework assignments	Discussion -2				
up, -and their follow	method				
.(classroom calendar	Method of -3				
· ·	solving				
D	.problems	) / C	C1		. 1 .1
Formative or formative	The -1	Means of	Characteristics	2	twelveth
assessment (daily exams,	illocutionary	communication	of mass media		
class discussion,	. method				
homework assignments	Discussion -2				
up, -and their follow	method				
.(classroom calendar	Method of -3				
·	solving				
Formative or formative	.problems The -1	Means of	Characteristics	2	Thirteenth
			of mass media	۷	Inirteenth
assessment (daily exams,	illocutionary . method	communication	of mass media		
class discussion,					
homework assignments	Discussion -2				
up, -and their follow	method Method of -3				
.(classroom calendar					
	solving				
Formative or formative	.problems The -1	Means of	Uses of mass	2	fourteenth
		communication	nicationcommu	۷	Tourteenth
assessment (daily exams,	illocutionary	Communication	meanoncommu		
class discussion,	. method				
homework assignments	Discussion -2				
up, -and their follow	method				

.(classroom calendar	Method of -3 solving .problems				
Personal evaluation semester and final exams) to issue differentiation judgments between students and judgments .(of success and failure	My presence	Means of communication	Monthly exam	2	Fifteenth
Formative or formative assessment (daily exams, class discussion, homework assignments up, -and their follow .(rclassroom calenda	The -1 illocutionary . method Discussion -2 method Method of -3 solving .problems	Means of communication	Media education and its importance structure in the of communication	2	-First Chapter Two
Formative or formative assessment (daily exams, class discussion, homework assignments up, -their follow and .(classroom calendar	The -1 illocutionary . method Discussion -2 method Method of -3 solving .problems	Means of communication	Communication -Theories Gatekeeper Theory	2	the second
			Application and preparation of graduation research		the third
			Application and preparation of graduation research		the fourth
			Application and preparation of graduation research		Fifth
			Application and preparation of graduation research		VI
			Application and preparation of graduation research		Seventh
formative Formative or assessment (daily exams, class discussion, homework assignments up, -and their follow .(classroom calendar	The -1 illocutionary . method Discussion -2 method Method of -3 solving	Means of communication	Prioritization theory	2	VIII

	.problems				
Formative or formative assessment (daily exams, class discussion,	The -1 illocutionary . method	Means of communication	and gratifications theory	2	Ninth
homework assignments up, -and their follow .(classroom calendar	Discussion -2 method Method of -3 solving				
Personal evaluation	.problems My presence	Means of	Monthly exam	2	The tenth
semester and final exams ) differentiation to issue judgments between students and judgments .(of success and failure	My presence	communication	Monuny exam	Z	The tenth
Formative or formative assessment (daily exams, class discussion, homework assignments up, -and their follow .(classroom calendar	The -1 illocutionary . method Discussion -2 method Method of -3 solving .problems	Means of communication	Cultural implantation theory	2	eleventh
formative Formative or assessment (daily exams, class discussion, homework assignments up, -and their follow .(classroom calendar	The -1 illocutionary . method Discussion -2 method Method of -3 solving .problems	Means of communication	Frame theory	2	twelveth
Formative or formative assessment (daily exams, class discussion, homework assignments up, -and their follow .(classroom calendar	The -1 illocutionary . method Discussion -2 method Method of -3 solving .problems	Means of communication	Value determinism theory	2	Thirteenth
Formative or formative assessment (daily exams, class discussion, homework assignments up, -and their follow .(classroom calendar	The -1 illocutionary . method Discussion -2 method Method of -3 solving .problems	Means of communication	Communication dependence theory	2	fourteenth
Personal evaluation and final exams semester) to issue differentiation judgments between students and judgments	My presence	Means of communication	Monthly exam	2	Fifteenth

.(of success and failure			

# Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student, preparation, daily, oral, monthly, written exams, reports, etc such as daily

- Formative or formative assessment (daily exams, class discussion, homework -3 .(up, classroom calendar-assignments and their follow
  - .Daily exam: 5 marks •
  - .Class discussion: 10 marks
    - .marks Homework: 5
    - .Class calendar: 30 marks •
  - Personal evaluation (semester and final exams to issue differentiation -4 .(judgments between students and judgments of success and failure
    - .Semester: 50 degrees
      - .Final: 50 marks •

