

. 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

٢٠٢٥/٢٠٢٥/ :Date the description was prepared

٢٠٢٥/١٢/٣ :ileDate of filling the f

: the signature

ا.م.د. مزاحم قاضي حسين
رئيس قسم التربية الفنية

: the date

٢٠٢٥/١٢/٣

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:the date

رئيس القسم المساعد
معاون العميد لشؤون العملية

ormanceDivision of Quality Assurance and University Perf

Name of the Director of the Quality Assurance and University Performance

:Division

الاستاذ الدكتور
فهد سلاسل خلف

the date

٢٠٢٥/١٢/٣

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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 l 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 falls institutions 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 courses	Program 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

.Notes may include whether the course is core or elective *

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

	2	Arabic		
1	1	Computer		
	2	Educational psychology		
	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 psychology		the second
	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 and mental health		Third
	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	Graduation Project		

Expected learning outcomes of the program .8	
Knowledge	
<p>1. A document that combines the learning outcomes of the academic program and its .courses</p> <p>2. A document showing the theoretical 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</p>	<p>1- Cognitive goals</p> <p>That the student is able to know the .1</p> <p>That the -2 .trends of art education student is able to know the importance .of art education and its objectives</p> <p>The student should be familiar with -3 .technical schools and critical trends</p> <p>miliar with That the student is fa -4 modern teaching methods for art .education</p> <p>That the student is familiar with -5 modern methods in studying art .education</p>
Skills	
<p>1. A document that combines the learning outcomes of the academic program and its .courses</p> <p>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</p>	<p>That the student is able to become - 1 familiar with the methods of teaching, evaluating the scientific measuring and .subject</p> <p>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</p> <p>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</p> <p>The student should be able to perform -4 .artistic works of various kinds</p> <p>nt should be able to use The stude-5 .various materials</p> <p>That the student be able to critique - 6</p>

		.artistic works of all kinds	
Statement of learning outcomes 3		Learning outcomes 3	
Value			
Producing theatrical works and visual exhibitions that enhance values and borrow from the cultural and civilizational .society heritage of		1. Strengthening national identity through art 2. learner’s Strengthening the 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 the teaching staff	Req uire men	Specialization	Scientific rank

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

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

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 lly sinceespecia . master's degree with most applicants completing the Benefiting from the Ministry's annual plan in the field of scholarships

the doctoral holders outside 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, academic up implementation during the academic 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 professors, and researchers benefit 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 Activating 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

Program skills chart													
Learning outcomes required from the programme													
Value			Skills			Knowledge				Essential or ?optional	Course Name	Course Code	Year/level
C2	C1	B4	B3	B2	B1	A4	A3	A2	A1	Basic			The first stage
			*							Basic	Foundations of education		The second phase
										Basic	Educational psychology		
										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		
		*								Basic	Voice and speech		
*		*					*			Basic	Principles of		

											theatrical directing		third level
										Basic	Crimes of the defunct Baath Party		
	*		*					*		Basic	Educational guidance and mental health		
			*	*	*	*				Basic	Methods of teaching art education		
										Basic	Research Methodology		
	*						*	*	*	Basic	Connoisseurship and artistic criticism		
*			*				*		*	Basic	earthenware		
		*					*		*	Basic	Pictorial creation		
*		*					*			Basic	theater School		
*		*					*			Basic	The art of writing a play		The fourth stage
*		*					*			Basic	Theater directing		
			*							Basic	Personality psychology		
					*					Basic	Measurement and evaluation		
			*	*	*	*				Basic	Watch and apply		
										Basic	Means of communication		
		*								Basic	Handicrafts		
		*					*			Basic	Theatrical techniques		
		*					*			Basic	Theater graduation project		
		*					*			Basic	Plastic graduation project		
		*					*			Basic	Graduation 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	
<p style="text-align: center;">First/Cognitive objectives</p> <ul style="list-style-type: none"> - 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 l 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 <p>Skills objectives :Second</p> <p>That the student is able to identify - 1 between Aristotelian drama And . Albrechtianism</p> <p>student is able to use the That the - 2 appropriate means of linguistic expression and manipulation in conveying his artistic message to the recipient</p> <p>The student should be able to know the - 3 verbal language in -verbal and non .conveying the message to the recipient</p> <p>.based goals-Emotional and value :Third</p> <p>The student's awareness of the place of -1 theater and its importance in the required .psychological structure</p> <p>Recognizing the importance of theater -2</p>	<p>Objectives of the study subject</p>

<p>education in building the individual f the meanings Developing knowledge o -3 of verbal language, language, and .movement on stage</p> <p>Working on the student's awareness of -4 the importance and role of theater in all .areas of life</p>	
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Teaching and learning strategies .9

	The strategy
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Course structure .10

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

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

		a play	the theatrical text		
				3	tow twenty

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

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 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	(Main references (sources
mic magazineAcade Tikrit Journal of Education for Humanities Naboo Magazine Professor magazine	Recommended supporting books and (...references (scientific journals, reports
The electronic library is available on the Telegram application and Facebook	Electronic references, Internet sites

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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 description was prepared .4					
2025/3/13					
Available forms of attendance .5					
My presence					
(total) / number of units (total) Number of study hours .6					
60					
(Name of the course administrator (if more than one name is mentioned) .7					
Name: Prof. Dr :Yassen Faraj Yassin . Email: yassen.faraj@tu.edu.iq					
Course objectives .8					
The Ministry of Education with staff specialized in teaching Providing				Objectives of the study subject	
rt education in secondary schools					
Enabling students to know the history of theater					
Enhancing students' awareness of the goals and functions of theater					
to convey the message					
s with theater skills in various fields of education and Providing stude					
life					
Introducing students to the foundations of artistic education that enable					
them to know the goals and objectives of theater					
er Providing students with the theoretical foundations on which the					
depends and its impact on recipients					
Teaching and learning strategies .9					
1- . method Illocutionary 2- . method 3- .Method of solving problems				The strategy	
Course structure .10					
Evaluation method	method Learning	Name of the unit or topic	Require d learning outcome s	hour s	the wee k
Formative or formative assessment (daily exams, class discussion,	Method -1 . Illocutionary Metacognition -2 . method How to solve -3	Theater history	How did theater ?arise	2	the first

homework assignments and up, -follow their .(classroom calendar	.problems				
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -follow their .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Greek drama	2	the second
Formative or formative assessment (daily exams, class discussion, homework assignments and ,up-their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Tragedy	2	the third
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(calendar classroom	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Aeschylus	2	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of .(success and failure	electronic	Theater history	Sophocles	2	Fifth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Euripides	2	VI
Formative or formative	Method -1 . Illocutionary	Theater history	Comedy and	2	Seventh

assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Metacognition -2 . method How to solve -3 .problems		comedy		
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Roman Theater	2	VIII
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Popular comedy mimos ) (	2	Ninth
evaluation Personal semester and final) exams to issue differentiation judgments between students and judgments of .(success and failure	electronic	Theater history	The in stage the : church	2	The tenth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Morality plays	2	eleventh
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	plays Comma The s comic	2	twelfth

