		-		
	tasks / forming a			
	family /			
	assuming			
	responsibilities			
=	= The stage of	=	2	5
	aging/its			
	requirements,			
	characteristics,			
	diseases, and			
	elderly care			
=	= Psychological	=	2	6
	development			
	theories (
	Piaget's theory,			
	Freud's theory,			
	Bruner's theory,			
	Kohlberg's			
	theory,			
	Erikson's theory			
=	= Definition of	=	2	7
	growth/its			
	laws/factors			
	affecting			
	growth/			
	environmental			
	and genetic/ the			
	embryonic stage,			
	its			
	characteristics			
	and			
	requirements			
=	= Early, middle	=	2	8
	and late			
	childhood /			
	childhood			
	problems, their			
	causes,			
	symptoms and			
	ways to solve			
	them			
=	= The stage of	=	2	9
	adolescence / its			
	meaning / stages			
	characteristics / /			

		problems of			
		adolescence /			
		ways to solve			
		them / how a			
		teenager adapts			
		himself to others			
		how a teenager /			
		chooses a			
		specialty and			
		profession			
=	=	The stage of	=	2	10
		adulthood / its		2	10
		meaning /			
		-			
		requirements / tasks / forming a			
		-			
		family /			
		assuming			
		responsibilities			
=	=	The stage of	=	2	11
		aging/its			
		requirements,			
		characteristics,			
		diseases, and			
		elderly care			
=	=	Psychological	=	2	12
		development			
		theories (
		Piaget's theory,			
		Freud's theory,			
		Bruner's theory,			
		Kohlberg's			
		theory,			
		Erikson's theory			
=	=	Definition of	=	2	13
		growth/its		2	15
		laws/factors			
		affecting			
		_			
		growth/			
		environmental			
		and genetic/the			
		embryonic stage,			
		its			
		characteristics			
		and			

r					
		requirements			
=	=	Early, middle	=	2	14
		and late			
		childhood /			
		childhood			
		problems, their			
		causes,			
		symptoms and			
		ways to solve			
		them			
=	=	The stage of	=	2	15
		adolescence / its			
		meaning / stages			
		characteristics / /			
		problems of			
		adolescence /			
		ways to solve			
		them / how a			
		teenager adapts			
		himself to others			
		how a teenager /			
		chooses a			
		specialty and			
		profession		2	1(
=	=	The stage of	=	2	16
		adulthood / its			
		meaning /			
		requirements / tasks / forming a			
		family /			
		assuming			
		responsibilities			
=	=	The stage of	=	2	17
		aging/its		2	1/
		requirements,			
		characteristics,			
		diseases, and			
		elderly care			
=	=	Psychological	=	2	18
		development		-	10
		theories (
		Piaget's theory,			
		Freud's theory,			

		Bruner's theory,			
		Kohlberg's			
		theory,			
		Erikson's theory			
	=	Definition of	=	2	
=		growth/its			19
		laws/factors			
		affecting			
		growth/			
		environmental			
		and genetic/the			
		embryonic stage,			
		its			
		characteristics			
		and			
		requirements			
=	=	Early, middle	=	2	
		and late		-	20
		childhood /			20
		childhood			
		problems, their			
		causes,			
		symptoms and			
		ways to solve			
		them			
=	=	The stage of	=	2	21
		adolescence / its			
		meaning / stages			
		characteristics / /			
		problems of			
		adolescence /			
		ways to solve			
		them / how a			
		teenager adapts			
		himself to others			
		how a teenager /			
		chooses a			
		specialty and			
		profession			
=	=	The stage of	I	2	
		adulthood / its			22
		meaning /			
		requirements /			
		tasks / forming a			

		family / bearing			
		responsibilities			
=	=	The stage of	=	2	23
		aging/its			
		requirements,			
		characteristics,			
		diseases, and			
		elderly care			
=	II	Psychological	II	2	24
		development			
		theories (
		Piaget's theory,			
		Freud's theory,			
		Bruner's theory,			
		Kohlberg's			
		theory,			
		Erikson's theory			
=	=	Definition of	=	2	25
		growth/its			
		laws/factors			
		affecting			
		growth/			
		environmental			
		and genetic/the			
		embryonic stage,			
		its			
		characteristics			
		and			
		requirements			
	=	Early, middle	=	2	26
=		and late			
		childhood /			
		childhood			
		problems, their			
		causes,			
		symptoms and			
		ways to solve			
		them			

Г						-	
		=	The stage of		=	2	27
	=		adolescence / its				
			meaning / stages				
			characteristics / /				
			problems of				
			adolescence /				
			ways to solve				
			them / how a				
			teenager adapts				
			himself to others				
\square			how a teenager /				
			chooses a				
			specialty and				
			profession				
	Evolu Basics of Develop	dolescence tionary psyc evolutionary omental Psy	gy of childhood ar / Jamal Al-Alusi a Omaima Ali Kh chology / Sami Ari / psychology/Shat Hass chology (Childhoo nce) Hamed Zahr	ind an ifaj -2 fiq -3 an od -4 ran			ed books -1 (sources) -2
				nternet			
	Marya	am Selim (de	velopmental psychological	ology)			d books and
					reference	es (scientif	ic journals , (,reports
		All periodic	als and scientific jo	urnals	B -		references, nternet sites

Course development plan .12 Familiarity with everything new in the field of learning and teaching strategies-Periodic review of scientific research and studies published in scientific journals, reports and periodicals Comparing the course with the courses of scientific departments in other -

universities Benefiting from student data-

Course desc	ription 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 u	nits (total) .6
42 56 /	
Name of the course administrator .7	
/Name of the course administrator .7 Name: A. M.D. Iman Abdel Sattar Atallah A	l Kubaisi Email
	l Kubaisi Email
	l Kubaisi Email
Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8	
Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives - 1 Providing the Ministry of Education with	I Kubaisi Email Objectives of the study subject
Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives - 1 Providing the Ministry of Education with staff specialized in teaching art education	
Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives - 1 Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools	
Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives - 1 Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools	
Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives - 1 Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools -2 Enabling students to know the role of	
Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives - 1 Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools -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	
Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives - 1 Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools -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,	
Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives - 1 Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools -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	
 Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools Enabling students to know the role of theater as a means of communication .directed to students and society Enhancing students' awareness of the goals and functions of personal, .collective, folkloric and public theatre Providing students with the underlying 	
Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives - 1 Providing the Ministry of Education with staff specialized in teaching art education . in secondary schools -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 Providing students with the underlying knowledge of the elements of theatrical	
 Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools Enabling students to know the role of theater as a means of communication .directed to students and society Enhancing students' awareness of the goals and functions of personal, .collective, folkloric and public theatre Providing students with the underlying 	
 Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives 1 Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools Enabling students to know the role of theater as a means of communication .directed to students and society Enhancing students' awareness of the goals and functions of personal, .collective, folkloric and public theatre Providing students with the underlying knowledge of the elements of theatrical text that occur in various fields of 	
 Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives 1 Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools 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 Providing students with the underlying 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 to 	
 Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools Enabling students to know the role of theater as a means of communication .directed to students and society Enhancing students' awareness of the goals and functions of personal, .collective, folkloric and public theatre Providing students with the underlying knowledge of the elements of theatrical text that occur in various fields of .education and life Introducing students to the foundations of aesthetic education that enable them to know the goals and objectives of all 	
 Name: A. M.D. Iman Abdel Sattar Atallah A Course objectives .8 First/Cognitive objectives 1 Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools 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 Providing students with the underlying 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 to 	

foundations on which playwriting	
.depends in its impact on recipients	
Second: Skills objectives	
That the student is able to identify - 1	
between Aristotelian drama And	
. Albrechtianism	
That the student is able to use the - 2	
appropriate means of linguistic expression	
and manipulation in conveying his artistic	
message to the recipient	
The student should be able to know the - 3	
verbal and non-verbal language in	
.conveying the message to the recipient	
•Third: Emotional and value-based goals	
The student's awareness of the place of -1	
theater and its importance in the required	
.psychological structure	
Recognizing the importance of theater -2	
education in building the individual	
Developing knowledge of the meanings -3	
of verbal language, language, and movement	
.on stage	
Working on the student's awareness of -4	
the importance and role of theater in all	
.areas of life	
T 11 11 1 4 4 1 0	

