



Academic Program and Course

2024

Introduction

An educational program is a coordinated and organized package of courses that includes procedures and experiences structured into syllabi. Its primary purpose is to build and refine the skills of graduates, making them qualified to meet the demands of the job market. It is reviewed and evaluated annually through internal or external auditing procedures and programs, such as the external examiner program.

The academic program description provides a concise summary of the program's main features and its courses, outlining the skills that students are intended to acquire, based on the academic program's objectives. The importance of this description lies in its role as the cornerstone for obtaining program accreditation. It is co-authored by teaching staff under the supervision of the scientific committees in the academic departments.

This second edition of the guide includes an updated academic program description, with revised items and sections from the previous guide, in light of developments and updates in the Iraqi educational system. This includes the traditional academic program description (annual, semester systems), in addition to adopting the generalized academic program description as per the Department of Studies letter T.M.3/2906 on 3/5/2023, regarding programs that adopt the Bologna Process as their foundation.

In this context, we must emphasize the importance of writing descriptions for academic programs and courses to ensure the smooth operation of the educational process.

Concepts and Terminology

- **Academic Program Description:** The academic program description provides a concise summary of its vision, mission, and objectives, including a precise description of the intended learning outcomes based on specific learning strategies.
- **Course Description:** This offers a concise summary of the course's key characteristics and the expected learning outcomes for the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be derived from the program description.
- **Program Vision:** An ambitious picture of the academic program's future, aiming for it to be advanced, inspiring, motivating, realistic, and applicable.
- **Program Mission:** This briefly clarifies the objectives and necessary activities for their achievement, also defining the program's development paths and directions.
- **Program Objectives:** Statements describing what the academic program intends to achieve within a specified timeframe, which are measurable and observable.
- **Curriculum Structure:** All courses/subjects included in the academic program, according to the adopted learning system (semester, annual, Bologna Process), whether they are a requirement from the Ministry, university, college, or scientific department, along with the number of credit units.
- **Learning Outcomes:** A consistent set of knowledge, skills, and values acquired by the student upon successful completion of the academic program. The learning outcomes for each course must be defined in a way that achieves the program's objectives.
- **Teaching and Learning Strategies:** These are the strategies used by faculty members to develop student teaching and learning. They are plans followed to achieve learning objectives, describing all in-class and out-of-class activities to achieve the program's learning outcomes.

Academic Program Description Form

University Name: Tikrit.....

Faculty/Institute: ...Arts.....

Scientific Department: Media

Academic or Professional Program Name: Bachelor of Arts in Media.....

Final Certificate Name:Media of Iraq.....

Academic System: Annual

Description Preparation Date: 24-9-2024

File Completion Date: 24-9-2024

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

د. مبريد صالح ضامن
عميد كلية الآداب

Course Description Form

| | |
|--|---|
| : Course name .1 | |
| mass communication | |
| : Course code .2 | |
| the chapter / Year : Annual .3 | |
| annual | |
| Date this description was prepared .4 | |
| 2025/27/3 | |
| : Available attendance forms .5 | |
| weekly | |
| :Number of study hours (total) / Number of units (total) .6 | |
| hours 60 | |
| Name of the course administrator (if more than one name is .7 | |
| (mentioned | |
| Mr. Dr Farid Saleh Fayyad T .Yasmeen Khalid khaddar millimeter Laith Maher Marai | |
| Course objectives .8 | |
| B- Course specific skill objectives To know the concept of mass -1 .communication To be able to employ theoretical -2 and practical communication .vocabulary learn the process of mass -3 . communication | A- Cognitive objectives Defining the concepts of mass .1 .communication Explain the most important functions .2 .and types of mass communication Explain the importance of .3 communication for the individual and .society Trace the development of .4 communication throughout the ages and the changes that occur in the .communication process at each stage plain the close relationship between .5 .communication and media |
| Teaching and learning strategies .9 | |

| | | | | | |
|----------------------------|--------------------|---|---|----------|-----------|
| | | | Discussion and dialogue–1 Weekly tests –2 monthly tests –3 | | |
| Headquarters structure .10 | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | watch es | week |
| | theoretical | Communication Concept / Mass Communication Definitions | mass communication | 3 | 1 |
| | theoretical | Communication features | mass communication | 3 | 2 |
| | theoretical | Stages of development of human communication | mass communication | 3 | 3 |
| | theoretical | Communication jobs | mass communication | 3 | 4 |
| | theoretical | five levels of communication | mass communication | 3 | 5 |
| | theoretical | Elements of the communication process | mass communication | 3 | 6 |
| | theoretical | Types of communication: verbal, nonverbal, written, and visual | mass communication | 3 | 7 |
| - | - | First exam | - | 3 | 8 |
| | theoretical | Communication jobs | mass communication | 3 | 9 |
| | theoretical | The four communication models | mass communication | 3 | 10 |
| | theoretical | Elements of successful communication process | mass communication | 3 | 11 |
| | theoretical | Objective factors relate to the sender, the message, the medium , and the receiver | mass communication | 3 | 12 |
| | theoretical | Obstacles to the success of the mass communication process | mass communication | 3 | 13 |
| | theoretical | Successful mass | mass | 3 | 14 |

| | | | | | |
|--|-------------|--|---|---|----|
| | | communication process | communication | | |
| - | - | The second exam | - | 3 | 15 |
| | | Half year | | | |
| | theoretical | mass communication | mass communication | 3 | 1 |
| | theoretical | printed media | mass communication | 3 | 2 |
| | theoretical | Characteristics of print journalism | mass communication | 3 | 3 |
| | theoretical | Disadvantages of print journalism | mass communication | 3 | 4 |
| | theoretical | Audio media (radio) | mass communication | 3 | 5 |
| | theoretical | Radio advantages | mass communication | 3 | 6 |
| | theoretical | Disadvantages of radio | mass communication | 3 | 7 |
| - | - | First exam | - | 3 | 8 |
| | theoretical | Audiovisual media (cinema) | mass communication | 3 | 9 |
| | theoretical | Audiovisual media (television) | mass communication | 3 | 10 |
| | theoretical | Pros and cons of television | mass communication | 3 | 11 |
| | theoretical | Mass communication audience (media audience) | mass communication | 3 | 12 |
| | theoretical | Communication activities (media) | mass communication | 3 | 13 |
| | theoretical | Definition of media, its functions and means | mass communication | 3 | 14 |
| The second exam | | | | | |
| | | | | | |
| Course Evaluation .11 | | | | | |
| | | | First exam (10) Attendance and daily assignments (10) Exam (10) Attendance and daily assignments (10) Chapter 60 Test | | |
| | | | Learning and teaching resources .12 | | |
| dwin Amery et al ., Mass Communication | | | Required textbooks (methodology if any) | | |

| | |
|--|--|
| <p>Translated by: Ibrahim Salama (Bala Balad : The project .(National translation</p> | |
| <p>Abdul Rahman, Communication Skills, Amman: Safa Publishing and . Distribution House , 2011 ,Foles , The Sociology of Mass Media dan, Osama Publishing and Distribution .House, 2011</p> | <p>references (sources)</p> |
| <p>workshops on communication skills Interpersonal skills training</p> | <p>Recommended supporting books and references (...Scientific journals , reports)</p> |
| | <p>Electronic references , websites</p> |

Course Description Form

| | |
|--|---|
| : Course name .1 | |
| mass communication | |
| : Course code .2 | |
| | |
| the chapter / Year : Annual .3 | |
| annual | |
| Date this description was prepared .4 | |
| 2025/27/3 | |
| : Available attendance forms .5 | |
| weekly | |
| :Number of study hours (total) / Number of units (total) .6 | |
| hours 60 | |
| Name of the course administrator (if more than one name is .7 (mentioned | |
| Mr. Dr Farid Saleh Fayyad millimeter Laith Maher Marai | |
| Course objectives .8 | |
| B- Course specific skill objectives To know the concept of mass -1 .communication To be able to employ theoretical -2 and practical communication .vocabulary learn the process of mass -3 . communication | A- Cognitive objectives Defining the concepts of mass .1 .communication Explain the most important functions .2 .and types of mass communication Explain the importance of .3 communication for the individual and .society Trace the development of .4 communication throughout the ages and the changes that occur in the .communication process at each stage plain the close relationship between .5 .communication and media |
| Teaching and learning strategies .9 | |
| | Discussion and dialogue–1 |

| | | | | | |
|----------------------------|--------------------|---|----------------------------|----------|-----------|
| | | | Weekly tests –2 | | |
| | | | monthly tests –3 | | |
| Headquarters structure .10 | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | watch es | week |
| | theoretical | Communication Concept / Mass Communication Definitions | mass communication | 3 | 1 |
| | theoretical | Communication features | mass communication | 3 | 2 |
| | theoretical | Stages of development of human communication | mass communication | 3 | 3 |
| | theoretical | Communication jobs | mass communication | 3 | 4 |
| | theoretical | five levels of communication | mass communication | 3 | 5 |
| | theoretical | Elements of the communication process | mass communication | 3 | 6 |
| | theoretical | Types of communication: verbal, nonverbal, written, and visual | mass communication | 3 | 7 |
| - | - | First exam | - | 3 | 8 |
| | theoretical | Communication jobs | mass communication | 3 | 9 |
| | theoretical | The four communication models | mass communication | 3 | 10 |
| | theoretical | Elements of successful communication process | mass communication | 3 | 11 |
| | theoretical | Objective factors relate to the sender, the message, the medium , and the receiver | mass communication | 3 | 12 |
| | theoretical | Obstacles to the success of the mass communication process | mass communication | 3 | 13 |
| | theoretical | Successful mass communication process | mass communication | 3 | 14 |

| | | | | | |
|--|-------------|--|---|---|-----|
| - | - | The second exam | - | 3 | 15 |
| | | Half year | | | |
| | theoretical | mass communication | mass communication | 3 | 1 |
| | theoretical | printed media | mass communication | 3 | 2 |
| | theoretical | Characteristics of print journalism | mass communication | 3 | 3 |
| | theoretical | Disadvantages of print journalism | mass communication | 3 | 4 |
| | theoretical | Audio media (radio) | mass communication | 3 | 5 |
| | theoretical | Radio advantages | mass communication | 3 | 6 |
| | theoretical | Disadvantages of radio | mass communication | 3 | 7 |
| - | - | First exam | - | 3 | 8 |
| | theoretical | Audiovisual media (cinema) | mass communication | 3 | 9 |
| | theoretical | Audiovisual media (television) | mass communication | 3 | 10 |
| | theoretical | Pros and cons of television | mass communication | 3 | 11 |
| | theoretical | Mass communication audience (media audience) | mass communication | 3 | 12 |
| | theoretical | Communication activities (media) | mass communication | 3 | 13 |
| | theoretical | Definition of media, its functions and means | mass communication | 3 | 14 |
| The second exam | | | | | |
| | | | | | |
| Course Evaluation | | | | | .11 |
| | | | First exam (10) Attendance and daily assignments (10) Exam (10) Attendance and daily assignments (10) Chapter 60 Test | | |
| | | | Learning and teaching resources .12 | | |
| dwin Amery et al ., Mass Communication Translated by: Ibrahim Salama (Bala | | | Required textbooks (methodology if any) | | |

| | |
|--|--|
| Balad : The project .(National translation | |
| Abdul Rahman, Communication Skills, Amman: Safa Publishing and . Distribution House , 2011 ,Foles , The Sociology of Mass Media dan, Osama Publishing and Distribution .House, 2011 | references (sources) |
| workshops on communication skills Interpersonal skills training | Recommended supporting books and references (...Scientific journals , reports) |
| | Electronic references , websites |

Course Description Form

| |
|---|
| 1. Course Name: |
| Radio and television photography |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| annual |
| 4. Description Preparation Date: |
| 1/9/2024 |
| 5. Available Attendance Forms: |
| In-person - Weekly |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: Email: Dr. Khamis Mohammed Al-Khazraji |

Mr. Mustafa
Yassin Taha

8. Course Objectives

Course Objectives

1. Introduction to the basics of photography in general.
2. Introducing the basics of radio and television photography in particular.
3. Introducing the most important techniques associated with radio and television photography.
4. Providing students with the skill of selecting the appropriate image for publication in news agencies.

9. Teaching and Learning Strategies

Strategy

1. Discussion and dialogue.
2. Practical training.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|--|---|--|
| 1 | 2 | Knowing the importance of photography and identifying the qualities of a successful television photographer | The importance of photography and the characteristics of a successful photographer | My theory on using PowerPoint to support the lecture with pictures and videos | Student interaction during the lecture |
| 2 | 2 | Defining the concept of photography in general and television photography in particular | Photography concept | My theory on using PowerPoint to support the lecture with pictures and videos | Student interaction during the lecture |
| 3 | 2 | The student will be able to understand the mechanisms | Imaging mechanisms | My theory on using PowerPoint to | Student interaction during the lecture |

| | | | | | |
|----|---|--|--|--|--|
| | | of photography. | | support the lecture with pictures and videos | |
| 4 | 2 | Identify the basic camera components | The camera and its components | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 5 | 2 | Know how to use the camera | Practical applications for using the camera | practical | Students' photo productions |
| 6 | 2 | Knowing the conditions that must be met in the model image | Conditions that must be met in the model image | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 7 | 2 | Ability to identify typical TV picture images | Practical applications to achieve a typical image | practical | Student interaction during the lecture |
| 8 | 2 | Know the exact concept of digital television imaging | Digital photography | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 9 | 2 | Knowledge of digital photography techniques | Digital photography techniques | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 10 | 2 | Practical applications in the field of digital photography | Practical applications in the field of digital photography | practical | Students' photo productions |
| 11 | 2 | The importance of lighting in the photography process | The importance of lighting in the photography process | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 12 | 2 | Practical applications to understand the importance of lighting in the photography process | Practical applications to understand the importance of lighting in the photography process | practical | Students' photo productions |
| 13 | 2 | The student will be able to identify common lenses in television photography. | Lenses in photography | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 14 | 2 | The student will be able to use lenses in their correct context. | Practical applications of the importance of lenses in photography | practical | Students' photo productions |
| 15 | 2 | - | First semester exam | - | - |
| 16 | 2 | The student will be able to identify the elements of a television image. | Television picture elements | theoretical | Student interaction during the lecture |
| 17 | 2 | The student will be able to understand the use of images in television arts. | My theory on using PowerPoint to support the lecture with pictures | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 18 | 2 | The student applies what he has learned about the use of images in television arts in a practical way. | Practical applications of employing images in television arts | practical | Students' photo productions |
| 19 | 2 | The student will be able to identify a television camera | TV camera | My theory on using PowerPoint to | Student interaction during the lecture |

| | | | | | |
|----|---|--|---|--|--|
| | | and distinguish it from a still camera. | | support the lecture with pictures | |
| 20 | 2 | The student learns television filming techniques. | Television imaging techniques | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 21 | 2 | The student applies what he has learned about television photography in a practical way. | Practical applications in television photography | practical | Students' photo productions |
| 22 | 2 | The student learns about photography in the field of electronic media. | Photography in the field of electronic media | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 23 | 2 | The student learns about photography techniques in the field of electronic media. | Imaging techniques in the field of electronic media | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 24 | 2 | The student applies what he has learned about the process of photography in the field of electronic media. | Practical applications of photography in the field of electronic media | practical | Students' photo productions |
| 25 | 2 | Learn about the importance of contemporary techniques in the field of television photography. | The importance of contemporary technologies in the field of television photography | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 26 | 2 | The student applies what he has learned about the fields of modern techniques in television photography. | Practical applications in the fields of modern technologies in television photography | practical | Students' photo productions |
| 27 | 2 | The student learns about advertising image techniques. | Advertising image techniques | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 28 | 2 | The student learns about digital photography using a mobile phone. | Mobile photojournalism | My theory on using PowerPoint to support the lecture with pictures | Student interaction during the lecture |
| 29 | 2 | The student applies what he has learned about digital photography with a mobile phone. | Mobile applications | practical | Students' photo productions |
| 30 | 2 | - | Second semester exam | - | - |

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| computer | |
| 2. Course Code: | |
| computer | |
| 3. Semester / Year: | |
| stage 1 | |
| 4. Description Preparation Date: | |
| 1/28/2025 | |
| 5. Available Attendance Forms: | |
| mandatory | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 6 hours / 2 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Assistant Professor emad abdulkhudhur Jassim | |
| Email : emad.a.jassim@tu.edu.iq | |
| | |
| | |
| | |
| 8. Course Objectives | |
| Course Objectives 1- Providing students with their assigned scientific sources 2- Providing students with accurate information about the vocabulary they will study 3- Students seeking the help of their teachers to extract scientific material 4- Knowing students' abilities and scientific potential 5- Motivating and encouraging students to research, analyze and conclude 6- Linking the program with other sciences related to the specialization 7- Expanding students' horizons in order to create a new generation of researchers who contribute to developing the tourism sector | <ul style="list-style-type: none"> • • • |

| 9. Teaching and Learning Strategies | | | | | |
|-------------------------------------|--|-------------------|-------------------------------|--|---|
| Strategy | 1- Presentation, discussion and questioning methods 2- Motivating students' skills and abilities 3- Working as a team 4- Developing the college's research plan in line with the department's vision and mission 5- Raising the level of human cadres in the scientific department | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning | Unit or subject name | Learning method | Evaluation |
| | | Outcomes | | | method |
| 32 | 96 | Bachelor's | ancient arts and architecture | Delivering the lecture and assigning them to prepare and discuss reports 2- Conducting written and oral tests | Achievement Tests 1- Short Tests 2- Midterm Tests 3- Final Tests |
| 1 | 1/11/2024 | = | Computer components | = | = |
| 2 | 8/11/2024 | = | Computer basics | = | = |
| 3 | 15/11/2024 | = | Hardware | = | = |
| 4 | 22/11/2024 | = | Software | = | = |
| 5 | 29/11/2024 | = | The Ram | = | = |
| 5 | 5/12/2024 | = | Input | = | = |
| 6 | 12/12/2024 | = | Outputs | = | = |
| 7 | 19/12/2024 | = | Calculator parts | = | = |
| 8 | 26/12/2024 | = | Bag parts | = | = |

| | | | | | |
|----|-----------|---|-------------------------------|---|---|
| 9 | 5/1/2025 | = | Computer components | = | = |
| 10 | 12/1/2025 | = | The keyboard and its sections | = | = |
| 11 | 22/1/2025 | = | Types of computers | = | = |
| 12 | 29/1/2025 | = | Types of printers | = | = |
| 13 | 7/2/2025 | = | Face the desktop | = | = |
| 14 | 12/2/2025 | = | Icons | = | = |
| 15 | 17/2/2025 | = | Taskbar | = | = |
| 16 | 21/2/2025 | = | Create a folder and file | = | = |
| 17 | 27/2/2025 | = | Copy the folder | = | = |
| 18 | 2/3/2025 | = | Cut the folder | = | = |
| 19 | 5/3/2025 | = | Types of deletion | = | = |
| 20 | 10/3/2025 | = | Use mouse | = | = |
| 21 | 11/3/2025 | = | Arrangement of icons | = | = |
| 22 | 17/3/2025 | = | Types of windows | = | = |
| 23 | 18/3/2025 | = | How to change the background | = | = |
| 24 | 25/3/2025 | = | Time change | = | = |
| 25 | 26/3/2025 | = | Change themes | = | = |
| 26 | 3/4/2025 | = | Arrange symbols | = | = |

| | | | | | |
|----|-----------|---|---|---|---|
| 27 | 4/4/2025 | = | Desktop properties | = | = |
| 28 | 16/4/2025 | = | Check out the popular software collection | = | = |
| 29 | 28/4/2025 | = | Cut the folder | = | = |
| 30 | 6/5/2025 | = | Types of deletion | = | = |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

11 Course Evaluation

Microsoft office word 2010

Journal of Cuneiform Studies , New Haven

12. Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

1_ Frankfort.H, the art and architecture of ancient orient, Britain, 1958.

2_ Delougaz.P and Lloyd, S. : pre-Sargonic temples in the Diyala region, Chicago.

Course Description Form

| |
|--|
| 1. Course name: |
| Human rights and democracy |
| 2. Course code: |
| Human rights and democracy |
| 3. Semester/Year: Annual |
| quarterly-2024-2025 |
| 4. Date this description was prepared |
| |
| 5. Available attendance forms: |
| My presence |

| 6. Number of study hours (total) / Number of units (total): | | | | | |
|--|---|---|-----------------------------|---------------------|--|
| 60 hours | | | | | |
| 7. Name of the course administrator (if more than one name is mentioned) | | | | | |
| Name: A.M. Maysar Hassan Jassim Email: musar.hasan@tu.edu.iq | | | | | |
| 8. Course objectives | | | | | |
| | <ul style="list-style-type: none"> - Disseminating the concept of human rights, explaining the types of rights and freedoms, and contributing intellectually to the development of this idea. - Statement of the position of international agreements and Iraqi and Arab constitutions on these rights. - Enabling students to learn about topics related to human rights and democracy. | | | | |
| 9. Teaching and learning strategies | | | | | |
| <ul style="list-style-type: none"> - In-person lectures (two lectures per week) and interactive electronic lectures(Googlemeet) As needed. - Using modern teaching methods and techniques and (PowerPoint) | | | | | |
| 10. Course structure | | | | | |
| The Week | Watches | Name of the unit or topic | Required learning outcomes | Learning method | Evaluation method |
| 1 | 1 | Human rights in the shadow of ancient civilizations | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 2 | 1 | Human rights in divine laws and religions | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 3 | 1 | Human Rights Sources - International Sources | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |

| | | | | | |
|-----------|---|--|-----------------------------|---------------------|--|
| 4 | 1 | National Human Rights Resources | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 5 | 1 | Human rights guarantees at the domestic level | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 6 | 1 | Human rights guarantees in Islam | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 7 | 1 | Human rights guarantees at the international and regional levels | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 8 | 1 | The future of human rights | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 9 | 1 | Monthly exam | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 10 | 1 | Privacy and Human Rights | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 11 | 1 | Children's rights in Islam | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |

| | | | | | |
|-----------|---|--|-----------------------------|---------------------|--|
| 12 | 1 | Children's Rights in the 1989 International Convention | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 13 | 1 | Children's Rights in the 1989 International Convention | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 14 | 1 | review | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 15 | 1 | exam | knowledge and understanding | exam | Oral exam |
| 16 | 1 | The roots and development of the concept of democracy | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 17 | 1 | Defining democracy | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 18 | 1 | Democracy between public and private | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 19 | 1 | Forms of democracy | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 20 | 1 | Representative democracy | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |

| | | | | | |
|----|---|--|-----------------------------|---------------------|--|
| 21 | 1 | Forms of parliamentary system | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 22 | 1 | Forms of representative parliamentary system | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 23 | 1 | Monthly exam | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 24 | 1 | Parliamentary Assembly | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 25 | 1 | The parliamentary election system | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 26 | 1 | State Electoral College | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 27 | 1 | How to organize the election process | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 28 | 1 | Election systems | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |

| | | | | | |
|----|---|-------------|-----------------------------|---------------------|--|
| 29 | 1 | review | knowledge and understanding | Theoretical lecture | Oral exam, student participation, interaction and attendance |
| 30 | 1 | Second exam | knowledge and understanding | exam | Oral exam |

11. Course Evaluation

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

- A written semester exam of 20 marks.