.(classroom calendar					
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Theater in Italy	2	Thirteenth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method to solve How -3 .problems	Theater history	Theater in the Renaissance	2	fourteenth
Personal evaluation final semester and) exams to issue differentiation judgments between students and judgments of .(success and failure	electronic	Theater history	Comedy And the tragedy Italy in	2	Fifteenth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The play A Rural and the opera	2	First - Chapter Two
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The in stage France	2	the second
Formative or formative assessment (daily exams, class discussion,	way The- . Illocutionary Metacognition -2 . method How to solve -3	Theater history	The in stage England	2	the third

homework assignments and up, -their follow classroom calendar	.problems				
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom calendar	way The- . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Romantic direction	2	the fourth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom calendar	way The- . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The play The good one Made	2	Fifth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom calendar	method Illocutionary . Metacognition -2 . method How to solve -3 .problems	Theater history	the movem The ent in play beginning Century ten VIII	2	VI
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom calendar	method Illocutionary . Metacognition -2 . method solve How to -3 .problems	Theater history	realism	2	Seventh
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Natural	2	VIII
Formative or	Method -1	Theater history	Symboli	2	Nint

formative assessment (daily exams, class discussion, homework assignments and up, -their follow up). (classroom calendar)	. Illocutionary Metacognition -2 . method How to solve -3 .problems		sm		h
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of .(success and failure	electronic	Theater history	Expressi onism	2	The tenth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow up). (classroom calendar)	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Theater in the Arab world	2	elev nth
Formative or formative daily) assessment exams, class discussion, homework assignments and up, -their follow up). (classroom calendar)	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The beginnin g of theater in Lebanon	2	twelveth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow up). (classroom calendar)	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The beginnin g of theater in Syria	2	Thirteenth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow up). (classroom calendar)	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The beginnin g of theater in Egypt	2	fourteenth

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 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 Theater History	and Recommended supporting books (...references (scientific journals, reports
The library is available on the Internet	Electronic references, Internet sites

Course description form

Course name .1
Elements of art
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 study hours (total) / number of units .6	
120/60	
(one name is mentioned Name of the course administrator (if more than .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	
<ul style="list-style-type: none"> 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) . Lecture -1 . By work Learning -2	The strategy

. Mental Storming -3					
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

Daily testing	lecture	Art elements	Concept art	2	1
Daily testing	Brainstorming	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	Brainstorming	Art elements	Addition of colours	2	12
Daily testing	Brainstorming	Art elements	Figure "Artistic "composition	2	13
Daily testing	Brainstorming	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	Brainstorming	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 Tikrit university magazine the professor magazine	Internet sites ,Electronic references

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

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation 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	Human rights in Islamic law	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	Human rights guarantees in Islamic law	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	Lectures	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	Forms of democracy/direct democracy	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 references	Protecting human rights during the implementation stage of criminal judgments - a comparative study, Dr. Abdul Aziz Muhammad Mohsen
Electronic references, Internet sites	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

<ul style="list-style-type: none"> • Outputs Capabilities development the art area in Universities • And Planning from Learner Enable on Watercolor In colours coloring • Educated people Realization Strengthen And coloring Planning importance With • Water In colours 	Objectives of the study subject
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Teaching and learning strategies .9

	The strategy
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Course structure .10

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

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

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

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

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 .tion and its objectiveseduca 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 Metacognition -2 .method Method of -3 solving .problems	Painting still life in watercolor	The student should be able to know - .the 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 know - .the 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 know - .the 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 know - .the 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 know - .the 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 know - .art 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 know - .the 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 /	(Required textbooks (methodology, if any
And By planning Related Books Watercolor In colours drawing And foreign Arabic	(sources) Main references
And By planning Related Books	Recommended supporting books and references

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

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	
(Number of study hours (total) / number of units (total .6	
90	
(mentioned Name of the course administrator (if more than one name is .7	
ali.ahmed90@tu.edu.iq : Email Ali Ahmed Khadir :Name	
Course objectives .8	
<ul style="list-style-type: none"> 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

<p>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</p>	
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Teaching and learning strategies .9

<p>. Illocutionary method -1 . Knowledge behind what road -2 . the problems Solution road -3</p>	The strategy
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Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
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	The origins and development of writing	3	the first
Formative or formative assessment	The -1 illocutionary . method	Arabic calligraphy	Materials used in	3	the second

daily exams,) class discussion, homework assignments and their up, -follow classroom (calendar	-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, homework assignments and their up, -follow classroom .(calendar	.method Method of -3 solving .problems		life		
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	History of Arabic writing	3	Seventh
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 issue differentiation judgments	electronic	Arabic calligraphy and Islamic decoration	Arabic calligraphy in the Abbasid era	3	The tenth

between students and judgments of success and .(failure					
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	The most famous calligrapher of the Abbasid era (Ibn Muqla)	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	Son of the doorman	3	twelveth
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	-Yaqut Al Mustasami	3	Thirteenth
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	Contemporary calligraphers	3	fourteenth

up, -follow classroom (calendar)					
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 -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Types of Arabic calligraphy	3	the third
	The -1 illocutionary	Arabic calligraphy	koufi font	3	the fourth

	. method -2 Metacognition .method Method of -3 solving .problems	and Islamic decoration			
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Thuluth line	3	Fifth
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Naskh line	3	VI
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Persian calligraphy	3	Seventh
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	Line vamp	3	VIII
Formative or formative assessment daily exams,)	The -1 illocutionary . method -2	Arabic calligraphy and Islamic	Diwani calligraphy	3	Ninth

class discussion, homework assignments and their up, -follow classroom .(calendar	Metacognition .method Method of -3 solving .problems	decoration			
Personal 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 daily exams,) class discussion,	The -1 illocutionary . method -2 Metacognition .method	Arabic calligraphy and Islamic decoration	Botanical motifs	3	Thirteenth

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 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

And its His upbringing Arabi Line

(methodology, if any) Required textbooks

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

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 .1
Department of Art Education	department /center .2
English	Course name/ code .3
My presence	Available attendance forms .4
2024-2023	Semester /year .5

60	Number of study hours (.6 (total
2023/2/10	this description was Date .7 prepared
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
<p>Cognitive objectives -A</p> <p>Knowledge of vocabulary and meanings of the English -A1 language</p> <p>Knowing the tenses in the English language -A2</p> <p>Solve the exercises -A3</p> <p>Knowing how to formulate sentences -A4</p>
<p>The skills objectives of the course -B</p> <p>Provide a summary of the topic -B1</p> <p>Expanding the discussion and listening to all the students - B2 in the class</p> <p>Interconnection of ideas between the material and the -B3 discussion session</p>
and learning methods
<p>Method of giving lectures -1</p> <p>Student groups -2</p> <p>workshops -3</p> <p>Reports and studies -4</p> <p>available means of explanation in topics that require it Use -5</p> <p>the audience -6</p>
Evaluation methods
<p>Daily preparation of the material and effective discussion -1 using a method or style of critical thinking</p> <p>and monthly written exams monthly-Daily, semi -2</p> <p>and final exams Semester -3</p> <p>The method of facial expression -4</p> <p>Reports and studies -5</p> <p>Daily attendance -6</p>
<p>Emotional and value goals -C</p> <p>Developing the thinking skill according to the student's -C1 ability and moving him to a higher level of thinking</p> <p>and enhance the critical thinking strategy in Develop -C2 learning</p> <p>Benefiting from external sources related to the English -C3 language subject, such as local and international reports</p> <p>Collecting examples and information from reality about -C4 subject and addressing the problems the English language</p> <p>facing students in learning the English language</p>

and learning methods
<p>The first semester exam is divided into a monthly exam + a -1 (daily exam (25 marks</p> <p>The second semester exam is divided into a monthly exam + -2 (exam (25 marks a daily</p>
Evaluation methods
<p>Exams of all kinds -1</p> <p>Facial expression -2</p> <p>Reports and studies -3</p> <p>Feedback from students -4</p>
<p>Transferable general and qualifying skills (other skills -D .(related to employability and personal development</p> <p>communication Verbal -D1</p> <p>Teamwork -D2</p> <p>Written communication -D3</p> <p>Analysis and verification -D4</p> <p>Time management -D5</p> <p>Planning and organization -D6</p>

