



**of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation
Accreditation Department**

Academic Program and Course

2025

Introduction:

The educational program is a coordinated and organized package of courses that include procedures and experiences organized in the form of academic vocabulary whose main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being worked on to acquire for students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone in obtaining program accreditation and is written jointly by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the description of the academic program circulated according to the letter of the Department of Studies T 3/2906 on

3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

In this regard, we can only emphasize the importance of writing a description of academic programs and courses to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The description of the academic program provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available learning opportunities. It is derived from the description of the program.

Program Vision: An ambitious picture for the future of the academic program to be a sophisticated, inspiring, stimulating, realistic and applicable program.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (semester, yearly, Bologna track)

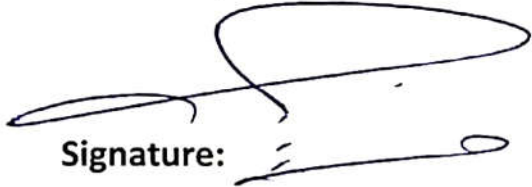
whether it is a requirement (ministry, university, college and scientific department) with the number of study units.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by the student after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: University of Tikrit
Faculty/Institute: College of Arts
Scientific Department: Department of Translation
Academic or Professional Program Name:
Final Certificate Name: M.A. of linguistics
Academic System: Yearly system
Description Preparation Date: 2nd FEB2025
File Completion Date: 10th OCT2025

Signature: 

Head of Department Name:

Fouad Adil Khalaf

Date: 11/9/2025

Signature: 

Assistant Dean for Scientific Affairs

Date: 12/9/2025

أ. د. عطية مسامر حمد
معاون العميد للشؤون العلمية
والدراسات العليا

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department: 

Date: 12/9/2025

Signature:





Approval of the Dean

1. Program Vision

To be a leading program in the field of translation at the local and regional levels, producing distinguished translators capable of meeting the needs of the labor market in various fields of translation.

2. Program Mission

Preparing scientifically and practically qualified translators in various fields of translation (translation, interpretation, audiovisual translation) by providing a stimulating learning environment and intensive practical training, with a focus on developing students' language and cultural skills.

3. Program Objectives

1. Providing students with the linguistic and cultural skills necessary for translation between Arabic and English.
2. Develop students' skills in translation, interpretation and audiovisual.
3. Enhance students' abilities to use modern translation tools and assistive technologies.
4. Preparing graduates who are able to work in various fields of translation, including literary, media and legal translation.
5. Promote scientific research in the field of translation by encouraging students to participate in research and projects related to translation.

4. Program Accreditation

Program accreditation details are mentioned if the program is accredited by certain bodies

5. Other external influences

Any external influences that may affect the program, such as labor market

requirements or technological developments in the field of translation, are mentioned

6. Program Structure

Reviews*	Percentage	Unit of study	Number of Courses	Program Structure
				Requirements of the institution
				College Requirements
				Department Requirements
				Summer Training
				Other

* It can include notes whether the course is basic or optional.

7. Program Description

Credit Hours		Course Name	Course or Course Code	Year/Level
fundamental	3	Introduction to translation	TR101	First Year
fundamental	3	Audiovisual Translation	TR201	Third Year

8. Expected learning outcomes of the program

Knowledge	
	<ol style="list-style-type: none"> 1. Understand the different theories and methods of translation. 2. In-depth knowledge of Arabic and English languages and their cultures.
Skills	
	1. The ability to translate between Arabic and

	English accurately and professionally.
	2. Use modern translation tools and assistive technologies.
Values	
	1. Commitment to the ethics of the translation profession.
	2. Respect for cultural and linguistic diversity.

9. Teaching and Learning Strategies
<ol style="list-style-type: none"> 1. Theoretical lectures. 2. Practical training through workshops and field training. 3. The use of technological means in education, such as computer translation programs. 4. Group discussions and presentations.

10. Evaluation methods
<ol style="list-style-type: none"> 1. Theoretical and practical tests. 2. Research and practical projects. 3. Continuous assessment through participation in class and extra-curricular activities.

11. Faculty
Faculty Members

Preparation of the teaching staff		Special Requirements/Skills (if applicable)		Specialization		Academic Rank
lecturer	angel			special	year	
	Permanent			Translatio n	English languag e	Assistant Professor

Professional Development
Mentoring new faculty members
Professional development of faculty members

12. Acceptance Criterion
Program admission criteria are stated, such as the required high school GPA or entrance tests

13. The most important sources of information about the program
<ol style="list-style-type: none"> 1. Textbooks in the field of translation. 2. Websites specialized in translation. 3. Periodicals and scientific journals in the field of translation.