- Student attendance and participation in class, oral exams, quick exams and submission of worksheets.

And research of 10 degrees

- Final exam of 70 marks

Total 100 points

12. Learning and teaching resources

| | |
|---|---|
| Human Rights Book by Dr. Hamid Hanoun Khaled | Required textbooks (methodology if any) |
| Human Rights Book by Dr. Hamid Hanoun Khaled | Main References (Sources) |
| Islamic Views on the Declaration of Human Rights Sayyid Muhammad Muhammad Sadiq al-Sadr Bas on the letter of the Ministry of Higher Education and Scientific Research / Department of Studies, Planning and Follow-up / Department of Studies and Planning No. TM 3/7659 on 10/19/2023 | Recommended supporting books and references (scientific journals, reports, etc.) |
| | Electronic references, websites |

Course Description Form

| | |
|---|---------------------------|
| 1. Course Name: | |
| | Radio and television news |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| | 2024-2025 |
| 4. Description Preparation Date: | |
| | 13-2-2025 |

| | |
|--|---|
| 5. Available Attendance Forms: | |
| Lectures in class | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Dr. Ahmed Mahdi | |
| 8. Course Objectives | |
| Course Objectives | <p>-This course focuses on the study of journalistic writing:</p> <ul style="list-style-type: none"> - Understanding the concept of news and its importance in media work. - Identifying the types of news according to a set of criteria used to classify news. - Understanding the essential elements of news. - Recognizing reliable news sources and how to verify their accuracy. - Realizing the importance of credibility, objectivity, and neutrality in news reporting. - Equipping students with skills to write news in a professional journalistic style. - Training students to write attractive headlines and strong leads. - Developing students' skills in field news gathering and conducting journalistic interviews. - Organizing field visits to press institutions to familiarize students with the skills of news writing and the publication process in newspapers. - Understanding the importance of images that accompany news stories. - Encouraging students to critically analyze news and its sources. - Promoting respect for ethical values in media work. - Instilling a sense of media responsibility towards the audience and society. |

9. Teaching and Learning Strategies

| | |
|---|---|
| <p>Strategy</p> | <ul style="list-style-type: none"> - The ability to comprehend and understand the course material. - The ability to teach the course material both theoretically and practically, and to convey it to students' memory. - Extracting ideas and acquiring technical skills in the process of journalistic editing. - Interpreting and deducing events leading to analysis, which helps students broaden their understanding. - Teaching students the appropriate times for publication when addressing the audience and identifying who their global message is directed to. - Activating scientific and practical activities to enhance students' levels and journalistic capabilities, as well as to develop the course material. - Commitment to the scheduled time for lectures. - Fostering scientific will to improve academic, methodological, and practical levels. - Human and scientific interaction with students. |
| <p>Learning and teaching methods</p> | <ul style="list-style-type: none"> - Developing Methods for Writing News Articles - Lectures and discussions on the topic of journalistic writing. - Using video lectures, PowerPoint presentations, and electronic displays. - Engaging students in topics that are intellectual and objective. - Practically training students on writing from journalistic sources and how to gather news. - Developing students' intellectual and creative skills. - Providing news models from local, Arab, and international agencies for critical analysis of their news. - Conducting field training by presenting various event data to build a comprehensive news article based on it. |

| Course Structure | | | | | |
|------------------|-------|---|---|--|--|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1. | 3 | The student understands an idea about the topic | The concept of news and its definitions | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 2. | 3 | The student understands an idea about the topic | Stages of news development in the media | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 3. | 3 | The student understands an idea about the topic | Technical and professional advantages of news in the media (comparison) | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 4. | 3 | The student | | Delivering | The written and |

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| | | understands an idea about the topic | News on radio and television | lectures, discussions, and conducting practical training in person. | oral tests and direct questions. |
| 5. | 3 | The student understands an idea about the topic | Radio and television news sources | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 6. | 3 | The student understands an idea about the topic | Elements of audio and visual news (news values) | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 7. | 3 | The student understands an idea about the topic | News terms and specifications | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 8. | 3 | The student applies | Language in radio and television news | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 9. | 3 | The student understands the mechanism of operation | News editing and work pressures (station politics, | Delivering lectures, discussions, and conducting practical training in | The written and oral tests and direct questions. |

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|-----|---|----------------------------|---|--|--|
| | | | country politics, public interest, and professional pressures) | person. | |
| 10. | 3 | The student applies | Subject to the time factor in editing news | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 11. | 3 | The student learns | Who writes the news (editors, reporters, and correspondents) | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 12. | 3 | The student understands | Technical and artistic elements in radio news | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 13. | 3 | The student learns | Voice in radio news | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 14. | 3 | The student applies | The image in | Delivering lectures, discussions, and | The written and oral tests and direct questions. |

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| | | | television news, practical applications and observations | conducting practical training in person. | |
| 15. | The end of the 1st Semester | | | | |
| 16. | 3 | The student understands | Radio newsroom | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 17. | 3 | The student understands | TV newsroom | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 18. | 3 | The student applies practical method of the news | Questions in radio and television news (the six or five questions) | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 19. | 3 | The student learns | Templates and forms in editing radio and television news | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 20. | 3 | The student applies | Introductions and | Delivering lectures, discussions, and | The written and oral tests and direct questions. |

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| | | | openings in the news | conducting practical training in person. | |
| 21. | 3 | The student learns | Attribution and documentation in the news | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 22. | 3 | The student applies how to use images | Sentence structure and number of words in a news story | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 23. | 3 | The student knows | Practical applications and demonstrations | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 24. | 3 | The student knows | Paragraphs and parts of the news (introduction, body and conclusion) | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 25. | 3 | The student knows | A collection of links in the news and archival information | Delivering lectures, discussions, and conducting practical training in | The written and oral tests and direct questions. |

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| | | | in it | person. | |
| 26. | 3 | The student learns | Radio news scenario and text construction | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 27. | 3 | To enable the student to realize the importance of | TV news scenario and script construction | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 28. | 3 | The student knows | News coverage on radio and television (concept) | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 29. | 3 | The student learns practical applications | Types of news coverage and practical and applied observations | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 30. | Final Examination | | | | |

10. Course Evaluation

Assessment Methods

First exam: 10

Practical and daily assignments: 10

Second exam: 10

Practical and daily assignments: 10

End of semester exam: 60

11. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | <p>The Art of News Reporting by Farouk Abu Zeid</p> <p>Journalistic Editing in the Information Age by Hosni Nasr Abdul Rahman</p> <p>Artistic Techniques in Journalistic Editing by Abdul Aziz Sharaf</p> <p>Psychology of News Reporting by Abdul Fattah Ibrahim</p> |
| Recommended books and references (scientific journals, reports...) | Media Researcher Journal, University of Baghdad, Volume 1, Issue 1, 2005 |
| Electronic References, Websites | https://rawabetcenter.com/archives/82162 https://www.ahewar.org/debat/show.art.asp?aid=137885 |
| 13. Course Development Plan: Keeping pace with current scientific development and using modern methods in media studies, in addition to addressing weaknesses, applying the fundamentals of comprehensive educational quality management.(This likely refers to the page number) | |

Course Description Form

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|---|
| 1. : Course name |
| montage |
| 2. :Course code |
| |
| 3. Semester/Year: Annual |
| annual |
| 4. Date this description was prepared |
| 2024-10-1 |
| 5. Available attendance forms: |
| Theoretical + Practical |
| 6. :Number of study hours (total) / Number of units (total) |
| 62 |
| 7. Name of the course administrator (if more than one name is mentioned) |
| Dr. Mustafa Qais Al-Azzawi |

| | | |
|---|---|--|
| Assistant Lecturer Sarmed Nazhan Hadi | | |
| 8. Course objectives | | |
| .A– Cognitive objectives A1– The student learns the stages of montage according to the curriculum A2– Gaining the greatest amount of knowledge about the subject . A3– Identifying the means of montage A4– To understand the most important foundations and rules for choosing effective Montage Knowing the methods of professional montage –5 Building a sense of creativity among students in montage work –6 : B – Program specific skill objectives B1--Empowering the student mentally through training, practice and learning B2 – Training the student on montage B3 – Training on shots and special effects for montage :C– Emotional and value–based goals A1– Encouraging students to work together by forming groups to work on a montage A2– Encouraging students to read Professional montage in channels A3– Connecting students with success stories in the community | .1 .Defining the basics of editing in general .2 Defining the basics of a particularly successful editor .3 Defining the most important conditions that must be met by the editor .4 Providing students with the skill of professional montage .5 . Definition Types of montage . Definition of how to do professional montage | |
| 9. Teaching and learning strategies | | |
| .A Scientific discussion, dialogue, and the use of modern technologies for comprehension and | .Discussion and dialogue –1 .Practical training –2 | |

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| .benefit from websites, electronic and paper books .B Developing the creative side of students and urging them to keep pace with the technical .development of the subject Encourage students to participate in modern . editing programs | .Scientific trips –3 Create work groups to produce creative .material using montage |
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10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|---|-------------------------|--|
| 1 | 2 | Learn the concept and definitions of image and sound editing in both radio and television | The concept of radio and television editing and its definition | Theoretical + Practical | Echo, student responses and practical outcomes |
| 2 | 2 | Learn about the functions of photo and audio editing as well as the ethics of photo and audio editing in both radio and television | Radio and television editing jobs and ethics | Theoretical + Practical | Echo, student responses and practical outcomes |
| 3 | 2 | Learn about the specifications that a video or audio content editor should have | Specifications of the editor of image and sound in radio and television | Theoretical + Practical | Echo, student responses and practical outcomes |
| 4 | 2 | Identifying the importance of artistic vision and imagination for the editor of visual and | Artistic vision in radio and television editing: art and creativity | Theoretical + Practical | Echo, student responses and practical outcomes |

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|---|---|--|--|-------------------------|--|
| | | audio content, and the mechanisms for enhancing the aesthetic taste of the image and sound, in addition to identifying the sources of increasing the sense of aesthetics and visual technique for the editor | | | |
| 5 | 2 | Learn about the beginnings of montage and the theories of Griffith . Hitchcock – Pudovkin – Erenstein as well as modern theories of montage | montage theories | Theoretical + Practical | Echo, student responses and practical outcomes |
| 6 | 2 | Learn about linear television editing and old methods of editing images and videos for television, as well as the characteristics and disadvantages of non-linear editing | Video EditingTypes of TV Editing: Linear montage | Theoretical + Practical | Echo, student responses and practical outcomes |

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|----|---|--|---|----------------------------|--|
| 7 | 2 | non-linear television editing that relies on modern technology and uses computers to edit images and videos for television, about the positive and negative characteristics of .linear editing | of television editing Nonlinear : montage | Theoretical + Practical | Echo, student responses and practical outcomes |
| 8 | 2 | Learn about camera types and the importance of matching image sources and shooting mode 9/16 or 9/14 | Camera and types of images in television editing | Theoretical + Practical | Echo, student responses and practical outcomes |
| 9 | 2 | Learn about the most important television editing programs, their features, and the differences between the most .prominent ones | The most important television editing programs and their features | Theoretical + Practical | Echo, student responses and practical outcomes |
| 10 | 2 | about Adobe Premiere TV editing programs | TV editingwith Adobe Premiere | Theoretical + Practical | Echo, student responses and practical outcomes |

| | | | | | |
|----|---|--|---|-------------------------|--|
| 11 | 2 | Learn about the features of Adobe Premiere, a theoretical lecture with practical applications | Features of TV editing with Adobe Premiere | Theoretical + Practical | Echo, student responses and practical outcomes |
| 12 | 2 | Learn how to open a new project to edit in Premiere, as well as save the project. A theoretical lecture with practical applications | (Open Premiere Project | Theoretical + Practical | Echo, student responses and practical outcomes |
| 13 | 2 | Learn about the types of shots, movements, how to move and compose the scene. A theoretical lecture with practical applications | Transition between shots | Theoretical + Practical | Echo, student responses and practical outcomes |
| 14 | 2 | Learn about the types of sounds and how to use and integrate them in the editing process, as well as learn about the types of sound effects and their use in television editing. A theoretical lecture with practical applications | Sound... its types and use in montage | Theoretical + Practical | Echo, student responses and practical outcomes |
| 15 | 2 | Learn the process of performing audio-visual imaging with multiple cameras. A theoretical lecture with practical | Work of the dress Audio mixing and volume level | Theoretical + Practical | Echo, student responses and practical outcomes |

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|----|---|---|--|-------------------------|--|
| | | .applications | | | |
| 16 | 2 | Practical applications | Practical applications on audio editing and how to match the image | Theoretical + Practical | Echo, student responses and practical outcomes |
| 17 | 2 | Learn about the types of visual effects and how to use them in television editing, in addition to using filters. A theoretical lecture with practical .applications | Visual effects and using video filters | Theoretical + Practical | Echo, student responses and practical outcomes |
| 18 | 2 | Learn about slow motion and its use in editing. A theoretical lecture with practical .applications | Slow Motion and Fast Motion Usage Objectives and Applications | Theoretical + Practical | Echo, student responses and practical outcomes |
| 19 | 2 | Learn about the) background Chroma key and (how to color isolate the background chroma key and benefit from it in editing still and | Chroma key background editing | Theoretical + Practical | Echo, student responses and practical outcomes |

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|----|---|---|---|-------------------------|--|
| | | moving images. The background is a theoretical lecture with practical .applications | | | |
| 20 | 2 | Learn how to color correct video images. A theoretical lecture with practical .applications | correctionin montage | Theoretical + Practical | Echo, student responses and practical outcomes |
| 21 | 2 | Learn how to create texts, captions, titles , coloring, and changing text sizes. A theoretical lecture with practical .applications | Using titles, text and creating a table | Theoretical + Practical | Echo, student responses and practical outcomes |
| 22 | 2 | Learn about the programs that support television editing, such as Adobe Photoshop - 3D Max - After Effects, and the features of each .program | Programs supporting television editing | Theoretical + Practical | Echo, student responses and practical outcomes |
| 23 | 2 | Learn about the importance of the work script and how the editor deals with different types of texts and .scenarios | Script work and montage | Theoretical + Practical | Echo, student responses and practical outcomes |
| 24 | 2 | Identify and produce the final .vision for the work | Final output of the work | Theoretical + Practical | Echo, student responses and practical outcomes |

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|----|---|--|--|-------------------------|--|
| 25 | 2 |) Learn how the Capture works (after the montage process is completed, as well as learn about the types of preservation dyes and the type and quality of the (TV picture quality (.image | Capture operation) and types of (saving formats and type and quality of the image (TV picture quality (| Theoretical + Practical | Echo, student responses and practical outcomes |
| 26 | 2 | Learn about editing with smartphone programs, its features and its importance in modern journalism | Editing with smartphone programs | Theoretical + Practical | Echo, student responses and practical outcomes |
| 27 | 2 | Learn photo editing via smartphone and practical applications by all students with their phones | Image and audio editing process with smartphone programs | Theoretical + Practical | Echo, student responses and practical outcomes |
| 28 | 2 | Learn how to produce a short film by filming and editing it with a smartphone, and a practical application by all students using .their phones | How to make mobile movies | Theoretical + Practical | Echo, student responses and practical outcomes |
| 29 | 2 | Learn about radio editing programs and the importance of imagination and conveying the image through sound | Editing in radio | Theoretical + Practical | Echo, student responses and practical outcomes |

| | | | | | |
|----|---|---|---|-------------------------|--|
| 30 | 2 | Learn about the most commonly used audio editing programs, as well as learn about the technology of audio editing via) computerAdobe Audition) using the Adobe Audition program, practical applications, and perform some exercises and .listen to them | The most important audio editing programs and audio editing technology via computer Adobe Audition program , featuresand applications | Theoretical + Practical | Echo, student responses and practical outcomes |
| 31 | 2 | Learn about the processes of recording, composing and sequencing, as well as the use and application of music and sound effects, and the mixing process. Practical applications, performing some exercises and .listening to them | Sound recording, composition, arrangement, sequencing, and use of music and sound .effects | Theoretical + Practical | Echo, student responses and practical outcomes |

Course Description Form

| | |
|--|---|
| 1. : Course name | |
| montage | |
| 2. :Course code | |
| | |
| 3. Semester/Year: Annual | |
| annual | |
| 4. Date this description was prepared | |
| 2024-10-1 | |
| 5. Available attendance forms: | |
| Theoretical + Practical | |
| 6. :Number of study hours (total) / Number of units (total) | |
| 62 | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Mr. Sohaib Mahdi Saleh M.M. Nasser Nihad Kamel | |
| 8. Course objectives | |
| .A- Cognitive objectives A1- The student learns the stages of .montage according to the curriculum A2- Gaining the greatest amount of knowledge about the subject . A3- Identifying the means of montage A4- To understand the most important .foundations and rules for choosing effect Montage Knowing the methods of professional -5 montage Building a sense of creativity among -6 | .1 .Defining the basics of editing in genera .2 Defining the basics of a particularly . successful editor .3 Defining the most important conditions . that must be met by the editor .4 Providing students with the skill of .professional montage .5 . Definition Types of montage . Definition of how to do professional montage |

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|--|-------|--|--|-------------------------|--|
| <p>.students in montage work</p> <p>: B – Program specific skill objectives</p> <p>B1--Empowering the student mentally</p> <p>.through training, practice and learning</p> <p>B2 – Training the student on montage</p> <p>B3 – Training on shots and special effects for montage</p> <p>:C– Emotional and value–based goals</p> <p>A1– Encouraging students to work together</p> <p>.by forming groups to work on a montage</p> <p>A2– Encouraging students to read</p> <p>Professional montage in channels</p> <p>A3– Connecting students with success stories in the community</p> | | | | | |
| 9. Teaching and learning strategies | | | | | |
| <p>.A Scientific discussion, dialogue, and the use of modern technologies for comprehension and .benefit from websites, electronic and paper books</p> <p>.B Developing the creative side of students and urging them to keep pace with the technical .development of the subject</p> <p>Encourage students to participate in modern . editing programs</p> | | <p>.Discussion and dialogue –1</p> <p>.Practical training –2</p> <p>.Scientific trips –3</p> <p>Create work groups to produce creative .material using montage</p> | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 2 | Learn the concept and definitions of image and sound editing in both radio .and television | The concept of radio and television editing and its definition | Theoretical + Practical | Echo, student responses and practical outcomes |

| | | | | | |
|---|---|---|---|-------------------------|--|
| 2 | 2 | Learn about the functions of photo and audio editing as well as the ethics of photo and audio editing in both radio and television | Radio and television editing jobs and ethics | Theoretical + Practical | Echo, student responses and practical outcomes |
| 3 | 2 | Learn about the specifications that a video or audio content editor should have | Specifications of the editor of image and sound in radio and television | Theoretical + Practical | Echo, student responses and practical outcomes |
| 4 | 2 | Identifying the importance of artistic vision and imagination for the editor of visual and audio content, and the mechanisms for enhancing the aesthetic taste of the image and sound, in addition to identifying the sources of increasing the sense of aesthetics and visual technique for the editor | Artistic vision in radio and television editing: art and creativity | Theoretical + Practical | Echo, student responses and practical outcomes |

| | | | | | |
|---|---|--|---|-------------------------|--|
| 5 | 2 | Learn about the beginnings of montage and the theories of Griffith . Hitchcock – Pudovkin – Erenstein as well as modern theories of .montage | montage theories | Theoretical + Practical | Echo, student responses and practical outcomes |
| 6 | 2 | Learn about linear television editing and old methods of editing images and videos for television, as well as the characteristics and disadvantages of .non-linear editing | Video EditingTypes of TV Editing: Linearmontage | Theoretical + Practical | Echo, student responses and practical outcomes |
| 7 | 2 | non-linear television editing that relies on modern technology and uses computers to edit images and videos for television, about the positive and negative characteristics of .linear editing | of television editing Nonlinear : montage | Theoretical + Practical | Echo, student responses and practical outcomes |

| | | | | | |
|----|---|---|---|-------------------------|--|
| 8 | 2 | Learn about camera types and the importance of matching image sources and shooting mode 9/16 or 9/14 | Camera and types of images in television editing | Theoretical + Practical | Echo, student responses and practical outcomes |
| 9 | 2 | Learn about the most important television editing programs, their features, and the differences between the most prominent ones | The most important television editing programs and their features | Theoretical + Practical | Echo, student responses and practical outcomes |
| 10 | 2 | about Adobe Premiere TV editing programs | TV editingwith Adobe Premiere | Theoretical + Practical | Echo, student responses and practical outcomes |
| 11 | 2 | Learn about the features of Adobe Premiere, a theoretical lecture with practical applications | Features of TV editingwith Adobe Premiere | Theoretical + Practical | Echo, student responses and practical outcomes |
| 12 | 2 | Learn how to open a new project to edit in Premiere, as well as save the project. A theoretical lecture with practical applications | (Open Premiere Project | Theoretical + Practical | Echo, student responses and practical outcomes |

| | | | | | |
|----|---|--|--|-------------------------|--|
| 13 | 2 | Learn about the types of shots, movements, how to move and compose the scene. A theoretical lecture with practical applications | Transition between shots | Theoretical + Practical | Echo, student responses and practical outcomes |
| 14 | 2 | Learn about the types of sounds and how to use and integrate them in the editing process, as well as learn about the types of sound effects and their use in television editing. A theoretical lecture with practical applications | Sound... its types and use in montage | Theoretical + Practical | Echo, student responses and practical outcomes |
| 15 | 2 | Learn the process of performing audio-visual imaging with multiple cameras. A theoretical lecture with practical applications | Work of the dress Audio mixing and volume level | Theoretical + Practical | Echo, student responses and practical outcomes |
| 16 | 2 | Practical applications | Practical applications on audio editing and how to match the image | Theoretical + Practical | Echo, student responses and practical outcomes |
| 17 | 2 | Learn about the types of visual effects and how to use them in television editing, in | Visual effects and using video filters | Theoretical + Practical | Echo, student responses and practical outcomes |

| | | | | | |
|----|---|--|---|-------------------------|--|
| | | addition to using filters. A theoretical lecture with practical applications | | | |
| 18 | 2 | Learn about slow motion and its use in editing. A theoretical lecture with practical applications | Slow Motion and Fast Motion Usage Objectives and Applications | Theoretical + Practical | Echo, student responses and practical outcomes |
| 19 | 2 | Learn about the) background Chroma key and (how to color isolate the background chroma key and benefit from it in editing still and moving images. The background is a theoretical lecture with practical applications | Chroma key background editing | Theoretical + Practical | Echo, student responses and practical outcomes |
| 20 | 2 | Learn how to color correct video images. A theoretical lecture with practical applications | correction in montage | Theoretical + Practical | Echo, student responses and practical outcomes |
| 21 | 2 | Learn how to create texts, captions, titles , coloring, and changing text sizes. A theoretical lecture with | Using titles, text and creating a table | Theoretical + Practical | Echo, student responses and practical outcomes |

| | | | | | |
|-----------|----------|--|---|--------------------------------|---|
| | | practical applications | | | |
| 22 | 2 | Learn about the programs that support television editing, such as Adobe Photoshop - 3D Max - After Effects, and the features of each program | Programs supporting television editing | Theoretical + Practical | Echo, student responses and practical outcomes |
| 23 | 2 | Learn about the importance of the work script and how the editor deals with different types of texts and scenarios | Script work and montage | Theoretical + Practical | Echo, student responses and practical outcomes |
| 24 | 2 | Identify and produce the final vision for the work | Final output of the work | Theoretical + Practical | Echo, student responses and practical outcomes |
| 25 | 2 |) Learn how the Capture works (after the montage process is completed, as well as learn about the types of preservation dyes and the type and quality of the (TV picture quality (image | Capture operation) and types of (saving formats and type and quality of the image (TV picture quality (| Theoretical + Practical | Echo, student responses and practical outcomes |

| | | | | | |
|----|---|--|---|-------------------------|--|
| 26 | 2 | Learn about editing with smartphone programs, its features and its importance in modern journalism | Editing with smartphone programs | Theoretical + Practical | Echo, student responses and practical outcomes |
| 27 | 2 | Learn photo editing via smartphone and practical applications by all students with their phones | Image and audio editing process with smartphone programs | Theoretical + Practical | Echo, student responses and practical outcomes |
| 28 | 2 | Learn how to produce a short film by filming and editing it with a smartphone, and a practical application by all students using their phones | How to make mobile movies | Theoretical + Practical | Echo, student responses and practical outcomes |
| 29 | 2 | Learn about radio editing programs and the importance of imagination and conveying the image through sound | Editing in radio | Theoretical + Practical | Echo, student responses and practical outcomes |
| 30 | 2 | Learn about the most commonly used audio editing programs, as well as learn about the technology of audio editing via) computerAdobe Audition) using the Adobe Audition program, practical applications, and perform some exercises and listen to them | The most important audio editing programs and audio editing technology via computer Adobe Audition program , featuresand applications | Theoretical + Practical | Echo, student responses and practical outcomes |