Course structure.10					
Evaluation method	Teaching method	Name of the unit topic/	Required learning outcomes	hours	the week
Tests attendance/rep/orts	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	unit first	Exercises	2	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/ ports	presence				
Tests attendance/re/ ports	My presence	Fourth	Verbs	2	13
Tests attendance/re/ ports	My presence	Fifth	Exercise	2	14
Tests attendance/re/ ports	My presence	Fifth	Exercises and passage	2	15
Tests attendance/re/ ports	My presence	Fifth	Exercises	2	16
Tests attendance/re/ ports	My presence	Six	Tenses	2	17
Tests attendance/re/ ports	My presence	Six	Exercises	2	18
Tests attendance/re/ ports	My presence	Six	Colors and synonyms	2	19
Tests attendance/re/ ports	My presence	Seven	Sentences	2	20
Tests attendance/re/ ports	My presence	Seven	Exercises	2	21
Tests attendance/re/ ports	My presence	Seven	Exam	2	22
Tests attendance/re/ ports	My presence	Eight	Tenses	2	23
Tests attendance/re/ ports	My presence	Eight	Verbs	2	24

ports					
Tests attendance/re/ports	My presence	Eight	Exercises	2	25
Tests attendance/re/ports	My presence	Nine	sentences	2	26
Tests attendance/re/ports	My presence	Nine	Exercises	2	27
Tests attendance/re/ports	My presence	Nine	Composition	2	28
Tests attendance/re/ports	My presence	tenth	Exercises	2	29
Tests attendance/re/ports	My presence	tenth		2	30

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 (١ ,references (scientific journals (.....,reports
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

<p>Creative goals -A</p> <p>to the student will be able That -1</p> <p>understand the conductivity of .metabolism</p> <p>Punitive learning gives the student -2</p> <p>. the same amount of creativity</p> <p>Practicing exercise after the -3</p> <p>student leaves the educational mode</p> <p>. to a new educational mode</p> <p>The student should be able to - 4</p> <p>the objectives of the know</p> <p>submissions that carry the directorial</p> <p>vision</p> <p>be aware of should The student -5</p> <p>the importance of reciprocal</p> <p>principles in the method of</p> <p>persuading and influencing the</p> <p>audience</p>	Objectives of the study subject
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Choosing teaching and learning .9
<p>.to set a good example among those around him The student seeks-1</p> <p>.The general separation of good values -2</p> <p>.The emergence of the driving forces of affectivity -3</p>
The strategy

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

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

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

Judge's evaluation .11	
according to the student's choice of daily Distribution of a score out of 100 .preparation, daily, oral, monthly, written exams, reports...etc	
Learning and teaching resources .12	
The book Principles of the Art of written by Dr. Sami Abdel - Acting Hamid	(Specific books (methodology found
Theories of the art of writing Dr. Aqeel Mahdi Youssef Director in Contemporary Theater, written by Saad Ardash	(Main references (sources
Foundations in theories and writing by Sharqawi-Jalal Al	Supporting books and references that cuts (...scientific journals, reports)
The theater library is available on the Telegram application Takra website	Electronic references, Internet sites

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
Rashid Nice

name Associate Scientific: .A Dr

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 Centenary	lonliness Study	number Courses	structure the program
Basic		60	60	requirements Enterprise
			Yes	requirements the college
			Yes	requirements Section
			nothing	Training Summer
				Other

* maybe that Includes Notes While if He was The decision Basic or my choice.

7 . a description the program				
hours Approved		name The decision or Course	Code The decision or Course	Year/ level
	theoretical	crimes party Resurrection Defunct		2023-2024 second/ 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.
9. Strategies education And learning	
<ul style="list-style-type: none"> 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					
Preparation Commission Teaching		Requirements/ skills(n Found)	Specialization		Rank Scientific
lecturer	angel		private	general	
	angel		Master's Sciences The Quran And education Islamic	Sciences The Quran And education Islamic	Teacher assistant

Development Professional					
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															
Value				Skills				Knowledge				Basic Mothe r my choice	name The decision	Code The decisio n	Year / level
C 4	C 3	C 2	C 1	B 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1				2023 - 2024
	*					*					*	Basic	crimes party Resurrecti on Defunct		

* 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 Mentioned)					
Name: .M M. Arabism slave God Hussein Email: oraba-abdallah@tu.edu.iq					
8. Goals The decision					
<ul style="list-style-type: none"> Gain Students be informed Vocabulary crimes party Resurrection Defunct more And expression And talk Braim party Resurrection Defunct And violations Really Iraqis. 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. 				Goals Subject Scholarship	
9. Strategies education And learning					
1- Strategy education Planning Concept Cooperative. 2- Strategy education Storming Mental. 3- Strategy education series Notes				The strategy	
10. Structure The decision					
road Evaluation	road Learning	name Unit or the topic	Outputs Learning required	hours	the week
Exams weekly	to explain		Gain Students be informed Vocabulary	2	1
				2	2

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

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).

12. Sources Learning And teaching

book crimes party Resurrection Defunct	Books decided Required(methodology that Found)
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books Courses from Ministry Such as book party Resurrection Defunct	the reviewer Home(Sources)
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.	
	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	
(Number of study 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	
<ul style="list-style-type: none"> 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 	Objectives of the study subject

<p>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 • And the decoration 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</p>	
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Teaching and learning strategies .9

<p>. Illocutionary method -4 . Knowledge behind what road -5 . the problems Solution road -6</p>	The strategy
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structure Course .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
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	The origins and development of writing	3	the first

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) class discussion, homework assignments and their up, -follow classroom (calendar	. method -2 Metacognition .method Method of -3 solving .problems	and Islamic decoration	manufacture on intellectual life		
or Formative 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	History of Arabic writing	3	Seventh
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

issue differentiation judgments between students and judgments of success and .(failure					
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	The most famous calligrapher of the Abbasid era (Ibn Muqla)	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	Son of the doorman	3	twelveth
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	-Yaqut Al Mustasami	3	Thirteenth
Formative or formative assessment daily exams,) class discussion,	The -1 illocutionary . method -2 Metacognition .method	Arabic calligraphy and Islamic decoration	Contemporary calligraphers	3	fourteenth

homework assignments and their up, -follow classroom .(calendar	Method of-3 solving .problems				
Personal evaluation and semester) 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 -2 Metacognition .method Method of -3 solving	Arabic calligraphy and Islamic decoration	Types of Arabic calligraphy	3	the third

	.problems				
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	koufi font	3	the fourth
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Thuluth line	3	Fifth
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Naskh line	3	VI
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Persian calligraphy	3	Seventh
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	Line vamp	3	VIII
Formative or	The -1	Arabic	Diwani	3	Ninth

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	calligraphy		
Personal 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,) class discussion, homework assignments and their up, -follow classroom (calendar	-2 Metacognition .method Method of-3 solving .problems	decoration			
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

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

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 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

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 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 . Knowledge behind what road -8 . the problems Solution road -9			The strategy		
Course structure .10					
Evaluation method	Learning method	Name of or the unit topic	Required learning outcomes	hours	the week
Formative or formative assessment daily exams,) class discussion, homework	The -1 illocutionary . method -2 Metacognition .method Method of -3	Arabic calligraphy and Islamic decoration	The origins and development of writing	3	the first

assignments and their up, -follow classroom .(calendar	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	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 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	urththe fo
Personal evaluation semester and) final exams to issue differentiation judgments between students and	electronic	Arabic calligraphy and Islamic decoration	papyrus	3	Fifth

judgments of success and .(failure					
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	the Paper and impact of its manufacture on intellectual life	3	VI
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	History of Arabic writing	3	Seventh
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	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

.(calendar					
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	Arabic calligraphy in the Abbasid era	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	The most famous calligrapher of the Abbasid era (Ibn Muqla)	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	Son of the doorman	3	twelveth
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	-Yaqut Al Mustasami	3	Thirteenth
Formative or	The -1	Arabic	Contemporary	3	fourteenth

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 Metacognition .method Method of -3 solving .problems	decoration			
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	koufi font	3	the fourth
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Thuluth line	3	Fifth
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Naskh line	3	VI
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Persian calligraphy	3	Seventh
Formative or formative assessment daily exams,) class discussion, homework assignments	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving	Arabic calligraphy and Islamic decoration	Line vamp	3	VIII

and their up, -follow classroom .(calendar	.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	Diwani calligraphy	3	Ninth
Personal 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	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Geometric decorations	3	twelveth