Teaching and learning strategies .9

The strategy

Course structu	ıre .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	Discussion	The art	A historical	3	the fourth

assignment		of writing	perspective		
		a play			
Oral	Speaking	The art	The	3	Fifth
questions	brainstorming/	of writing	importance of		
		a play	theater in the		
			modern		
			school		
Class	Learning by	The art	The	3	VI
assignment	doing	of writing	importance of		
		a play	theater in the		
			modern		
			school		
Oral	Speaking	The art	Exploring	3	Seventh
questions	brainstorming/	of writing	talent in		
-	3	a play	playwriting		
Class	Learning by	The art	Exploring	3	VIII
assignment	doing	of writing	talent in		
0		a play	playwriting		
Oral	Speaking	The art	Dramatization	3	Ninth
questions	brainstorming/	of writing	of curricula		
1	B.	a play			
Class	Discussion	The art	Dramatization	3	The tenth
assignment		of writing	of curricula	•	
		a play			
Class	Learning by	The art	Dramatization	3	eleventh
assignment	doing	of writing	of curricula	Ŭ	
	uoing	a play			
Oral	Speaking	The art	Mechanisms	3	twelveth
questions	brainstorming/	of writing	of theatrical	5	tweiveth
questions	bi amstor ming/	a play	text for puppet		
		a piay	and puppet		
			theatre		
Class	How to solve -	The art	Mechanisms	3	Thirteenth
assignment	.problems	of writing	of theatrical		
assignment		a play	text for puppet		
		a piay	and puppet		
			theatre		
Oral	Discussion	The art	Aristotelian	3	fourteenth
questions	1350331011	of writing	and epic	5	
Yucsuons		U	drama		
Achievement	Exam	a play The art	Exam	3	Fifteenth
				5	rincentil
test		of writing			
Class	I comina h	a play The art	Aristotelian	3	sixteen
	Learning by			3	sixteen
assignment	doing	of writing	and epic		

		a play	drama		
Class	lecture	The art	How to turn a	3	seventeenth
assignment		of writing	story into a		
questions are		a play	play		
oral					
Class	How to solve -	The art	How to turn a	3	eighteen
assignment	.problems	of writing	story into a		
		a play	play		
Oral	Discussion	The art	Elements of	3	nineteenth
questions		of writing	dramatic		
		a play	structure		
Class	Learning by	The art	Elements of	3	The twentieth
assignment	doing	of writing	dramatic		
		a play	construction		
Oral	Descriptive	The art	Dramatic	3	21st
questions	method	of writing	elements in		
		a play	the theatrical		
			text		
				3	twenty tow

Class	Learning by	The art of	Dramatic	3	twenty third
assignment	doing	writing a	elements in the		
-		play	theatrical text		
Oral	Discussion	The art of	Characteristics	3	twenty fourth
questions		writing a	of theatrical		
		play	text		
Class	Learning by	The art of	Characteristics	3	25th
assignment	doing	writing a	of theatrical		
		play	text		
Oral	lecture	The art of	The	3	twenty-sixth
questions		writing a	importance of		
		play	theater in		
			education		
Class	Learning by	The art of	The	3	27th
assignment	doing	writing a	importance of		
		play	theater in		
			education		
Oral	lecture	The art of	Characteristics	3	Twenty-
questions		writing a	of educational		eighth
		play	drama		
Class	Learning by	The art of	Characteristics	3	XXIX
assignment	doing	writing a	of educational		
		play	drama		
Achievement		The art of	Exam	3	thirty

t	writing a		
	play		

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 .1	2			
The science of the play and the art of writing it / Fouad Al-Salhi, .Hussein Ali Haref	Required textbooks (methodology, if any)			
.School Theater / Hassan Marei Towards a classroom / theatre/Hussein Ali Harif The Art of Playwriting/ Lajos Agre Children's Theater / Benifred Ward Educational theatre/ Lina Abu	Main references (sources)			
Mughli Children's theater / cognitive				
metaphors / Iman Al-Kubaisi				
Academic magazine 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			

Course description form

Course name .1

The stage School

Course code .2

Semester/year .3

2024 - 2023

The date this description was prepared .4

2023/22/10

Available forms of attendance .5

My presence

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

90

Email

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

dr.amiral.salami@tu.edu.iq: Name : A. M . Dr Amer Salem Slaves

Course objectives .8

	Course objectives to
Replenish Ministry •	• Objectives of the study subject
Education With angels	
Specialized in teaching	
material Education Artistic in	
. Schools high school	
Enable Students from •	•
knowledge The stage School	
And a receipt His message	
Artistic to Students And	
. society	
Strengthen Realization •	•
Students With goals And jobs	
The stage School Educational	
And artistic And	
. psychological And social	
gain Students skills The stage •	•
School Like acting And	
casting And writing Text	
. Theatrical And directing	
identification Students Basis	•

a job The	stage School tha	t			
Em	power them from	n			
knowledge	Goals And goal	S			
The stage	School And with	1			
	. all Its type	S			
educatio	on Students With	•			
foundatio	ns the theory tha	t			
He depends	on her The stage	e			
School Ar	nd how Employ i	t			
. To influe	nce on Recipient	S			
		•			
			Teaching	and learn	ning strategies .9
	. method Illocu	tionary -1			The strategy
. road w	what behind Kno	owledge -2			
. road	l Solution the p	coblems -3			
			·	Cou	rse structure .10
Evaluation	Learning	Name of	Required	hours	the week
method	method	the unit or	learning		
		topic	outcomes		

School theater School theater	importanc e of represent ation in education The concept of school theater School theater: a historical perspecti ve	3	first the secon d the third
School theater	e of represent ation in education The concept of school theater School theater: a historical perspecti		secon d
School theater	represent ation in education The concept of school theater School theater: a historical perspecti		secon d
School theater	ation in education The concept of school theater School theater: a historical perspecti		secon c
School theater	education The concept of school theater School theater: a historical perspecti		secor c
School theater	The concept of school theater School theater: a historical perspecti		secor c
School theater	concept of school theater School theater: a historical perspecti		secor c
School theater	concept of school theater School theater: a historical perspecti		secor c
School theater	concept of school theater School theater: a historical perspecti		secor c
	of school theater School theater: a historical perspecti	3	c
	theater School theater: a historical perspecti	3	the
	theater School theater: a historical perspecti	3	
	School theater: a historical perspecti	3	
	theater: a historical perspecti	3	
	theater: a historical perspecti	3	
	theater: a historical perspecti	3	
	theater: a historical perspecti	3	
	theater: a historical perspecti	3	
School theotor	historical perspecti		third
Sahaal thaatar	perspecti		
School theotor			
School theotor			
Sahaal thaatar			
Sahaal thaatar			
Sahaal thaatar			1
Schooltheater			
NCDOOL IDealer	Theater in	3	the
Senoor meater		5	
	Greece		fourth
School theater	Theater	3	Fiftl
	among		
	e		
	KOIIIaliis		
School theater	Theater in	2	V
School meater		3	v
	School theater	among the Romans	among the Romans

		the		. method	daily exams, class)
		Middle		Mata a suition 2	discussion,
		Ages		Metacognition -2	homework
		11905		.method	assignments and their
				Method of -3	follow-up, classroom
				.solving problems	.(calendar
				.solving problems	
Sevent	3	Theater in	School theater	The -1	Formative or
h		the		illocutionary	formative assessment
		Renaissan		. method	daily exams, class)
					discussion,
		ce		Metacognition -2	homework
				.method	assignments and their
				Method of -3	follow-up, classroom
					.(calendar
				.solving problems	.(
VIII	3	Theater in	School theater	The -1	Formative or
	Ū	Europe		illocutionary	formative assessment
		Europe		. method	daily exams, class)
					discussion,
				Metacognition -2	homework
				.method	assignments and their
					follow-up, classroom
				Method of -3	.(calendar
				.solving problems	.(Calendar
Ninth	3	Theater in	School theater	The -1	Formative or
1 (111011	0			illocutionary	formative assessment
		America		. method	daily exams, class)
					discussion,
				Metacognition -2	homework
				.method	assignments and their
					follow-up, classroom
				Method of -3	.(calendar
				.solving problems	
The	3	Theater in	School theater	electronic	Personal evaluation
tenth	0	the Arab			semester and final)
					exams to issue
		world			differentiation
					judgments between
					students and
					judgments of success
					.(and failure
					-(
eleven	3	School	School theater	The -1	Formative or
		theater in		illocutionary	formative assessment
th		incater m			

discussion,	Metacognition -2		Iraq		
homework	.method		1		
assignments and their					
follow-up, classroom	Method of -3				
.(calendar	.solving problems				
Formative or	The -1	School theater	The	3	twelve
formative assessment	illocutionary		importanc		th
daily exams, class)	. method		e of		
discussion,	Metacognition -2		school		
homework	.method		theater in		
assignments and their	.method				
follow-up, classroom	Method of -3		modern		
.(calendar	.solving problems		schools		
Formative or	The -1	School theater	Exploring	3	Thirte
formative assessment	illocutionary		theatrical		enth
daily exams, class)	. method		talents		
discussion,	Mataca anitian 2		<i>carones</i>		
homework	Metacognition -2 .method				
assignments and their	.method				
follow-up, classroom	Method of -3				
.(calendar	.solving problems				
Formative or	The -1	School theater	Curriculu	3	fourte
formative assessment	illocutionary		m		enth
daily exams, class)	. method		Dramatiz		
discussion,	Metacognition -2		ation		
homework	.method		ution		
assignments and their	.method				
follow-up, classroom	Method of -3				
.(calendar	.solving problems				
Personal evaluation	electronic	School theater	Monthly	3	Fiftee
semester and final)			exam		nth
exams to issue					
differentiation					
judgments between					
students and					
judgments of success					
.(and failure					
Formative or	The -1	School theater	Aesthetic	3	First -
formative assessment	illocutionary		standards		Chapt
daily exams, class)	. method		for school		er
discussion,			2011001		
homework	Metacognition -2				

