

## DEPART

### ❖ Vision

Enhancing the education in literature and linguistics, the department aims to provide the community with graduates who possess the skills and experiences for heading the future, which is needed for making any possible progress. The department is teaching English as a foreign language using modern technology.

Promoting the university's internationalization, the department follows the university's academic strategy, depending on the needs of students around the world, which would include the use of the new methods in creative writing and research in literature and linguistics. The department provides students with a chance to develop their writing and speaking that would enhance their communicating capabilities, as English is used massively for communication on social media platforms which they might use in their future.

The department also aims to provide students with a language and culture, to guarantee the quality of the course is mainly designed to focus on the students' mastery, masterfully, in addition, to enhance their investigative and research skills. The educative atmosphere, that we try to provide, would be an appropriate one to offer the graduate what they need to be a productive individual in our community.

# Departments of English

2016

## ENGLISH LANGUAGE CURRICULUM DEVELOPMENT AND PROJECT UPDATE IN IRAQI UNIVERSITIES

The aim of the department is to provide students with the knowledge and linguistic competence so that they would make use of English to develop their academic level and be engaged in other branches of the world of business.

- A set of skills like conceptual, literacy and communication skills that can be, in return, transferred to others.
- The ability to accomplish an academic achievement depending on themselves.
- The sense that they commit themselves to develop their skills in speaking and reading English making use of this aspect for further development educationally, socially and culturally.

The aims of the department of English and the university in general go hand-in-hand. However, these aims show our discipline and our commitment to literature, language, and the arts. The quality of education can be increased if the students are directed to contact with scholarly-oriented people as well as their teacher.

In this respect, there are certain important purposes that we strictly look forward to as enabling the students to read well, speak well, teach well, and

think well so that they gain good English proficiency. Particularly, we intend to graduate students with:

- The ability to read, teach and examine literature and culture throughout various eras.
- The efficiency to write and speak English fluently.
- Research skills which make possible for them to extend, from different aspects, their own readings of literature and the comprehension of language.
- Suitable knowledge of relevant domains within the discipline, involving literature, literary history, criticism, and theory; the language structures of modern English and the history of English language.
- Advanced appreciation and delight of literature and language.

The department of English encourages the inspiration of literature and the study of it. We have a number of writers who are nationally and internationally recognized as poets, short story writers, and essayists. We work side by side with the innovative writers in our country to provide our students innovative writing semesters.

The department intends to offer the opportunities to all students to reinforce their communications and critical thinking skills. The English major offers knowledge which is important to all students, involving students who want to study and seek careers in education, law, communications and business. Departmental offerings present the literary and writing background which is necessary for students who want to continue graduate study in English, literature, and in different interdisciplinary domains.

A student who completes English major is qualified to reveal critical thinking, particularly to analyze, synthesize and value ideas and texts ; undertake and comprehend the process of research through identifying, analyzing, synthesizing and documenting credible source material; Consequently, the department aims at:

- Making the students able to master effective communications skills.
- Making students familiar with linguistics, its sub-branches, applications and relations to other disciplines.
- Enabling students to know the various literary genres of English in the historical, cultural, and artistic context.
- Developing students' critical thinking skills and reinforcing their ability to present logical and well-structured arguments.

**Colleges of Education in Iraq**  
**Departments of English**  
**First Year Syllabus**

**Total Credits: 41**

**Total Teaching Hours: 24**

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No.	Subject	Credits	Teaching Hours
1	English Grammar	5	3
2	Phonetics	5	3
3	Listening and Speaking	3	2
4	Reading I	3	2
5	Composition Writing	3	2
6	An Introduction to English Literature	5	3
7	Human Rights	2	1
8	Educational Psychology	4	2
9	Fundamentals of Education	4	2
10	Computer Science	3	2
11	Arabic Language	4	2
		41	24

<b>Stage</b>	<b>1<sup>st</sup> Year</b>
<b>Course Title</b>	<b>English Grammar</b>
<b>Credits</b>	<b>5</b>
<b>Teaching Hours</b>	<b>3</b>

### **Course Description:**

The rules of writing English sentences are taught to students. The topics covered in this course are: parts of speech, verb tenses, subject-verb agreement, and types of sentences. This course focuses on the extensive use writing sentences and exercises in the classroom. The basic rules of the English language may help students improve their performance throughout the use of punctuation, capitalization, sentence structure, and so on. Nouns, pronouns, the definite and indefinite articles are also taught in this course. The exercises help students expand their skills in these areas.