14. Program Development Plan

1. Updating courses periodically to keep pace with developments in the field of translation.
2. Holding workshops and training courses for faculty members.
3. Strengthening cooperation with local and international institutions in the field of translation.

Program Skills Outline

Course Description Form

1. Course: English translation					
2. Course Code: Av					
3. Semester/Year: Annual					
4. The history of preparation of this description					
5. Available Forms of Attendance:					
6. Number of Credit Hours (Total) / Number of Units (Total):					
7. Course administrator's name (if more than one name)					
8. Course Objectives					
9. Teaching and Learning Strategies					
10. Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
11. Course Evaluation					

12. Learning and Teaching Resources	
	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation**

Academic Program Description Form for Colleges and Institutes

University: Tikrit
College/Institute: College of Arts
Department: Translation
Name: Fouad Adel Khalaf

& Osama Mohammed Abdullah

File Completion Date: 10/9/2025

Signatures:

- **Department Head:** Fuad Adil Kalaf (12/9/2025)
- **Scientific Assistant:** Prof. Dr. Atyia Msaher (12/9/2025)

File reviewed by
Quality Assurance and University Performance Division
Name of Head of the Quality Assurance Division:
Date:
Signature:

Dean's Endorsement

Program Description

This program description provides a concise summary of the main characteristics of the program and the expected learning outcomes students are required to achieve. It demonstrates whether students have maximized the opportunities available to them. It is accompanied by a description of each course in the program.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Name of Academic or Professional Program:** Bachelor
- **Final Degree Name:** Bachelor of Arts in Translation
- **Study System:** Yearly
- **Accreditation Program:** Iraqi Universities Union
- **Other External Influences:** Iraqi Universities / House of Wisdom
- **Date of Program Description Preparation:** 6/11/2025

Program Objectives

Department Vision:

The department strives to excel among similar departments in faculties of arts at various universities by offering an educational program that adopts a rigorous and modern scientific research approach in translation and advanced teaching methods. Utilizing modern technologies, the program aims to prepare a new generation of graduates who are proficient in their specialization and capable of playing a pivotal role in achieving academic leadership and applying it to the development of Iraqi society.

Department Mission:

1. Provide students with distinguished educational expertise.
 2. Prepare highly competent graduates to meet the labor market needs.
 3. Conduct outstanding research in the field of translation studies and direct scientific research to serve and uplift society.
 4. Enhance creativity and critical thinking among students.
 5. Meet societal needs in the fields of education, research, media, and culture.
-

Strategic Objectives of the Department:

1. Improve the educational process and develop programs and curricula in line with scientific advancements.
 2. Excel in scientific research, support it, and direct it to serve the community.
 3. Prepare specialists in the knowledge fields related to translation.
 4. Encourage students to think critically, analytically, and cultivate knowledge, good citizenship, and self-development.
 5. Ensure sustainable professional development for the teaching staff.
 6. Promote cultural and scientific exchange with similar departments locally and internationally.
 7. Provide consultancy and research services related to translation to departments and local community institutions.
-

Program Outcomes, Teaching, and Evaluation Methods**A. Knowledge Objectives**

A1- **Memorization:** Focus on recalling facts and describing them (e.g., describe, name, identify, list).

A2- **Understanding:** The ability to understand the material and express it in one's own words.

A3- **Application:** Applying learned concepts to everyday life as a spiritual and practical life methodology (e.g., apply, use, produce).

A4- **Analysis:** Breaking down the material into its core components through the gradual presentation of ideas and analysis (e.g., analyze, prove, compare, differentiate, conclude).

A5- **Synthesis:** Reaching an advanced stage where students can integrate and link concepts, creating new, comprehensive structures (e.g., combine, plan, gather, organize, suggest).

A6- Evaluation: Making judgments about the material based on internal or external criteria (e.g., critique, discuss, assess, support opinions with evidence).

B. Program-Specific Skills

B1- Preparation: Readiness for specific tasks.

B2- Response: Directed, mechanical, or complex responses.

B3- Organization and Innovation: Creativity and organizing new motor skills.