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|----|---|---|--|-------------------------|--|
| 31 | 2 | Learn about the processes of recording, composing and sequencing, as well as the use and application of music and sound effects, and the mixing process. Practical applications, performing some exercises and .listening to them | Sound recording, composition, arrangement, sequencing, and use of music and sound .effects | Theoretical + Practical | Echo, student responses and practical outcomes |
|----|---|---|--|-------------------------|--|

Course Description Form

| | |
|---|--|
| : Course name .1 | |
| Radio Directing and Television Production | |
| : Course code .2 | |
| M.O.W. 35 | |
| the chapter .3 | |
| Second stage 202 3 - 202 4 | |
| Date this description was prepared .4 | |
| 2024/9/1 | |
| : Available attendance forms .5 | |
| My presence | |
| :Number of study hours (total) / Number of units (total) .6 | |
| Units 4 (hours per week 2) | |
| Course Instructor Name .7 | |
| Dr. Khamis Mohammed Karhout | |
| Course objectives .8 | |
| student designs research plans and projects, .4 ed on his knowledge of how to obtain various .sources from information institutions can follow up through information technology .5 knowledge of sources to access information .knowledge rse outcomes, teaching, learning and .9 assessment methods | student learns the basics of information .1 1 . sources student can obtain information from various .2 .sources ntify information sources and how to document .3 .and deal with them |
| Teaching and learning strategies .9 | |
| - Linking the subject of information technology to real and actual problems existing in society and ng to find solutions for them through this .technology Investing students' knowledge of information technology | - General and transferable skills (other ls related to employability and personal .(development solving problems he encounters on his own, hout the help of others, the student designs correct methods to understand the role of se institutions, using all available means of .information e student can provide a clear explanation .2 he importance of the information and how .to benefit from it |

| Course structure .10 | | | | | |
|----------------------|-------------------------|--|--|---------|------|
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | watches | week |
| Exam - Discussion | Explanation - Practical | The concept of radio and television directing | Introducing the student to the concept of radio and television directing | 2 | 1 |
| Exam - Discussion | Explanation - Practical | Director's duties and responsibilities in television drama | Understanding the functions and duties of a director in television drama | 2 | 2 |
| Exam - Discussion | Explanation - Practical | Main team tasks | Learn about the basic tasks of the production team | 2 | 3 |
| Exam - Discussion | Explanation - Practical | Directorial terms | Familiarity with basic production terminology | 2 | 4 |
| Exam - Discussion | Explanation - Practical | TV studio | Knowing the components and functions of a television studio | 2 | 5 |
| Exam - Discussion | Explanation - Practical | The development of digital photography and its relationship to television production | Understanding the development of digital photography and its impact on television production | 2 | 6 |
| Exam - Discussion | Explanation - Practical | Editing techniques in television production | Learn about editing techniques in television production | 2 | 7 |
| Exam - Discussion | Explanation - Practical | monthly exam | Assessing the student's comprehension of previous material | - | 8 |
| Exam - Discussion | Explanation - Practical | The role of the director in the editing process | Understanding the role of the director in the editing process | 2 | 9 |
| Exam - Discussion | Explanation - Practical | Image composition on television | Learn the principles of image composition on television | 2 | 10 |
| Exam - Discussion | Explanation - Practical | Documentary drama | Understanding the nature of documentary drama and its production | 2 | 11 |
| Exam - Discussion | Explanation - Practical | techniques in radio and television | Study of audio techniques in radio and television | 2 | 12 |
| Exam - Discussion | Explanation - Practical | Sound elements in television production | Identify the audio elements used in television production | 2 | 13 |
| Exam - Discussion | Explanation - Practical | The functions of music in artwork | Knowing the functions of music in artwork | 2 | 14 |
| Exam - | Explanation - Practical | sound effects | Study the role of sound effects in | 2 | 15 |

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| Discussion | | | directing | | |
| Exam - Discussion | Explanation - Practical | monthly exam | Assessing the student's comprehension of previous material | - | 16 |
| Exam - Discussion | Explanation - Practical | Mid-year holiday | - | | 17 |
| Exam - Discussion | Explanation - Practical | Steps to produce a TV program | Learn about the stages of television program production | 2 | 18 |
| Exam - Discussion | Explanation - Practical | Production equipment outside the studio | Understanding the mechanisms of production outside the studio | 2 | 19 |
| Exam - Discussion | Explanation - Practical | Scriptwriting and Screenwriting Selection | Knowing how to write scripts and scenarios | 2 | 20 |
| Exam - Discussion | Explanation - Practical | Choosing the right angles | Determine the appropriate angles for shooting | 2 | 21 |
| Exam - Discussion | Explanation - Practical | Radio work specifications | Understanding the characteristics of radio and television work | 2 | 22 |
| Exam - Discussion | Explanation - Practical | Chroma: concept, use and advantages | Learn about chroma key techniques and their uses | 2 | 23 |
| Exam - Discussion | Explanation - Practical | Using chroma key technology in artwork | chroma key technology in television production | 2 | 24 |
| Exam - Discussion | Explanation - Practical | monthly exam | Assessing the student's comprehension of previous material | - | 25 |
| Exam - Discussion | Explanation - Practical | Terms in radio and television work | Understanding the terminology of radio and television production | 2 | 26 |
| Exam - Discussion | Explanation - Practical | News editing room | Study of news editing mechanisms | 2 | 27 |
| Exam - Discussion | Explanation - Practical | newscast | Understand how to prepare and present news bulletins | 2 | 28 |
| Exam - Discussion | Explanation - Practical | Breaking news | Understanding the concept of breaking news and how to deal with it | 2 | 29 |
| Exam - Discussion | Explanation - Practical | monthly exam | Final course evaluation | - | 30 |
| Course Evaluation | | | | | .11 |
| .Exam - (mid-term of the first semester) | | | | | .1 |
| .Exam (end of first semester) | | | | | .2 |

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| .Exam (mid-semester of the second semester) .3 | |
| .Exam (end of second semester) .4 | |
| Learning and teaching resources .12 | |
| Principles of Directing Book / Raed Mohammed Abdul Rabbah, Akasha Saleh, Amman, Dar Al Janadriyah, 2008 | Required textbooks (methodology if any) |
| 1. To take out Cinematographer snapshot In a snapshot embodiment perception from Text to Screen . Written by : Stephen Gatz Translated by : Ahmed Nouri . Publisher : . Dar The book University . Edition Second 2005 2. Talk shows on radio and television , Dr. Kamal Al-Hajj, Syrian Virtual University Publications 2020 | references (sources) |
| Understanding Cinema, Louie This Janetti, hama Jaafar Ali, Dar Al-Rasheed Publishing 1981 House - Baghdad | Recommended supporting books and references (scientific journals, reports, etc.) |
| | Electronic references , websites |

Course Description Form

| | |
|--|-----------------------------|
| 1. Course Name: | The digital media |
| 2. Course Code: | |
| 3. Semester / Year: | 2024-2025 |
| 4. Description Preparation Date: | |
| 5. Available Attendance Forms: | Lectures in class |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 7. Course administrator's name (mention all, if more than one name) | Name: Dr. Ahmed Mahdi Sabri |
| 8. Course Objectives | |
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| Course Objectives | <ol style="list-style-type: none"> 1. Introduce students to the concept of digital media and its development compared to traditional media. 2. Understand the characteristics of digital media and its tools and platforms (such as social networks, websites, blogs, etc.). 3. Enable students to analyze and critique digital content according to professional and ethical standards. 4. Develop skills in using digital media for producing and distributing media content. 5. Recognize the impact of digital media on society, politics, culture, and mass communication. 6. Prepare students academically and professionally to meet the demands of the job market in the field of digital media |
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9. Teaching and Learning Strategies

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| Strategies | <ul style="list-style-type: none"> - Familiarity with the terminology and concepts of digital media and methods of their use. - Presenting and analyzing real-world case studies of successful or failed digital media campaigns. Students can work individually or collectively to analyze these cases and draw lessons learned. - Allocating time for organized discussions on specific topics in digital media. These discussions can help students exchange ideas and different viewpoints and deepen their understanding of the subject matter. - Assigning students small practical projects that require applying the concepts they have learned. These projects can include creating a simple content plan, analyzing a social media page, or proposing a strategy to improve the online presence of a specific brand. - Presenting real-world problems faced by professionals in the field of digital media and asking students to work collaboratively to propose innovative solutions. - Requiring students to compare and evaluate different digital media strategies and identify the strengths and weaknesses of each. - Providing links to articles, blogs, and websites relevant to digital |
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| | <p>media topics.</p> <p>-Providing detailed feedback to students on their performance in activities and assignments to help them improve.</p> |
| <p>Learning and teaching methods</p> | <ul style="list-style-type: none"> - Interactive theoretical lectures to introduce fundamental concepts and theories about digital media. - Presentations (by the professor or students) to showcase case studies or digital tools. - In-class activities and practical workshops, such as analyzing social media posts or content. - E-learning through the use of educational platforms or digital tools that complement the course. - Field studies (if available), such as visiting digital media institutions or conducting interviews with content creators. |

| Course Structure | | | | | |
|------------------|-------|---|---|--|--|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1. | 2 | The student understands the idea about digital media | The Nature of Digital Media | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 2. | 2 | The student Knows what are Stages of Development of digital media | Digital Media and the Evolution of Communication Networks | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 3. | 2 | The student understands an idea about the topic | The Digital Revolution and Educational Environments | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 4. | 2 | The student understands characteristics of digital media | Characteristics of Digital Media | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 5. | 2 | The student Knows the tools Do digital media | Tools of Digital Media | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |

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| 6. | 2 | the student Knows who are the audience of this type of media | The Audience of Digital Media | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 7. | 2 | the student distinguishes the differences between digital media and traditional media | Professional Differences Between Digital and Traditional Media | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 8. | 2 | the student should learn about the importance of digital media in accessing information. | Digital Media as a Gateway to Information | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 9. | 2 | the student understands the mechanism of employing modern communication technology in digital media. | Utilizing Modern Communication Technologies in Digital Media Work | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 10. | 2 | the student understands the most important stages of development of digital media. | Stages of Media Work Under Modern Communication Technologies | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 11. | 2 | the student learns | Harnessing Communication | Delivering lectures, discussions, and | The written and oral tests and direct questions. |

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| | | | Technologies for Editing and Producing Media Content | conducting practical training in person. | |
| 12. | 2 | e student ows | Using Social Media Platforms to Promote Media Content | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 13. | 2 | e student learns v to | Managing Media Institutions Using Modern Communication Technologies | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 14. | 2 | e student knows | Electronic Archiving and Databases in Media Work | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 15. | The end of the 1st Semester | | | | |
| 16. | 2 | e student understands how communication technology affects digital media. | The Impact of Communication Technologies on Media Work Standards and Ethics | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 17. | 2 | e student understands what digital media and media management | Digital Media and the Concept of Media Management | Delivering lectures, discussions, and conducting | The written and oral tests and direct questions. |

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| | | | | practical training in person. | |
| 18. | 2 | e student knows w to develop digital ls. | Developing Digital Skills Among Media Professionals | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 19. | 2 | e student knows w to develop digital ls. | Developing Digital Skills Among Media Professionals | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 20. | 2 | e student ognises | The Importance of Continuous Training and Qualification to Keep Pace with Technological Developments | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 21. | 2 | the student recognises | Challenges and Obstacles to Benefiting from Modern Communication Technologies | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 22. | 2 | e student erstands idea ut the topic | Digital Media Tools and Risk Management | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |

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| 23. | 2 | the student understands the idea about the topic | Digital Media Tools and Risk Management | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 24. | 2 | the student knows | Characteristics of the Digital Generation in the Age of Communication Technologies | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 25. | 2 | the student knows | Advertising Programs in the Digital Age | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 26. | 2 | the student learns the techniques in digital media | Propaganda Techniques in Digital Media | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 27. | 2 | enable the student to realize the importance of | Digital Media and the Promotion of the Three Freedoms | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 28. | 2 | the student that are Knows the risks | Risks Resulting from the Use of Digital Media | Delivering lectures, discussions, and conducting | The written and oral tests and direct questions. |

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| | | | | practical training in person. | |
| 29. | 2 | the student knows what are the risks | Risks Resulting from the Use of Digital Media | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 30. | Final Examination | | | | |
| 10. Course Evaluation | | | | | |
| Assessment Methods - First Exam (10) - Practical and Daily Assignments (10) - Second Exam (10) - Practical and Daily Assignments (10) - Final Semester Exam (60) | | | | | |
| 11. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | Digital Media: Concepts and Technologies - Dr. Muhammad Abdul Hamid "New Media: The Internet and Popular Culture" - Dr. Kamal Abdul Raouf "New Media: A Study in Communication Technology and Society" - Dr. Hassan Mustafa | | |
| Recommended books and references (scientific journals, reports...) | | | Internet Journalism: Media in the Age of Globalization - Dr. Fouad Al-Ajez | | |
| Electronic References, Websites | | | oerx.nelc.gov.sa cue.edu.krd | | |
| 13. Course Development Plan: 1. Address modern digital media topics. 2. Stay informed about the latest scientific and technological developments in the field of digital media and incorporate them into the curriculum. | | | | | |

3. Attend digital media courses and workshops.
4. Organize visits to television institution.

Course Description Form

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| 1. Course Name: | |
| Media language | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| annual | |
| 4. Description Preparation Date: | |
| 2024/10/1 | |
| 5. Available Attendance Forms: | |
| My weekly attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 60 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Email: | |
| Dr.Suhail Saleh | |
| Eisa – | |
| ma.suhail@tu.edu | |
| .iq | |
| 8. Course Objectives | |
| Course Objectives This course aims to give the student a complete idea about the media language subject and that the primary goal of this course is for the student to learn about the concept of media language and the extent of the language's connection to the media subject and its main | <ul style="list-style-type: none"> • •A- Cognitive objectives <div style="background-color: #f5f5f5; padding: 5px; margin-top: 5px;"> A1- The student should know the extent to which the language is related to the media material. </div> |

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| <p>and effective role in creating and delivering the media material to the recipient.</p> | <p>A2- That the student knows all the possibilities of language and rhetorical methods that strengthen and enrich his media material.</p> <p>A3- The student should learn correct writing methods and avoid spelling and expression errors while writing his media material.</p> <p>A4- The student should recognize the role of language in convincing recipients of his media material and the extent of its significant impact on the conviction or rejection of the idea he wants to market or the news he wants to deliver.</p> <p>-B1 - The student discusses with the professor the linguistic issues related to the media and learns more about them.</p> <p>B2 - The student practices the correct pronunciation and correct writing of the words and terms that appear in the lecture.</p> <p>B3 - Pushing the student towards critical and analytical thinking.</p> <p>B4- Urging the student to write reports and research in the field of this course.</p> |
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9. Teaching and Learning Strategies

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| Strategy | Practical strategies: |
| Theoretical strategies: | 1- Encouraging students to speak among themselves in a proper language and motivating them by awarding a grade for the practical activity. |
| 1. Giving lectures (explanation and clarification). | 2- Conducting debates between students using eloquent language and the ideal literary and media style to encourage them to practice and learn. |
| 2. Discussions within the lecture. | 3- Reading Quranic verses, poetic poems, and eloquent literary texts to accustom them to pronunciation and speaking correctly. |
| 3. Urging students to use the library as a learning method. | |

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|----------------------|----------------------------|--|
| 1 | 2 | | One | Two hours my theory | The concept of media language |
| 2 | 2 | | two | Two hours my theory | The role of media language in preparing reports and news |

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| 3 | 2 | | Three | Two hours my theory | Conciseness, flexibility, and the ability to express at levels Different |
| 4 | 2 | | Four | Two hours my theory | Language ability to evolve |
| 5 | 2 | | Five | Two hours my theory | Simile |
| 6 | 2 | | Six | Two hours my theory | Metaphor |
| 7 | 2 | | Seven | Two hours my theory | Metonymy |
| 8 | 2 | | Eight | Two hours my theory | Common errors in media language |

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|----|---|--|----------|--------------------------------|---|
| 9 | 2 | | Nine | Two hours my theory | Morphological applications |
| 10 | 2 | | Ten | Two hours my theory | Active participle |
| 11 | 2 | | eleven | Two hours my theory | participle |
| 12 | 2 | | twelve | Two hours my theory | The art of debate |
| 13 | 2 | | Thirteen | Two hours my theory | The importance of Mu'allaqat in Arabic poetry |
| 14 | 2 | | fourteen | Two hours my theory | The function of entertainment and entertainment for the media |

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|----|---|--|-----------|--------------------------------|--|
| 15 | 2 | | fifteen | Two hours my theory | The Iraqi poet Jamil Sidqi Al- Zahawi |
| 16 | 2 | | Sixteen | Two hours my theory | The art of delivery |
| 17 | 2 | | Seventeen | Two hours my theory | Principles of general writing |
| 18 | 2 | | Eighteen | Two hours my theory | Punctuation and writing |
| 19 | 2 | | Nineteen | Two hours my theory | Al-Mu'tamid ibn Abbad's poem in lamentation of Andalusia |
| 20 | 2 | | Twenty | Two hours my theory | Media misinformation and the role of |

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| | | | | | language in it |
| 21 | 2 | | twenty-one | Two hours my theory | Rhetorical applications on media texts |
| 22 | 2 | | twenty-two | Two hours my theory | Dictionaries of words in the Arabic language |
| 23 | 2 | | twenty-three | Two hours my theory | The bound tā' is the simple or open tā' |
| 24 | 2 | | twenty-four | Two hours my theory | Principles of general writing |
| 25 | 2 | | twenty-five | Two hours my theory | Dividing the overall idea into partial ideas and organizing them |

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|----|---|--|--------------|--------------------------------|--|
| 26 | 2 | | twenty-six | Two hours my theory | Official correspondence and methods of correspondence |
| 27 | 2 | | twenty-seven | Two hours my theory | Reading texts from the Holy Quran and training on correct pronunciation |
| 28 | 2 | | twenty-eight | Two hours my theory | The suspicious adjective and the exaggerated form |
| 29 | 2 | | twenty-nine | Two hours my theory | The sound masculine plural and the sound feminine plural |

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|--|---|--|------|------------------------|---|
| 30 | 2 | | exam | Two hours my theory | |
| <p>.11 Course evaluation</p> <p>1. Written tests.</p> <p>2. Oral exams.</p> <p>3. Scientific reports.</p> <p>4. Practical material (debates - reading a text in classical language - preparing an ideal media material in terms of language)</p> <p>5. Student participation in discussion during lectures (theoretical and practical).</p> <p>6. Final test</p> | | | | | |
| <p>12. Learning and teaching resources</p> | | | | | |
| <p>Required textbooks (methodology, if any)</p> | | | | | <p>Arabic language</p> <p>departments</p> <p>Clear Arabic</p> <p>Sufficient C</p> <p>Lectures pre</p> |

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|---|---|
| <p>Main references (sources)</p> | <ol style="list-style-type: none"> 1. Media language and its applications 2. Language and communication 3. Language and culture Mahmoud K. El-Sayid 4. The language of journalism/1 5. Media language and its characteristics |
| <p>Recommended supporting books and references (scientific journals, reports....)</p> | <ol style="list-style-type: none"> 1. / . 5 1. • A 2. Dictionary of Arabic language wanted. 3. Philology of Arabic language Tha'alabi. 4. Lisan al-Arab 5. Smart Reference 6. One hundred years of Arabic language |

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| Electronic references, Internet sites | <p>بية</p> <p>https://gui</p> <p>main-</p> <p>https:</p> <p>https://w</p> |
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Course Description Form