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

				. method	discussion,
				Metacognition -2	homework
				.method	assignments and their
					follow-up, classroom
				Method of -3	.(calendar
				.solving problems	
The	3	Character	School theater	electronic	Personal evaluation
tenth		S			semester and final)
		2			exams to issue
					differentiation
					judgments between
					students and
					judgments of success
					.(and failure
eleven	3	Dialogue	School theater	The -1	Formative or
th		C		illocutionary	formative assessment
•				. method	daily exams, class)
					discussion,
				Metacognition -2	homework
				.method	assignments and their
				Method of -3	follow-up, classroom
				.solving problems	.(calendar
twelve	3	The	School theater	The -1	Formative or
	5		Senoor meater	illocutionary	formative assessment
th		general		. method	daily exams, class)
		psycholo			discussion,
		gical		Metacognition -2	homework
		atmosphe		.method	assignments and their
		re		Method of -3	follow-up, classroom
				.solving problems	.(calendar
Thirte	3	Techniqu	School theater	The -1	Formative or
enth		es in		illocutionary	formative assessment
		school		. method	daily exams, class)
		theater		Metacognition -2	discussion,
				.method	homework
				interiou	assignments and their
				Method of -3	follow-up, classroom
				.solving problems	.(calendar
fourte	3	Directing	School theater	The -1	Formative or
enth	J	in school		illocutionary	formative assessment
				. method	daily exams, class)

discussion, homework assignments and their follow-up, classroom .(calendar	Metacognition -2 .method Method of -3 .solving problems		theater		
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	School theater	Monthly exam	3	Fiftee nth

	Course evaluation .11
Distribution of the grade out of 10	00 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 stage Educational /	Required textbooks (methodology, if any)
Hussein on Harv	
The stage School / Muhammad	
Ismael Al-Ta'i	
date The stage Al-Arabi / Lando /	Main references (sources)
Translated by : Youssef Light	
Awad	
magazine researcher Artistic	Recommended supporting books and
Reports And research Artistic	references (scientific journals, reports)
Sites Arts the date on application	Electronic references, Internet sites
Elvis With you	

Course description form

/Course name .1

Research Methodology

Course code .2

/Semester/Year .3

2024-2023

/Date this description was prepared .4

2024/23/3

/Available forms of attendance .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 : Name: Prof. Dr. Yassin Alwan Al-Tayef. Email

Course objectives .8

v	
Objectives of the study subjectives of the study subjectives of the study subjectives of the study subjective study study subjective study	Developing the capabilities of universities' •
	outputs in the field of scientific research.
	Enabling the learner to write scientific •
	research organized according to
	.academic steps
	Enhancing learners' awareness of the •
	importance of scientific research
	Increasing the effectiveness of teaching •
	by selecting effective means and methods
	and testing them through scientific
	.induction
	Enhancing the spirit of research and •
	.exploration among students
	Developing learners' creative •
	.thinking
Teaching and learning strategies .	
The strateg	.Lecture •
	.Learning by doing •
	.Discussion •

	Br	ainstorming •			
				Course s	tructure .1
valuation method	Learning method	Name of the unit or topic	Required learning	hours	the weel
			outcomes		
Daily testing	Brainstorming	Research Methodology	The concept of scientific research	2	
Daily	Brainstorming	Research	Research	2	
testing	8	Methodology	Methodology	-	4
Daily testing	Brainstorming	Research Methodology	Definition of science and knowledge	2	
Daily testing	Discussion	Research Methodology	Descriptive method	2	
Daily testing	Discussion	Research Methodology	Experimental method	2	
Daily testing	Discussion	Research Methodology	Experimental method	2	
Semester exam	Exam	Research Methodology	Exam	2	,
Daily testing	Collaborative work	Research Methodology	Historical method	2	1
Daily testing	Reciprocal teaching	Research Methodology	research importance	2	(
Daily testing	Reciprocal teaching	Research Methodology	research aims	2	1
Daily testing	Reciprocal teaching	Research Methodology	search limits	2	1
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	1
Daily testing	Collaborative work	Research Methodology	Structure of scientific	2	1

		research			
17	2	Search	Research	Collaborative	Daily
		procedures	Methodology	work	testing
18	2	Research	Research	Collaborative	Daily
		academies	Methodology	work	testing
19	2	Sample selection	Research	Discussion	Daily
			Methodology		testing
20	2	The difference	Research	a lecture	Daily
		between the	Methodology		testing
		descriptive and			
		experimental			
		method			
21	2	Design of the	Research	Brainstorming	Daily
		research tool	Methodology		testing
22	2	Sample analysis	Research	Discussion	Daily
			Methodology		testing
23	2	Exam	Research	Exam	Semester
			Methodology		exam
24	2	Extract results	Research	Discussion	Daily
		and conclusions	Methodology		testing
25	2	Writing	Research	Discussion	Daily
		recommendations	Methodology		testing
		and proposals			_
26	2	Writing sources	Research	Reciprocal	Daily
		_	Methodology	teaching	testing
27	2	Formulate the	Research	Collaborative	Daily
		research problem	Methodology	work	testing
28	2	Writing the	Research	Collaborative	Daily
		summary	Methodology	work	testing
29	2	Method of	Research	Collaborative	Daily
		numbering	Methodology	work	testing
		scientific			C
		research			
30	2	Exam	Research	Exam	Semester
			Methodology		exam

Course evaluation .11

- Formative or formative assessment (daily exams, class discussion, homework -1 .(assignments and their follow-up, classroom calendar
 - .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
 - .Semester: 50 degrees
 - .Final: 50 marks •

Learn	ing and teaching resources .12
Scientific Induction Methods - Saad Salman Abdullah	Required textbooks
	(methodology, if any)
Research Methodology • Scientific research writing style • Vandalen's book of scientific research • methods .Research •	Main references (sources)
Academic magazine Tikrit University Journal Professor magazine Naboo Magazine	Recommended supporting books and references (scientific journals, reports)
Scientific research methods and approaches - •	Electronic references, Internet
.Muhammad Abdel-Aal Al-Nuaimi and others	sites
Scientific research methods - Muwaffaq Al- •	
.Hamdani et al	
Basics of scientific research - Munther Al- • .Damen	
.Scientific thinking - Fouad Zakaria •	
An introduction to research methods in • education and psychology - Muhammad Khalil .Abbas and others	

Course Description Form

			course						
1. Co	urse N	lame:	Hand wor	·k					
2. Co	urse (Code:	Hand wor	k					
3. Se	meste	r / Yea	r: 2023-2	2024					
1 D-		D		t- 0(224 2 24				
4. De	script	ion Pre	eparation Da	ite: 20	JZ4-3-Z I				
5. Av	ailable	e Attend	dance Forms:	Atte	endance in the	e clas	sroom		
6 Nu	umbor	of Crod	it Hours (Tot	tal) / Nu	umber of Units		tal). / 17	0.2	
0. 11	innoci		11 110015 (10)	(a1) / 1N		5(10	tai). / 12	0-2	
7 00		admini	strator's nar	ne (me	ention all, if m	ore	than one	name)	
1.00	Nam				shuon all, li ff			(name)	
	Ema	-							
	: <u>ay</u>	am.t.ha	meed@tu.ec	<u>lu.iq</u> - /	Ayam Taher Han	need			
8. Co	urse O	bjective	s						
Course Ob	jectives	5					451		
					– Providing the Mi	inistry c	of Education w	ith staff specialized i	In
					teaching art educat	ion in s	econdary scho	ols.	
								f communication thr	
					which the artistic n	nessage	is delivered to	students and society	<i>v</i> .
9. Tea	aching	and Lea	arning Strateg	gies					
Strategy		- The st	tudent sets a good	d example	for those around hir	n.			
		- Formi	ng a general cate	gory of go	od values.				
		- Provic	ling psychological	motivatio	n to achieve emotior	nal goa	ls.		
10. Cou	rse Sti	ucture							
Week H	lours	Require	ed Learning	Unit o	r subject	Lear	ning	Evaluation	
		Outcom	nes	name		meth	hod	method	
hapter one	4		A historical				Hand	Formative or	
	4		overview of th	ne art	1-The illocutionary method.		work	formative assess (daily exams, class	
			of ceramics		2- Metacognition meth 3-Method of solving	hod.		discussion, homework	
					problems			assignments and	l

					their follow-up, classroom calendar).
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	 The illocutionary method. Metacognition method. 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	1-The illocutionary	Hand	Formative or formative assessment

		contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress).	method. 2- Metacognition method. 3-Method of solving problems	work	(daily exams, class discussion, 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).	 The illocutionary method. Metacognition method. 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)	 The illocutionary method. Metacognition method. 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		Hand	Formative or
4	4	Hand drawing and screen printing on (paper - fabric)	 The illocutionary method. Metacognition method. Method of solving problems 	work	formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	Hand drawing and screen printing on (paper - fabric)	 The illocutionary method. 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.	 The illocutionary method. Metacognition method. 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)	 The illocutionary method. 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	1-The illocutionary	Hand work	Formative or formative assessment (daily exams, class