	Learning and teaching resources .12
Means of communication and its	(Required textbooks (methodology, if any
Qalini-theories/Susan Al	
Communication theories/Mohamed Abdel Hamid Communication theories/Mervat -Aziz Al-Tarabishi and Abdel-Al Sayed Theories of media influence/Mohammed bin Saud	(Main references (sources

Bishr-Al	
Media Researcher •	Recommended supporting books and
.Magazine	(references (scientific journals, reports
. Media Magazine  •	
Media and communication	Electronic references, Internet sites
le on the library availab	
Telegram application	

# program

# Mr.Sabah khalaf khader

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has .made the most of the learning opportunities available. It must be linked to the program description

# For the humanities

1-Educational	Ministry of Higher Education and Scientific Research /
institution	Tikrit University
2 Scientific	College of Education for Humanities/Qur'anic Sciences
department/center	and Islamic Education
3-Name of the academic	Measurement and Evaluation
or professional program	
4-Name of the final	Bachelor's
certificate	
5 -: Academic system	Annual
Annual/courses/others	
6- Accredited	In-person education
accreditation program	
7- Other external	Some skills and applications require a live environment
influences	((traditional classroom lessons
8-Date the	2024-2025
description was	
prepared	

# 9- Objectives of the academic program

- A- Making students understand the nature of the measurement and evaluation method and its role in the educational process.
- B- Enabling students to know the methods and types of measurement and evaluation that are based on the teacher.
  - .C- Familiarizing students with educational objectives and how to formulate them
- E- Providing students with teaching skills.
- F- Making students know how to plan educational lessons.
- G- Making students understand evaluation, its types and tools

# 10- Required program outcomes and teaching, learning and evaluation methods

- A- Cognitive objectives
- A1- The student should know teaching.
- A2- The student should know the concepts and terms in measurement and evaluation.
  - A3- The student should list the types of educational objectives.
  - A4- The student should explain the data using statistical measures.
  - A5- The student should mention the teaching skills.
  - A6- The student should distinguish between tests and their types.
  - B Program specific skill objectives
  - B1- The student should distinguish between types of statistical data and statistical analysis.
  - B2- The student should identify methods of testing samples.
  - B3- The student should know how to generalize the results after statistical

analysis.

B4- The student should know the tests and their types.

# **Teaching and learning methods**

- .C- Emotional and value goals
- .C1- The student should be inclined to study curricula and teaching methods
- C2- The student should like the teacher's style and teaching methods
- C3- The student interacts with the way the teaching methods material is presented

# **Teaching and learning methods**

(discussion, lecture, questioning)

# **Evaluation methods**

- 1-Attendance and participatipn
- .2- Periodic tests
- .3- Outdoor activities
- D General and qualifying transferable skills [other skills related to employability and personal development]
- .D1- Scientific dialogue and discussion skills
- D2- Skills in modern technologies in communications, documentation, and .communication with scientific institutions and centers
- D3- The skill of presenting oral questions

# 11- Program structure

practical	Credit hours theoretical	Name of the course or course	Course or course code	Educational level
	4	Measurement and Evaluation		Fourth

# 12- Planning for personal development

- -Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations.
- -Accessing international studies in similar departments, to develop the ability to research and solve scientific problems.
- -Engage in acquiring modern scientific expertise and skills in the field of modern technical communication.

# 13- Admission standard (setting regulations related to admission to the college or institute)

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the .student's desire with the total he obtained

# 14- The most important sources of information about the program

- -Decisions of the sectoral committee.
- -General teaching methods / Dawoud Maher Muhammad and Majeed Mahdi Muhammad.
- -Teaching Compass / Dr. Nidal Muzahim Al-Azzawi.
- -Teaching methods / Dr. Falah Saleh Hussein.

														رنامج	رجات التعلم المطلوبا	مذ		
General and qualifying transferable skills (other skills related to employability and personal development		Emo	otion va	al lue g	and oals	Objectives and skills of the program			Cognitive objectives				I .	Name of the rapporteu r	year			
D4	D3	D2	D1	C4	<b>C</b> 3	C2	C1	B4	В3	B2	B1	A4	A3	A2	A1	Basic	Measurem ent and Evaluatio n	2024 - 2025