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|--|--|-----------------------------------|-----------------------------|------------------------|--------------------------|--------------------------|--|
| 1. Course Name: Digital technologies | | | | | | | |
| | | | | | | | |
| 2. Course Code: | | | | | | | |
| | | | | | | | |
| 3. Semester / Year: quarterly | | | | | | | |
| | | | | | | | |
| 4. Description Preparation Date: 1/10/2024 | | | | | | | |
| | | | | | | | |
| 5. Available Attendance Forms: Live attendance | | | | | | | |
| | | | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | | | |
| | | | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | | | |
| Name: Email: yasminkhalid@tu.edu.iq Yasmeen khalid khadaer | | | | | | | |
| 8. Course Objectives | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; background-color: #e6f2ff; vertical-align: top;">Course Objectives</td> <td> Introducing the general public about the Photoshop program, its characteristics and development, and how to work on it according to a material prepared on the program. The electronic media, e-mail, Facebook, and the role of Photoshop in the press and media are also defined. </td> </tr> </table> | | | | | | Course Objectives | Introducing the general public about the Photoshop program, its characteristics and development, and how to work on it according to a material prepared on the program. The electronic media, e-mail, Facebook, and the role of Photoshop in the press and media are also defined. |
| Course Objectives | Introducing the general public about the Photoshop program, its characteristics and development, and how to work on it according to a material prepared on the program. The electronic media, e-mail, Facebook, and the role of Photoshop in the press and media are also defined. | | | | | | |
| 9. Teaching and Learning Strategies | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; background-color: #e6f2ff; vertical-align: top;">Strategy</td> <td> Required textbooks, methodology if any Main references (sources) Recommended supporting books and references (scientific journals, reports...) Electronic references, Internet sites </td> </tr> </table> | | | | | | Strategy | Required textbooks, methodology if any Main references (sources) Recommended supporting books and references (scientific journals, reports...) Electronic references, Internet sites |
| Strategy | Required textbooks, methodology if any Main references (sources) Recommended supporting books and references (scientific journals, reports...) Electronic references, Internet sites | | | | | | |
| 10. Course Structure | | | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method | | |
| | | | | | | | |

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|----|---|--|--|-------------------------|---------------|
| 1 | 2 | Continue the program in general to issue the program | Introduction to Photoshop | Discussion and dialogue | Oral exams |
| 2 | 2 | Knowing the Definition of the different functions of the toolbars and menus | Definition of the different functions of the toolbars and menus | Discussion and dialogue | Oral exams |
| 3 | 2 | Knowing the How to create a new file and choose the floors - How to create layers | How to create a new file and choose the floors - How to create layers | Discussion and dialogue | Oral exams |
| 4 | 2 | Knowing the How to process the touches in the image - How to create frames and different geometric shapes around the image | How to process the touches in the image - How to create frames and different geometric shapes around the image | Discussion and dialogue | Oral exams |
| 5 | 2 | Knowing the How to select a part of an image in a file and move it to a new file | How to select a part of an image in a file and move it to a new file | E-learning and modeling | Oral exams |
| 6 | 2 | Knowing the Different ways to choose the desired color | Different ways to choose the desired color | E-learning and modeling | Oral exams |
| 7 | 2 | Knowing the How to put more than one image in a file and remove existing retouches | How to put more than one image in a file and remove existing retouches | E-learning and modeling | Oral exams |
| 8 | 2 | Knowing the How to control the positions and sizes of images | How to control the positions and sizes of images | E-learning and modeling | Oral exams |
| 9 | 2 | Written tests | Exam | Written tests | Written tests |
| 10 | 2 | Knowing the How to merge layers | How to merge layers | E-learning and modeling | Oral exams |
| 11 | 2 | Knowing the How to save files | How to save files | E-learning and modeling | Oral exams |
| 12 | 2 | Knowing the How to change the resolution of the image | How to change the resolution of the image | E-learning and modeling | Oral exams |
| 13 | 2 | Knowing the How to prepare the file for printing | How to prepare the file for printing | E-learning and modeling | Oral exams |
| 14 | 2 | Knowing the Applied examples that serve the specialization | Applied examples that serve the specialization | E-learning and modeling | Oral exams |

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|----|---|---|---|-------------------------|--------------------------|
| 15 | 2 | Written tests | Exam | Written tests | Oral exams |
| 16 | 2 | Knowing the Comprehensive review | Comprehensive review | | Oral exams |
| 17 | 2 | Know the application procedures in a comprehensive and practical way | Second chapter | | Oral exams |
| 18 | 2 | Knowing the definition of Photoshop | Photoshop designer | Discussion and dialogue | Oral and practical tests |
| 19 | 2 | Knowing the concept of media and journalism | The concept of media and journalism | Discussion and dialogue | Oral and practical tests |
| 20 | 2 | Knowing the Electronic computer technology and its use in the field of media | Electronic computer technology and its use in the field of media | Discussion and dialogue | Oral and practical tests |
| 21 | 2 | Knowing the Electronic media and electronic journalism Using the Internet in the field of journalism | Electronic media and electronic journalism Using the Internet in the field of journalism | Discussion and dialogue | Oral and practical tests |
| 22 | 2 | Knowing the Functions of modern communication technology | Features of modern communication technology | E-learning and modeling | Oral and practical tests |
| 23 | 2 | Knowing the Electronic media and electronic journalism Using the Internet in the field of journalism | Electronic media and electronic journalism Using the Internet in the field of journalism | E-learning and modeling | Oral and practical tests |
| 24 | 2 | | Exam | Written tests | Written tests |
| 25 | 2 | Knowing the positive impact of modern means of communication on written means of communication | The positive impact of modern means of communication on written means of communication | Discussion and dialogue | Oral exams |
| 26 | 2 | Knowing the compatibility and discord between traditional media and electronic media | The compatibility and discord between traditional media and electronic media | Discussion and dialogue | Oral exams |
| 27 | 2 | Knowing the emergence and emergence of new media | The emergence and emergence of new media | Discussion and dialogue | Oral exams |

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| 28 | 2 | Knowing the compatibility and discord between traditional media and electronic media | The multiple names of new media | Discussion and dialogue | Oral exams |
| 29 | 2 | Learn about the origin and emergence of new media | Modern communication technology jobs | Discussion and dialogue | Oral exams |
| 30 | 2 | Knowing the multiple names of new media | Comprehensive review | | Oral exams |

Course Description Template for Electronic Journalism Course

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|---|
| 1. Course Name: |
| Electronic journalism |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| annual |
| 4. Description Preparation Date: |
| 2024-2025 |
| 5. Available Attendance Forms: |
| Weekly - In-person |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| 60 hours |
| 7. Course administrator's name (mention all, if more than one name) |
| Reem adil Tahseen abdul Majeed |
| 8. Course Objectives |
| <p>Course Objectives</p> <p>1- Encouraging and developing scientific research in the field of journalism in general.</p> <p>2- Providing distinguished academic programs in the field of journalism in general and electronic journalism in particular, in a manner that is consistent with international standards of academic quality to meet the needs of the media sector with highly qualified cadres.</p> <p>3- Preparing and qualifying specialized students to meet the requirements of work in the private and public sectors in the field of media by diversifying the methods of learning and teaching and training students to apply the acquired knowledge and skills.</p> <p>4- Encouraging research programs and participating in scientific conferences and seminars.</p> <p>5- Preparing a stimulating environment for faculty members to develop their educational and research knowledge and skills - Building and developing partnerships with governmental and private sectors and society in all its various institutions.</p> |
| 9. Teaching and Learning Strategies |

1- Cognitive objectives
A1- The student learns about old and modern mass communication methods, how to communicate, and what are the most important means for that.
A2- Tracks the development of mass communication methods with an introduction to integrate the student's theoretical and practical experience in media production.
2- Course specific skill objectives.
B1- Compare the different stages of the development of mass communication methods.
B2- Plan to conduct research related to the development of communication methods, linking it to one of the theories.
3- Teaching and learning methods
* Lectures.
* Discussions within the lecture.
* Theoretical and practical tests.
* Interactive participation methods
* PowerPoint presentation

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|--|---|-------------------|
| 1 | 2 | Learn about electronic publishing and its features | Electronic publishing concept and features | Theoretical lecture presented on PowerPoint | Theory tests |
| 2 | 2 | Knowing the forms of electronic publishing | Forms of electronic publishing | Theoretical lecture presented on PowerPoint | Theory tests |
| 3 | 2 | The effects of electronic publishing on the Arab press | The effects of electronic publishing on the Arab press | Theoretical lecture presented on PowerPoint | Theory tests |

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| 4 | 2 | Knowing about the stages of electronic transformation | Electronic transformation in journalism | Theoretical lecture presented on PowerPoint | Theory tests |
| 5 | 2 | Knowing the concept of electronic journalism and its most important definitions | The concept and definition of electronic journalism | Theoretical lecture presented on PowerPoint | Theory tests |
| 6 | 2 | Learn about the origin and development of electronic journalism | The emergence and development of electronic journalism | Theoretical lecture presented on PowerPoint | Theory tests |
| 7 | 2 | Learn about the types of electronic newspapers | Types of electronic journalism | Theoretical lecture presented on PowerPoint | Theory tests |
| 8 | 2 | Knowing its characteristics and features | Characteristics and features of electronic journalism | Theoretical lecture presented on PowerPoint | Theory tests |
| 9 | 2 | Identify its negatives | Disadvantages of electronic journalism | Theoretical lecture presented on PowerPoint | Theory tests |

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|----|---|--|---|---|--------------|
| 10 | 2 | Knowing its determinants | Determinants of the success and difficulty of electronic journalism | Theoretical lecture presented on PowerPoint | Theory tests |
| 11 | 2 | Identify its most important challenges | Challenges you face | Theoretical lecture presented on PowerPoint | Theory tests |
| 12 | 2 | Identifying the determinants of authenticity between print and digital | Determinants of the relationship between print and digital journalism | Theoretical lecture presented on PowerPoint | Theory tests |
| 13 | 2 | Getting to know the news networks | News networks | Theoretical lecture presented on PowerPoint | Theory tests |
| 14 | 2 | Knowing its professional standards | Professional standards for electronic journalism | Theoretical lecture presented on PowerPoint | Theory tests |
| 15 | 2 | First semester exam | First semester exam | Theoretical lecture presented on PowerPoint | Theory tests |

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| 16 | 2 | Learn about its features | Features of electronic newspaper design | Theoretical lecture presented on PowerPoint | Theory tests |
| 17 | 2 | Knowing the terms of building websites | Website building terms | Theoretical lecture presented on PowerPoint | Theory tests |
| 18 | 2 | Knowing its types and stages of development | Development and types of websites | Theoretical lecture presented on PowerPoint | Theory tests |
| 19 | 2 | Getting to know the Arab electronic press | Electronic journalism in the Arab world | Theoretical lecture presented on PowerPoint | Theory tests |
| 20 | 2 | Getting to know the Iraqi electronic press | Electronic journalism in the Arab world | Theoretical lecture presented on PowerPoint | Theory tests |
| 21 | 2 | Getting to know virtual communities | Virtual communities (metaverse, virtual reality and augmented reality + employing cross-media technology) | Theoretical lecture presented on PowerPoint | Theory tests |

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|----|---|--|---|---|--------------|
| 22 | 2 | Social media knowledge | social media sites | Theoretical lecture presented on PowerPoint | Theory tests |
| 23 | 2 | Learn how to set up a page on social media sites | Lab for preparing a page on Facebook, Twitter and YouTube and uploading its content | Theoretical lecture presented on PowerPoint | Theory tests |
| 24 | 2 | Learn about preparing an electronic newspaper | Planning an electronic newspaper or news website project | Theoretical lecture presented on PowerPoint | Theory tests |
| 25 | 2 | Teaching students how to prepare a multimedia report | Multimedia Report Preparation | Theoretical lecture presented on PowerPoint | Theory tests |
| 26 | 2 | Teach them how to discuss news stories. | Discussing news stories written and edited by students on websites. | Theoretical lecture presented on PowerPoint | Theory tests |
| 27 | 2 | Introducing them to how to edit electronic news | Editing news in multimedia | Theoretical lecture presented on PowerPoint | Theory tests |

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|----|---|--|---------------------------------------|---|--------------|
| 28 | 2 | Introducing them to mobile applications | Mobile applications | Theoretical lecture presented on PowerPoint | Theory tests |
| 29 | 2 | Teaching them how to analyze a news site | Student Analysis Lab for News Website | Theoretical lecture presented on PowerPoint | Theory tests |
| 30 | 2 | Exam preparation | Second semester exam | Theoretical lecture presented on PowerPoint | Theory tests |

1- Al-Shafie Omar Hassanein: Electronic Journalism: Concept, Characteristics and Implications, 2011.

2-Mahmoud Alam El-Din: Information and Communication Technology and the Future of the Journalism Industry .

3-(.Abbas Mustafa Sadiq: Concepts, Means and Applications, (M.S .

4-Suleiman Saleh: Communication Revolution and Media Freedom .

5-Liqaa Makki: Internet Journalism in Light of the Social Responsibility of the Media, Sharjah, Proceedings of the .
 .Internet Journalism Conference in the Arab World "Reality and Challenges", 2006••

6.Abbas Naji Hassan: Electronic Journalist, 2012 .

Course Description Form

| |
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| 1. : Course name |
| montage |
| 2. :Course code |
| |
| 3. Semester/Year: Annual |
| annual |
| 4. Date this description was prepared |

| | |
|--|---|
| 2024-10-1 | |
| 5. Available attendance forms: | |
| Theoretical + Practical | |
| 6. :Number of study hours (total) / Number of units (total) | |
| 62 | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Dr. Mustafa Qais Al-Azzawi Assistant Lecturer Badih Jassim Ahmed | |
| 8. Course objectives | |
| <p>A- Cognitive objectives</p> <p>A1- The student learns the stages of montage according to the curriculum</p> <p>A2- Gaining the greatest amount of knowledge about the subject</p> <p>A3- Identifying the means of montage</p> <p>A4- To understand the most important foundations and rules for choosing effect Montage</p> <p>Knowing the methods of professional montage -5</p> <p>Building a sense of creativity among students in montage work -6</p> <p>: B – Program specific skill objectives</p> <p>B1--Empowering the student mentally through training, practice and learning</p> <p>B2 – Training the student on montage</p> <p>B3 – Training on shots and special effects for montage</p> <p>:C- Emotional and value-based goals</p> <p>A1- Encouraging students to work together by forming groups to work on a montage</p> | <p>.1 Defining the basics of editing in general</p> <p>.2 Defining the basics of a particularly successful editor</p> <p>.3 Defining the most important conditions that must be met by the editor</p> <p>.4 Providing students with the skill of professional montage</p> <p>.5 Definition Types of montage</p> <p>. Definition of how to do professional montage</p> |

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| A2– Encouraging students to read Professional montage in channels | | | | | |
| A3– Connecting students with success stories in the community | | | | | |
| 9. Teaching and learning strategies | | | | | |
| .A Scientific discussion, dialogue, and the use of modern technologies for comprehension and .benefit from websites, electronic and paper books | | .Discussion and dialogue –1 .Practical training –2 .Scientific trips –3 | | | |
| .B Developing the creative side of students and urging them to keep pace with the technical .development of the subject Encourage students to participate in modern . editing programs | | Create work groups to produce creative .material using montage | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 2 | Learn the concept and definitions of image and sound editing in both radio .and television | The concept of radio and television editing and its definition | Theoretical + Practical | Echo, student responses and practical outcomes |
| 2 | 2 | Learn about the functions of photo and audio editing as well as the ethics of photo and audio editing in both radio .and television | Radio and television editing jobs and ethics | Theoretical + Practical | Echo, student responses and practical outcomes |

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| 3 | 2 | Learn about the specifications that a video or audio content editor should have | Specifications of the editor of image and sound in radio and television | Theoretical + Practical | Echo, student responses and practical outcomes |
| 4 | 2 | Identifying the importance of artistic vision and imagination for the editor of visual and audio content, and the mechanisms for enhancing the aesthetic taste of the image and sound, in addition to identifying the sources of increasing the sense of aesthetics and visual technique for the editor | Artistic vision in radio and television editing: art and creativity | Theoretical + Practical | Echo, student responses and practical outcomes |
| 5 | 2 | Learn about the beginnings of montage and the theories of Griffith . Hitchcock – Pudovkin – Erenstein as well as modern theories of montage | montage theories | Theoretical + Practical | Echo, student responses and practical outcomes |

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| 6 | 2 | Learn about linear television editing and old methods of editing images and videos for television, as well as the characteristics and disadvantages of .non-linear editing | Video EditingTypes of TV Editing: Linear montage | Theoretical + Practical | Echo, student responses and practical outcomes |
| 7 | 2 | non-linear television editing that relies on modern technology and uses computers to edit images and videos for television, about the positive and negative characteristics of .linear editing | of television editing Nonlinear : montage | Theoretical + Practical | Echo, student responses and practical outcomes |
| 8 | 2 | Learn about camera types and the importance of matching image sources and shooting mode 9/16 or 9/14 | Camera and types of images in television editing | Theoretical + Practical | Echo, student responses and practical outcomes |
| 9 | 2 | Learn about the most important television editing programs, their features, and the differences between the most | The most important television editing programs and their features | Theoretical + Practical | Echo, student responses and practical outcomes |

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|----|---|---|---|-------------------------|--|
| | | .prominent ones | | | |
| 10 | 2 | about Adobe Premiere TV editing programs | TV editingwith Adobe Premiere | Theoretical + Practical | Echo, student responses and practical outcomes |
| 11 | 2 | Learn about the features of Adobe Premiere, a theoretical lecture with practical applications | Features of TV editingwith Adobe Premiere | Theoretical + Practical | Echo, student responses and practical outcomes |
| 12 | 2 | Learn how to open a new project to edit in Premiere, as well as save the project. A theoretical lecture with practical applications | (Open Premiere Project | Theoretical + Practical | Echo, student responses and practical outcomes |
| 13 | 2 | Learn about the types of shots, movements, how to move and compose the scene. A theoretical lecture with practical applications | Transitionbetween shots | Theoretical + Practical | Echo, student responses and practical outcomes |
| 14 | 2 | Learn about the types of sounds and how to use and integrate them in the editing process, as well as learn about the types of sound effects and their | Sound... its types and use in montage | Theoretical + Practical | Echo, student responses and practical outcomes |

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|----|---|--|--|-------------------------|--|
| | | use in television editing. A theoretical lecture with practical applications | | | |
| 15 | 2 | Learn the process of performing audio–visual imaging with multiple cameras. A theoretical lecture with practical applications | Work of the dress Audio mixing and volume level | Theoretical + Practical | Echo, student responses and practical outcomes |
| 16 | 2 | Practical applications | Practical applications on audio editing and how to match the image | Theoretical + Practical | Echo, student responses and practical outcomes |
| 17 | 2 | Learn about the types of visual effects and how to use them in television editing, in addition to using filters. A theoretical lecture with practical applications | Visual effects and using video filters | Theoretical + Practical | Echo, student responses and practical outcomes |
| 18 | 2 | Learn about slow motion and its use in editing. A theoretical lecture with practical applications | Slow Motion and Fast Motion Usage Objectives and Applications | Theoretical + Practical | Echo, student responses and practical outcomes |

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| 19 | 2 | Learn about the) background Chroma key and (how to color isolate the background chroma key and benefit from it in editing still and moving images. The background is a theoretical lecture with practical .applications | Chroma key background editing | Theoretical + Practical | Echo, student responses and practical outcomes |
| 20 | 2 | Learn how to color correct video images. A theoretical lecture with practical .applications | correctionin montage | Theoretical + Practical | Echo, student responses and practical outcomes |
| 21 | 2 | Learn how to create texts, captions, titles , coloring, and changing text sizes. A theoretical lecture with practical .applications | Using titles, text and creating a table | Theoretical + Practical | Echo, student responses and practical outcomes |
| 22 | 2 | Learn about the programs that support television editing, such as Adobe Photoshop - 3D Max - After Effects, and the features of each .program | Programs supporting television editing | Theoretical + Practical | Echo, student responses and practical outcomes |

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| 23 | 2 | Learn about the importance of the work script and how the editor deals with different types of texts and .scenarios | Script work and montage | Theoretical + Practical | Echo, student responses and practical outcomes |
| 24 | 2 | Identify and produce the final .vision for the work | Final output of the work | Theoretical + Practical | Echo, student responses and practical outcomes |
| 25 | 2 |) Learn how the Capture works (after the montage process is completed, as well as learn about the types of preservation dyes and the type and quality ofthe (TV picture quality (.image | Capture operation) and types of (saving formats and type and quality of the image (TV picture quality (| Theoretical + Practical | Echo, student responses and practical outcomes |
| 26 | 2 | Learn about editing with smartphone programs, its features and its importance in modern journalism | Editing with smartphone programs | Theoretical + Practical | Echo, student responses and practical outcomes |
| 27 | 2 | Learn photo editing via smartphone and practical applications by all students with their phones | Image and audio editing process with smartphone programs | Theoretical + Practical | Echo, student responses and practical outcomes |

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| 28 | 2 | Learn how to produce a short film by filming and editing it with a smartphone, and a practical application by all students using .their phones | How to make mobile movies | Theoretical + Practical | Echo, student responses and practical outcomes |
| 29 | 2 | Learn about radio editing programs and the importance of imagination and conveying the image through sound | Editing in radio | Theoretical + Practical | Echo, student responses and practical outcomes |
| 30 | 2 | Learn about the most commonly used audio editing programs, as well as learn about the technology of audio editing via) computerAdobe Audition) using the Adobe Audition program, practical applications, and perform some exercises and .listen to them | The most important audio editing programs and audio editing technology via computer Adobe Audition program , featuresand applications | Theoretical + Practical | Echo, student responses and practical outcomes |
| 31 | 2 | Learn about the processes of recording, composing and sequencing, as well as the use and application of music and sound effects, and the mixing process. Practical applications, performing some exercises and .listening to them | Sound recording, composition, arrangement, sequencing, and use of music and sound .effects | Theoretical + Practical | Echo, student responses and practical outcomes |