### **Learning Objectives**

This course is designed to help students meet the following objectives:

1. Understanding the different uses of English grammar and developing the students' further knowledge ability by self-study at the end of the course.
2. Acquiring knowledge about the types of grammatical problems that learners face because of language interference.
3. Acquiring knowledge about the different approaches, methodologies and techniques of teaching English grammar in the light of research findings concerning second language acquisition (SLA).
4. Being familiarized to the basic principles of syntax in the English language, phrases, phrasal verbs, and others.

5. Improving the skills of using basic rules of English grammar.
6. Improving students' level of language.
7. Being proficient in using certain grammatical terms.

### **Course Content**

- Tenses
- Conditional
- Passive
- Reported Speech
- Questions
- Auxiliary verbs in short questions
- -ing and the infinitive
- Articles
- Relative clauses
- Adjectives and adverbs
- Word order units
- preposition
- Phrasal verbs

### **Required Textbook:**

Murphy, Raymond. **English Grammar in Use**. 5<sup>th</sup> edition

<b>Stage</b>	<b>1<sup>st</sup> Year</b>
<b>Course Title</b>	<b>Phonetics</b>
<b>Credits</b>	<b>5</b>
<b>Teaching Hours</b>	<b>3</b>

### **Course Description:**

This course is based on practical articulatory phonetics to teach the basic notions and skills of producing, transcribing and recognizing different speech sounds through teaching vowels and consonants. These skills help students to learn, understand and speak English language properly.

### **Learning Objectives:**

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

1. identify and produce a good number of observable phonetic sounds in English,
2. use the International Phonetic Alphabet to transcribe various words,
3. know the basics of the articulatory system and operation of its producing various speech sounds,
4. be familiar with speech sound technical description,
5. understand that each language has its own features,
6. recognize and transcribe speech pitch differences accurately,
7. understand how to use some basic procedures in phonemic analysis.

## **Course Content:**

1. Speech organs and their work in English
2. Consonants of English
3. Sequence of Consonants.
4. Vowels of English
5. Words in Company

## **Required Textbook:**

O'Conner. **Better English Pronunciation.**

Jonathan Marks, **English Pronunciation in Use.** Cambridge

<b>Stage</b>	<b>1<sup>st</sup> Year</b>
<b>Course Title</b>	<b>Listening and Speaking</b>
<b>Credits</b>	<b>3</b>
<b>Teaching Hours</b>	<b>2</b>

## **Course Description:**

Listening and Speaking is designed for students at different levels, presenting both natural conversational language and academic English. It offers a wide variety of listening opportunities, such as conversations, radio broadcasts, and lectures. The conversations and radio broadcasts focus on the rhythm and intonation of natural language, while the lectures provide practice in listening to academic English. The course teaches a variety of listening skills, including listening to main ideas and specific information, getting meaning from context, identifying stressed words and reductions, and drawing inferences. There is an added focus on note-taking throughout the course. Finally, the course exposes students to authentic English language and provides them with useful cultural information, both of which are extremely important elements in any successful listening course. It contains a wide range of practical activities with a range of native and non-native English accents to equip students with the necessary skills for effective daily communication in different situations. The course can be used as self-study, in class, or as supplementary homework material.

## **Learning Objectives:**

The course is designed to meet the following:

- encourage students to experience autonomous learning.
- help students develop listening and speaking skills in accordance with Can-do statements. These statements show the language that people use at different situations.
- Get ready to listen and speak and move students to think about the topic by warm-up tasks,
- Advise students how to improve their listening, speaking and learning by learning tip boxes,
- Provide contextualized practice to let students use particular language or vocabulary areas,
- Focus on pronunciation using sound smart activities,
- enhance class bonus communication activities for pair work and group work ,
- motivate students' thinking about what they have learnt by using Can-do checklists at the end of every unit

## **Course Content:**

1. How do you know
2. I'm phoning about the house
3. How do I buy a ticket?

4. Shall we go out for dinner?
5. You should go to the police
6. Have you got a headache?
7. How about a hostel?
8. What can I do here?
9. When are you flying?
10. The weather is changing
11. I have our schedule
12. You did really well Workplace discussions
13. I've organized the trainer
14. You need a budget Talks and seminars
15. Welcome to the school
16. What are your goals?