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

11. (Course I	Evaluatio	n				
prepara	Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc 12. Learning and Teaching Resources						
		ks (curricu					
Main ref	erences	(sources)		,			
Recomm	nended	books	and	references			
(scientif	c journals	s, reports.)				
Electron	ic Refere	nces, Web	osites				

12. Learning and teaching Resources

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

Course description form

Course name .1

Theatrical techniques

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 () / Number of units .6

(90)-(90)

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

mozahim.k.hussen@tu.edu.iq : Name: Professor Mozahim Khudair Hussen Email

Course objectives .8

Providing the Ministry of Education with staff specialized in teaching art -1 .education in secondary schools

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

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

A- Cognitive objectives	Objectives of the study subject
That the student is able to know the - 1	
.types of schools and graduate directions	
That the student is familiar with the -2	
.theories that organize theatrical work	
That the student realizes the - 3	
importance of theatrical techniques in	
.constructing and developing ideas	
That the student is able to know the - 4	
objectives of theatrical performances that	
carry the design vision	

	Teaching and learning strategies .9
.the communication message to the recipient	
visual and non-visual language in delivering	
The student should be able to know the -	
recipient	
deliver his artistic message to the	
appropriate scenographic design to	
The student should be able to use an - 3	
theatrical performances	
That the student be able to distinguish - 2	
.successful design	
The student should be able to practice - 1	
.B - The skills objectives of the course	
and influencing the recipient	
techniques in the process of persuading	
importance of the principles of theatrical	
The student should be aware of the - 5	

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

.Forming a general category of good values -2

.Providing psychological motivation to achieve emotional goals -3

The strategy

				Course st	ructure .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 follow-up, classroom .(calendar Formative or formative	The illocutionary -1 . method Metacognition -2 .method Method of solving -3 .problems The illocutionary -1 . method	Principles of theatrical techniques Principles	Technology concept The concept	2	the first the
assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	Metacognition -2 .method Method of solving -3 .problems	of techniques a	of theatrical techniques		second
Formative or	The illocutionary -1	Principles	Theatrical	2	the third

formative	. method	of	costumes		
assessment (daily	Metacognition -2	techniques	costanico		
exams, class	.method	teeninques			
discussion,	Method of solving -3				
homework	.problems				
assignments and	1				
their follow-up,					
classroom					
.(calendar					
Formative or	The illocutionary -1	Principles	Fashion on	2	the fourth
formative	. method	of	the world	<u> </u>	V
assessment (daily	Metacognition -2				
exams, class	.method	techniques	stage		
discussion,	Method of solving -3				
homework	.problems				
assignments and					
their follow-up,					
classroom					
.(calendar					Fift
Personal	electronic	Principles	Monthly	2	Fifth
evaluation	electronne	of	-		
semester and)			exam		
final exams to		techniques			
issue					
differentiation					
judgments					
between students					
and judgments of					
success and					
.(failure					
Formative or	The illocutionary -1	Principles	The design	2	V]
formative	. method	of	-		
assessment (daily	Metacognition -2		concept		
exams, class	.method	techniques			
discussion,	Method of solving -3				
homework	.problems				
assignments and	'Procients				
their follow-up,					
classroom					
.(calendar					
Formative or	The illocutionary -1	Principles	Theatrical	2	Seventh
formative	. method	of	design		
assessment (daily	Metacognition -2		ucsigii		
exams, class	.method	techniques			
discussion,	Method of solving -3				
homework	.problems				
assignments and	·r····				
their follow-up,					
classroom					
.(calendar					
	The illocutionary -1	Principles	Theatrical	2	VII
Formative or					VIII
Formative or formative	. method	of	lighting	2	, 11

exams, class	.method	techniques			
discussion,	Method of solving -3	ques			
homework	.problems				
assignments and	1				
their follow-up,					
classroom					
.(calendar					
Formative or	The illocutionary -1	Principles	Lighting	2	Ninth
formative	. method	of	functions	2	1 (11101
assessment (daily	Metacognition -2		Tunctions		
exams, class	.method	techniques			
discussion,	Method of solving -3				
homework	.problems				
assignments and	.prootenis				
their follow-up,					
classroom					
.(calendar					
Personal	electronic	Principles	Monthly	2	The tenth
evaluation	ciccuonic	-	-	L	
semester and)		of	exam		
final exams to		techniques			
issue					
differentiation					
judgments					
between students					
and judgments of					
success and					
.(failure					
Formative or	The illocutionary -1	Principles	decor	2	alavanth
formative	. method		uccor	2	eleventh
assessment (daily	Metacognition -2	of			
exams, class	.method	techniques			
discussion,	Method of solving -3				
homework	.problems				
assignments and	.problems				
their follow-up,					
classroom					
.(calendar					
Formative or	The illocutionary -1	Principles	Theatrical	2	twelveth
formative	. method	-	_	L	twerven
assessment (daily	Metacognition -2	of	view		
exams, class	.method	techniques			
discussion,	Method of solving -3				
homework	.problems				
assignments and	.proucins				
their follow-up,					
classroom					
.(calendar					
Formative or	The illocutionary -1	Dringinlag	Theatminel	2	Thintoont
formative	. method	Principles	Theatrical	Z	Thirteenth
assessment (daily	Metacognition -2	of	scenic		
assessment (ually	U U	techniques	designer		
exams, class	.method	1			

				.problems	homework
				1	assignments and
					their follow-up,
					classroom
					.(calendar
fourteenth	2	Theatrical	Principles	The illocutionary -1	Formative or
	_	decoration	of	. method	formative
			techniques	Metacognition -2	assessment (daily
		jobs	teeninques	.method	exams, class
				Method of solving -3	discussion,
				.problems	homework
					assignments and
					their follow-up,
					classroom
					.(calendar
Fifteenth	2	Monthly	Principles	electronic	Personal
		exam	of		evaluation
			techniques		semester and)
			teeninques		final exams to
					issue
					differentiation
					judgments
					between students
					and judgments of
					success and
			D · · 1	TT1 '11 .' 4	.(failure
	2	Theater	Principles	The illocutionary -1	Formative or
Chapter		parts	of	. method	formative
Two			directing	Metacognition -2	assessment (daily
			_	.method	exams, class
				Method of solving -3	discussion, homework
				.problems	assignments and
					their follow-up,
					classroom
					.(calendar
the	2	Music	Principles	The illocutionary -1	Formative or
second	2	Widsie	of	. method	formative
second				Metacognition -2	assessment (daily
			directing	.method	exams, class
				Method of solving -3	discussion,
				.problems	homework
				1	assignments and
					their follow-up,
					classroom
					.(calendar
the third		Application			
		and			
		preparation			
		of			
		graduation			
		research			

the fourth		Application			
		and			
		preparation			
		of			
		graduation			
		research			
Fiftl		Application			
		and			
		preparation			
		of			
		graduation			
		research			
Sevent		Application			
		and			
		preparation			
		of			
		graduation			
		-			
~ 1		research			
Seventl		Application			
Seventl		and			
		preparation			
		of			
		graduation			
		research			
1711	2		D''1	The ille antiqueurs 1	Formative or
VII	2	The use of	Principles	The illocutionary -1	formative
		music in the	of	. method Metacognition -2	assessment (daily
		world stage	techniques	.method	exams, class
				Method of solving -3	discussion,
				.problems	homework
				.problems	assignments and
					their follow-up,
					classroom
					.(calendar
Nintl	2	sound	Principles	The illocutionary -1	Formative or
	L		of	. method	formative
		effects		Metacognition -2	assessment (daily
			techniques	.method	exams, class
				Method of solving -3	discussion,
				.problems	homework
				.prootenis	assignments and
					their follow-up,
					classroom
					.(calendar
The tentl	2	Monthly	Principles	electronic	Personal
	4	-	of		evaluation
		exam			semester and)
			techniques		final exams to
					issue