Course Description Form - Communication theories

| 1. Course Name: | | | | | |
|---|-------|---------------------------------------|--|--------------------------|-------------------|
| Communication theories | | | | | |
| 2. Course Code: | | | | | |
| c t 20 | | | | | |
| 3. Semester / Year: | | | | | |
| Annual | | | | | |
| 4. Description Preparation Date: | | | | | |
| 1/9/2024 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total): | | | | | |
| 60 | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: dr. yousif hassan mahmood dryosifhassan@tu.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Introducing students to scientific visions about the effects of the media on the public, the factors influencing the communicator, as well as the details of communication theories that address the issue of how, why, and when influences occur in the communication process. | | | | | |
| 9. Teaching and Learning Strategies | | | | | |
| 1. Assigning the student to prepare worksheets, reports, and advance preparation for the upcoming lecture in order to ensure his participation and scientific interaction with the class contributions. | | | | | |
| 2. Preparing some lectures that require a specific focus on the (Power Point) file, presenting them to the students in the (Data Show) manner, and attaching them to pictures, data, and illustrative pens related to the scientific subject. | | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 2 | Know the insights of the communicator | Media Gatekeeper Theory (Introduction) | Explanation and examples | Exam + discussion |
| 2 | 2 | Knowing the factors of media message | Factors affecting the gatekeeper | Explanation and examples | Exam + discussion |

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| | | production | | | |
| 3 | 2 | Know the impact of technology on the message | Electronic gatekeeper | Explanation and examples | Exam + discussion |
| 4 | 2 | Know the power of media influence | Unified Effects Theory | Explanation and examples | Exam + discussion |
| 5 | 2 | Know the role of communication in conveying the message | The transmission of information takes place in two stages | Explanation and examples | Exam + discussion |
| 6 | 2 | Knowing the impact of desires on choosing the message | Selective influence theories | Explanation and examples | Exam + discussion |
| 7 | 2 | Knowing the impact of psychological factors on choice | Selectivity and individual differences | Explanation and examples | Exam + discussion |
| 8 | 2 | | Monthly exam | | |
| 9 | 2 | Knowing the causes of exposure to media | Uses and gratifications theory | Explanation and examples | Exam + discussion |
| 10 | 2 | Knowing the effect of motives on selection | Motives for exposure to media | Explanation and examples | Exam + discussion |
| 11 | 2 | Know the role of media theories | The importance of selective influence theories | Explanation and examples | Exam + discussion |
| 12 | 2 | Knowing the extent of the media's power | Powerful of influence theories | Explanation and examples | Exam + discussion |
| 13 | 2 | Knowing the role of media in development | The theory of traversing traditional society | Explanation and examples | Exam + discussion |
| 14 | 2 | Knowing the effect of role-playing on influence | Empathy theories | Explanation and examples | Exam + discussion |
| 15 | 2 | | Monthly exam | | |
| 16 | 2 | Knowing the strength and weakness of the media | Moderating influence theories | Explanation and examples | Exam + discussion |
| 17 | 2 | Knowing the impact of the media on the recipient's agenda | Agenda setting theory | Explanation and examples | Exam + discussion |
| 18 | 2 | Knowing the impact of factors on the recipient's agenda | Factors affecting of Agenda setting | Explanation and examples | Exam + discussion |
| 19 | 2 | Knowing the role of the media in shaping | Cultivation theory | Explanation and examples | Exam + discussion |

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|-----------|----------|--|--|---------------------------------|--------------------------|
| | | the image | | | |
| 20 | 2 | Find out new trends of influence | New terminology in Cultivation | Explanation and examples | Exam + discussion |
| 21 | 2 | Knowing how and when we depend on the media | dependency of media theory | Explanation and examples | Exam + discussion |
| 22 | 2 | Knowing the types of effects resulting from the media | Effects of media dependency | Explanation and examples | Exam + discussion |
| 23 | 2 | | Monthly exam | | |
| 24 | 2 | Knowing how to construct meaning for a message | Media framing theory | Explanation and examples | Exam + discussion |
| 25 | 2 | Knowing the role of the media in spreading violence | Theories of violence in the media | Explanation and examples | Exam + discussion |
| 26 | 2 | Knowing the role of the media in reducing violence | Purification theory | Explanation and examples | Exam + discussion |
| 27 | 2 | Knowing the role of the media in stimulating violence | Arousal theory | Explanation and examples | Exam + discussion |
| 28 | 2 | Knowing the role of the media in promoting violence | Reinforcement theory | Explanation and examples | Exam + discussion |
| 29 | 2 | Knowing the role of the media in teaching violence | Model theory | Explanation and examples | Exam + discussion |
| 30 | 2 | | Monthly exam | | |

| Learning and teaching resources | |
|---|---|
| Hassan Imad Makkawi and Laila Hussein Al-Sayyed: Communication and its Contemporary Theories, 4th edition, Egyptian Lebanese House, Egypt, 2008. | Required textbooks (methodology) |
| Muhammad Abdel Hamid: Media Theories and Trends of Influence, 3rd edition, World of Books, Cairo 2004 | Main references (sources) |
| Manal Hilal Al-Mazahra: Communication Theories, Dar Al-Masirah, Amman, 2015 | Recommended supporting books and references (scientific journals, reports....) |
| There are many different websites | Electronic references, Internet sites |

Course Description Form

1. Course Name: Media Legislation and Ethics

2. Course Code: Mu1024004

3. Semester / Year: Year

4. Description Preparation Date: 5 / 10 / 2024

5. Available Attendance Forms: Hall attendance

6. Number of Credit Hours (Total) / Number of Units (Total): 60

7. Course administrator's name (mention all, if more than one name)

Name: A.M.D. Ibrahim Saber / M.M. Daham Essam Raad

Email:

8. Course Objectives

Course Objectives

- Providing the student with theoretical knowledge about media legislation and ethics.
- Introducing the student to the concept of freedom of opinion and expression.
- Introducing the student to media freedom, its guarantees and legal and ethical obligations.
- Introducing the student to media codes of honor locally, regionally and internationally.
- Introducing the student to publishing crimes, identifying their elements and responsibility in Iraqi law, the nature of their legal punishment and the right to reply.

9. Teaching and Learning Strategies

Strategy

Lectures - Dialogue and discussion - Learning based on critical thinking - Brainstorming - Education based on cooperative group work.

10. Course Structure

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

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|-----------|---|---|---|-------------|---------------------------------|
| the first | 2 | Understanding the law and the nature of crimes associated with it | Definition of law. Crimes | theoretical | Award two marks to participants |
| | 2 | Knowledge of legal frameworks in the media process | Media law and its relationship to other laws. Legal frameworks in the media process | theoretical | Award two marks to participants |
| | 2 | Freedom Media Freedom | Understanding the Nature of Media | theoretical | Award two marks to participants |
| | 2 | Media responsibilities and professional ethics | Understanding the nature of media responsibility in light of the theory of media responsibility | theoretical | Award two marks to participants |
| | 2 | Opinion and publishing crimes | Understanding crimes related to expression of opinion and publication | theoretical | Award two marks to participants |
| | 2 | Iraqi Constitution Article (28) on freedom of thought and media | Understanding the nature of media and press freedom materials | theoretical | Award two marks to participants |
| | 2 | Media Duties and International Law | Knowing the duties of media professionals through international law | theoretical | Award two marks to participants |
| | | | First month exam | | |

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|--|---|---|--|-------------|---------------------------------|
| | 2 | Censorship in the media. Classification of media censorship in democratic and developing countries | Understanding Media Censorship Across Countries | theoretical | Award two marks to participants |
| | 2 | Meaning of media freedom. Advantages of media freedom. Guarantees of media freedom | Understanding media freedom through benefits and guarantees | theoretical | Award two marks to participants |
| | 2 | Public and private property | Understanding the nature of public and private ownership of news organizations | theoretical | Award two marks to participants |
| | 2 | Knowing and understanding the rights that a journalist has | Rights of the journalist | theoretical | Award two marks to participants |
| | 2 | Legislation on the right to access information and knowledge of the controls for licensing a periodical publication | Right of access to information and permission to publish periodicals | theoretical | Award two marks to participants |
| | 2 | Understanding the nature of media legislation in the world | Media Legislation. Definition and Concept | theoretical | Award two marks to participants |
| | 2 | | Second month exam | | |

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|--|---|---|--|-------------|---------------------------------|
| | 2 | Historical explanation of the nature of media legislation in Iraq | Brief historical overviews of media legislation in contemporary Iraq | theoretical | Award two marks to participants |
| | 2 | Understanding crimes of consideration | Crimes of aggression against honor | theoretical | Award two marks to participants |
| | 2 | Clarification of crimes related to misleading and disclosure | Disclosure and misleading crimes | theoretical | Award two marks to participants |
| | 2 | Statement of crimes that mislead public opinion | Methods of detecting crimes of misleading public opinion | theoretical | Award two marks to participants |
| | 2 | Knowing the crimes of incitement and crimes related to electronic publishing | Incitement crimes. Electronic publishing crimes. | theoretical | Award two marks to participants |
| | 2 | Statement of ownership, intellectual property rights and media honor charters | Intellectual Property. Media Codes of Honor | theoretical | Award two marks to participants |
| | 2 | Approved laws and provisions for Arab media honor | Terms of the Arab Media Code of Honor | theoretical | Award two marks to participants |

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| | 2 | Know the rights of journalists stipulated by law | Journalists' Rights Act | theoretical | Award two marks to participants |
| | 2 | Disclosure of the Communications and Media Commission and its duties | Communications and Media Commission. Its establishment. Its duties | theoretical | Award two marks to participants |
| | 2 | Statement of journalistic rules and ethics in Iraq and the Arab world | List of journalistic ethics rules in Iraq and the Arab world | theoretical | Award two marks to participants |
| | 2 | Broadcasting Directive Statement | General guidelines for broadcast media | theoretical | Award two marks to participants |
| | 2 | Knowledge of journalistic monitoring and its rules | Press monitoring | theoretical | Award two marks to participants |
| | 2 | Application for certain newspapers that violate the rules of journalistic ethics | Examples of newspapers that violate journalistic ethics | theoretical | Award two marks to participants |

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

Course Description Form

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|---|
| 1. Course Name: |
| Public opinion |
| 2. Course Code: |
| S A D 38 |
| 3. Semester / Year: |
| Annual |
| 4. Description Preparation Date: |
| 2024 – 2025 |
| 5. Available Attendance Forms: |
| Weekly – in person |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| 30 hour |
| 7. Course administrator's name (mention all, if more than one name) |
| T haseeb khalaf muhemed – haseib.kh@tu.edu.iq m.m tahseen abd almageed yahya tahseen.abd20@tu.edu.iq |
| 8. Course Objectives |

| | | | | | |
|---|-------|----------------------------|--|---|-------------------|
| 1- definitions of public opinion concepts | 3- | | | | |
| 2- statement of the most important function of public opinion | | | | | |
| 9. Teaching and Learning Strategies | | | | | |
| 1- method of giving lectures 2- social discussions 3- brainstorming method 4- scientific discussion dialogue and use of technologies 5- developing the creative side of students and urging them to keep up with it | | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 2 | Public opinion | The concept and origin of public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 2 | 2 | Public opinion | Pillars of public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 3 | 2 | Public opinion | Public opinion in ancient societies | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 4 | 2 | Public opinion | Public opinion in modern societies | Theoretical lecture using data show | Theory tests |

| | | | | | |
|----|---|----------------|--|---|--------------|
| | | | | presentation, participation and reporting | |
| 5 | 2 | Public opinion | Characteristics of public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 6 | 2 | Public opinion | Public opinion outlets | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 7 | 2 | Public opinion | Types of public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 8 | 1 | Public opinion | First exam | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 9 | 2 | Public opinion | The most important functions of public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 10 | 2 | Public opinion | Public opinion laws | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 11 | 2 | Public opinion | The impact of the political-social environment on measuring public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 12 | 2 | Public opinion | Obstacles facing public opinion apparatuses in developing | Theoretical lecture using data show presentation, participation | Theory tests |

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|----|---|----------------|--|---|--------------|
| | | | countries | and reporting | |
| 13 | 2 | Public opinion | Methods of measuring public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 14 | 2 | Public opinion | factors shaping public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 15 | 1 | Public opinion | Second exam | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 16 | 2 | Public opinion | Customs and traditions in shaping public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 17 | 2 | Public opinion | The role of religion in shaping public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 18 | 2 | Public opinion | The impact of economic and political conditions on the formation of public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 19 | 2 | Public opinion | The impact of wars and revolutions on public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 20 | 2 | Public opinion | The role of leaders and leaders in shaping public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |

| | | | | | |
|----|---|----------------|---|---|--------------|
| 21 | 2 | Public opinion | Media and its impact on the formation of public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 22 | 2 | Public opinion | Public opinion and the communication process | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 23 | 1 | Public opinion | First exam | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 24 | 2 | Public opinion | Public opinion determines the form of the media message | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 25 | 2 | Public opinion | Press and public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 26 | 2 | Public opinion | The role of radio in shaping public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 27 | 2 | Public opinion | The role of television media and its impact on shaping public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 28 | 2 | Public opinion | The influence of (cinema - theater - books - and printed media) on public opinion | Theoretical lecture using data show presentation, participation and reporting | Theory tests |
| 29 | 2 | Public opinion | Public opinion | Theoretical lecture using | Theory tests |

| | | | | | |
|----|---|----------------|---|--|--------------|
| | | | manifestations (revolutions - social debates - demonstrations) | data show presentation, participation and reporting | |
| 30 | 1 | Public opinion | Second exam | Theoretical lecture using data show presentation, participation and reporting | Theory tests |

| Course Evaluation .12 | |
|--|--|
| <p>The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.</p> <ul style="list-style-type: none"> - A written semester exam of 20 marks. - Student attendance and participation in class, oral exams, quick exams and submission of worksheets.10 marks And research of 10 marks - Final exam of 60 marks <p>Total 100 points</p> | |
| Learning and teaching resources .13 | |
| Theoretical Tests 1- Prof. Dr. Mervat Mohamed Kamel Al-Tarabishi, Research | Required textbooks (methodology if any) |
| Measuring Public Opinion Methods and Tools, 2007, | Main References (Sources) |
| .41. 4- Ahmed Badr, Public Opinion, Its Nature, Formation, Measurement and Role in Public Policy, Gharib Library, Cairo, 1997. 5- Hambda Samisim, Public Opinion and Methods of Measuring It, Dar Al-Hamed Library and Publishing, Amman, 2002. | Recommended supporting books and references (scientific journals, reports, etc.) |
| | Electronic references, websites |

Course Description Form

| | |
|--|---|
| 14. : Course name | |
| Radio and television networks | |
| 15. :Course code | |
| | |
| 16. Semester/Year: Annual | |
| annual | |
| 17. Date this description was prepared | |
| 2024-10-1 | |
| 18. Available attendance forms: | |
| My weekly attendance | |
| 19. :Number of study hours (total) / Number of units (total) | |
| 62 | |
| 20. Name of the course administrator (if more than one name is mentioned) | |
| Mr. Sohaib Mahdi Saleh millimeter Mahmoud Sharqi Abdullah | |
| 21. Course objectives | |
| A– Cognitive objectives A1– The student learns the stages of wav .according to the curriculum A2– Gaining the greatest amount knowledge about the subject A3– Identifying the correct methods f writing scientific reports related to t .subject of networks A4– To understand the most importa foundations and rules for choosing t appropriate network for publication in t | .1 Defining the basics of networks .general .2 Defining the basics of sound waves a .radio waves in particular .3 Defining the most important technologi .related to networks .4 Providing students with the skill choosing the appropriate network for publishi .in the media |

| | |
|--|--|
| <p>.media</p> <p>A5– Knowledge of concepts and terminology related to digital networks</p> <p>B – Course specific skill objectives</p> <p>B1 – Empowering the student mentally through training, practice and learning</p> <p>B2 – Training the student on the basics of dealing with digital technology</p> <p>Teaching and learning methods</p> <p>.Discussion and dialogue –1</p> <p>.Practical training –2</p> <p>.Scientific trips –3</p> <p>E–learning and presenting distinguished models in the field of international networks through the electronic classroom</p> <p>C– Emotional and value goals</p> <p>A1– Encouraging students to work together by forming groups to work on projects</p> <p>A2– Encouraging students to read books specialized in the field of networks</p> <p>A3– Encouraging students to learn about successful experiences of Arab and foreign photographers</p> | |
| 22. Teaching and learning strategies | |
| <p>.A Scientific discussion, dialogue, and the use of modern technologies for comprehension and benefit from websites, electronic and paper books</p> <p>.B Developing the creative side of students and urging them to keep pace with the technical</p> | <p>.A Scientific discussion, dialogue, and the use of modern technologies for comprehension and benefit from websites and electronic and paper books</p> <p>.B Developing the creative side of</p> |

| | |
|-----------------------------|---|
| .development of the subject | students and urging them to keep pace with the technical development of the .subject .T Encouraging students to participate in various exhibitions |
|-----------------------------|---|

23. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
|-----------------------------|-----------------|---|----------------------------|---------|----------|
| Student outputs and answers | theoretical | The first beginnings of a historical overview | International Networks | 3 | 1 |
| Student outputs and answers | theoretical | The first beginnings of images and their importance | International Networks | 3 | 2 |
| Student outputs and answers | theoretical | The early beginnings of sound waves | International Networks | 3 | 3 |
| Student outputs and answers | theoretical | Invention of radio | International Networks | 3 | 4 |
| Student outputs and answers | practical | Practical applications for using the camera | International Networks | 3 | 5 |
| Student outputs and answers | | Radio features | International Networks | 3 | 6 |
| Student outputs and answers | practical | Practical applications of analogy | International Networks | 3 | 7 |
| Student | - | First exam | International Networks | 3 | 8 |

| | | | | | |
|------------------------------------|--------------------|---|-------------------------------|----------|-----------|
| outputs and answers | | | | | |
| Student outputs and answers | theoretical | The importance of lighting in the photography process and its types | International Networks | 3 | 9 |
| Student outputs and answers | practical | Practical applications to know the importance of lighting in the photography process | International Networks | 3 | 10 |
| Student outputs and answers | theoretical | International TV | International Networks | 3 | 11 |
| Student outputs and answers | practical | Practical applications on types of photography | International Networks | 3 | 12 |
| Student outputs and answers | theoretical | Types of ownership | International Networks | 3 | 13 |
| Student outputs and answers | practical | Practical applications of system components | International Networks | 3 | 14 |
| Student outputs and answers | - | Second exam | - | 3 | 15 |
| Student outputs and answers | | Half year | Half year | 3 | 16 |
| Student outputs and answers | theoretical | TV camera | Television photography | 3 | 17 |
| Student | theoretical | Television photography | Television photography | 3 | 18 |

| | | | | | |
|------------------------------------|--------------------|---|-------------------------------|----------|-----------|
| outputs and answers | | | | | |
| Student outputs and answers | | Practical applications in television photography | Television photography | 3 | 19 |
| Student outputs and answers | theoretical | Advertising image techniques | Television photography | 3 | 20 |
| Student outputs and answers | | Practical applications in advertising image | Television photography | 3 | 21 |
| Student outputs and answers | theoretical | International Channels Directed | Television photography | 3 | 22 |
| Student outputs and answers | | Satellite broadcasting applications | Television photography | 3 | 23 |
| Student outputs and answers | - | First exam | Television photography | 3 | 24 |
| Student outputs and answers | theoretical | Satellites | Television photography | 3 | 25 |
| Student outputs and answers | theoretical | Problems and challenges facing broadcasting | Television photography | 3 | 26 |
| Student outputs and answers | theoretical | Contemporary technologies in the field of electronic media | Television photography | 3 | 27 |
| Student outputs and | theoretical | American networks | Television photography | 3 | 28 |

| | | | | | |
|-----------------------------|-------------|-------------------------|------------------------|---|----|
| answers | | | | | |
| Student outputs and answers | theoretical | A for European networks | Television photography | 3 | 29 |
| Student outputs and answers | practical | interactive television | Television photography | 3 | 30 |
| Student outputs and answers | - | Second exam | - | 3 | 31 |

24. Course Evaluation

- Written tests .1 .
- .2 .Oral tests
- .3 .Scientific reports
- .4 .Student participation in discussions during lectures (theoretical and practical)

Final Exam .5

Focused Evaluation Strategy

.The student's participation in presenting a montage about a specific social problem _1

How to propose solutions to issues or problems _2

.Brainstorming for students by introducing networks –3

25. Learning and teaching resources

| Radio and Television Networks Lectures | Required textbooks (methodology if any) |
|--|---|
| <p>1. Tim Daly: Digital Photography – A User's Guide to Digital Image Creation , Al Ain, University Book .House</p> <p>2. Prof. Dr. Abdul Basit Salman: Cinematography for the Professional Journalist, Baghdad, University House for Printing and</p> | Main References (Sources) |

| | |
|--|--|
| <p>.Publishing, 2017</p> <p>3. Dr. Iyad Hilal Hammadi: Radio and Television Networks, 1st ed., Amman, Osama Publishing and .Distribution House, 2020</p> <p>4. Dr. Mustafa Al-Masmoudi: The New Media System, 1st ed., Amman, Osama Publishing and Distribution .House, 2012</p> <p>5. Dr. Hassanein Shafiq, Introduction to Photojournalism, 1st ed., Fikr wa Fann Publishing and .Distribution House, 2009</p> <p>Dr. Mustafa Hamid Kazim: Radio and Television Technologies – Facts and Basics, 1st ed., Al Ain, University Book .House, 2009</p> | |
| Scientific research specializing in radio and television technologies | Recommended supporting books and references (scientific journals, reports, (.etc |
| The most important websites specialized in the field of international networks | Electronic references, websites |