**Required Textbook:**

Polly Merdinger and Laurie Barton, **NorthStar1: Listening and Speaking**.  
4<sup>th</sup> edition. 2015  
Sally Logan and Craig Thaine, **Real Listening and Speaking 2, 2008**

<b>Stage</b>	<b>1<sup>st</sup> Year</b>
<b>Course Title</b>	<b>Reading 1</b>
<b>Credits</b>	<b>3</b>
<b>Teaching Hours</b>	<b>2</b>

**Course Description:**

The course helps students acquire different skills of accurate and rapid reading. It tackles the reading skill as well as its objectives. Moreover, throughout effective reading, the course develops students' grammatical skills. In addition, different communicative activities, skill-building exercises, various and ample genres and techniques for practice are used to increase students' academic success. The course also attracts students' attention to the correct pronunciation and stops according to punctuation marks. Specific strategies are used for students' feedback to improve their reading speed without losing comprehension and understanding the authentic language.

**Learning Objectives:**

This course aims at training students to read various kinds of social, economic, historical or religious passages related to students' different aspects of life, knowledge and environment. Sentences, paragraphs and essays contain certain themes and topics of interest, such as living in another culture, good health, and success in business, shopping, planets, etc. The focus is on answering questions, matching words with their meanings, synonyms, opposites, learning new vocabulary and some confusing, misused words, forming tenses and using them correctly. The reading, grammar, and vocabulary activities provided in this course are designed to support students' critical thinking skills, and eventually motivate them to explore their own thoughts.

**Course Content:**

Passages will be selected by course instructors from the recommended books

**Required Textbooks:**

Pamela Hartman and James Mentel, **Interactions (Access)**. McGraw-Hill

Linda Lee and Erik Gundersen, **Select Reading: Intermediate**. Oxford

L.G. Alexander, **Developing Skills**

<b>Stage</b>	<b>1<sup>st</sup> Year</b>
<b>Course Title</b>	<b>Composition Writing</b>
<b>Credits</b>	<b>3</b>
<b>Teaching Hours</b>	<b>2</b>

### **Course Description:**

The course is designed to qualify students with rhetorical foundations preparing them for academic and professional writing demands. Students are exposed to the strategies and processes successful writers adopt to achieve specific purposes. Preparing students for academic communication, the course of English departments includes class discussion and readings of various contexts to enhance comprehension, instruction, entertainment, persuasion, investigation, problem-resolution, evaluation, explanation, and refutation to realize personal and professional goals for the intended audience.

Engaging students in a variety of composing endeavors throughout the course, students constructively respond to their peers' texts, and use peer responses as they receive extensive feedback from their instructors to improve the quality of their writing. This course contributes to increase the students' ability in order to construct written prose of various kinds. It focuses on different methods of organization, analysis, research skills, and production of short argumentative and expository essays concerning contemporary social and cultural issues.

### **Learning Objectives:**

By the end of this course, students will be able to:

1. involve in the process of writing including various kinds of heuristic situations for brainstorming, such as gathering evidence, considering audience, drafting, revising, editing, and proofreading,
2. involve in the collaborative social aspects of writing, to use it as a learning tool,
3. explore and analyze contemporary global, and international questions using language,
4. use writing aids and various sources, such as handbooks, dictionaries, and online aids to gather, summarize, synthesize, and explain information,
5. use different grammatical, stylistic, and mechanical formats and conventions to be suitable for the different kinds of audience,
6. criticize different kinds of written and oral formats of their own and others' work,
7. produce rhetorical and coherent pieces of prose for a variety of situations,
8. reflect on their own work and evaluate their writing process.

### **Course Content:**

1. Process writing: Getting Ready to write
2. The structure of a paragraph
3. The development of a paragraph
4. Descriptive and process paragraphs
5. Opinion paragraphs
6. Composition/contrast paragraphs
7. Problem/ solution with paragraph
8. The structure of the essay
9. Outlining an Essay
10. Introductions and conclusions
11. Unity and coherence
12. Essays on examinations
13. Beginning with work

14. Giving and receiving presents
15. A Favorite Place
16. An Exceptional person
17. Trends and fashion
18. White lies
19. Explanations and Excuses
20. Problems
21. Strange Stories
22. Differences
23. Difficult decisions
24. Fate or choice?
25. Additional Materials

**Required Textbook:**

Dorothy E. Zemach and Lisa A. Rumisek, **Academic Writing**. Macmillan  
 Dorothy E. Zemach and Carlos Islam, **Writing in Paragraphs**. Macmillan  
 Strunk, W., Jr. and White, E.B., **The Elements of Style**. Longman Group

<b>Stage</b>	<b>1<sup>st</sup> Year</b>
<b>Course Title</b>	<b>An Introduction to English Literature</b>
<b>Credits</b>	<b>5</b>
<b>Teaching Hours</b>	<b>3</b>

**Course Description:**

This course consists of an introduction followed by three parts. The aim of the introduction is to get the students acquainted with the meaning, definitions, language, function and major literary types. The second part of the introduction deals with the meaning of English literature and introduces the major periods of English literature.