differentiation					
judgments					
between students					
and judgments of					
success and					
.(failure					
Formative or	The illegitionary 1	Duin 1	M. 1	2	-141
formative	The illocutionary -1 . method	Principles	Make-up	2	eleventł
		of			
assessment (daily	Metacognition -2 .method	techniques			
exams, class discussion,					
homework	Method of solving -3				
	.problems				
assignments and their follow-up,					
classroom					
.(calendar Formative or	The ille systic many 1	D ' ' 1	т (<u> </u>	4 1 41
	The illocutionary -1	Principles	Types of	2	twelvetl
formative	. method	of	makeup		
assessment (daily	Metacognition -2	techniques			
exams, class	.method	-			
discussion,	Method of solving -3				
homework	.problems				
assignments and					
their follow-up,					
classroom					
.(calendar	TT1 '11 (' 1	D · · 1			TT1 1
Formative or	The illocutionary -1	Principles	Makeup and	2	Thirteenth
formative	. method	of	the history		
assessment (daily	Metacognition -2	techniques	of its		
exams, class	.method	-	development		
discussion,	Method of solving -3				
homework	.problems				
assignments and					
their follow-up,					
classroom					
.(calendar	TT1 111	D · · 1	<u> </u>		<u> </u>
Formative or	The illocutionary -1	Principles	Closed	2	fourteenth
formative	. method	of	theater and		
assessment (daily	Metacognition -2	techniques	open theater		
exams, class	.method		-		
discussion,	Method of solving -3				
homework	.problems				
assignments and					
their follow-up,					
classroom					
.(calendar					
Personal	electronic	Principles	Monthly	2	Fifteentl
evaluation		of	exam		
semester and)		techniques			
final exams to					
issue					
differentiation					
judgments					

between students			
and judgments of			
success and			
.(failure			

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

Course des	cription form
Course name .1	
Tikrit University - College of Education for	Humanities - Department of Art
Education	
Course code .2	
Personality psychology	
Semester /year .3	
2024-2023	
The date this description was prepared .4	
2023/2/10	
Available forms of attendance .5	
My presence	
Number of study hours (total) / number of u	units (total) .6
60	
Name of the course administrator (if more t	han one name is mentioned) .7
hossammahmood@tu.edu.iq	Prof. Hossam Mahmoud Sabbar
Course objectives .8	
A- That the student becomes familiar with the dimensions of personality building and growth and enables him to analyze and evaluate performance For the student to become familiar with - personality theories in terms of their importance in studying personality in the educational field Students are introduced to the concept of - personality, its patterns and types, and scientific frameworks for interpreting it Utilizing the scientific outcome of scientific - concepts about personality in professional educational life and daily life and evaluating personal and student behaviors	Objectives of the study subject

			The strategy	1	
elocution					
And inter					
And lectu					
And disc	ussion				
Course strue	cture .10				
Evaluation	Learning	Name of the	Required	hours	the week
method	method	unit or topic	learning		
A 11 1 A	la atuma	The concert	outcomes		
All lectures The	lecture	The concept of personality		2	the first
evaluation is		in the			
done		psychological			
according to		heritage			
the following and annual					
tests					
Discussion					
	Discussion	Personality determinants		2	the second
		Personality			
		dynamics			
	lecture	Dimensions of personality		2	the third
		building and			
		growth			
	Interrogation	Personality theories		2	the fourth
	Discussion	=		2	Fifth
	lecture	=		2	VI
	Discussion	=		2	Seventh

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			
Duane Meltz's Personality - Theories The soul: its diseases, its - emotions, its treatment according to Kamal Personality: Evaluation, Naima Al-Shamaa's research methods	Required textbooks (methodology, if any)		
Knapp Introduction to Psychology, Linda David , Fourth Edition	references (sources)		
Internet check Research , studies and scientific reports	Recommended supporting books and references (scientific journals, reports)		
Duane Meltz's Personality - Theories	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

Tikrit University / College of Education for	1. Educational institution			
Human Sciences				
Department of Art Education	2. Scientific department/center			
Watch and apply	3. Course name/code			
My presence	4. Available attendance forms			
2024-2023	5. Semester/year			
60	6. Number of study hours (total)			
2023/2/10	7. Date this description was prepared			
8. Course objectives				
1- Providing the Ministry of Education with stat .education in secondary schools	ff specialized in teaching art			
2- Enabling students to know the means of communication through which the .artistic message is delivered to students and society				
3- Enhancing students' awareness of the goals a personal collective folkloric and popular m	1 ,			
 .personal, collective, folkloric and popular means of communication 4- Providing students with skills in communication trends that occur in various .fields of education and life 				

5- Introducing students to the foundations of media education that enable them
to know the goals and objectives of all types of means of communication.

6- Teaching students the theoretical foundations on which means of .communication depend in their influence on recipients

10.Course outcomes and teaching, learning and evaluation methods
 A- Cognitive objectives .A1- The student should be able to know the types of means of communication A2- The student should be familiar with the theoretical foundations that .regulate the work of means of communication A3- That the student realizes the importance of means of communication in .building and developing societies A4- That the student should be able to understand the purposes of what is published on social networking sites and the media A5- The student should be aware of the importance of means of communication in the process of persuading and influencing the recipient
 .B - The skills objectives of the course .B1 - The student should be able to practice successful communication B2 - That the student be able to distinguish fake and true news provided by the means of communication B3 - The student should be able to use the appropriate means of communication to deliver his artistic message to the recipient B4- That the student be able to know the verbal and non-verbal language in .delivering the communication message to the recipient
 1The illocutionary method 2Metacognitive method 3Method of solving problems
Evaluation methods
 Formative or formative assessment (daily exams, class discussion, homework .(assignments and their follow-up, classroom calendar Personal evaluation (semester and final exams to issue differentiation .(judgments between students and judgments of success and failure

C- Emotional and value goals

C1- The student's awareness of the status of means of communication and .their importance in the required psychological structure

C2- Identify the importance of media education for the frameworks of .communication media trends

C3- Developing knowledge of the meanings of verbal language and physical .language during communication

C4- Working on the student's awareness of the importance of means of .communication in all areas of life

Teaching and learning methods

Emotional goals do not depend on traditional teaching methods, because they are value-based goals that cannot be taught like cognitive goals. Therefore, the :following is adopted

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

.Forming a general category of good values -2

.Providing psychological motivation to achieve emotional goals-3

Evaluation methods

Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing her, discussing her, and following up on her relationship with the educational environment, which provides a cumulative record of her representation of the emotional and value .goals

D - Transferable general and qualifying 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- Teamwork skills, especially in scientific research

D4- Skills for solving educational problems using educational and psychological .programs and methods

	— 1:			1	.1
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Etiquette of the teaching profession	2	the first
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Foundation s of good teaching	2	the secon d
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Class manageme nt and organizatio n	2	the third
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Class questions, their importance and types	2	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	The -1 illocutionary .method Metacognition -2 .method Method of -3 solving problems	Watch and apply	Daily and annual teaching plan	2	Fifth
Formative or formative assessment daily exams, class) discussion, homework	The -1 illocutionary .method Metacognition -2	Watch and apply	Teaching competenci es	2	VI

assignments and their follow-up, classroom	.method Method of -3				
.(calendar Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	.solving problems The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Teaching strategy	2	Sevent h
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	My presence	Watch and apply	Monthly exam	2	VIII
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Teaching skills	2	Secon d semest er, first week
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Types of teaching skills	2	the secon d
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Discussion and classroom manageme nt skills	2	the third
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom	The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Use of educational media	2	the fourth

.(calendar					
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Preparing the lesson in advance and formulatin g class questions	2	Fifth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Assessing students' skills in giving class lectures	2	VI
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Written lesson planning	2	Sevent h
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary .method Metacognition -2 .method Method of -3 .solving problems	Watch and apply	Teaching style	2	VIII
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	My presence	Watch and apply	Monthly exam	2	Ninth

	12.Infra	structure	•	•	

12.Infrastructure

Lectures and basic educational	Required prescribed -1
topics on the foundations of good	books
teaching	
Source of teaching competencies	Main references -2
for the concept of arts training	(sources)
By Dr. Suhaila Mohsen Kazem	
(year 2003)	
Book / Introduction to Research	Recommended books
Methods, Allied Sciences, and	and references (scientific
Manuscript Verification between	(,journals, reports
(1986) Theory and Practice	
Educational lectures approved by	B - Electronic references,
Google	Internet sites

13.Course development plan

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

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

Searching for everything new in the field of means of communication in libraries -.and reputable international magazines

Course description form

Course name .1

Plastic graduation project

Course code .2

Semester/year .3

Annual (2023-2024)