Course Description Form

| | |
|-----|-------------------|
| 26. | : Course name |
| | Voice and diction |
| 27. | :Course code |
| | V . D |

| | |
|---|--|
| 28. Semester/Year: Annual | |
| annual | |
| 29. Date this description was prepared | |
| 2024 – 2025 | |
| 30. Available attendance forms: | |
| My weekly attendance | |
| 31. :Number of study hours (total) / Number of units (total) | |
| (60) hours / 30 units | |
| 32. Name of the course administrator (if more than one name is mentioned) | |
| PH.D. MUSTAFA YASEEN TAHA / mustafa.yaseen@tu.edu.iq | |
| 33. Course objectives | |
| Cognitive objectives | 1. Introducing the concept of speech in general 2. Introducing the rules of public speaking on radio and television 3. Introducing the delivery methods adopted on radio and television 4. Providing students with basic skills approved in radio and television 5. Practical training for students and applying rules of public speaking properly |
| 34. Teaching and learning strategies | |
| 1– Scientific discussion of methods for dealing with television texts and applying the rules of diction | |
| 2–Teaching students how to deal with the | |

| | | | | | |
|---|-----------------|-------------------------------|--|---------|----------|
| camera while reading news bulletins | | | | | |
| 3– Developing students’ skills in dealing with | | | | | |
| the camera during live coverage of events | | | | | |
| 4–Make scientific observations to apply the appropriate coloring and vocal performance skills for each text | | | | | |
| 35. Course structure | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
| Theoretical test | theoretical | Vocal scores | Knowing the scales of music and the degrees of sound | 3 | 1 |
| Theoretical test | theoretical | Stages of sound formation | Scientific methods for creating sound | 3 | 2 |
| Theoretical test | theoretical | Audio splitting | Global divisions of human vocalizations | 3 | 3 |
| Theoretical test | theoretical | Types of sound | Identify human voices, their strength and types | 3 | 4 |
| Theoretical test | theoretical | Rules of diction | Explaining the main rules of recitation | 3 | 5 |
| Theoretical test | theoretical | Terms of delivery | Know the terms of delivery | 3 | 6 |
| Theoretical test | theoretical | The concept of modern diction | Knowledge of modern delivery methods | 3 | 7 |
| Theoretical | theoretical | Speech devices | Knowledge of | 3 | 8 |

| | | | | | |
|--------------------------|--------------------|---|--|----------|-----------|
| test | | | devices that aid pronunciation | | |
| Theoretical test | theoretical | Control breathing while speaking | Breathing control exercises during television speaking | 3 | 9 |
| Theoretical test | practical | Modern delivery methods | Explanation and clarification of the most prominent modern methods of public speaking | 3 | 10 |
| practical control | theoretical | Giving reports in house | A practical application for delivering television reports prepared in newsrooms | 3 | 11 |
| practical control | practical | Giving reports in house | A practical application for delivering television reports prepared in newsrooms | 3 | 12 |
| practical control | theoretical | Methods of dealing with the camera | A practical application for dealing with the camera during live coverage | 3 | 13 |
| practical control | practical | Methods of dealing with the camera | A practical application for dealing with the camera during live coverage | 3 | 14 |

| | | | | | |
|-------------------------|--------------------|---|--|----------|-----------|
| | | First semester exam | - | 3 | 15 |
| Theoretical test | theoretical | Basic defects | Knowing pronunciation defects | 3 | 16 |
| Theoretical test | theoretical | Coloring in speech | Learn about coloring methods in television presentation | 3 | 17 |
| Theoretical test | theoretical | Pausing in recitation | Reaching the importance of application The rule of pausing while speaking | 3 | 18 |
| Theoretical test | theoretical | Letter exits | A theoretical explanation and practical application of letters in speech | 3 | 19 |
| Theoretical test | theoretical | The difference between speech and delivery | In order to distinguish between ordinary speech and television delivery | 3 | 20 |
| Theoretical test | theoretical | Audit and amplification | Voice softening and amplification exercises for television coloring | 3 | 21 |
| | theoretical | | To learn to regulate | 3 | 22 |

| | | | | | |
|--------------------------|--------------------|------------------------------------|---|----------|-----------|
| Theoretical test | | Relax while speaking | breathing and apply the rules of recitation, pausing and coloring | | |
| Theoretical test | theoretical | Voice recognition and focus | Learn how to focus on the important sentence and word | 3 | 23 |
| Theoretical test | theoretical | Avoid bias | Applying the principles of neutrality and objectivity in delivery | 3 | 24 |
| Theoretical test | theoretical | Sound levels | To know the degrees and level of sound and its reflection on the layers of delivery | 3 | 25 |
| practical control | theoretical | Field reports | Practical application by reading television reports prepared by students, which increases their ability to deliver | 3 | 26 |
| practical control | theoretical | Field reports | Enabling students to develop their skills in | 3 | 27 |

| | | | | | |
|--|-------------|----------------------|--|---|----|
| | | | television reporting | | |
| practical control | theoretical | News bulletins | Enabling students to read television news bulletins by applying them practically | 3 | 28 |
| practical control | theoretical | News bulletins | Enabling students to read television news bulletins by applying them practically | 3 | 29 |
| | | Second semester exam | | 3 | 30 |
| 36. Course Evaluation | | | | | |
| 1– Evaluating students’ participation during the lecture through practical application | | | | | |
| 2– Evaluating students’ applied work by assigning them to prepare theoretical and practical reports | | | | | |
| 3– A written exam at the end of each semester. | | | | | |
| 37. Learning and teaching resources | | | | | |
| 1– Mustafa Abbas Muhammad Reda: The Art of Voice and Diction on Radio and Television, 1st edition, (Dar Amjad for Publishing and Distribution, 2019). 2– Najat Ali: The Art of Recitation between Theory and Application, 6th edition, (The Egyptian Lebanese House, 2016). | | | Required textbooks (methodology if any) | | |

| | |
|--|--|
| 3– Abeer Hamdi: The Art of Diction and Voices in Radio and Television Media, 1st edition, (Aladdin Press, 2014). | |
| 4–Karam Shalabi: The Broadcaster and the Art of Presenting Programs, 1st edition, (Dar Al–Shorouk for Publishing and Distribution, 2008). | |
| Mustafa Yassin Al–Tamimi: The Art of Voice and Radio and Television Presentation Skills: The Basics of Voice Performance from Theory to Application (University Book House – United Arab Emirates – 2025). | Main References (Sources) |
| Scientific research and books dealing with radio and television broadcasting | Recommended supporting books and references (scientific journals, reports, (.etc |
| Websites specialized in developing the skills of beginners in the art of public speaking. | Electronic references, websites |

Course Description Form

| |
|----------------------------------|
| 1. Course Name: |
| New media |
| 2. Course Code: |
| A. C |
| 3. Semester / Year: |
| annual |
| 4. Description Preparation Date: |
| 15-10-2024 |

| 5. Available Attendance Forms: | | | | | |
|---|-----------|---|---|---|--|
| In-person - Weekly | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| M.M. Reham Habib Sabit | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Reham Email: reham.habeeb @tu.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives 1. The student will learn about new media, its forms, and its features. 2. The student will learn how to use these technologies in ways that serve society. 3. The student will learn about the origins of new media and its stages of development. 4. The student will work with a team in a collaborative, group-based approach. 5. The student will develop a more conscious understanding of modern media. 6. The student will be provided with a comprehensive historical background on the origins and development of new media. 7. The student will be introduced to the use of modern social media. | | | <ul style="list-style-type: none"> • • • | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | 1. Discussions, dialogues, and participation. 2. Weekly reports. 3. Awareness posters | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1. | One hour | Knowing the importance of new media | New Media as an Extension of Communication Revolutions | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 2. | Two hours | The concept of new media | (Historical References The Concept of New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |

| | | | | | |
|-----|-----------|---|--|---|--|
| 3. | Two hours | Reasons for its appearance | Factors in the Emergence of | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 4. | Two hours | Communication elements | New Media Between Persona | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 5. | Two hours | The concept of the communication process | New Media and Elements | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 6. | Two hours | New media has names, divisions and classifications of its knowledge | the Communication Process Divisions and Classifications of | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 7. | Two hours | Characteristics of new media | Mass Communication | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 8. | Two hours | Monthly exam | New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 9. | Two hours | Audience and use of new media | Characteristics and Features of New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 10. | Two hours | Blogs in New Media | Monthly Exam | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 11. | Two hours | An important tool for social media | Audience and Use of New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 12. | Two hours | ts understanding. | Blogging in New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 13. | Two hours | Twitter, which is considered an X platform | Facebook in New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 14. | Two hours | Interactive is a term for new media | YouTube in New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 15. | Two hours | The Differences Between Them Understanding Public Opinion | Twitter in New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 16. | Two hours | Portals and Their Importance in New Media | Interactivity in New Media | My theory on using PowerPoint | Student interaction during the lecture |

| | | | | | |
|-----|-----------|---|--|---|--|
| | | | | with pictures | |
| 17. | Two hours | Why the Public Uses Social Media | Monthly Exam | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 18. | Two hours | Understanding the Primary Function of Social Media | The Impact of New Media on Traditional Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 19. | Two hours | The Cognitive Function of New Media | Chatting in New Media (Opinions About It) | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 20. | Two hours | Understanding the Entertainment Function of New Media | Portals and Engines in New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 21. | Two hours | The Emotional Impact of New Media | Audience Motivations for Using Social Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 22. | Two hours | Monthly Exam | Functions of New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 23. | Two hours | The Emotional Impact of New Media | The Cognitive Function of New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 24. | Two hours | Monthly Exam | The Entertainment Function of New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 25. | Two hours | The Social Impact of New Media | The Emotional Impact of New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 26. | Two hours | The Political Impact of New Media | The Social Impact of New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 27. | Two hours | New Media Addiction | The Political Impact of New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 28. | Two hours | The Future of New Media | New Media Addiction | My theory on using PowerPoint with pictures | Student interaction during the lecture |
| 29. | Two hours | Monthly Exam | Monthly Exam | My theory on using PowerPoint with pictures | Student interaction during the lecture |

| | | | | | |
|-----|-----------|-----------------------|-------------------------|--|---|
| 30. | Two hours | New Media Legislation | The Future of New Media | My theory on using PowerPoint with pictures | Student interaction during the lecture |
|-----|-----------|-----------------------|-------------------------|--|---|

Course Description Form

| 1. : Course name | | | | | |
|---|----------------------------|--------------------------------|--|---------|------|
| Media research methods | | | | | |
| 2. :Course code | | | | | |
| | | | | | |
| 3. Semester/Year: Annual | | | | | |
| Annual | | | | | |
| 4. Date this description was prepared | | | | | |
| 1 – 9 – 2024 | | | | | |
| 5. Available attendance forms: | | | | | |
| Face to face | | | | | |
| 6. :Number of study hours (total) / Number of units (total) | | | | | |
| 60 hours | | | | | |
| 7. Name of the course administrator (if more than one name is mentioned) | | | | | |
| Prof. Dr. Youssef Hassan Mahmoud & Teacher. Haseeb Khalaf Muhaimid | | | | | |
| 8. Course objectives | | | | | |
| Introducing students to the basic steps for writing scientific research in the media field | | | | | |
| 9. Teaching and learning strategies | | | | | |
| <p>1. Assign students worksheets, reports, and advance preparation for the upcoming lecture to ensure their participation and academic engagement in class.</p> <p>2. Prepare some lectures that require a specific focus in a PowerPoint file and present them to students using a data show, accompanied by images, data, and explanatory notes related to the academic material.</p> | | | | | |
| 10. Course structure | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | watches | week |
| Exam and discussion | Explanation Practical + | Title + Quranic) (verse | Knowing the research title criteria | 2 | 1 |
| Exam and discussion | Explanation Practical + | Dedication + Thanks | Knowing the criteria for writing dedications and thanks | 2 | 2 |
| Exam and discussion | Explanation Practical + | Abstract +) (Introduction | Knowing the basics of writing an abstract and introduction | 2 | 3 |
| Exam and discussion | Explanation Practical + | sense of the research problem | Knowing how to identify the research problem | 2 | 4 |
| Exam and discussion | Explanation Practical + | Research problem and questions | Knowing how to formulate a research problem | 2 | 5 |
| Exam and discussion | Explanation Practical + | The importance of research | Knowing how to formulate the | 2 | 6 |

| | | | | | |
|---------------------|-------------------------|--------------------------|---|---|----|
| | | | scientific importance of research | | |
| | | exam | | 2 | 7 |
| Exam and discussion | Explanation Practical + | Research objectives | Knowing how to formulate research objectives | 2 | 8 |
| Exam and discussion | Explanation Practical + | Research areas | Knowing the spatial and temporal boundaries of the research | 2 | 9 |
| Exam and discussion | Explanation Practical + | Research community | Knowing how to identify the research community | 2 | 10 |
| Exam and discussion | Explanation Practical + | simple random sample | Knowing how to choose a research sample | 2 | 11 |
| Exam and discussion | Explanation Practical + | systematic random sample | Knowing how to choose a research sample | 2 | 12 |
| Exam and discussion | Explanation Practical + | Stratified random sample | Knowing how to choose a research sample | 2 | 13 |
| Exam and discussion | Explanation Practical + | intentional sample | Knowing how to choose a research sample | 2 | 14 |
| | | exam | | 2 | 15 |
| Exam and discussion | Explanation Practical + | Quota sample | Knowing how to choose a research sample | 2 | 16 |
| Exam and discussion | Explanation Practical + | shell sample | Knowing how to choose a research sample | 2 | 17 |
| Exam and discussion | Explanation Practical + | snowball sample | Knowing how to choose a research sample | 2 | 18 |
| Exam and discussion | Explanation Practical + | honesty | Knowing how to verify the validity of the search tool | 2 | 19 |
| Exam and discussion | Explanation Practical + | stability | Knowing how to achieve search tool stability | 2 | 20 |
| Exam and discussion | Explanation Practical + | Documenting information | Knowing how to document source | 2 | 21 |

| | | | | | |
|---------------------|----------------------------|-------------------------|---|---|----|
| | | | information | | |
| | | exam | | 2 | 22 |
| Exam and discussion | Explanation Practical + | Documenting sources | Knowing how to document a scientific source | 2 | 23 |
| Exam and discussion | Explanation Practical + | Documentation elements | Knowing the most important elements of scientific documentation | 2 | 24 |
| Exam and discussion | Explanation Practical + | Content analysis | Knowing how to analyze the content of media material | 2 | 25 |
| Exam and discussion | Explanation Practical + | Content analysis steps | Knowing the stages of analysis | 2 | 26 |
| Exam and discussion | Explanation Practical + | Audience studies | Knowing how to collect information from the audience | 2 | 27 |
| Exam and discussion | Explanation Practical + | Questionnaire design | Knowing how to write a questionnaire | 2 | 28 |
| Exam and discussion | Explanation Practical + | Types of questionnaires | Knowing the types of questionnaires | 2 | 29 |
| | | exam | | 2 | 30 |

11. Course Evaluation

12. Learning and teaching resources

| | |
|--|--|
| Required textbooks (methodology, if available) | Saad Salman Al-Mashhadani: Scientific Research Methodology, Amman, Osama Publishing and Distribution House, 2019 |
| Primary references (sources) | Abdul Khaliq Muhammad Ali: Steps Towards Media Research, Beirut, Dar Al-Mahjah Al-Baydaa for Printing, 2010 |
| Recommended supporting books and references (scientific journals, reports, etc.) | Media Research Journals |
| Electronic references, websites | A Collection of Websites |

Course Description Form

1. Course Name: New Headway Plus (Intermediate)

| |
|---|
| 2. Course Code: |
| |
| 3. Semester / Year: yearly |
| |
| 4. Description Preparation Date:2024-2025 |
| |
| 5. Available Attendance Forms: In-person - online |
| |
| 6. Number of Credit Hours (Total) 56 / Number of Units (Total)28 |
| |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: Email: Dr. zubaida Samir - |
| 8. Course Objectives |
| Course Objectives - Develop basic English language skills (listening, speaking, reading, and writing) to facilitate understanding and analyzing media texts. - Enhance vocabulary and linguistic structures used in media fields, such as journalism, radio, television, and public relations. - Provide students with the language skills to understand and analyze global news and communicate with international media sources. - Introduce students to common English media terminology and use them correctly in professional contexts. |
| 9. Teaching and Learning Strategies |
| - Skill-based Learning: Focusing on developing the four language skills (listening, speaking, reading, and writing) in realistic media contexts. - Oral Presentations & Discussions: Encouraging students to give presentations in English on media topics, to enhance their expression and discussion skills. - Mini-Projects: Such as preparing press reports or media campaigns in English, with the goal of combining academic and practical content. |
| 10. Course Structure |

| Week | Hour | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-------------|-------------|---|-----------------------------|------------------------------|--------------------------|
| | 2 | Using auxiliary verbs | It's a wonderful world | Interactive Oral Activities | Oral Test |
| | 2 | Formulating questions and short answers | It's a wonderful world | Exercises | Short Questions |
| | 2 | Recognizing the names of objects and parts of sentences | It's a wonderful world | Interactive Oral Activities | Writing Sentences |
| | 2 | Distinguishing between sounds in pronunciation | It's a wonderful world | Exercises | Oral Test |
| | 2 | Distinguishing between the simple and continuous present tenses | Get happy | Interactive Dialogue | Written Assignment |
| | 2 | Using correct sentence structure | Get happy | Interactive Dialogue | Simple Grammar Test |
| | 2 | Learning vocabulary | Get happy | Interactive Dialogue | Written Assignment |
| | 2 | Using tenses | Telling tales | Group Reading | Written Assignment |
| | 2 | Reading texts | Telling tales | Story Analysis | Oral Test |
| | 2 | Learning terminology | Telling tales | Interactive Dialogue | Test |
| | 2 | Distinguishing between sounds in pronunciation | Telling tales | Exercises | Reading |
| | 2 | Using auxiliary verbs for the future | Doing the right thing | Simulating Social Situations | Optional Test |
| | 2 | Expressing obligation | Doing the right thing | Ethical Discussions | Expression Tests |
| | 2 | Expressing permission | Doing the right thing | Ethical Discussions | Expression Tests |
| | 1 | The four language learning outcomes | Exam | | Comprehensive Test |
| | 2 | Learning the names of nationalities | Doing the right thing | Ethical Discussions | Expression Tests |

| | | | | | |
|--|---|--|-----------------------|------------------------|--------------------|
| | 2 | Learning the names of countries | Doing the right thing | Ethical Discussions | Expression Tests |
| | 2 | Using the future tense | On the move | Role Playing | Grammar Test |
| | 2 | Using the future with the continuous tense | On the move | Role Playing | Grammar Test |
| | 2 | Describing the weather | On the move | Description | Oral Test |
| | 2 | Describing trip planning | On the move | Description | Oral Test |
| | 2 | Expressing intentions and plans | On the move | Planning | Oral Test |
| | 2 | Using questions | I just love it | Interviews | Tests |
| | 2 | Verbal patterns | I just love it | Interviews | Tests |
| | 2 | Describing food | I just love it | Descriptive Activities | Vocabulary Test |
| | 2 | Describing cities | I just love it | Picture Description | Vocabulary Test |
| | 2 | Describing people | I just love it | Picture Description | Vocabulary Test |
| | 2 | Distinguishing between tenses | The world of work | Tense Exercises | Exercises |
| | 2 | The passive voice | The world of work | Sentence Formation | Exercises |
| | 1 | The four language learning outcomes | Exam | | Comprehensive Test |

Course Description Form

| | |
|---|---|
| 1. : Course name | |
| Media management | |
| 2. :Course code | |
| | |
| 3. Semester/Year: Annual | |
| annual | |
| 4. Date this description was prepared | |
| 2024-10-1 | |
| 5. Available attendance forms: | |
| My weekly attendance | |
| 6. :Number of study hours (total) / Number of units (total) | |
| 60 | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Asst. Prof. Dr. Ibrahim Saber Abdel Aziz millimeter Sarmed Nazhan Hadi | |
| 8. Course objectives | |
| A- Cognitive objectives A1- The student should know about t .management of media institutions A2- The student should explain the m important theories of managemen administrative communication, and t .management process in media institution A3- The student should apply sor management theories and administrati .process in media institutions | 1. This course aims to give the student a complete idea about the subject of media organization management, and the main objective of this course is for the student to learn about the concept of management, the most important management theories, and the administrative process in media . organizations |

| | |
|--|--|
| <p>A4- The student should learn about the importance of management theories and the administrative process in media institutions.</p> <p>A5- The student should summarize a topic about a management theory and the administrative process in media institutions.</p> <p>A6- The student should appreciate the importance of studying the management media institutions in learning about the most important theories of management administrative communication, and the management process in media institutions.</p> <p>. B – Course specific skill objectives</p> <p>B1 – The student discusses issues of management, administrative communication and the management process in media institutions.</p> <p>B2 – Discussing with the student in a scientific manner everything related to the topic of management theories and the administrative process in media institutions.</p> <p>B3 – Pushing the student towards critical analytical thinking</p> <p>B4- Encouraging the student to write reports and research in the field of the course.</p> | |
| 9. Teaching and learning strategies | |
| | <p>Giving lectures (explanation and clarification) .1</p> <p>.Discussions within the lecture .2</p> <p>Encourage students to use the library .</p> |

| | | | | | |
|----------------------|-----------------|---------------------------|--|---------|----------|
| | | | .as one of the learning methods | | |
| 10. Course structure | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Watches | The week |
| | hours 2 theory | the first | Management concept and definitions | 2 | 1 |
| | hours 2 theory | the second | Presentation of management theories | 2 | 2 |
| | hours 2 theory | the third | The importance of management | 2 | 3 |
| | hours 2 theory | Fourth | Management and Media Jobs | 2 | 4 |
| | hours 2 theory | Fifth | The process Administrative in newspaper institutions | 2 | 5 |
| | hours 2 theory | Sixth | Media and creative activities | 2 | 6 |
| | hours 2 theory | Seventh | Challenges facing journalistic institutions | 2 | 7 |
| | | The eighth | First semester exam | 2 | 8 |
| | hours 2 theory | Ninth | Management jobs in newspaper organizations | 2 | 9 |
| | hours 2 theory | tenth | Planning in newspaper organizations | 2 | 10 |
| | hours 2 theory | eleventh | Organization in newspaper institutions | 2 | 11 |
| | hours 2 theory | twelfth | Administrative communication in newspaper institutions | 2 | 12 |
| | hours 2 theory | thirteenth | Guidance in newspaper | 2 | 13 |

| | | | | | |
|--|---------------------------|-----------------------|---|----------|-----------|
| | | | institutions | | |
| | hours 2 theory | fourteenth | Administrative control in newspaper institutions | 2 | 14 |
| | hours 2 theory | fifteenth | Issuing decisions in newspaper institutions | 2 | 15 |
| | hours 2 theory | Sixteenth | Evaluation in newspaper institutions | 2 | 16 |
| | | seventeenth | First semester final exam | 2 | 17 |
| | hours 2 theory | eighteenth | modern management | 2 | 18 |
| | hours 2 theory | nineteenth | The concept of media management | 2 | 19 |
| | hours 2 theory | Twenty | Media management mechanisms | 2 | 20 |
| | hours 2 theory | twenty-first | Flexibility in media management | 2 | 21 |
| | hours 2 theory | twenty-second | Training in media management | 2 | 22 |
| | hours 2 theory | twenty-third | Financing in newspaper institutions | 2 | 23 |
| | | twenty fourth | Second semester midterm exam | 2 | 24 |
| | hours 2 theory | twenty fifth | building in journalistic institutions | 2 | 25 |
| | hours 2 theory | twenty-sixth | Characteristics of the journalistic project | 2 | 26 |
| | hours 2 theory | twenty-seventh | The structure Organizational in newspaper institutions | 2 | 27 |
| | hours 2 theory | twenty-eighth | Types of structures | 2 | 28 |

| | | | | | |
|--|---------------------------|---------------------|---|----------|-----------|
| | | | Organizational in newspaper institutions | | |
| | hours 2 theory | twenty-ninth | apparatus in press institutions | 2 | 29 |
| | | thirty | Second semester final exam | 2 | 30 |