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 and Islamic decoration	Botanical motifs	3	Thirteenth
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

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

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

<ul style="list-style-type: none"> • 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
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Teaching and learning strategies .9

	The strategy
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Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
a test daily	lecture	Oil colors	Colors	4	1
a test daily	lecture	Oily colors	Colors	4	2
a test daily	lecture	Oily colors	Watercolor Colors	4	3
a test daily	lecture	Oily colors	Watercolor Colors	4	4
a test daily	lecture	Oily colors	Acrylic colors	4	5
a test daily	lecture	Oily colors	Acrylic colors	4	6
Semester exam	lecture	Oily colors	Oily Colors	4	7
a test daily	lecture	Oily colors	Oily Colors	4	8
a test daily	lecture	Oily colors	The drawing Tool Oily In colors	4	9
a test daily	an offer Video Clips	Oily colors	Silent nature fee	4	10
a test	By Learning	Oily colors	Silent nature fee	4	11

daily	work				
a test daily	By Learning work	Oily colors	Silent nature fee	4	12
a test daily	By Learning work	Oily colors	Silent nature fee	4	13
a test daily	By Learning work	Oily colors	Silent nature fee	4	14
Semester exam	Exam	Oily colors	Exam	4	15
a test daily	an offer Video Clips	Oily colors	Silent nature fee	4	16
a test daily	By Learning work	Oily colors	Silent nature fee	4	17
a test daily	By Learning work	Oily colors	Silent nature fee	4	18
a test daily	By Learning work	Oily colors	Silent nature fee	4	19
a test daily	By Learning work	Oily colors	Silent nature fee	4	20
a test daily	By Learning work	Oily colors	Silent nature fee	4	21
a test daily	By Learning work	Oily colors	Silent nature fee	4	22
Semester exam	Exam	Oily colors	Exam	4	23
a test daily	an offer Video Clips	Oily colors	Silent nature fee	4	24
a test daily	By Learning work	Oily colors	Silent nature fee	4	25
a test daily	By Learning work	Oily colors	Silent nature fee	4	26
a test daily	By Learning work	Oily colors	Silent nature fee	4	27
a test daily	By Learning work	Oily colors	Silent nature fee	4	28
a test daily	By Learning work	Oily colors	Silent nature fee	4	29
Semester exam	Exam	Oily colors	Exam	4	30

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 magazine - Tikrit university Naboo magazine -Professor	Electronic references, Internet sites

Course Description Form

1. Course Name:

the art of acting

2. Course Code:

Assistant Professor .Adnan Hussain Ali

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

- Providing the Ministry of Education with staff specialized in teaching art education in secondary

	<p>schools.</p> <ul style="list-style-type: none"> • 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.
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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
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	the art of acting	the art of acting	1-The introductory 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).
the second	3	The phenomenon of similarity	the art of acting	1-The introductory 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).
the third	3	The concept of representation	the art of acting	1-The introductory 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).
the fourth	3	Specificity of representation	the art of acting	1-The introductory 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-The introductory 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).

six	3	Realistic style	the art of acting	1-The introductory 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 introductory 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 introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework

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

					and final exams to issue judgments on differentiation between students and judgments of success and failure).
eleventh	3	Acting steps	the art of acting	1-The introductory 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).
Twelveth	3	Steps to understanding personality	the art of acting	1-The introductory 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).
Thirteenth	3	Realistic performance	the art of acting	1-The introductory 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).
fourteenth	3	Semester exam	the art of acting	1-The introductory 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).

Fifteenth	3	Epic theatre	the art of acting	1-The introductory 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-The introductory 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).
Seventeenth	3	Dramatization of curricula	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework

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

					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 introductory 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 one	3	Modern theater	the art of acting	1-The introductory 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 tow	3	Contemporary currents	the art of acting	1-The introductory 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 three	3	Stream of absurdity	the art of acting	1-The introductory 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 four	3	Improvisation	the art of acting	1-The introductory 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 five	3	Children's theater	the art of acting	1-The introductory 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 introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework

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

					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 introductory 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).
thirty	3	Monthly exam	the art of acting	1-The introductory 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).
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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 references	Foundations in Acting and Directing Theories, written by Jalal Al-Sharqawi
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					
The date this description was prepared .4					
2025/3/13					
Available forms of attendance .5					
Presence					
(Number of study hours (total) / number of units (total .120/60					
60)120					
(Name of the course administrator (if more than one name is mentioned .7					
: Email Prof. Basim Muhammad Ahmed :Namebasim.m.ahmeed@tu.edu.iq					
Course objectives .8					
1- Providing the Ministry of Education with staff specialized in teaching .art education in secondary schools					Objectives study of the subject
2- Enabling students to know the science of perspective and conveying .its artistic and cultural message to students and society					
3- Enhancing students' awareness of the educational, artistic, and .cultural goals and functions of perspective science					
4- Providing students with knowledge related to the methods of studying .perspective science					
5- enable them to Introducing students to the laws and rules that .understand the foundations of the art of drawing and planning					
6- Teaching students the rules of engineering drawing and applying the .correct laws and rules of perspective					
Teaching and learning strategies .9					
(instructional) Lecture Practical lecture Discussion Model analysis					The strategy
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

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 development 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	Engineering rules and definitions	2	the second
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 perspective in the Renaissance	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 perspective	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 perspective	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 characteristics of perspective	2	Seventh
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 perspective	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 perspective	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 perspective 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 perspective	2	Thirteenth
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	fourteenth

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	Fifteen th

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	
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	
The date this description was prepared .4	
2024/2/10	
Available forms of attendance .5	
My presence	
(Number of study hours (total) / number of units (total) .6	
90	
(Name of the course administrator (if more than one name is mentioned) .7	
zeadhelleo@tu.edu.iq : Name: Ziad Helou Jadallah Email	
Course objectives .8	
<ul style="list-style-type: none"> • • • 	<p>Objectives of the study subject</p> <p>Providing the Ministry of -1 Education with specialized in personnel, especially extracurricular activities</p> <p>Enabling students to transfer -2 part of the curriculum to teaching proper pronunciation</p> <p>Teaching the student -3 performance skills as an aid to understanding the curriculum</p> <p>Increasing literary boldness -4 delivery and eloquence during and breaking the barrier of fear</p>
Teaching and learning strategies .9	
<p>How to give a lecture -1</p> <p>workshops -2</p> <p>Reports and studies -3</p> <p>Practical applications -4</p>	The strategy

Performing exercises in various -5 styles Including all students in the -6 application					
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

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

Semester test	a test	The art of diction	Semester exam	3	21
Daily testing	a lecture	The art of diction	Types of sounds	3	22
Daily testing	a lecture	The art of diction	Closed diction	3	23
Daily testing	Mental bombardment	The art of diction	Open casting	3	24
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 amid and Badri Abdel H Hassoun Farid, Part 2	(Required textbooks (methodology, if any

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

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	Hours	Required Learning	Unit or subject	Learning	Evaluation	
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		Outcomes			method
the first	2	Art and man	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 second	2	Plastic values	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 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	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)
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, class discussion, homework assignments and their follow-up, classroom calendar)
six	2	Late era	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)
Seventh	2	Arts of Mesopotamia	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)
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	1-The illocutionary method. 2- Metacognition method. 3-Method of solving	Formative or formative assessment (daily exams, class discussion, homework assignments

				problems	and their follow-up, classroom calendar)
eleventh	2	Early Greek 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)
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	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)
fourteenth	2	Roman 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)
Fifteenth	2	Monthly exam	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)
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	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)
eighteen	2	Japanese 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)
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 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)
twenty one	2	Byzantine 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)
twenty tow	2	Coptic 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)
twenty three	2	Islamic 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)
twenty four	2	Romanesque 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)
twenty fife	2	Gothic 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)
twenty six	2	Renaissance	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)
twenty seven	2	Modern artistic movements	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)
twenty eight	2	Contemporary art movements	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)
twenty nine	2	Display paintings	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)

thirty	2	Monthly exam	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)
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11 .Course evaluation

- 1- 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)

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 references	Al-Baheth Technical Journal, technical reports and research
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.