The date this description was prepared .4

2024/20/3

Available forms of attendance .5

My presence

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

120/120

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

nibraswafa@tu.edu.iq : Name : A.M.D. Nibras Wafa Badri Email

	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 subject of the plastic graduation	Objectives of the study subjec
.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	

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

their follow-up,	.problems		The student -		
classroom			should be able to		
.(calendar			perform various		
			types of artistic		
			.works		
Formative or	The -1	Preparing	The student -	4	5
formative	illocutionary	project	should be	-	5
assessment	. method	prototypes	familiar with		
daily exams,)	Metacognition -2		technical schools		
class discussion,	.method		and critical		
homework	Method of -3				
assignments and	solving		.trends		
their follow-up,	.problems		The student -		
classroom			should be able to		
.(calendar			perform various		
			types of artistic		
			.works		
Formative or	The -1	Select a	The student -	4	6
formative	illocutionary	successful	should be		
assessment	. method	initial	familiar with		
daily exams,)	Metacognition -2	attempt	technical schools		
class discussion,	.method		and critical		
homework	Method of -3		.trends		
assignments and their follow-up,	solving		The student -		
classroom	.problems		should be able to		
.(calendar			perform various		
(current aut			types of artistic		
			• •		
F	Th. 4	Calast a	.works		
Formative or formative	The -1	Select a	The student -	4	7
assessment	illocutionary	successful initial	should be		
daily exams,)	. method Metacognition -2	attempt	familiar with		
class discussion,	.method	attempt	technical schools		
homework	Method of -3		and critical		
assignments and	solving		.trends		
their follow-up,	.problems		The student -		
classroom	·providing		should be able to		
.(calendar			perform various		
			types of artistic		
			.works		
Formative or	The -1	Study the	The student -	4	8
formative	illocutionary	initial	should be	4	0
assessment	. method	attempt by			
daily exams,)	Metacognition -2	shading	familiar with		
class discussion,	.method		technical schools		
homework	Method of -3		and critical		
assignments and	solving		.trends		
their follow-up,	.problems		The student -		
classroom	*		should be able to		
.(calendar			perform various		
			types of artistic		
			.works		
Formative or	The -1	Study the	The student -	4	9
	=			T)

formative	illocutionary	initial	should be		
assessment	. method	attempt by	familiar with		
daily exams,)	Metacognition -2	shading	technical schools		
class discussion,	.method		and critical		
homework	Method of -3				
assignments and	solving		.trends		
their follow-up,	.problems		The student -		
classroom	_		should be able to		
.(calendar			perform various		
			types of artistic		
			.works		
Formative or	The -1	Study the	The student -	4	1(
formative	illocutionary	initial	should be	4	10
assessment	. method	attempt by			
daily exams,)	Metacognition -2	shading	familiar with		
class discussion,	.method	51141115	technical schools		
homework	Method of -3		and critical		
assignments and	solving		.trends		
their follow-up,	.problems		The student -		
classroom	.problems		should be able to		
.(calendar			perform various		
			-		
			types of artistic		
			.works		
Formative or	The -1	Conduct	The student -	4	11
formative	illocutionary	separate	should be		
assessment	. method	studies for	familiar with		
daily exams,)	Metacognition -2	each visual	technical schools		
class discussion,	.method	word	and critical		
homework	Method of -3				
assignments and	solving		.trends		
their follow-up,	.problems		The student -		
classroom			should be able to		
.(calendar			perform various		
			types of artistic		
			.works		
Formative or	The -1	Conduct	The student -	4	12
formative	illocutionary	separate	should be		
assessment	. method	studies for	familiar with		
daily exams,)	Metacognition -2	each visual	technical schools		
class discussion,	.method	word	and critical		
homework	Method of -3		.trends		
assignments and	solving		The student -		
their follow-up,	.problems		should be able to		
classroom					
.(calendar			perform various types of artistic		
			works		
Formative or	The -1	Example the	The student -	4	11
formative or formative		Executing the model in		4	13
	illocutionary	watercolor	should be		
assessment	. method	watercolor	familiar with		
daily exams,)	Metacognition -2		technical schools		
class discussion,	.method		and critical		
homework	Method of -3		.trends		
assignments and	solving		The student -		
their follow-up,	.problems		should be able to		
classroom .(calendar			perform various		

			types of artistic		
			.works		
Formative or	The -1	Executing the	The student -	4	14
formative	illocutionary	model in	should be		
assessment	. method	watercolor	familiar with		
daily exams,)	Metacognition -2		technical schools		
class discussion, homework	.method		and critical		
assignments and	Method of -3		.trends		
their follow-up,	solving		The student -		
classroom	.problems		should be able to		
.(calendar			perform various		
Ϋ́Υ,			types of artistic		
			.works		
Formative or	The -1	Executing the	The student -	4	15
formative	illocutionary	model in	should be		
assessment	. method	watercolor	familiar with		
daily exams,)	Metacognition -2		technical schools		
class discussion,	.method		and critical		
homework	Method of -3		.trends		
assignments and their follow-up,	solving		The student -		
classroom	.problems		should be able to		
.(calendar			perform various		
.(calcildat			types of artistic		
			.works		
Diagnostic		Evaluation of		4	10
evaluation		works of art		•	
semester and)					
final exams to					
issue judgments					
of success and					
.(failure					
Formative or	The -1	Implement	The student	4	17
formative	illocutionary	the project in	should be		
assessment	. method	oil colors on a	familiar with		
daily exams,) class discussion,	Metacognition -2	large canvas	technical schools and critical		
homework	.method		.trends		
assignments and	Method of -3		.u enus		
their follow-up,	solving				
classroom	.problems				
.(calendar					
Formative or	The -1	Implement	The student -	4	18
formative	illocutionary	the project in	should be able to	•	1
assessment	. method	oil colors on a	perform various		
daily exams,)	Metacognition -2	large canvas	types of artistic		
class discussion,	. method		.works		
homework	Method of -3				
assignments and	solving				
their follow-up,	.problems				
classroom					
.(calendar					
Formative or	The -1	Implement	The student	4	1
formative	illocutionary	the project in	should be		
assessment	. method	oil colors on a	familiar with		
daily exams,)	Metacognition -2	large canvas	technical schools		
class discussion,	.method		and critical		