Teaching and Learning Methods:

- Lectures
- Discussions
- Seminars
- Specialized training courses

Assessment Methods:

1. Oral questioning
 2. Written exams
 3. Daily participation
 4. Completing reports and daily assignments
-

C. Affective and Value Objectives

C1- Reception and Acceptance: Examples of actions that can be used at the reception level: (e.g., pay attention, ask, listen, follow, recognize, choose, answer).

C2- Response: Examples of actions that can be used at the response level: (e.g., answer, agree, feel, decide, assist, discuss, listen, participate).

C3- Valuation: Examples of actions that can be used at the valuation level: (e.g., initiate, highlight, act, suggest, practice, follow, appreciate, participate).

C4- Value Organization: Examples of actions that can be used at the value organization level: (e.g., organize, correct, combine, rank).

Teaching and Learning Methods:

1. Lectures (explanation and clarification, discussion).
2. Use of technological teaching aids such as educational films and electronic lectures.
3. Self-learning through a student-centered learning environment.
4. Encouraging students to use the library as a learning tool.

Assessment Methods:

1. Oral questioning
2. Written exams
3. Daily participation

4. Completing reports and daily assignments
-

D. General and Transferable Skills

D1- Leadership and effective communication skills.

D2- Emphasizing the student's understanding of translation in all its academic disciplines in line with the department's vision and objectives.

D3- Data management and IT skills relevant to translation.

D4- Enhancing the student's abilities by focusing on external factors that aid self-development in translation.

Teaching and Learning Methods:

- Lectures
- Use of technological teaching aids
- Self-learning methods
- Encouraging the use of the library

Assessment Methods:

1. Oral questioning
 2. Written exams
 3. Daily participation
 4. Completing reports and daily assignments
 5. Translating articles or novels
-

Program Structure

Stage One

- **Grammar:** 4 credits
- **French Language:** 2 credits
- **Spanish Language:** 2 credits
- **Essay Writing:** 2 credits
- **Comprehension:** 2 credits
- **Human Rights:** 2 credits
- **Computer Science:** 2 credits
- **Phonetics:** 6 credits
- **Introduction to Translation:** 4 credits

Stage Two

- **Literary Texts:** 4 credits
- **Translation into Arabic:** 4 credits
- **French Language:** 2 credits

- **Grammar:** 6 credits
- **Visual Translation:** 6 credits
- **Spanish Language:** 2 credits
- **Novel:** 4 credits
- **Translation into English:** 4 credits
- **Conversation:** 4 credits
- **Arabic Language:** 2 credits

Stage Three

- **French Language:** 2 credits
- **Comparative Grammar:** 6 credits
- **Translation into English:** 4 credits
- **Drama:** 2 credits
- **Linguistics:** 6 credits
- **Consecutive Translation:** 6 credits
- **Translation into Arabic:** 4 credits
- **Administrative and Commercial Translation:** 4 credits
- **Arabic Language:** 2 credits
- **Research Methods:** 2 credits

Stage Four

- **Scientific Translation:** 2 credits
- **Simultaneous Interpretation:** 6 credits
- **Grammar:** 4 credits
- **Semantics:** 4 credits
- **Literary Translation:** 2 credits
- **Media Translation:** 2 credits
- **Legal Translation:** 4 credits
- **Graduation Project:** 2 credits
- **Arabic Language:** 2 credits

Personal Development Planning

- Offering advice and guidance to help students develop their skills, including teamwork, time management, and prioritization.
- Fostering leadership and management abilities.
- Instilling the principle of self-guidance and self-improvement.
- Encouraging the development of the student's personality through role models in the faculty.
- Promoting independence in work.

Admission Criteria

1. **Admission Criteria:** The department follows the centralized admission system regulated by the Ministry of Higher Education and Scientific Research's Directorate of Studies and Planning.
2. **Selection Criteria:** The primary criterion for selecting students in the first academic year is their scientific qualification, typically with scores ranging between 60-65 in their respective subjects.
3. **Requirements:** Applicants must submit a certified high school diploma (scientific or literary branch) from the Directorate of Education.
4. **Medical Examination:** Applicants must undergo a medical test proving they are free from disabilities and illnesses.

Key Information Sources about the Program

1. The college and university website.
2. Official textbooks approved by the Ministry of Higher Education and Scientific Research.