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 language -5	
Developing the cultural level and increasing awareness -6	
keeps pace with developments in the cultural world -7	
Informing students of the most important basics in the English language subject -8	
language subject Developing the student's educational skills in the English -5	

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

and learning methods
<p>a monthly exam + a The first semester exam is divided into -3 (daily exam (25 marks</p> <p>The second semester exam is divided into a monthly exam + -4 (a daily exam (25 marks</p>
Evaluation methods
<p>Exams of all kinds -5 Facial expression -6 Reports and studies -7 Feedback from students -8</p>
<p>and qualifying skills (other skills Transferable general -D .(related to employability and personal development</p> <p>Verbal communication -D1 Teamwork -D2 Written communication -D3 Analysis and verification -D4 Time management -D5 Planning and organization -D6</p>

Course structure.22					
Evaluation method	Teaching method	Name of the unit topic/	Required learning outcomes	hours	the week
Tests attendance/rep/orts	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	Exercises	2	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/ ports	presence				
Tests attendance/re/ ports	My presence	Fourth	Verbs	2	13
Tests attendance/re/ ports	My presence	Fifth	Exercise	2	14
Tests attendance/re/ ports	My presence	Fifth	Exercises and passage	2	15
Tests attendance/re/ ports	My presence	Fifth	Exercises	2	16
Tests attendance/re/ ports	My presence	Six	Tenses	2	17
Tests attendance/re/ ports	My presence	Six	Exercises	2	18
Tests attendance/re/ ports	My presence	Six	Colors and synonyms	2	19
Tests attendance/re/ ports	My presence	Seven	Sentences	2	20
Tests attendance/re/ ports	My presence	Seven	Exercises	2	21
Tests attendance/re/ ports	My presence	Seven	Exam	2	22
Tests attendance/re/ ports	My presence	Eight	Tenses	2	23
Tests attendance/re/ ports	My presence	Eight	Verbs	2	24

ports					
Tests attendance/re/ports	My presence	Eight	Exercises	2	25
Tests attendance/re/ports	My presence	Nine	sentences	2	26
Tests attendance/re/ports	My presence	Nine	Exercises	2	27
Tests attendance/re/ports	My presence	Nine	Composition	2	28
Tests attendance/re/ports	My presence	tenth	Exercises	2	29
Tests attendance/re/ports	My presence	tenth		2	30

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 (ت references (scientific journals, (.....,reports
Google,you tube	Electronic references , (ث ...,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 the Ministry of Education with specialized staff to teach art	-1	Course objectives				
education in secondary schools						
enabling students to understand the directing theories that convey the	-2					
artistic message to students and society						
enhancing students' awareness of the goals and functions of theatrical	-3					
directing and identifying the most important schools						
ts with skills in the directing trends that occur in Providing studen	-4	Course objectives				
various fields of education and life						
roducing students to the basics of theatrical directing, which enables	-5					
them to understand the goals and objectives of all types of theatrical						
performances						
g students 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 method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week	
assessment Formative daily exams, class) discussion, homework up, -and follow (classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	The concept of output	2	the first	
Formative assessment class ,daily exams) discussion, homework up, -and follow (classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	Director s tools'	2	the second	
Formative assessment daily exams, class)	inductive The -1 . method	Directing principles	The relation	2	the third	

discussion, homework up, -and follow (classroom assessment	Metacognitive -2 Problem solving -3 method		ship between the director and the technicians		
Formative assessment daily exams, class) discussion, homework up, -and follow (classroom assessment	inductive The -1 method Metacognitive -2 method Problem solving -3 method	Directing principles	The director's relation ship with the theater	2	Fourth
Personal assessment semester and final) exams to issue decisions on comparison between decisions students and (on success and failure	electronic	Directing principles	monthly exam	2	Fifth
Formative assessment daily exams, class) discussion, homework up, -and follow (assessment classroom	inductive The -1 method Metacognitive -2 method Problem solving -3 method	Directing principles	Director s duties ' and work	2	Sixth
Formative assessment daily exams, class) discussion, homework up, -and follow (classroom assessment	inductive The -1 method Metacognitive -2 method Problem solving -3 method	Directing principles	audio theater	2	Seventh
Formative assessment daily exams, class) discussion, homework up, -and follow (classroom assessment	inductive The -1 method Metacognitive -2 method Problem solving -3 method	Directing principles	Visual theatre	2	The eighth
Formative assessment daily exams, class) discussion, homework up, -and follow (classroom assessment	inductive The -1 method Metacognitive -2 method Problem solving -3 method	Directing principles	Kinetic theatre	2	Ninth
Personal assessment semester and final) exams to issue	electronic	Directing principles	monthly exam	2	tenth

decisions on comparison between students and decisions .(on success and failure					
Formative assessment daily exams, class) discussion, homework up, -and follow .(classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	Theatric al text	2	eleven th
assessment Formative daily exams, class) discussion, homework up, -and follow .(classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	Procedu res and exercise s	2	twelft h
Formative assessment class ,daily exams) discussion, homework up, -and follow .(classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	Text processi ng	2	thirtee nth
Formative assessment daily exams, class) homework ,discussion up, -and follow .(classroom assessment	inductive The -1 . method Metacognitive -2 .method Problem solving -3 .method	Directing principles	tradition al theater	2	fourte enth
Personal assessment semester and final) exams to issue decisions on comparison between students and decisions .(on success and failure	electronic	Directing principles	monthly exam	2	fifteen th

Evaluation Course .11	
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	
Learning and teaching resources .12	
Marianne Galloway / The Director's Role in Theatre	(Required textbooks (methodology if any
Principles of Theatrical Directing/Sami Abdel Hamid/Badri Hassoun	(Main References (Sources

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

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		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; background-color: #e6f2ff; vertical-align: top; padding: 5px;">Course Objectives</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - 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. </td> </tr> </table>	Course Objectives	<ul style="list-style-type: none"> - 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.
Course Objectives	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - The student sets a good example for those around him. - Forming a general category of good values. - Providing psychological motivation to achieve emotional goals.
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10. Course Structure

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

	4	more difficult works, for example murals	3-Method of solving problems		discussion, homework assignments and their follow-up, classroom calendar).
3	4	Implementation of mini murals	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	Carrying out work from the cultural heritage	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	A sequel to a legacy	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	Make free medals	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	Design and implementation of natural sculptures	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	Creating abstract sculptures	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).
9	4	Getting to know the ovens	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	Ways to use ovens	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	A tour of the corridors of the	1-The illocutionary method. 2- Metacognition method. 3-Method of solving	earthenware	Formative or formative assessment (daily exams, class discussion, homework

		Fine Arts Department, Ceramics Branch	problems		assignments and their follow-up, classroom calendar).
12	4	Implementing various artistic 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).
13	4	Denies works of art teapots	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	Completion and completion of 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).
15	4	Monthly exam		earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			daily oral, monthly, or written exams, reports		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

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	
<ul style="list-style-type: none"> 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 foundations of understand the four 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 	Objectives of the study subject
Teaching and learning strategies .9	
<ul style="list-style-type: none"> Active thinking - method Brainstorming - Cognitive growth ladder strategy - 	The strategy

Course structure .10

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

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

assignments and their up, -follow classroom .(calendar	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	Types of technical training	The student be able to will distinguish between different types of pictorial composition	3	10
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	Universal plate transfer	The student should be able to adopt an artistic vision based on his ability to understand the relationships between artistic products	3	11
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	Universal plate transfer	Developing knowledge of the structures of artistic works and being able to understand how pictorial construction is achieved in artistic productions	3	12
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	Universal plate transfer	Developing knowledge of the structures of artistic works and being able to understand how pictorial construction is achieved in artistic productions	3	13
Formative or formative	The -1 illocutionary	Universal plate transfer	Developing knowledge of	3	14