The first part is dedicated to the study of English poetry. It begins by defining the nature of poetry, the differences between poetry and prose, how to understand a poem, how a poem is done and finally the major types of poetry: Descriptive, Reflective, Narrative, Lyric, Sonnet...with an example for each.

The second part of this course is concerned with English prose. It provides the students with information about the various types of prose. The examples are from outstanding English and American writers. These types include the Narrative, Descriptive and Argumentative with a reference to the nature and characteristics of each type. It also studies how prose is made in terms of style, language and figures of speech.

The third part is devoted to the study of the nature of drama. It begins with an introduction to the definition of drama, history, nature, kinds, elements...etc. Then there is a brief historical survey to the development of the English drama and its major periods and dramatists. The students should also be acquainted with the basic dramatic terms.

**Learning Objectives:**

This course aims at providing first year students with basic information about literature in general and English literature in particular. Studying literary pieces enables the students to develop their language skills; reading, writing, understanding and speaking. The course also intends to widen the



students' cultural awareness and improve their critical insight.

### **Course Content:**

#### **Part One : Poetry**

##### Chapter I : Introduction

Blake's "O rose thou art sick"

Tennyson's "Break, break, break"

Wordsworth's "She Dwelt Among Untrodden ways"

Coleridge's "The Ancient Mariner"

All of Chapter ii

##### Chapter iii: Types

Shakespeare's "Winter"

W.B. Yeats' "An Irish Man Foresees His Death"

Anonymous "Lord Randal"

Shelley's "To..."

Keats' "On the Grasshopper"

##### Chapter IV: Literary Appreciation

Wordsworth's "I Wandered Lonely as a Cloud"

Shakespeare's "Let Me not to the Marriage of ..."

#### **Part II: Prose**

##### Chapter v : Types

T.S. Eliot "Modern Education"

##### Chapter vi : Narrative

Emily Bronte's from Wuthering Heights

Jonathan Swift's from Gulliver's Travels

##### Chapter vii : Descriptive

Norman Douglas' "South Wind"

Charles Dickens "Nicholas Nickleby"

Arthur Koestler "Darkness at Noon"

##### Chapter viii : Argumentative

Frieda Fordham "Psychology and Education"

Robert Lynd "Why Do We Hate Insects"

#### **Part III : An Introduction to Drama**

Nature of Drama

History of Drama

Elements of Drama

kinds of Drama

History of English Drama

Major Periods and Dramatic Terms

#### **Required Textbooks:**

L.G. Alexander. **Poetry and Prose Appreciation for Overseas Students**

George Whitfield: **An Introduction to Drama**

#### **Recommended Textbooks:**

Richard Hill **Mastering English Literature**

J.B. Wilson **English Literature: A Survey for Students**

<b>Stage</b>	<b>1<sup>st</sup> Year</b>
<b>Course Title</b>	<b>Human Rights</b>
<b>Credits</b>	<b>2</b>
<b>Teaching Hours</b>	<b>1</b>

**Course Description:**

The course adopts the issue of protecting human rights as it is one of the most important political issues all over the world. It demonstrates conceptual and historical origins of human rights that are protected by the international regime, and show patterns of human rights that are violated over time. The course highlights the reasons of the violation of individual rights and physical integrity. It also shows historical foundations and current attempts and practice of the international community –success or failure- concerning this respect.

**Learning Objectives:**

Completing this course, students will be familiar to various factors that lead to aggravate the violation of individual human rights. They will also be able to apply what they have learned to their everyday life. Studying

human rights abuse through historical cases prospects for future abuse around the world. Moreover, students focus on analytical and critical thinking to present logical and well-developed arguments.

**Required textbook:**

**Handout. Materials to be determined by course instructors**

<b>Stage</b>	<b>1<sup>st</sup> Year</b>
<b>Course Title</b>	<b>Educational Psychology</b>
<b>Credits</b>	<b>4</b>
<b>Teaching Hours</b>	<b>2</b>

**Course Description:**

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

**Learning Objectives:**

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

1. develop a positive and professional attitude towards teaching,
2. acquire knowledge and relevant skills to become caring, committed, creative and effective teachers,
3. believe that all students can learn,
4. model a positive attitude toward teaching and learning,
5. appreciate and accept individual differences in students,
6. demonstrate willingness to support the physical, emotional, moral and social well-being of students.