Course Description Form

| |
|---|
| 1. Course Name: |
| Rumor and propaganda |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| 2024/2025 |
| 4. Description Preparation Date: |
| 1/9/2024 |
| 5. Available Attendance Forms: |
| Class in person |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| (30)/number of units (2) |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: Email: M. Waqas Saadi Mahdi waqas.sadi@tu.edu.iq Mr.Qais Mahmoud Saleh : qais.saheh122@tu.edu.iq |
| 8. Course Objectives |

| | |
|--------------------------|--|
| Course Objectives | <p>□ 1- Knowing the basics of propaganda, rumors, psychological warfare and its types, and forming a future vision towards building models for propaganda campaigns</p> <p>□ 2- This course deals with the study of the rumor, its most important definitions, types, and objectives, a historical introduction to propaganda and its concept, the psychological foundations of propaganda, its laws, objectives, and divisions according to multiple and varied criteria, in addition to the methods of propaganda and its appeals, and the relationship of propaganda to other types of propaganda.</p> <p>□ 3- The course also addresses the historical introduction to psychological warfare, its concept, methods, means, and goals, and an overview of psychological warfare in the First and Second World Wars and the Cold War, in addition to the relationship of psychological warfare to patterns of psychological dealing such as propaganda, brainwashing, and political poisoning.</p> |
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| | | | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | 1- Explaining the importance of rumors and propaganda in our society and finding solutions to them in a scientific way 2- Acquiring analytical and critical skills and abilities by studying the course and comparing it to society 3- Preparing an educational plan for media students that keeps pace with the developments that Arab countries are enjoying in this field. | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 2 | Acquiring knowledge | Rumors | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Classification of rumours | Theoretical lectures, explanation and | Daily and monthly tests And final tests |

| | | | | | |
|---|---|---------------------|--------------------------------------|---|---|
| | | | | discussion, presented on the data show Brainstorm | |
| 1 | 2 | Acquiring knowledge | Rumor targets | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Rumor features | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Factors that helped spread rumors | Theoretical lectures, explanation and discussion, presented on the | Daily and monthly tests And final tests |

| | | | | | |
|---|---|---------------------|---|--|--|
| | | | | <p>data show</p> <p>Brainstorm</p> | |
| 1 | 2 | Acquiring knowledge | pillars of rumours | <p>Theoretical</p> <p>lectures,</p> <p>explanation and</p> <p>discussion,</p> <p>presented on the</p> <p>data show</p> <p>Brainstorm</p> | |
| 1 | 2 | Acquiring knowledge | <p>Mid exam</p> <p>First semester for</p> | <p>Theoretical</p> <p>lectures,</p> <p>explanation and</p> <p>discussion,</p> <p>presented on the</p> <p>data show</p> <p>Brainstorm</p> | <p>Daily and monthly</p> <p>tests</p> <p>And final tests</p> |
| 1 | 2 | Acquiring knowledge | Brainwashing and its goals | <p>Theoretical</p> <p>lectures,</p> <p>explanation and</p> <p>discussion,</p> <p>presented on the</p> <p>data show</p> | <p>Daily and monthly</p> <p>tests</p> <p>And final tests</p> |

| | | | | | |
|----------|----------|----------------------------|---|--|--|
| | | | | Brainstorm | |
| 1 | 2 | Acquiring knowledge | A historical introduction to advertising | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Psychological foundations of advertising | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | The concept of advertising and its definitions | Theoretical lectures, explanation and discussion, presented on the data show | Daily and monthly tests And final tests |

| | | | | | |
|---|---|---------------------|--|--|--|
| | | | | Brainstorm | |
| 1 | 2 | Acquiring knowledge | Psychological foundations of advertising | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Advertising methods and objectives | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Political propaganda | Theoretical lectures, explanation and discussion, presented on the data show | |

| | | | | | |
|---|---|---------------------|--|--|--|
| | | | | Brainstorm | |
| 1 | 2 | Acquiring knowledge | | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | End of first semester exam | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Concept and definitions of advertising | Theoretical lectures, explanation and discussion, presented on the data show | Daily and monthly tests And final tests |

| | | | | | |
|---|---|---------------------|--|--|--|
| | | | | Brainstorm | |
| 1 | 2 | Acquiring knowledge | Advantages of advertising | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Types of advertising and the factors that lead to its success | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Factors that led to the emergence of propaganda as a purposeful and organized activity | Theoretical lectures, explanation and discussion, presented on the data show | Daily and monthly tests And final tests |

| | | | | | |
|---|---|---------------------|---------------------------------|--|--|
| | | | | Brainstorm | |
| 1 | 2 | Acquiring knowledge | Advertising planning | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Methods of planning advertising | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Elements of propaganda work | Theoretical lectures, explanation and discussion, presented on the data show | Daily and monthly tests And final tests |

| | | | | | |
|---|---|---------------------|---|---|---|
| | | | | Brainstorm | |
| 1 | 2 | Acquiring knowledge | Mid exam Second semester | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Planning advertising on radio and television | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Radio and television in the face of counter- propaganda | Theoretical lectures, explanation and discussion, presented on the data show | Daily and monthly tests And final tests |

| | | | | | |
|---|---|---------------------|---------------------|---|---|
| | | | | Brainstorm | |
| 1 | 2 | Acquiring knowledge | Advertising means | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Advertising methods | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| 1 | 2 | Acquiring knowledge | Advertising methods | Theoretical lectures, explanation and discussion, presented on the data show | Daily and monthly tests And final tests |

| | | | | | |
|--|--|---------------------|-----------------------------|--|--|
| | | | | Brainstorm | |
| | | Acquiring knowledge | Advertising planning steps | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | |
| | | Acquiring knowledge | Advertising objectives | Theoretical lectures, explanation and discussion, presented on the data show Brainstorm | Daily and monthly tests And final tests |
| | | Acquiring knowledge | End of second semester exam | Theoretical lectures, explanation and discussion, presented on the data show | Daily and monthly tests And final tests |

| | | | | | |
|--|--|--|--|------------|--|
| | | | | Brainstorm | |
| | | | | | |

11. Course evaluation

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, research papers, etc.

Evaluation is done through:

- 1– Discussion by asking questions about the lecture topic.
- 2– Quick tests and brainstorming.
- 3– Daily preparation for the lecture.
- 4– Daily preparation, discussion and daily activity.
- 5– Participate in the lecture and observe the student's behavior.
- 6– A written exam at the end of each semester

12. Learning and teaching resources

| | |
|---|---|
| Required textbooks (methodology, if any) | Propaganda and psychological warfare: Al-Dalaeen, Nidal Falah and others Psychological warfare: Sumaisem, Hamida |
| Main references (sources) | Psychological warfare and terrorism, A. Yassin Taha Musa |
| Recommended supporting books and references (scientific journals, reports....) | Psychological warfare, opinion and belief: Nasr, Salah |

| | |
|--|--|
| | Bombarding minds: Taylor, Philip, translation, Sami Khashaba Propaganda and Persuasion: Al-Abd, Atef Al-Adly |
| Electronic references, Internet sites | The most important specialized websites concerned with topics of propaganda, rumors, and psychological warfare at the present time. |

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| Electronic journalism | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: quarterly | |
| | |
| 4. Description Preparation Date: | |
| 1/10/2024 | |
| 5. Available Attendance Forms: | |
| : Live attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Hours90 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name:Yasmeen khalid khadaer | |
| Email: yasminkhal@tu.edu.iq | |
| 8. Course Objectives | |
| <p>Course Objectives</p> <p>Defining the basics of electronic journalism in general.</p> <p>Defining the basics of electronic newspapers in particular.</p> <p>Defining the most important technologies associated with electronic journalism</p> <p>Providing students with the skill of electronic journalism.</p> <p>Preparing and qualifying specialized students to meet the requirements of work in the private and public sectors in the field of electronic journalism through</p> <p>Diversifying learning and teaching methods and training students to apply the acquired knowledge and skills.</p> <p>Preparing a stimulating environment for faculty</p> | <ul style="list-style-type: none"> • • • |

| members to develop their educational and research knowledge and skills. - Building and developing partnerships with government and private sectors and society in all its various institutions. | | | | | |
|---|-------|----------------------------|---|-----------------|---|
| 9. Teaching and Learning Strategies | | | | | |
| Strategy 1-Discussion and dialogue. 2-Scientific trips. 3-E-learning and displaying distinguished models in the field of electronic journalism through the electronic class. | | | <ul style="list-style-type: none">- Explanation and clarification through lectures.- Method of presenting scientific materials using display devices: data show, smart boards.- Self-learning through homework and mini-projects within lectures.- Graduation projects and scientific visits | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 3 | | Electronic publishing and definition of electronic journalism | theoretical | Oral exams |
| 2 | 3 | | The concept of electronic journalism | theoretical | Oral exams |
| 3 | 3 | | The emergence and development of electronic journalism | Theoretical | Oral exams |
| 4 | 3 | | The emergence of Arab electronic journalism | Theoretical | Oral exams |
| 5 | 3 | | Definitions by which the concept of electronic journalism can be defined | Theoretical | Scientific reports. |
| 6 | 3 | | The concept of electronic journalism | Theoretical | Student participation in discussions during lectures (theoretical and practical). |
| 7 | 3 | | First exam | | Written test |
| 8 | 3 | | Types of electronic journalism | Theoretical | Oral exams |
| 9 | 3 | | Disadvantages of electronic journalism | Theoretical | Student participation in discussions during lectures (theoretical and |

| | | | | | |
|----|---|--|---|-------------|---|
| | | | | | practical). |
| 10 | 3 | | Characteristics of electronic journalism | Theoretical | Student participation in discussions during lectures (theoretical and practical). |
| 11 | 3 | | Skills that an electronic journalist must master in electronic journalism | Theoretical | Student participation in discussions during lectures (theoretical and practical). |
| 12 | 3 | | Disadvantages of electronic journalism | Theoretical | Oral exams |
| 13 | 3 | | Determinants of electronic newspapers | Theoretical | Oral exams |
| 14 | 3 | | Skills that an electronic journalist must master in electronic journalism | Theoretical | Oral exams |
| 15 | 3 | | Trends in the relationship between the printed newspaper and the electronic newspaper | Theoretical | Oral exams |
| 16 | 3 | | Second exam | | Written test |
| 17 | 3 | | Electronic journalism services | Theoretical | Oral exams |
| 18 | 3 | | Advantages of electronic newspaper design | Theoretical | Oral exams |
| 19 | 3 | | Electronic journalism audience | Theoretical | Oral exams |
| 20 | 3 | | Professional and ethical standards in electronic journalism | Theoretical | Oral exams |
| 21 | 3 | | Types of news sites | Theoretical | Oral exams |
| 22 | 3 | | Virtual communities | Theoretical | Oral exams |

| | | | | | |
|----|---|--|---|-------------|---|
| 23 | 3 | | Characteristics of virtual communities | Theoretical | Oral exams |
| 24 | 3 | | Objectives of virtual communities | Theoretical | Oral exams |
| 25 | 3 | | Third exam | | Written test |
| 26 | 3 | | The concept of social networking sites - the emergence of social networking sites | theoretical | Oral exams |
| 27 | 3 | | Characteristics of social networking sites | theoretical | Oral exams |
| 28 | 3 | | Definition of news site | theoretical | Oral exams |
| 29 | 3 | | Positive and negative effects of social networking sites | theoretical | Oral exams |
| 30 | 3 | | Competition between electronic journalism and social networking sites | theoretical | Student participation in discussions during lectures (theoretical and practical). |

Course Description Form

| | |
|--|-------|
| 1. Course Name: | |
| Language applications | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| | |
| 4. Description Preparation Date: | |
| | |
| 5. Available Attendance Forms: | |
| In person | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 2 hours per week and 4 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. Prof. Dr. Adnan Khaled Fadl Email: | |
| 8. Course Objectives | |
| Course Objectives Teaching students the basics of the Arabic language and the language of the media in particular. And forming a solid linguistic ability through which students can benefit from the language. To become familiar with the objectives of the prescribed subject in all its aspects. | |
| 9. Teaching and Learning Strategies | |
| Strategy | |

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|---------|---|--|-----------------|-------------------|
| 1. | 2 hours | Learn about the applications of language and its nature | The concept of linguistic applications | | |
| 2. | | The method of deriving nouns | Derivatives | | |
| 3. | | Knowing the form of the noun | Active participle | | |
| 4. | | Knowing the form and types of sources | Infinitive | | |
| 5. | | Forming the passive participle and its function | Passive participle | | |
| 6. | | Knowing punctuation marks | Punctuation marks | | |

| | | | | | |
|-----|--|--|-------------------------------|--|--|
| 7. | | The importance of punctuation marks in media texts | Punctuation marks | | |
| 8. | | Types of Alif in the Arabic language | Types of Alif | | |
| 9. | | Cases of deleting and adding Alif | Deletion and addition of Alif | | |
| 10. | | Cases of deleting and adding Waw | Deletion and addition of Waw | | |
| 11. | | Formulating the comparative verb and its function | Superlatives | | |
| 12. | | Types of demonstrative pronouns and their drawing | Demonstratives | | |

| | | | | | |
|-----|--|--|---------------------|--|--|
| 13. | | Formulating and using the trilateral verb | Trilateral Verbs | | |
| 14. | | Formulating and using the quadrilateral verb | Quadrilateral Verbs | | |
| 15. | | Formulating and using the adjective | adjectives | | |
| 16. | | Interrogative and its types | Interrogative | | |
| 17. | | What is the extra letter and its uses | Ma Extra | | |
| 18. | | Method of connecting speech | Conjunctions | | |

| | | | | | |
|-----|--|--|---------------------------|--|--|
| 19. | | Written evaluation | First Semester Final Exam | | |
| 20. | | Standard and auditory forms of praise | Praise | | |
| 21. | | Methods of writing journalistic and non-journalistic reports | Report writing | | |
| 22. | | Linguistic skills in writing | Language skills | | |
| 23. | | Types of tanween in nouns | Types and uses of Tanween | | |
| 24. | | Recognizing the style of blame | Centric style | | |

| | | | | | |
|-----|--|---|---------------------|--|--|
| 25. | | Recognizing the style of preference | Superlative style | | |
| 26. | | Types and rules of the vocative | Calling | | |
| 27. | | Alif at the beginning, middle and end of the word | Soft Alif | | |
| 28. | | Written evaluation | Second Midterm Exam | | |
| 29. | | Review and evaluation | Material Review | | |
| 30. | | Oral evaluation | Oral Exam | | |

| | |
|---|-------------------|
| 11. | Course Evaluation |
| .(Written exam (mid-first semester. .(Written exam (end of first semester .2 | |

| | |
|--|---|
| .(Written exam (mid-second semester .3 .(Written exam (end of second semester .4 5. Conducting an oral exam in each semester | |
| .2 Learning and teaching resources | |
| Required textbooks (methodology if any) | 1-Nahw Al-Wafi, written by: Ayman Amin - Abdel-Ghani - Reviewed by: Prof. Dr. Ramadan Abdel-Tawab, Dar Al-Kotob Al-Ilmiyyah, Beirut, Lebanon 2- Wadih in Arabic Spelling, written by: -2 Farqan Muhammad Al-Farkh 3- Language Production in Media Texts, written by: Prof. Dr. Mahmoud Khalil, Arab House Publishing, Cairo |
| Main References (Sources) | |
| Recommended supporting books and references (scientific journals, reports, etc.) | All available in language and literature |
| Electronic references, websites | Arabic language site, media language |

Course Description Form

| | | |
|------------------------------|---|---------------------------|
| 12. | Course Name: | |
| | | The art of news reporting |
| 13. | Course Code: | |
| | | |
| 14. | Semester / Year: | |
| | | 2024-2025 |
| 15. | Description Preparation Date: | |
| | | 13-2-2025 |
| 16. | Available Attendance Forms: | |
| | | Lectures in class |
| 17. | Number of Credit Hours (Total) / Number of Units (Total) | |
| | | 60 |
| 18. | Course administrator's name (mention all, if more than one name) | |
| | | Name: Dr. Ahmed Mahdi |
| 19. Course Objectives | | |
| Course Objectives | <p>The course aims to precisely define the concept of broadcasting and television technologies and to identify their characteristics that distinguish them from other communication activities. This will enable students to understand broadcasting and television technologies in a new way, along with the terminology used, to empower them for optimal use and application at a professional level. Additionally, it focuses on critical evaluation at a theoretical level (study and research), positive reception and exposure, and achieving the highest levels of benefit and utility.</p> | |

20. Teaching and Learning Strategies

| | |
|---|---|
| <p>Strategy</p> | <p>Familiarity with the terminology and concepts of radio and television technologies and their methods of use.</p> <ul style="list-style-type: none"> - Definition of digital and analog broadcasting, the difference between them, and the concepts of virtual and augmented television. - Definition of types and stages of television development, including interactive television, cable television, and fiber optics, and their role in advancing radio and television broadcasting. - Awareness of the latest technological developments in the field of radio and television production. - Enhancing students' abilities to use radio and television technologies. - Improving students' knowledge of the parts and uses of all radio and television technologies inside and outside studios. - Training students to produce various television arts with the available technology. <p>Training students on editing raw material using computer software programs.</p> |
| <p>Learning and teaching methods</p> | <ul style="list-style-type: none"> - Theoretical Lectures - Use of electronic presentation methods and sharing experiences - Training videos within the studios - Visits to a television channel |

| Course Structure | | | | | |
|------------------|-------|---|--|--|--|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1. | 2 | The student understands the concept of Broadcasting and Television Technologies | Concept of Broadcasting and Television Technologies | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 2. | 2 | The student Knows what are Stages of Development of Technologies in Broadcasting and Television | Stages of Development of Technologies in Broadcasting and Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 3. | 2 | The student understands how to employ the functions of technologies | Functions of Technologies in Broadcasting and Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |

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|----|---|--|--|--|---|
| 4. | 2 | e student erstands idea ut the topic | Utilizing Technologies in Program Production | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 5. | 2 | e student Knows about Broadcasting Technologies Inside and Outside Studios | Broadcasting Technologies Inside and Outside Studios | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 6. | 2 | e student Knows what are the Television Technologies Inside and Outside Studios | Television Technologies Inside and Outside Studios | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 7. | 2 | e student erstands idea ut the topic | Editing Techniques in Broadcasting and Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 8. | 2 | e student ognizes the ecting chniques | Directing Techniques in Broadcasting and Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 9. | 2 | e student erstands the | Microphones in Broadcasting | Delivering lectures, discussions, | The written and oral tests and direct |

| | | | | | |
|-----|---|---|---|--|--|
| | | mechanism of operation | | and conducting practical training in person. | questions. |
| 10. | | the student understands the role of cameras in television | Cameras in Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 11. | 2 | the student learns | Effects in Broadcasting and Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 12. | 2 | the student knows | Technical and Artistic Terminology in Broadcasting and Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 13. | 2 | the student learns | Newsroom Technologies in Broadcasting and Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 14. | 2 | the student knows | Digital and Analog Broadcasting and External Television Transmission Technologies | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |

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|-----|---|--|--|--|---|
| | | | | | |
| 15. | The end of the 1st Semester | | | | |
| 16. | 2 | the student Understands Control Rooms in Broadcasting and Television | Control Rooms in Broadcasting and Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 17. | 2 | the student understands the camera movement | Camera Movement and Types of Shots | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 18. | 2 | the student knows the lighting techniques | Lighting Techniques in Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 19. | 2 | the student understands the décor techniques | Decor Techniques in Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 20. | 2 | the student recognises | Audio and Visual Recording Means and Tools | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |

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|-----|---|--|---|--|--|
| 21. | 2 | the student recognises | Interactive and High-Definition Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 22. | 2 | the student understands the idea about the topic | Satellite Broadcasting and Radio | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 23. | 2 | the student knows what is the soundproofing | Soundproofing in Broadcasting and Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 24. | 2 | the student knows | Script and Screenplay Writing Techniques | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 25. | 2 | the student knows | Broadcasting Room in Broadcasting and Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 26. | 2 | the student learns archiving techniques | Archiving Techniques in Broadcasting and Television | Delivering lectures, discussions, and conducting | The written and oral tests and direct questions. |

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|---|-------------------|---|---|--|--|
| | | | | practical training in person. | |
| 27. | 2 | enable the student to realize the importance of | Optical Fibers and Transmission/Reception Technologies | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 28. | 2 | the student knows what is the Knows | Internet Radio | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 29. | 2 | the student learns | Cable Television | Delivering lectures, discussions, and conducting practical training in person. | The written and oral tests and direct questions. |
| 30. | Final Examination | | | | |
| 21. Course Evaluation | | | | | |
| Assessment Methods - First Exam (10) - Practical and Daily Assignments (10) - Second Exam (10) - Practical and Daily Assignments (10) - Final Semester Exam (60) | | | | | |
| 22. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | Production of Programs for Studio and Television, by Al-Jiooshi, Dar Al-Kitab Al-Jami'i, Al-Ain, United Arab Emirates, 2017 | | |

| | |
|--|--|
| Main references (sources) | Modern Television Techniques and the Form and Content of Programs, by Jabbar Al-Abidi, Abadi Center for Studies and Publishing, 1996, Sana'a |
| Recommended books and references (scientific journals, reports...) | Arab Broadcasting Magazine, Arab Broadcasting Magazine - Scientific Researcher Journal, Television Production - Dayman Abdul Rahman, 2016 |
| Electronic References, Websites | Website of the Arab Organization for Education, Culture, and Science (UNESCO) |
| 13. Course Development Plan: 1. Address modern broadcasting and television technology topics. 2. Review the latest scientific and technological developments in the field of television technologies and incorporate them into the curriculum. 3. Participate in courses and workshops related to television production. 4. Organize visits to television institutions. | |

Course Description Form

| | |
|--|-------|
| 1. Course Name: | |
| scenario | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| Year | |
| 4. Description Preparation Date: | |
| 1-10-2024 | |
| 5. Available Attendance Forms: | |
| Theoretical + Practical | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 60 | |
| 7. Course administrator's name (mention all, if more than one name) | |