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

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

and their up, -follow classroom .(calendar	.problems				
Formative or formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method of Method-3 solving .problems	Foundations of pictorial construction with application (rhythm)	The student should be familiar with the methods of construction and technical composition	3	24
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	Foundations of pictorial construction with application (Balance)	The student should be familiar with the methods of construction and technical composition	3	25
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	Drawing a painting with a structural composition by the student	That the student is able to apply the correct laws and rules in producing artistic works to deliver his intellectual, educational and artistic message to the recipient	3	26
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	Drawing a painting with a structural composition by the student	That the student is able to apply the to correct laws and rules in producing artistic works to deliver his intellectual, educational and artistic message to the recipient	3	27
Formative or	The -1	Drawing a painting	That the	3	28

formative assessment daily exams,) class discussion, homework assignments and their up, -follow classroom .(calendar	illocutionary . method -2 Metacognition .method Method of -3 solving .problems	with a structural composition by the student	student is able to apply the correct laws and rules in producing works artistic to deliver his intellectual, educational and artistic message to the recipient		
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	Drawing a painting with a structural composition by the student	That the student is able to apply the correct laws and rules in producing artistic works to deliver his intellectual, educational and artistic message to the recipient	3	29
Diagnostic evaluation semester and) final exams to issue judgments of success and .(failure		Exam - Evaluation of - works of art		3	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, 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 - it ? (Elements of	(Main references (sources

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

.1Course name
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 : haneen.s.mageed23@st.tu.edu.iq
.8Course objectives

<ul style="list-style-type: none">•••			<p>Course objectives:</p> <ol style="list-style-type: none">1- Providing the Ministry of Education with specialized staff to teach art education in secondary schools.2- Enabling students to understand artistic appreciation and criticism and to convey their artistic and cultural message to students and society.3- Enhancing students' awareness of the educational, artistic, and cultural goals and functions of artistic appreciation and criticism.4- Providing students with knowledge related to the methods of studying aesthetic artistic appreciation.		
.9Teaching and learning strategies					
<p>1- active thinking</p> <p>2- Brainstorming method</p> <p>3- Cognitive Growth Ladder</p> <p>Strategy</p>			Strategy		
.10Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week

0 10Course Structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watch es	week
Formative assessment (daily exams ,class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem 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 method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	The concept of analysis	2	the second
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem 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 method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Artistic taste The stages the recipient goes through	2	Fourth
Personal assessment (semester and final exams to issue decisions on comparison between students	-The inductive method. -2Metacognitive method. -3Problem solving method	Art appreciation and criticism	Cultivating artistic taste	2	Fifth

and decisions on success and failure.(
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	The role of art education in enriching artistic taste	2	Sixth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	The role of aesthetics in developing artistic taste	2	Seventh
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Mental processes associated with artistic appreciation	2	The eighth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	aesthetic sensitivity	2	Ninth
Personal assessment (semester and final exams to issue decisions on comparison between students and decisions on success and failure.(	-1The inductive method. -2Metacognitive method. -3Problem solving method	Art appreciation and criticism	aesthetic preference	2	tenth
Formative assessment (daily exams, class	-1The inductive method. -2Metacognitive	Art appreciation and criticism	aesthetic judgment	2	eleventh

discussion, homework and follow-up, classroom assessment.(	method. -3Problem solving method.				
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Methods of studying aesthetic artistic taste	2	twelfth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Unsystematic attitude	2	thirteenth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	methodological position	2	fourteenth
Personal assessment (semester and final exams to issue decisions on comparison between students and decisions on success and failure.(	-1The inductive method. -2Metacognitive method. -3Problem solving method	Art appreciation and criticism	monthly exam	2	fifteenth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Descriptive analytical approach	2	First - Second Chapter
Formative assessment (daily exams, class	-1The inductive method. -2Metacognitive	Art appreciation and criticism	Standard curriculum	2	the second

discussion, homework and follow-up, classroom assessment.(	method. -3Problem solving method.				
		Art appreciation and criticism	integrative approach	2	the third
		Art appreciation and criticism	The artistic vision of the critic and the artist	2	Fourth
		Art appreciation and criticism	Image culture	2	Fifth
		Art appreciation and criticism	How does artistic taste turn into aesthetic judgment (criticism)?(	2	Sixth
		Art appreciation and criticism	Art criticism	2	Seventh
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	The relationship between art criticism and aesthetics	2	The eighth
Formative assessment (daily exams, class discussion, homework and follow-up,	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Art criticism methods	2	Ninth

classroom assessment.(
Personal assessment (semester and final exams to issue decisions on comparison between students and decisions on success and failure.(	My presence	Art appreciation and criticism	Impressionist criticism	2	tenth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Psychological criticism	2	eleventh
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	social criticism	2	twelfth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	Philosophical criticism	2	thirteenth
Formative assessment (daily exams, class discussion, homework and follow-up, classroom assessment.(	-1The inductive method. -2Metacognitive method. -3Problem solving method.	Art appreciation and criticism	historical criticism	2	fourteenth
Personal assessment (semester and final exams to issue decisions on comparison	-1The inductive method. -2Metacognitive method. -3Problem solving method	Art appreciation and criticism	monthly exam	2	fifteenth

between students and decisions on success and failure.(
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.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 Hamdi	Main References (Sources(
Al-Baheth Technical Magazine: Technical Reports and Research Academic Magazine is a magazine published by the College of Fine Arts.	Recommended supporting books and references) scientific journals, reports(...
Sites specialized in publishing arts and criticism	Electronic references, websites

Course description form

Course name .1
School The stage
Course code .2

Semester/year .3	
2024-2025	
The date this description was prepared .4	
2025/ 3/10	
Available forms of attendance .5	
My presence	
(Number of study hours (total) / number of units (total .6	
90	
(Name of the course administrator (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	
<ul style="list-style-type: none"> 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

. Its types all With Students education • that the theory foundations The stage on her He depends Employ it And how School . Recipients on To influence •					
Teaching and learning strategies .9					
. Illocutionary method -1 . Knowledge behind what road -2 . the problems Solution road -3			The strategy		
Course structure .10					
Evaluation method	Learning method	of Name the unit or topic	Required learning outcomes	hours	the week

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 importance of representation in education	3	the first
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 concept of school theater	3	the second
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 perspective	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)					
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 in Iraq	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 .solving problems	School theater	The importanc e of school in theater modern schools	3	twelve 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 .solving problems	School theater	Exploring theatrical talents	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	Curriculu m Dramatiz ation	3	fourte enth
Personal evaluation semester and final) exams to issue differentiation judgments between	electronic	theater School	Monthly exam	3	Fiftee nth

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 Chapter 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	Intellectual standards for school theater	3	the second
		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	Seventh

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	3	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 psychological atmosphere	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	Techniques in school theater	3	Thirteenth
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	fourteenth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	theater School	Monthly exam	3	Fifteenth

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 Harv on Hussein Muhammad / School The stage Ta'i-Al Ismael	(Required textbooks (methodology, if any
/ Lando / Arabi-Al The stage date	(references (sources Main

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

Course description form

/Course name .1	
Research Methodology	
Course code .2	
/Semester/Year .3	
2025-2024	
/Date this description was prepared .4	
2025/3/11	
/attendance Available forms of .5	
My presence	
/ (Number of study hours (total) / Number of units (total .6	
hours (120) units (60)	
(Name of the course administrator (if more than one name is mentioned .7	
Yaseen.a@tu.edu.iq : Email .Tayef-Name: Prof. Dr. Yassin Alwan Al	
Course objectives .8	
<ul style="list-style-type: none"> 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	
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Teaching and learning strategies .9

.Lecture • .Learning by doing • .Discussion • Brainstorming • .	The strategy
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Course structure .10