**Required textbook:**

**Handout. Materials to be determined by course instructors.**

<b>Stage</b>	<b>1<sup>st</sup> Year</b>
<b>Course Title</b>	<b>Fundamentals of Education</b>
<b>Credits</b>	<b>4</b>
<b>Teaching Hours</b>	<b>2</b>

**Course Description:**

The course is based on theoretical overview of the nature of cultures, varieties of cultures and how they interact. It shows how educators

culturally respond to their communities, and equips students with full understanding of influences of culture on the educational concept and process. The course develops an educational environment to support the diversity of cultures.

### **Learning Objectives:**

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

1. understand the different basic concepts including culture, ethnicity, race, racism, and know their application,
2. know how to define the concepts: stereotype, prejudice, core values, oppression and discrimination,
3. know that beliefs, rites and social customs are cultural components,
4. know the effects of geography on culture,
5. explore differences of one culture and differences between two or more cultures,
6. recognize some culturally related concepts, such as cultural relativism, universalism, congruence, and macro/micro-cultures,
7. empathize with people of other cultures by shifting some of their perceptions,
8. understand the phenomena of other cultures when they come into contact,
9. develop lessons meeting requirements of learning through studying the different cultures that are exist in their college community.

### **Required textbook:**

**Handout. Materials to be determined by course instructors.**

<b>Stage</b>	<b>1<sup>st</sup> Year</b>
<b>Course Title</b>	<b>Computer Science</b>
<b>Credits</b>	<b>3</b>
<b>Teaching Hours</b>	<b>2</b>

### **Course Description:**

The course covers major areas in IT: applications of Windows, Microsoft Office, PowerPoint, Draw/ Paint and the Internet. Students acquire the basic system of Windows so that they can navigate with ease through the various applications. Microsoft Office contains word processing, spreadsheet, and presentation applications-software that are important for teaching and career success. All electronic devices in the class have Internet access to understand and comprehend the process of internet search. For many of their projects, students collaboratively work in groups to gain individual skills, complete, do exercises and produce final projects.

### **Learning Objectives:**

The objectives of teaching computer science enable students to use different electronic devices effectively in the various academic tasks. Completing the course, students will be able to:

- understand the basic parts of a computer system and their relationships,
- master the basic functions of the Windows operating system,
- use basic technological terminology,
- produce attractive hard copies of work through print commands,
- design creative document layouts which are well formatted,
- use and produce word processing software,

- use and produce spreadsheet software,
- use and produce presentation software, such as PowerPoint,
- understand the rules of Internet access etiquette,
- use and produce Internet software,
- master the basics of maintenance and antivirus software.
- use and produce Draw/Paint software.

**Course Content:**

**1. PRINCIPLES OF COMPUTER**

- Definition of computer.
- Information and data.
- Characteristics of computer.
- Kinds of computers.
- Components of computers.

**2. COMPONENTS OF COMPUTERS**

- Material parts.
- Numerical system of computer.

**3. SECURITY AND AUTHENTICATION**

- Synthesis of electronic words.
- Personalization.
- License of computer programs.
- Kinds of license.
- Risks of malicious programs.
- Viruses.
- Characteristics of viruses.
- Harms of viruses.
- Components of viruses.
- Kinds of viruses.
- Health harms of using computer

**4. OPERATING SYSTEM**

- Operating system definition
- Function of (O.S)
- Characteristics of (O.S)
- Folders and files.
- Icons
- Operation on windows.
- Backgrounds.
- Control Panel.
- Components on desktop.

**Required textbook:**

**Handout. Materials to be determined by course instructors**

**Stage**

**1<sup>st</sup> Year**

<b>Course Title</b>	<b>Arabic Language</b>
<b>Credits</b>	<b>4</b>
<b>Teaching Hours</b>	<b>2</b>

**Course Description:**

This course is intended to expose students to Modern Standard Arabic language and cultures including the basics of Arabic grammar, morphology and semantics. The course is dedicated for students of English departments in order to be proficient in recognizing and diagnosing the literary genres, so that they can get benefit from it in doing contrastive studies and other aspects of language.

**Learning Objectives:**

Upon completion of the course, students will be able to:

1. understand and use basic grammatical concepts and terms of Arabic Language, so as to be able to compare and contrast these terms and concepts with those of English language.
2. use critical thinking to diagnose and criticize pieces of literary works.

**Course Content:**

1. Arabic as a Semitic Language.
2. Speech Sounds: Places and Manners of Articulation.
3. Morphological Issues.
4. Syntactic Structures.
5. Semantic Relations.
6. Rules of Dictation.
7. Literary genre and Rhetoric.

**Required Textbook:**

Committee , **Arabic Lessons for Other Disciplines,**