homework	Method of -3		.trends		
assignments and	solving				
their follow-up,	.problems				
classroom	-				
.(calendar					
Formative or	The -1	Implement	The student -	4	20
formative	illocutionary	the project in	should be able to	-	-•
assessment	. method	oil colors on a	perform various		
daily exams,)	Metacognition -2	large canvas	types of artistic		
class discussion,	.method	0	.works		
homework	Method of -3				
assignments and	solving				
their follow-up,	.problems				
classroom	-prosicilis				
.(calendar					
Formative or	The -1	Implement	The student	4	21
formative	illocutionary	the project in	should be	•	A 1
assessment	. method	oil colors on a	familiar with		
daily exams,)	Metacognition -2	large canvas	technical schools		
class discussion,	.method	8	and critical		
homework	Method of -3		.trends		
assignments and	solving				
their follow-up,	.problems				
classroom	.problems				
.(calendar					
Formative or	The -1	Implement	The student -	4	22
formative	illocutionary	the project in	should be able to	-	
assessment	. method	oil colors on a	perform various		
daily exams,)	Metacognition -2	large canvas	types of artistic		
class discussion,	.method	in ge enn us	.works		
homework	.incentou Method of -3				
assignments and	solving				
their follow-up,	.problems				
classroom	.problems				
.(calendar					
Formative or	The -1	Implement	The student	4	23
formative	illocutionary	the project in	should be	-	23
assessment	. method	oil colors on a	familiar with		
daily exams,)	Metacognition -2	large canvas	technical schools		
class discussion,	.method	laige canvas	and critical		
homework	.inethod Method of -3		.trends		
assignments and			• ti citus		
their follow-up,	solving				
classroom	.problems				
.(calendar					
Formative or	The -1	Implement	The student -	1	24
formative		the project in	should be able to	4	24
assessment	illocutionary . method	oil colors on a	perform various		
daily exams,)	Metacognition -2	large canvas	types of artistic		
class discussion,	.method	iaige callvas	.works		
homework	.method Method of -3		• W UI KS		
assignments and					
their follow-up,	solving				
classroom	.problems				
.(calendar					
```	The -1	Implamant	The student		25
Formative or formative		Implement	I ne student should be	4	25
	illocutionary	the project in	snoula de		
assessment	. method	oil colors on a	familiar with		

daily exams, )	Metacognition -2	large canvas	technical schools		
class discussion,	.method		and critical		
homework	Method of -3		.trends		
assignments and	solving				
their follow-up,	.problems				
classroom	-				
.(calendar					
Formative or	<b>The</b> -1	Implement	The student -	4	26
formative	illocutionary	the project in	should be able to		
assessment	. method	oil colors on a	perform various		
daily exams, )	Metacognition -2	large canvas	types of artistic		
class discussion,	.method		.works		
homework	Method of -3				
assignments and	solving				
their follow-up,	.problems				
classroom	•				
.(calendar					
Formative or	The -1	Implement	The student	4	27
formative	illocutionary	the project in	should be		
assessment	. method	oil colors on a	familiar with		
daily exams, )	Metacognition -2	large canvas	technical schools		
class discussion,	.method		and critical		
homework	Method of -3		.trends		
assignments and	solving				
their follow-up,	.problems				
classroom					
.(calendar					
<b>Formative or</b>	The -1	Implement	The student -	4	28
formative	illocutionary	the project in	should be able to		
assessment	. method	oil colors on a	perform various		
daily exams, )	Metacognition -2	large canvas	types of artistic		
class discussion,	.method		.works		
homework	Method of -3				
assignments and	solving				
their follow-up,	.problems				
classroom					
.(calendar					
Formative or	The -1	Implement	The student	4	29
formative	illocutionary	the project in	should be		-
assessment	. method	oil colors on a	familiar with		
daily exams, )	Metacognition -2	large canvas	technical schools		
class discussion,	.method		and critical		
homework	Method of -3		.trends		
assignments and	solving				
their follow-up,	.problems				
classroom	1				
.(calendar					
Diagnostic		<b>Evaluation of</b>		4	30
evaluation		works of art			2.0
semester and )					
final exams to					
issue judgments					
of success and					
.(failure					

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 -	Main references (sources)
it ? (Elements of	
Composition)/Frederick	
Mallens	
Vision Dialogue/Nathan -	Recommended supporting books and
Nobler	references (scientific journals, reports)
The creative process in the -	
art of photography/Dr.	
Shaker Abdel Hamid	
Artists' channels on YouTube that specialize in teaching .drawing	Electronic references, Internet sites

		Course name .1					
		Tikrit University - College of Education for Humanities – Department	nent of Ar				
		Education					
		Course code .2					
		Theater graduation project					
		Semester /year .3					
		2024/2023					
		The date this description was prepared .4					
		2023/22/10					
		Tikrit University - College of Education for Humanities – Departm         Education         Course code .2         Theater graduation project         Semester /year .3         2024/2023         The date this description was prepared .4         2023/22/10         Available forms of attendance .5         Presence         Number of study hours (total) / number of units (total) .6         120         Name of the course administrator (if more than one name is mentioned         Emai       Prof. Basim Muhammad Ahmedl:basim.m.ahmeed@tu.ed         Course objectives .8         roviding the Ministry of Education with specialized personnel, specially in extracurricular activities         mabling students to transfer part of the curriculum to teaching proper ronunciation         eaching the student performance skills as an aid to understanding e curriculum         creasing literary boldness and eloquence during delivery and reaking the barrier of fear         he student learns to prepare topics from the curricula in a - presentative manner					
		Course name .1         Tikrit University - College of Education for Humanities – Department Education         Course code .2         Theater graduation project         Semester /year .3         2024/2023         The date this description was prepared .4         2023/22/10         Available forms of attendance .5         Presence         Number of study hours (total) / number of units (total) .6         120         Name of the course administrator (if more than one name is mentioned)         Emai       Prof. Basim Muhammad Ahmedl:basim.m.ahmeed@tu.ed         Course objectives .8         roviding the Ministry of Education with specialized personnel, specially in extracurricular activities         nabling students to transfer part of the curriculum to teaching proper ronunciation         eaching the student performance skills as an aid to understanding to curriculum         noteasing literary boldness and eloquence during delivery and reaking the barrier of fear         he student learns to prepare topics from the curricula in a - appresentative manner         he student learns to think, innovate, and prepare by presenting his civities to the students         Teaching and learning strategies .9         Lecture ( instructional )         Practical lecture         Discussion         Model analysis					
Course name .1         Tikrit University - College of Education for Humanities – Departme Education         Course code .2         Theater graduation project         Semester /year .3         2024/2023         The date this description was prepared .4         2023/22/10         Available forms of attendance .5         Presence         Number of study hours (total) / number of units (total) .6         120         Name of the course administrator (if more than one name is mentioned)         Emai       Prof. Basim Muhammad Ahmedl:basim.m.ahmeed@tu.edu         Course objectives .8         Providing the Ministry of Education with specialized personnel, especially in extracurricular activities         inabling students to transfer part of the curriculum to teaching proper pronunciation         eaching the student performance skills as an aid to understanding he curriculum not easing literary boldness and eloquence during delivery and greaking the barrier of fear         The student learns to prepare topics from the curricula in a - epresentative manner         The student learns to think, innovate, and prepare by presenting his ctivities to the students         Taching and learning strategies .9         Lecture (instructional)       Tractical lecture							
		Name of the course administrator (if more than one name is mentioned)					
	Dro		Ohiastiya				
			Objective of the				
	Ena	bling students to transfer part of the curriculum to teaching proper	study				
			subject				
			T1				
			The				
			strategy				
I							
Į							

Learning	Name of the unit	Required	hou	the
U	or topic	_	rs	wee
	or copie	U		k
	Theater graduation		1	1
	•		4	1
lecture		The	4	2
	-	importance	-	
Discussion	Theater graduation	What it is	4	3
	project	The project		
Mental bombardment		How to	4	4
	project	prepare		
lecture		Classic text	4	5
			-	_
worksnop			4	6-
	project			
workshop	Theater graduation		4	7
workshop			4	/
workshop			1	8
workshop	•	2	4	0
workshop	Theater graduation		4	9
hemenep			•	5
workshop			4	10
•		theatrical		
		text		
workshop	Theater graduation	Text by	4	11
	project	Shakespear		
		е		
workshop	-		4	12
	project			
a lecture	•		4	14
	project			
	Theater graduation		4	4.5
alesi			4	15
	project			
alecture	Theater graduation		Δ	16
	5		•	10
	[···]···	theater		
		worldwide		
workshop	Theater graduation	Examples of	4	17
	project	Arab theatre		
workshop	Theater graduation	Models of	4	18
	project	Iraqi theater		
workshop			4	19
	project			
une also la an				
worksnop			4	20
a tost			4	21
alesi	project	test	4	21
	methodlecturelectureDiscussionMental bombardmentlectureworkshopworkshopworkshopworkshopworkshopworkshopavorkshopa lecturea lecturea lecturea lecturea lecturea lectureboxa lecturea lectureworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshopworkshop <td>methodor topiclectureTheater graduation projectlectureTheater graduation projectDiscussionTheater graduation projectMental bombardmentTheater graduation projectlectureTheater graduation projectworkshopTheater graduation projecta lectureTheater graduation projecta testTheater graduation projecta lectureTheater graduation projectworkshopTheater gradu</td> <td>methodor topiclearning outcomeslectureTheater graduation projectAbout the projectlectureTheater graduation projectThe importance of the projectDiscussionTheater graduation projectWhat it is The projectMental bombardmentTheater graduation projectHow to prepare formslectureTheater graduation projectHow to prepare formsworkshopTheater graduation projectAnalysis of theatrical textworkshopTheater graduation projectAnalysis of theatrical texta lectureTheater graduation projectExamples of French theatrea lectureTheater graduation projectAnalysis of modern theatrea lectureTheater graduation projectModels of modern theatrea lectureTheater graduation projectAnalysis of modern theatrea lectureTheater</td> <td>methodor topiclearning outcomesrs outcomeslectureTheater graduation projectAbout the project4lectureTheater graduation projectThe importance of the project4DiscussionTheater graduation projectWhat it is the project4Mental bombardmentTheater graduation projectHow to prepare forms4WorkshopTheater graduation projectAnalysis of theatrical text4workshopTheater graduation projectClassic text theatrical text4workshopTheater