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

testing	teaching	Methodology			
Daily testing	Reciprocal teaching	Research Methodology	search limits	2	11
Daily testing	Suspense	Research Methodology	Theoretical framework	2	12
Daily testing	Suspense	Research Methodology	Previous studies	2	13
Daily testing	Discussion	Research Methodology	Theoretical framework indicators	2	14
Semester exam	Exam	Research Methodology	Exam	2	15
Daily testing	Collaborative work	Research Methodology	Structure of scientific research	2	16
Daily testing	Collaborative work	Research Methodology	Search procedures	2	17
Daily testing	Collaborative work	Research Methodology	Research academics	2	18
Daily testing	Discussion	Research Methodology	Sample selection	2	19
Daily testing	a lecture	Research Methodology	The difference between the descriptive and experimental method	2	20
Daily testing	Brainstorming	Research Methodology	Design of the research tool	2	21
Daily testing	Discussion	Research Methodology	Sample analysis	2	22
Semester exam	Exam	Research Methodology	Exam	2	23
Daily testing	Discussion	Research Methodology	Extract results and conclusions	2	24
Daily testing	Discussion	Research Methodology	Writing recommendations and proposals	2	25
Daily testing	Reciprocal teaching	Research Methodology	Writing sources	2	26
Daily testing	Collaborative work	Research Methodology	Formulate the research problem	2	27
Daily testing	Collaborative work	Research Methodology	Writing the summary	2	28

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

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
Tikrit University Journal
Professor magazine

Recommended supporting
books and references

Naboo Magazine	(...scientific journals, reports)
<ul style="list-style-type: none"> - Scientific research methods and approaches • .Nuaimi and others-Aal Al-Muhammad Abdel -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 	Electronic references, Internet sites

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	1. 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 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 leveles-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 Psychological Sciences/College of Education for the Humanities .2

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	
basim.m.ahmeed @tu.edu.iq : him Khudair Hussen Email basim mohoed ahmeed :Name	
Course objectives .8	
<p>Education with staff specialized in teaching art Providing the Ministry of -1 education in secondary schools</p> <p>Enabling students to know the theories of directing in which the artistic -2 message is conveyed through scenographic composition</p> <p>theatrical directing that enable Introducing students to the foundations of -3 .them to know the goals and objectives of all types of theatrical performances</p>	
<p>Cognitive objectives -A</p> <p>That the student is able to know the - 1 .types of schools and graduate directions</p> <p>the student is familiar with the That -2 .theories that organize theatrical work</p> <p>That the student realizes the - 3 importance of theatrical techniques in .constructing and developing ideas</p> <p>That the student is able to know the - 4 performances that objectives of theatrical p carry the design vision</p> <p>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</p> <p>d be able to practice The student shoul - 1 .successful design</p> <p>That the student be able to distinguish - 2 theatrical performances</p> <p>The student should be able to use an - 3 scenographic design to appropriate deliver his artistic message to the recipient</p> <p>The student should be able to know the - visual language in delivering -visual and non</p>	<p>Objectives of the study subject</p>

.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 method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
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

discussion, homework assignments and up, -their follow classroom .(calendar	Method of solving -3 .problems				
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Principles of techniques	Monthly exam	2	Fifth
Formative or formative daily) assessment 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	The design concept	2	VI
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 design	2	Seventh
or Formative 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 lighting	2	VIII
Formative or formative assessment (daily	The illocutionary -1 . method Metacognition -2	Principles of techniques	Lighting functions	2	Ninth

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

assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	Metacognition -2 .method Method of solving -3 .problems	techniques	jobs		
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Principles of techniques	Monthly exam	2	Fifteenth
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 directing	Theater parts	2	-First Chapter Two
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 directing	Music	2	the second
			Application and preparation of graduation research		the third
			Application and preparation of		the fourth

			graduation research		
			Application and preparation of graduation research		Fifth
			Application and preparation of graduation research		VI
			Application and preparation of graduation research		Seventh
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	The use of music in the world stage	2	VIII
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	sound effects	2	Ninth
Personal evaluation semester and) final exams to issue differentiation judgments	electronic	Principles of techniques	Monthly exam	2	tenth The

between students and judgments of success and .(failure					
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(calendar	illocutionary The -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	up-Make	2	eleventh
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	Types of makeup	2	twelveth
Formative or formative assessment (daily exams, class discussion, homework assignments and up, -their follow classroom .(alendar	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems	Principles of techniques	Makeup and history the of its development	2	Thirteenth
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	Closed theater and open theater	2	fourteenth
Personal evaluation semester and) final exams to issue differentiation	electronic	Principles of techniques	Monthly exam	2	Fifteenth

judgments between students and judgments of success and .(failure					
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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 Ameedi	(Required textbooks (methodology, if any
What is scenography? Pamela Theory of theatrical -Howard Julian Hilton -presentation	(Main references (sources
-Magazine Academy Art-Al Baghdad -College of Fine Arts	Recommended supporting books and (...references (scientific journals, reports
The theater library is available on the Telegram application Theatrical stage location	Electronic references, Internet sites

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

College of Education for - Tikrit University Humanities	25. Educational institution
Department of Art Education	26. Department / Scientific Center
Theatre graduation project	27. Course Name/Code
Ziad Helou Jad Allah zeadhelleo@tu.edu.iq	28. Course Leader
My presence	29. Available attendance forms
2025-2024	30. semester/year
hours 120	31. Number of study hours (total)
2024/9/1	32. Date this description was prepared
33. Course objectives	
1- especially in ,Providing the Ministry of Education with specialized staff .extracurricular activities	
2- Enabling students to convert part of the curriculum to correct pronunciation education	
3- Teaching students performance skills as a means of helping them understand the .curriculum	
4- boldness during recitation and break the fear Increase literary and popular barrier	
5 The student learns to prepare topics from the curricula in a representative . manner	
6 The student learns to think, innovate and prepare by presenting his activities to .the students	

10.outcomes , teaching, learning and assessment methods Course
<p>Cognitive objectives -A</p> <p>The student should be able to communicate the material through the -A1</p> <p>.verbal, audio and representative aspects</p> <p>creativity and Learning during lecture gives the student a space for -A2</p> <p>.innovation</p> <p>Learning during delivery after the student moves from the educational -A3</p> <p>style to a new educational style</p> <p>.The student learns to convert written text into a visual presentation -A4</p> <p>.texts The student learns to write by preparing -A5</p> <p>-A6</p>
<p>. objectives skill specific Course -B</p> <p>.The student analyzes the scientific material - B1</p> <p>To increase the distinction between performance methods in front of - B2</p> <p>students</p> <p>.It is well trained - B3</p> <p>confidence-Increase the student's self -B4</p>
<p>Teaching and learning methods</p> <p>1- (Lecture (instructional</p> <p>2- Practical lecture</p> <p>3- Discussion</p> <p>4- Model analysis</p>
Evaluation methods
<p>1- (Tests (written</p> <p>2- Surprise tests</p> <p>3- Practical tests</p> <p>4- The work is presented to the students and they know its success and</p> <p>.effectiveness</p>
<p>based goals-Emotional and value -C</p> <p>Developing the spirit of teamwork -A1</p> <p>Increasing the student's boldness through acting -A2</p> <p>Care and discipline in meeting deadlines -A3</p> <p>Eliminating some pronunciation defects -A4</p>