Mr. Sohaib Mahdi Saleh

Mr. Naser Nihad Kamil

8. Course Objectives

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|--|---|
| <p>.1 Define the basics of a scenario in general</p> <p>.2 Defining the basics of a particular successful scenario</p> <p>.3 Defining the most important conditions must be met by a screenwriter</p> <p>.4 Providing students with the skill to criticize and follow up on scenarios published in the media</p> <p>.5 Defining the basics of dramatic construction</p> <p>.6 Definition of the method of writing a scenario</p> | <p>A- Cognitive objectives</p> <p>A1- The student learns the stages of a scenario according to the curriculum</p> <p>A2- Gaining the greatest amount of knowledge about the subject</p> <p>A3- Identifying the correct methods for writing a scenario</p> <p>A4- To understand the most important foundations and rules for choosing a suitable scenario for publication in the media</p> <p>A5- Knowing the concepts and terms related to dramatic construction</p> <p>: B – Program specific skill objectives</p> <p>B1--Empowering the student mentally through training, practice and learning</p> <p>B2 – Training the student on the basics of writing for radio and television scripts</p> <p>B3 – Training on the diversity of writing scenarios according to the different media</p> <p>:C- Emotional and value-based goals</p> <p>A1- Encouraging students to work together forming groups to create a scenario about a specific issue</p> <p>A2- Encouraging students to read books specialized in the field of dramatic construction</p> <p>A3- Encouraging students to learn about</p> |
|--|---|

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|-------------------------------------|---|----------------------------|---|-----------------|----------------------------------|
| | | | the successful experiences of Arab and .foreign writers | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | 1- Discussion and dialogue. 2- Practical training. 3- Scientific trips. 4- E-learning and presenting distinguished models in dramatic construction through the electronic classroom. A. Scientific discussion, dialogue, and the use of modern technologies for comprehension and benefit from websites, electronic and paper books. B. Developing the creative side of students and urging them to keep pace with the technical development of the subject. Encourage students to participate in various exhibitions. | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 2 | Scenario | The first beginnings of the scenario | theoretical | Students' answers in the lecture |
| 2 | 2 | Scenario | Scenario definition and conditions | theoretical | Students' answers in the lecture |
| 3 | 2 | Scenario | Screenwriter Terms | theoretical | Students' answers in the lecture |

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|---|---|----------|--|-------------|----------------------------------|
| 4 | 2 | Scenario | Screenwriting Template | practical | Written samples from students |
| 5 | 2 | Scenario | Characteristics of a successful text | theoretical | Students' answers in the lecture |
| 6 | 2 | Scenario | Screenwriting app | practical | Written samples from students |
| 7 | 2 | Scenario | Dramatic structure in the scenario | theoretical | Students' answers in the lecture |
| 8 | 2 | Scenario | Types of dialogue | theoretical | Students' answers in the lecture |
| 9 | 2 | Scenario | Application of dramatic construction in the scenario | practical | Written samples from students |

| | | | | | |
|-----------|----------|-----------------|---|--------------------|---|
| 10 | 2 | Scenario | Application of dialogue in the scenario | practical | Written samples from students |
| 11 | 2 | Scenario | TV drama | theoretical | Students' answers in the lecture |
| 12 | 2 | Scenario | Application of television drama and writing it within the scenario forms | practical | Written samples from students |
| 13 | 2 | Scenario | Decoupage | theoretical | Students' answers in the lecture |
| 14 | 2 | Scenario | Application of decoupage in the scenario | practical | Written samples from students |
| 15 | 2 | Scenario | Elements and components of a successful scenario | theoretical | Students' answers in the lecture |

| | | | | | |
|-----------|----------|-----------------|--|--------------------|---|
| 16 | 2 | Scenario | TV directing | theoretical | Students' answers in the lecture |
| 17 | 2 | Scenario | Application of television directing in the scenario | practical | Writing Outcomes for Students |
| 18 | 2 | Scenario | Freehand script writing | practical | Writing Outcomes for Students |
| 19 | 2 | Scenario | Programming forms | theoretical | Students' answers in the lecture |
| 20 | 2 | Scenario | Free form programming training | practical | Writing Outcomes for Students |
| 21 | 2 | Scenario | Freeform screenwriting | practical | Writing Outcomes for Students |

| | | | | | |
|----|---|----------|---|-------------|----------------------------------|
| 22 | 2 | Scenario | Interview programs | theoretical | Students' answers in the lecture |
| 23 | 2 | Scenario | Writing interview scripts | practical | Writing Outcomes for Students |
| 24 | 2 | Scenario | Writing different interview formats in the script | practical | Writing styles for students |
| 25 | 2 | Scenario | TV scenario | theoretical | Students' answers in the lecture |
| 26 | 2 | Scenario | Character movement in time and space | theoretical | Students' answers in the lecture |
| 27 | 2 | Scenario | TV script writing | practical | Learning outcomes |

| | | | | | |
|-----------|----------|-----------------|---|--------------------|------------------------------|
| 28 | 2 | Scenario | Writing time– sensitive movement in a screenplay | practical | Learning outcomes |
| 29 | 2 | Scenario | Writing the movement specific to the place in the script | practical | Learning outcomes |
| 30 | 2 | Scenario | a test | theoretical | Test results |

Course Description Form

| | |
|---|---|
| 1. : Course name | |
| Lectures on radio and television journalism | |
| 2. : Course code | |
| Code: M E W 35 | |
| 3. the chapter | |
| Fourth stage , academic year 2023-2024 / | |
| 4. Date this description was prepared | |
| 2024/9/1 | |
| 5. Available attendance forms: | |
| My presence | |
| 6. :Number of study hours (total) / Number of units (total) | |
| Units 4 (hours per week 2) | |
| 7. Course Instructor Name | |
| Dr. Khamis Mohammed Karhout | |
| 8. Course objectives | |
| <p>The student designs research plans and projects, based on his knowledge of how to obtain various sources from information institutions</p> <p>He can follow up through information technology and knowledge of the sources to access information knowledge, course outcomes, teaching, learning and evaluation methods</p> | <p>. The student learns the basics of information sources .1</p> <p>The student can obtain information from various sources</p> <p>Identify information sources and how to document and deal with them</p> |
| 9. Teaching and learning strategies | |
| <p>D1- Linking the subject of information technology to the real and actual problems existing in society and trying to find solutions for them through technology</p> <p>D2. Investing students' knowledge of information technology</p> | <p>1d - General and transferable skills (other skills related to employability and personal development)</p> <p>In solving problems he encounters on his own without the help of others, the student designs the correct methods to understand the role of these institutions, using all available means to obtain information</p> <p>The student can provide a clear explanation of the importance of the information and how to benefit from it</p> |

| 10. Course structure | | | | | |
|----------------------|-------------------------|--|---|---------|------|
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | watches | week |
| Exam - Discussion | Explanation - Practical | The concept of journalism Radio and television | Understanding the concept of radio and television journalism | 2 | 1 |
| Exam - Discussion | Explanation - Practical | Radio and television journalism jobs | Learn about the roles of radio journalism | 2 | 2 |
| Exam - Discussion | Explanation - Practical | Objectives of radio and television journalism | Defining the objectives of radio and television journalism | 2 | 3 |
| Exam - Discussion | Explanation - Practical | Radio and television press templates | Knowing the templates used in radio and television journalism | 2 | 4 |
| Exam - Discussion | Explanation - Practical | Production of public and private publications | to produce Learn public and private newsletters | 2 | 5 |
| Exam - Discussion | Explanation - Practical | Magazine production and preparation | in Acquire skills producing radio and television magazines | 2 | 6 |
| Exam - Discussion | Explanation - Practical | Preparing programs, newspaper quotes and weather forecasts | Preparing news programs | 2 | 7 |
| Exam - Discussion | Explanation - Practical | monthly exam | Knowledge assessment through a monthly exam | - | 8 |
| Exam - Discussion | Explanation - Practical | News commentary and news analysis | Understanding the basics of news commentary and analysis | 2 | 9 |
| Exam - Discussion | Explanation - Practical | television press broadcasters | Learn about the role of radio and television broadcasters | 2 | 10 |
| Exam - Discussion | Explanation - Practical | News programs on radio and television | Understanding the news nature of on radio programs and television | 2 | 11 |
| Exam - Discussion | Explanation - Practical | Political programs on radio and television | Analysis of political programs on radio and television | 2 | 12 |
| Exam - Discussion | Explanation - Practical | talk shows on radio and television | Study of talk shows on radio and television | 2 | 13 |
| Exam - Discussion | Explanation - Practical | Production of news bulletins and briefs | Developing skills in producing mandatory bulletins and briefs | 2 | 14 |
| Exam - | Explanation - | News coverage on | Understanding news | 2 | 15 |

| | | | | | |
|---|-------------------------|--|--|---|----|
| Discussion | Practical | radio and television | coverage techniques | | |
| Exam - Discussion | Explanation - Practical | monthly exam | Assess understanding through a monthly exam | - | 16 |
| Exam - Discussion | Explanation - Practical | Mid-year holiday | - | | 17 |
| Exam - Discussion | Explanation - Practical | News Service ((Sabbatical | Understanding the role of the Sabbatical News Service | 2 | 18 |
| Exam - Discussion | Explanation - Practical | News coverage on radio and television (concept) | Study the concept of news coverage | 2 | 19 |
| Exam - Discussion | Explanation - Practical | Types and standards of news coverage | Knowing the types of news coverage standards | 2 | 20 |
| Exam - Discussion | Explanation - Practical | Documentary programs concept | Understanding the concept of documentaries | 2 | 21 |
| Exam - Discussion | Explanation - Practical | Characteristics and features of documentaries | and features of documentaries | 2 | 22 |
| Exam - Discussion | Explanation - Practical | Types of documentary programs | Classification of documentary types | 2 | 23 |
| Exam - Discussion | Explanation - Practical | programs (concept) | Understanding the concept of recording programs | 2 | 24 |
| Exam - Discussion | Explanation - Practical | monthly exam | Knowledge assessment through monthly exam | - | 25 |
| Exam - Discussion | Explanation - Practical | Scenario and dialogue in documentary programs | and dialogue writing skills | 2 | 26 |
| Exam - Discussion | Explanation - Practical | Production of documentary programs | Acquire skills in producing documentary programs | 2 | 27 |
| Exam - Discussion | Explanation - Practical | Text in News Programs (Terms and (Specifications | Understanding the terms and specifications of news texts | 2 | 28 |
| Exam - Discussion | Explanation - Practical | Writing and commenting on the news photo | Develop writing skills to comment on news photos | 2 | 29 |
| Exam - Discussion | Explanation - Practical | monthly exam | Knowledge assessment through a monthly exam | - | 30 |
| 11. Course Evaluation | | | | | |
| .1 .Exam - (mid-term of the first semester) | | | | | |

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|---|---|
| .2 | .Exam (end of first semester) |
| .3 | .Exam (mid-semester of the second semester) |
| .4 | .Exam (end of second semester) |
| 12. Learning and teaching resources | |
| Lectures on Radio and Television Journalism , Abdullah Hadi Al-Aithawi , Dar Al-Andalus Baghdad 2018 | Required textbooks (methodology if any) |
| 3. Introduction to Documentary Filmmaking, Dr. Al-Arqam Muhammad Al-Jilani, Sudan Currency Printing Company Limited, 2009 4. Talk shows on radio and television , Dr. Kamal Al-Hajj, Syrian Virtual University Publications 2020 | references (sources) |
| The Art of Writing News - Dr. Abdul Sattar Jawad, Amman, Majdalawi Publishing a Distribution House, 2001 | Recommended supporting books and references (scientific journals, reports, etc.) |
| | Electronic references , websites |

Course Description Form

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|---|
| 1. Course Name: New Headway Plus (upper-Intermediate) |
| |
| 2. Course Code: |
| |
| 3. Semester / Year: yearly |
| |
| |
| 4. Description Preparation Date:2024-2025 |
| |
| 5. Available Attendance Forms: In-person - online |
| |
| 6. Number of Credit Hours (Total) 56 / Number of Units (Total)28 |
| |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: Email: Dr. zubaida Samir - |

8. Course Objectives

Course Objectives

- Develop basic English language skills (listening, speaking, reading, and writing) to facilitate understanding and analyzing media texts.
- Enhance vocabulary and linguistic structures used in media fields, such as journalism, radio, television, and public relations.
- Provide students with the language skills to understand and analyze global news and communicate with international media sources.
- Introduce students to common English media terminology and use them correctly in professional contexts.

9. Teaching and Learning Strategies

- Skill-based Learning:

Focusing on developing the four language skills (listening, speaking, reading, and writing) in realistic media contexts.

- Oral Presentations & Discussions:

Encouraging students to give presentations in English on media topics, to enhance their expression and discussion skills.

- Mini-Projects:

Such as preparing press reports or media campaigns in English, with the goal of combining academic and practical content.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|-----------------------|------------------------|--------------------------------------|
| | 2 | Tenses | No place like home | Discussions | Written Test |
| | 2 | Distinguishing between tenses | No place like home | Sentence Exercises | Written Test |
| | 2 | Using the passive voice | No place like home | Sentence Exercises | Written Test |
| | 2 | Using informal language in conversations | No place like home | Sentence Exercises | Informal Language Listening Exercise |
| | 2 | Present continuous | Been there, Done that | Experience Narration | Written Test |
| | 2 | Talking about experiences and travel | Been there, Done that | Interactive Activities | Oral Exercises |
| | 2 | Using comprehensive | Been there, Done that | Story Analysis | Oral Exercises |

| | | | | | |
|--|---|---|------------------------------|---|--|
| | | and general expressions | | | |
| | 2 | Using narrative tenses | What a story | Tense Exercises | Writing Examples |
| | 2 | Simple past | What a story | Tense Exercises | Writing Examples |
| | 2 | Continuous and perfect | What a story | Exercises | Writing Examples |
| | 2 | Expressing exclamation | What a story | Exercises | Simulation Roles |
| | 2 | Expressing surprise | What a story | Debates | Simulation Roles |
| | 2 | Formulating questions | Nothing but the truth | Dialogue | Oral Tests |
| | 2 | Properly negating | Nothing but the truth | | Oral Tests |
| | 1 | Four learning outcomes | Exam | Exercises | Written Test |
| | 2 | Using question expressions | Nothing but the truth | Discussion on Media Developments | Multiple-Choice Test |
| | 2 | Using future tenses | An eye to the future | Discussion on Media Developments | Essay Writing |
| | 2 | Using future vocabulary | An eye to the future | Discussion on Media Developments | Essay Writing |
| | 2 | Expressing expectations | An eye to the future | Discussion on Media Developments | Conversation Between Two Students |
| | 2 | Expressing future plans | An eye to the future | Discussion on Media Developments | Conversation Between Two Students |
| | 2 | Using quantitative expressions | Making it Big | Discussion on Media Developments | Essay |
| | 2 | Using informal language to describe quantities | Making it Big | Analysis | Conversation Between Two Students |
| | 2 | Distinguishing between verbs of possibility | Getting on together | Comparison Activities | Oral Conversation |
| | 2 | Description | Getting on together | Interactive Activities | Oral Conversation |

| | | | | | |
|--|---|---|----------------------------|---------------------------|--------------------------|
| | 2 | Expressing doubt and possibility | Getting on together | Image Analysis | Oral Conversation |
| | 2 | Linguistic interaction | Getting on together | Group Discussions | Text Test |
| | 2 | Distinguishing between regular and strong adjectives | Going to Extremes | Language Exercises | Oral Description |
| | 2 | Using emphasis | Going to Extremes | Group Discussion | Text Test |
| | 2 | Talking about extreme situations | Going to Extremes | Written Activities | Oral Description |
| | 1 | Four learning outcomes | Exam | | Written Test |

Course Description Form

| | |
|--|----------------------|
| 1. Course Name: Electronic journalism | |
| | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: quarterly | |
| | |
| 4. Description Preparation Date: : 1/10/2024 | |
| | |
| 5. Available Attendance Forms: : Live attendance | |
| | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Hours90 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Email: yasminkhalid @tu.edu.iq Yasmeen khalid khadaer | |
| 8. Course Objectives | |
| Course Objectives Defining the basics of electronic journalism in general. Defining the basics of electronic newspapers in particular. Defining the most important technologies associated with electronic journalism Providing students with the skill of electronic journalism. Preparing and qualifying specialized students to meet the requirements of work in the private and public sectors in the field of electronic journalism through Diversifying learning and teaching methods and training students to apply the acquired knowledge | • • • |

| | | | | | |
|--|--------------|-----------------------------------|--|------------------------|---|
| and skills. Preparing a stimulating environment for faculty members to develop their educational and research knowledge and skills. - Building and developing partnerships with government and private sectors and society in all its various institutions. | | | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy 1-Discussion and dialogue. 2-Scientific trips. 3-E-learning and displaying distinguished models in the field of electronic journalism through the electronic class. | | | - Explanation and clarification through lectures. - Method of presenting scientific materials using display devices: data show, smart boards. - Self-learning through homework and mini-projects within lectures. - Graduation projects and scientific visits | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 3 | | Electronic publishing and definition of electronic journalism | theoretical | Oral exams |
| 2 | 3 | | The concept of electronic journalism | theoretical | Oral exams |
| 3 | 3 | | The emergence and development of electronic journalism | Theoretical | Oral exams |
| 4 | 3 | | The emergence of Arab electronic journalism | Theoretical | Oral exams |
| 5 | 3 | | Definitions by which the concept of electronic journalism can be defined | Theoretical | Scientific reports. |
| 6 | 3 | | The concept of electronic journalism | Theoretical | Student participation in discussions during lectures (theoretical and practical). |
| 7 | 3 | | First exam | | Written test |
| 8 | 3 | | Types of electronic journalism | Theoretical | Oral exams |
| 9 | 3 | | Disadvantages of electronic journalism | Theoretical | Student participation in discussions |

| | | | | | |
|----|---|--|---|-------------|---|
| | | | | | during lectures (theoretical and practical). |
| 10 | 3 | | Characteristics of electronic journalism | Theoretical | Student participation in discussions during lectures (theoretical and practical). |
| 11 | 3 | | Skills that an electronic journalist must master in electronic journalism | Theoretical | Student participation in discussions during lectures (theoretical and practical). |
| 12 | 3 | | Disadvantages of electronic journalism | Theoretical | Oral exams |
| 13 | 3 | | Determinants of electronic newspapers | Theoretical | Oral exams |
| 14 | 3 | | Skills that an electronic journalist must master in electronic journalism | Theoretical | Oral exams |
| 15 | 3 | | Trends in the relationship between the printed newspaper and the electronic newspaper | Theoretical | Oral exams |
| 16 | 3 | | Second exam | | Written test |
| 17 | 3 | | Electronic journalism services | Theoretical | Oral exams |
| 18 | 3 | | Advantages of electronic newspaper design | Theoretical | Oral exams |
| 19 | 3 | | Electronic journalism audience | Theoretical | Oral exams |
| 20 | 3 | | Professional and ethical standards in electronic journalism | Theoretical | Oral exams |
| 21 | 3 | | Types of news sites | Theoretical | Oral exams |
| 22 | 3 | | Virtual communities | Theoretical | Oral exams |

| | | | | | |
|----|---|--|---|-------------|---|
| 23 | 3 | | Characteristics of virtual communities | Theoretical | Oral exams |
| 24 | 3 | | Objectives of virtual communities | Theoretical | Oral exams |
| 25 | 3 | | Third exam | | Written test |
| 26 | 3 | | The concept of social networking sites - the emergence of social networking sites | theoretical | Oral exams |
| 27 | 3 | | Characteristics of social networking sites | theoretical | Oral exams |
| 28 | 3 | | Definition of news site | theoretical | Oral exams |
| 29 | 3 | | Positive and negative effects of social networking sites | theoretical | Oral exams |
| 30 | 3 | | Competition between electronic journalism and social networking sites | theoretical | Student participation in discussions during lectures (theoretical and practical). |

Course Description Form

| | | | | | |
|--|-------|---|----------------------|-----------------|-------------------|
| 1. Course Name: Digital technologies | | | | | |
| | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year: quarterly | | | | | |
| | | | | | |
| 4. Description Preparation Date: 1/10/2024 | | | | | |
| | | | | | |
| 5. Available Attendance Forms: Live attendance | | | | | |
| | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| Hours 60 | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Email: yasminkhalid@tu.edu.iq Yasmeen khalid khadaer | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectiv | | Introducing the general public about the Photoshop program, its characteristics and development, and how to work on it according to a material prepared on the program. The electronic media, e-mail, Facebook, and the role of Photoshop in the press and media are also defined. | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | Required textbooks, methodology if any Main references (sources) Recommended supporting books and references (scientific journals, reports...) Electronic references, Internet sites | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |

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|----|---|--|---|-------------------------|--|
| 1 | 2 | | Introduction to Photoshop | Discussion and dialogue | |
| 2 | 2 | | Definition of the different functions of the toolbars and menus | Discussion and dialogue | |
| 3 | 2 | | How to create a new file and choose the floors - How to create layers | Discussion and dialogue | |
| 4 | 2 | | How to process the touches in the image - How to create frames and different geometric shapes around the image | Discussion and dialogue | |
| 5 | 2 | | How to select a part of an image in a file and move it to a new file | E-learning and modeling | |
| 6 | 2 | | Different ways to choose the desired color | E-learning and modeling | |
| 7 | 2 | | How to put more than one image in a file and remove existing retouches | E-learning and modeling | |
| 8 | 2 | | How to control the positions and sizes of images | E-learning and modeling | |
| 9 | 2 | | Exam | Written tests | |
| 10 | 2 | | How to merge layers | E-learning and modeling | |
| 11 | 2 | | How to save files | E-learning and modeling | |
| 12 | 2 | | How to change the resolution of the image | E-learning and modeling | |
| 13 | 2 | | How to prepare the file for printing | E-learning and modeling | |
| 14 | 2 | | Applied examples that serve the specialization | E-learning and modeling | |
| 15 | 2 | | Exam | Written tests | |
| 16 | 2 | | Comprehensive review | | |
| 17 | 2 | | Second chapter | | |

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|----|---|--|---|-------------------------|--|
| 18 | 2 | | Photoshop designer | Discussion and dialogue | |
| 19 | 2 | | The concept of media and journalism | Discussion and dialogue | |
| 20 | 2 | | Electronic computer technology and its use in the field of media | Discussion and dialogue | |
| 21 | 2 | | Electronic media and electronic journalism Using the Internet in the field of journalism | Discussion and dialogue | |
| 22 | 2 | | Features of modern communication technology | E-learning and modeling | |
| 23 | 2 | | Functions of modern communication technology | E-learning and modeling | |
| 24 | 2 | | Exam | Written tests | |
| 25 | 2 | | The positive impact of modern means of communication on written means of communication | Discussion and dialogue | |
| 26 | 2 | | The compatibility and discord between traditional media and electronic media | Discussion and dialogue | |
| 27 | 2 | | The emergence and emergence of new media | Discussion and dialogue | |
| 28 | 2 | | The multiple names of new media | Discussion and dialogue | |
| 29 | 2 | | Modern communication technology jobs | Discussion and dialogue | |
| 30 | 2 | | Comprehensive review | | |