graduation projectAnalysis of theatrical text4workshopTheater graduation projectAnalysis of theatrical text4workshopTheater graduation projectAnalysis of theatrical text4workshopTheater graduation projectAnalysis of theatrical text4workshopTheater graduation projectRemaissance text4workshopTheater graduation projectRemaissance text4workshopTheater graduation projectRemaissance text4workshopTheater graduation projectRemaissance text4workshopTheater graduation projectRemaissance text4workshopTheater graduation projectAnalysis of theater4a lectureTheater graduation projectExamples of text4a lectureTheater grad</td>	methodor topiclectureTheater graduation projectlectureTheater graduation projectDiscussionTheater graduation projectMental bombardmentTheater graduation projectlectureTheater graduation projectworkshopTheater graduation projecta lectureTheater graduation projecta testTheater graduation projecta lectureTheater graduation projectworkshopTheater gradu	methodor topiclearning outcomeslectureTheater graduation projectAbout the projectlectureTheater graduation projectThe importance of the projectDiscussionTheater graduation projectWhat it is The projectMental bombardmentTheater graduation projectHow to prepare formslectureTheater graduation projectHow to prepare formsworkshopTheater graduation projectAnalysis of theatrical textworkshopTheater graduation projectAnalysis of theatrical texta lectureTheater graduation projectExamples of French theatrea lectureTheater graduation projectAnalysis of modern theatrea lectureTheater graduation projectModels of modern theatrea lectureTheater graduation projectAnalysis of modern theatrea lectureTheater	methodor topiclearning outcomesrs outcomeslectureTheater graduation projectAbout the project4lectureTheater graduation projectThe importance of the project4DiscussionTheater graduation projectWhat it is the project4Mental bombardmentTheater graduation projectHow to prepare forms4WorkshopTheater graduation projectAnalysis of theatrical text4workshopTheater graduation projectClassic text theatrical text4workshopTheater graduation projectAnalysis of theatrical text4workshopTheater graduation projectAnalysis of theatrical text4workshopTheater graduation projectAnalysis of theatrical text4workshopTheater graduation projectAnalysis of theatrical text4workshopTheater graduation projectRemaissance text4workshopTheater graduation projectRemaissance text4workshopTheater graduation projectRemaissance text4workshopTheater graduation projectRemaissance text4workshopTheater graduation projectRemaissance text4workshopTheater graduation projectAnalysis of theater4a lectureTheater graduation projectExamples of text4a lectureTheater grad

Daily testing	workshop	Theater graduation project	Output label	4	22
Daily testing	workshop	Theater graduation project	Naming actors and technicians	4	23
Daily testing	workshop	Theater graduation project	Exercises (rehearsals)	4	24
Daily testing	workshop	Theater graduation project	Exercises (rehearsals)	4	25
Daily testing	workshop	Accelerated graduation project	Exercises (rehearsals)	4	26
Daily testing	workshop	Theater graduation project	Exercises (rehearsals)	4	27
Practical test	workshop	Theater graduation project	Exercises (rehearsals)	4	28
Daily testing	workshop	Theater graduation project	Presentation before a committee	4	29
A semester exam and a final achievement evaluation	Exam	Theater graduation project	Presentation in front of an audience (evaluation)		30

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 .1	12
Texts by international and Arab theater writers ( Sophocles , Euripides , Shakespeare, Seneca , Plautus , Terrance , Marlowe, Racine , Corneille , Molière, writers of the Theater of the Absurd, epic theatre, and Arab and Iraqi theater writers	Required textbooks (methodology, if any)
Innovations of playwrights in the twentieth century, Sami Abdel Hamid	references (sources)

Directing, acting and techniques books	
Watch sober theatrical performances	Recommended supporting books and references (scientific journals, reports)
Texts by international and Arab theater writers (Sophocles, Euripides, Shakespeare, Seneca, Plautus, Terrance, Marlowe, Racine, Corneille, Molière, writers of the Theater of the Absurd, epic theatre, and Arab and Iraqi theater writers	Electronic references, Internet sites

#### **Course description form**

Course name .1

Means of communication

Course code .2

Semester/year .3

2024-2023

The date this description was prepared .4

2024/23/3

## Available forms of attendance .5

My presence

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

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

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

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

		Course objectives .8
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 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	g an	d learning strategies .9

		ptive method ssion method		The strateg	
	.Method of solv				
			Cou	irse stru	cture .10
<b>Evaluation method</b>	Learning	Name of	Required	hours	the
	method	the unit or topic	learning outcomes		week
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Discussion -2 method Method of -3 .solving problems	Means of communication	Communication concept	2	the first
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, 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 and their follow-up, 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 and their follow-up, 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	My presence	Means of communication	Monthly exam	2	Fifth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, 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	The -1 illocutionary . method	Means of communication	The importance of communication	2	Seventh

assignments and their	Discussion -2				
follow-up, classroom	method				
.(calendar	Method of -3				
	.solving problems				
Formative or formative	The -1	Means of	Communication	2	VII
assessment (daily exams,	illocutionary	communication	arts		
class discussion, homework	. method				
assignments and their	Discussion -2				
follow-up, classroom	method				
.(calendar	Method of -3				
× ×	.solving problems The -1	Marian	Commention	2	Nintl
Formative or formative	illocutionary	Means of communication	Communication arts	2	ININU
assessment (daily exams,	. method	communication	arts		
class discussion, homework assignments and their	Discussion -2				
e	method				
follow-up, classroom (calendar).	Method of -3				
× *	.solving problems				
Personal evaluation	My presence	Means of	Monthly exam	2	The tentl
semester and final exams )		communication			
to issue differentiation					
judgments between students					
and judgments of success					
.(and failure		-			
Formative or formative	The -1	Means of	Conditions for	2	eleventh
assessment (daily exams,	illocutionary . method	communication	successful communication		
class discussion, homework	Discussion -2		communication		
assignments and their	method				
follow-up, classroom	Method of -3				
.(calendar	.solving problems				
Formative or formative	The -1	Means of	Characteristics	2	twelvetl
assessment (daily exams,	illocutionary	communication	of mass media		
class discussion, homework	. method				
assignments and their	Discussion -2 method				
follow-up, classroom	Method of -3				
.(calendar	.solving problems				
Formative or formative	The -1	Means of	Characteristics	2	Thirteentl
assessment (daily exams,	illocutionary	communication	of mass media		
class discussion, homework	. method				
assignments and their	Discussion -2				
follow-up, classroom	method				
.(calendar	Method of -3 .solving problems				
Formative or formative	The -1	Means of	Uses of mass	2	fourteentl
assessment (daily exams,	illocutionary	communication	communication	4	
class discussion, homework	. method				
assignments and their	Discussion -2				
follow-up, classroom	method				
.(calendar	Method of -3				
``	.solving problems	Manual	Monthly	2	E:0
Personal evaluation	My presence	Means of communication	Monthly exam	2	Fifteentl
semester and final exams)		communication			1

					judgments between students
					and judgments of success
					.(and failure
First	2	Media	Means of	The -1	Formative or formative
Chapte		education and	communication	illocutionary	assessment (daily exams,
Ťwo		its importance		. method	class discussion, homework
		in the structure		Discussion -2	assignments and their
		of		method	follow-up, classroom
		communication		Method of -3	-
				.solving problems	.(calendar
th	2	Communication	Means of	The -1	Formative or formative
secon		Theories -	communication	illocutionary	assessment (daily exams,
		Gatekeeper		. method	class discussion, homework
		Theory		Discussion -2	assignments and their
		2		method	follow-up, classroom
				Method of -3	1
				.solving problems	.(calendar
the thir		Application and			
		preparation of			
		graduation			
		research			
the fourt		Application and			
		preparation of			
		graduation			
		research			
Fift		Application and			
		preparation of			
		graduation			
		research			
V		Application and			
		preparation of			
		graduation			
		research			
Sevent		Application and			
		preparation of			
		graduation			
		research			_
VI	2	Prioritization	Means of	The -1	Formative or formative
		theory	communication	illocutionary	assessment (daily exams,
				. method	class discussion, homework
				Discussion -2	assignments and their
				method	follow-up, classroom
				Method of -3	.(calendar
				.solving problems	× *
Nint	2	and	Means of	The -1	Formative or formative
		gratifications	communication	illocutionary	assessment (daily exams,
		theory		. method	class discussion, homework
				Discussion -2	assignments and their
				method	follow-up, classroom
				Method of -3	.(calendar
		N. (1.1		.solving problems	× *
The tent	2	Monthly exam	Means of	My presence	Personal evaluation
			communication		semester and final exams)
					to issue differentiation
					judgments between students
1					and judgments of success

.(and failure					
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Discussion -2 method Method of -3 .solving problems	Means of communication	Cultural implantation theory	2	eleventh
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, 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 and their follow-up, 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 and their follow-up, classroom .(calendar	The -1 illocutionary . method Discussion -2 method Method of -3 .solving problems	Means of communication	Communication dependence theory	2	fourteenth
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

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

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

- .Daily exam: 5 marks •
- .Class discussion: 10 marks
  - .Homework: 5 marks •
  - .Class calendar: 30 marks •
- Personal evaluation (semester and final exams to issue differentiation -2 .(judgments between students and judgments of success and failure
  - .Semester: 50 degrees
    - .Final: 50 marks •

Learning and teaching resources .12	
Required textbooks (methodology, if any)	Means of communication and its
	theories/Susan Al-Qalini
Main references (sources)	Communication theories/Mohamed Abdel Hamid Communication theories/Mervat Al-Tarabishi and Abdel-Aziz Al- Sayed Theories of media
	influence/Mohammed bin Saud
	Al-Bishr
Recommended supporting books and	Media Researcher •
references (scientific journals, reports)	.Magazine
	. Media Magazine 🔹
Electronic references, Internet sites	Media and communication
	library available on the
	Telegram application