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

11.Course 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	Discussion	Theatre graduation project	Project nature	4	3
Daily test	mental bombardment	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 ent evaluation	a test	Theatre graduation project	Examples of French theatre	4	15
Daily test	a lecture	Theatre graduation project	Models of modern theatre worldwide	4	16
Daily test	workshop	Theatre graduation project	Examples of Arab theatre	4	17
Practical test	workshop	Theatre graduation project	Models of Iraqi theatre	4	18
Practical test	workshop	Theatre graduation project	Analysis of models of representation	4	19
Practical test	workshop	Theatre graduation project	Determine the work cadres	4	20
Achievem ent evaluation	a test	Theatre graduation project	Conducting tests	4	21
Daily test	workshop	Theatre graduation project	Exit naming	4	22
Daily test	workshop	Theatre graduation project	Nominating actors and technicians	4	23
Daily test	workshop	Theatre graduation project	exercises (rehearsals)	4	24
Daily test	workshop	Theatre graduation project	exercises (rehearsals)	4	25
Daily test	workshop	Accelerated graduation project	exercises (rehearsals)	4	26
Daily test	workshop	Theatre graduation project	exercises (rehearsals)	4	27
Practical test	workshop	Theatre graduation project	exercises (rehearsals)	4	28

Daily test	workshop	Theatre graduation project	Presentation before a committee	4	29
Midterm exam and final achievement assessment	exam	Theatre graduation project	Presentation to an audience		30

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

13.Curriculum Development Plan

Course description form

Course name .1
Plastic graduation project
Course code .2

Semester/year .3	
Annual(2024-2025)	
prepared The date this description was .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	
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 graduation project • Increasing the effectiveness of teaching by selecting successful means and methods • Enhancing the spirit of research and exploration among students • Developing learners' creative thinking •	study subject Objectives of the
Teaching and learning strategies .9	
Active thinking -	The strategy

Brainstorming method - Cognitive growth ladder strategy -					
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	An overview of the project subject and an introduction to its nature	The student - should be familiar with technical schools and critical .trends The student - should be able to perform various types of .artistic works	4	1
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Project topic: historical,) heritage, popular, (social	The student - should be familiar with technical schools and critical .trends The student - should be able to perform various types of .artistic works	4	2
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Project topic: historical,) heritage, ,popular (social	The student - should be familiar with technical schools and critical .trends The student - should be able to perform various types of .artistic works	4	3
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving	Preparing project prototypes	The student - should be familiar with technical schools and critical .trends The student -	4	4

classroom (calendar	.problems		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 -2 Metacognition .method Method of -3 solving .problems	Preparing project prototypes	The student - should be familiar with technical schools and critical .trends The student - should be able to perform various types of .artistic works	4	5
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Select a successful initial attempt	The student - should be familiar with technical schools and critical .trends The student - should be able to perform various types of .artistic works	4	6
Formative or formative assessment daily exams,) discussion, class homework assignments and up, -their follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Select a successful initial attempt	The student - should be familiar with technical schools and critical .trends The student - should be able to perform various types of .artistic works	4	7
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Study the initial by attempt shading	The student - should be familiar with technical schools and critical .trends The student - should be able to perform various types of .artistic works	4	8

Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Study the initial attempt by shading	The student - should be familiar with technical schools and critical .trends The student - should be able to perform various types of .artistic works	4	9
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -follow their classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Study the initial attempt by shading	The student - should be familiar with technical schools and critical .trends The student - should be able to perform various types of .artistic works	4	10
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Conduct separate studies for each visual word	The student - should be familiar with technical schools and critical .trends The student - should be able to perform various types of .artistic works	4	11
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Conduct separate studies for each visual word	The student - should be familiar with technical schools and critical .trends The student - should be able to perform various types of .artistic works	4	12
Formative or formative assessment daily exams,) class discussion, homework	The -1 illocutionary . method -2 Metacognition .method	Executing the model in watercolor	The student - should be familiar with technical schools and critical	4	13

assignments and up, -their follow classroom .(calendar	Method of -3 solving .problems		.trends The student - should be able to perform various types of .works artistic		
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of-3 solving .problems	Executing the model in watercolor	The student - should be familiar with technical schools and critical .trends The student - should be able to perform various types of .artistic works	4	14
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Executing the model in watercolor	The student - should be familiar with technical schools and critical .trends The student - able should be to perform various types of .artistic works	4	15
Diagnostic evaluation semester and) final exams to issue judgments of success and .(failure		Evaluation of works of art		4	16
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow m classroo .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Implement the project in oil colors on a large canvas	The student should be familiar with technical schools and critical .trends	4	17
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow	The -1 illocutionary . method -2 Metacognition . method Method of -3 solving	Implement the project in oil colors on a large canvas	The student - should be able to perform various types of .artistic works	4	18

classroom (calendar	.problems				
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Implement the project in oil colors on a canvas large	The student should be familiar with technical schools and critical .trends	4	19
Formative or formative assessment daily exams,) ,class discussion homework assignments and up, -their follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Implement the project in oil colors on a large canvas	The student - should be able to perform various types of .artistic works	4	20
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Implement the project in oil colors on a large canvas	The student should be familiar with technical schools and critical .trends	4	21
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Implement project in the oil colors on a large canvas	The student - should be able to perform various types of .artistic works	4	22
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Implement the project in oil colors on a large canvas	The student should be familiar with technical schools and critical .trends	4	23
Formative or formative assessment	The -1 illocutionary . method	Implement the project in oil colors on a	The student - should be able to perform	4	24

daily exams,) class discussion, homework assignments and up, -their follow classroom (calendar	-2 Metacognition .method Method of -3 solving .problems	large canvas	various types of .artistic works		
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -llowtheir fo classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Implement the project in oil colors on a large canvas	The student should be familiar with technical schools critical and .trends	4	25
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Implement the project in oil colors on a large canvas	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 -2 Metacognition .method Method of -3 solving .problems	Implement the project in oil colors on a canvas large	The student should be familiar with technical schools and critical .trends	4	27
Formative or formative assessment daily exams,) class discussion, ork homew assignments and up, -their follow classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Implement the project in oil colors on a large canvas	The student - should be able to perform various types of .artistic works	4	28
Formative or formative assessment daily exams,) class discussion, homework assignments and up, -their follow	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving	Implement the project in oil colors on a large canvas	The student should be familiar with technical schools and critical .trends	4	29

classroom (calendar	.problems				
Diagnostic evaluation semester and) final exams to judgments issue of success and (failure		Evaluation of works of art		4	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, 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 Training in plastic arts/ - Abdel Fattah Riad Drawing How do we taste - it ? (Elements of Composition)/Frederick Mallens	(Main references (sources
Vision Dialogue/Nathan - Nobler The creative process in the - art of photography/Dr. Shaker Abdel Hamid	Recommended supporting books and (...references (scientific journals, reports
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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 Outcomes	Unit or subject name	Learning method	Evaluation 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	Hand work	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
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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,

		bag, cloak, mattress.....).	3-Method of solving problems		homework assignments and their follow-up, classroom calendar).
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	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 1	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

	4	(paper - fabric)	method. 2- Metacognition method. 3-Method of solving problems		discussion, 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 Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

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.iq : 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. 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 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 objectives of all types of means of communication. Teaching students the theoretical foundations on which means of communication depend in their influence on recipients.				Objectives of the study subject	
Teaching and learning strategies .9					
-4 Descriptive method -5 Discussion method -6 Method of solving problems				The strategy	
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Formative or formative assessment (daily exams, class discussion,	The -1 illocutionary method	Means of communication	Communication concept	2	the first

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

.(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, homework assignments up, -and their follow .(classroom calendar	The -1 illocutionary . method Discussion -2 method Method of -3 solving .problems	Means of communication	and gratifications theory	2	Ninth
Personal evaluation semester and final exams) differentiation to issue judgments between students and judgments .(of success and failure	My presence	Means of communication	Monthly exam	2	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 Qalini-theories/Susan Al	(Required textbooks (methodology, if any
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 • .Magazine . Media Magazine •	Recommended supporting books and (...references (scientific journals, reports
Media and communication le on the library availab Telegram application	Electronic references, Internet sites

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

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 participation

.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

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	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.

												مخرجات التعلم المطلوبة من البرنامج									
General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Objectives and skills of the program				Cognitive objectives				Basic Or optional		Name of the rapporteur		year	
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1	Basic	Measurement and Evaluation	2024 - 2025			