Curriculum Skills Framework

Please mark the boxes corresponding to the individual learning outcomes of the program that are subject to evaluation:

Year/Level	Course Code	Course Title	Core or Elective	Cognitive Goals	Program-Specific Skills	Affective and Value Goals	General and Transferable Skills (Employability and Personal Development)
				A1	A2	A3	A4

Course Description Model

Course Description

This course description provides a concise summary of the main characteristics of the course and the expected learning outcomes students are required to achieve, demonstrating whether they have maximized the available learning opportunities. It must align with the program description.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Course Name/Code:** INS 327
- **Available Attendance Forms:** Mandatory
- **Semester/Year:** third
- **Total Study Hours:** 90
- **Date of Preparation:** 11/1/2025

Course Objectives

The course aims to teach students how to comprehend spoken text, considering the speaker's dialect, accent, and verbal influence on translation. Students must accurately understand the speaker to produce a correct translation for the audience.

Learning Outcomes and Methods of Teaching and Assessment

A. Cognitive Goals

A1- **Memorization**: Focusing on remembering certain facts and being able to describe and identify them.

A2- **Understanding**: The student must understand the scientific material and express it in their own language and style.

A3- **Application**: Emphasizing what the student has learned from the material and applying it to daily life as a spiritual methodology.

A4- **Analysis**: Breaking the scientific material into its basic components through the gradual presentation of ideas and analysis.

A5- **Synthesis**: Reaching an advanced level where the student can understand and integrate concepts and present new comprehensive structures.

A6- **Evaluation**: Making judgments on the scientific material based on internal criteria, such as consistency or lack of contradiction, or external criteria.

B. Program-Specific Skills

B1- **Preparation**: Recognizing the importance of this type of translation and understanding why it was introduced as a crucial form of translation.

B2- **Response**: Discussing the differences between this and written translation.

B3- **Encouraging Students**: Encouraging students to listen to press conferences and daily discussions in the source language.

B4- **Report Writing**: Encouraging students to write reports and research papers in the scientific material's domain.

Teaching and Learning Methods

1. Lectures (explanation and clarification, discussion).
2. Encouraging students to engage in discussions on the importance of this type of translation, especially in international conferences.
3. Encouraging students to use the library and become familiar with relevant books as a learning tool.

Assessment Methods

1. Oral questioning.
2. Written exams.
3. Daily participation.
4. Completing reports and daily assignments.

C. Affective and Value Objectives

C1- Reception and Acceptance: The learner becomes interested in the subject matter through the teacher's role (e.g., pay attention, listen, feel, listen carefully, agree). This can be achieved by making the student attentive to oral translation.

C2- Response: The student accepts and appreciates the material based on the initial phase of reception and acceptance (e.g., shows admiration, tends to, becomes enthusiastic, responds, expresses admiration). The student finds joy in studying consecutive translation and expresses this interest scientifically.

C3- Valuation: The learner acquires a value system that interacts with the community through multiple values, establishing a system that later becomes influential in society (e.g., believes in, sacrifices for). The student values the importance of oral translation and its uses.

C4- Value Organization: The learner feels that the subject and the scientific material have value to them (e.g., organizes, corrects, arranges). The student appreciates the importance of listening and speaking in the source and target language.

Teaching and Learning Methods

1. Lectures (explanation and clarification, discussion).
2. Encouraging students to engage with the cultures of various countries.
3. Encouraging students to visit and use the library and to explore books related to the scientific material as one of the learning tools.

Assessment Methods

1. Oral questioning.
2. Written exams.
3. Daily participation.
4. Completing reports and daily assignments.

D. General and Transferable Skills (Employability and Personal Development)

D1- Developing students' ability to deal with historical sources related to the scientific material.

D2- Developing students' ability to use the internet in ways that serve the scientific material.

D3- Developing students' ability to engage in dialogue and discussion about the scientific material.

D4- Developing students' understanding of the scientific material in a way that enhances their general culture and benefits the community.

Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Introduction to the nature of the subject and how to deliver lectures	Lecture	Oral exams	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
2	3	Definitions related to the theoretical aspects of this type of translation	Lecture	Oral exams	
3	3	Exercises to expand long-term memory	Practical	Oral exams	
4	3	How to analyze oral text	Lecture	Written exams	
5	3	Applications on recordings from press conferences	Practical	Oral exams	
6	3	Applications on agricultural issues	Practical	Oral exams	
7	3	Applications on recordings from the United Nations	Practical	Oral exams	
8	3	Applications on economic issues	Practical	Oral exams	
9	3	Students' presentations on this type of translation	Practical	Oral exams	
10	3	Continuation of students' presentations	Practical	Oral exams	
11	3	Applications on military and political issues	Practical	Written exams	
12	3	Applications on cultural issues	Practical	Oral exams	
13	3	Exercises on extended texts	Practical	Oral exams	
14	3	Training for specific occasions	Practical	Oral exams	
15	3	Translating unfamiliar vocabulary	Practical	Oral exams	
16	3	Final exam	Practical	Oral exams	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Reversing translation direction	Lecture	Oral exams	
2	3	Explaining the rules to be followed in translation	Lecture	Oral exams	
3	3	Recording press conferences	Practical	Oral exams	
4	3	Recording historical conferences	Practical	Oral exams	
5	3	Political texts	Practical	Oral exams	
6	3	Medical texts	Practical	Oral exams	
7	3	Engineering texts	Practical	Oral exams	
8	3	Economic texts	Practical	Oral exams	
9	3	Literary texts	Practical	Written exams	
10	3	Guessing the meaning of unfamiliar terms	Practical	Oral exams	
11	3	Increasing speed and accuracy	Practical	Oral exams	
12	3	Training students for smooth transitions	Practical	Oral exams	
13	3	How to summarize in translation	Practical	Written exams	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
14	3	Various texts	Practical	Oral exams	
15	3	Review	Practical	Oral exams	
16	3	Final exam	Practical	Oral exams	

Infrastructure

1. **Required Textbooks:** No official textbook.
 2. **Primary References (Sources):**
 1. Videos from YouTube.
 2. Various texts from different sources.
 3. **Recommended Books and References (Scientific Journals, Reports, etc.):**
 - o Videos from YouTube.
 - o Books on translation.
 - o Research on translation.
 4. **Electronic Resources and Websites:**
 0. Al-Mustafa Electronic Library
 1. Here is My Library
 2. Language Library
-

Course Development Plan

The teaching staff is committed to continuously improving the curriculum through the introduction of new teaching methods, assessments, and modern technology tools. They also emphasize increasing student engagement in research activities and enhancing critical thinking and problem-solving skills to meet the evolving demands of the labor market.

Academic Program and Course

2025

Introduction:

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Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (semester, yearly, Bologna track) whether it is a requirement (ministry, university, college and scientific department) with the number of study units.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by the student after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:Tikrit

Faculty/Institute:Etiquette.....

Scientific Department:Translation.....

Academic or Professional Program Name: Translation software.

Final Certificate Name:..... Bachelor of Translation

Academic System: Semester / Yearly / Bologna Track

Description Date: 10/9/2025

File filling date: 10/9/2025

Name: Ali Sulaiman Zarji

Signature :

Scientific Associate

Name:

Signature :

Scientific Associate

Name:

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Performance Division:

Date : 12/9/2025

Signature

Approval of the Dean

15. Program Vision

To be an important program in the field of translation at the local and international levels, producing distinguished translators capable of meeting the needs of the labor market in various fields of translation.

16. Program Mission

Preparing scientifically and practically qualified translators in various fields of translation (translation, interpretation, audiovisual translation) by providing a stimulating learning environment and intensive practical training, with a focus on developing students' language and cultural skills.

17. Program Objectives

6. Providing students with the linguistic and cultural skills necessary for translation between Arabic and English.
7. Develop students' skills in translation, interpretation and audiovisual.
8. Enhance students' abilities to use modern translation tools and assistive technologies.
9. Preparing graduates who are able to work in various fields of translation, including literary, media and legal translation.
10. Promote scientific research in the field of translation by encouraging students to participate in research and projects related to translation.

18. Program Accreditation

Program accreditation details are mentioned if the program is accredited by certain bodies

19. Other external influences

Any external influences that may affect the program, such as labor market

requirements or technological developments in the field of translation, are mentioned

20. Program Structure

Reviews*	Percentage	Unit of study	Number of Courses	Program Structure
				Requirements of the institution
				College Requirements
				Department Requirements
				Summer Training
				Other

* It can include notes whether the course is basic or optional.

21. Program Description

Credit Hours	Course Name	Course or Course Code	Year/Level
fundamental	2	Simultaneous Interpretation	Fourth Year

22. Expected learning outcomes of the program

Knowledge	
	3. Understand simultaneous interpretation and its different types and styles. 4. Good command of Arabic and English languages and their cultures.
Skills	
	3. The ability to translate between Arabic and

	English accurately and professionally.
	4. Use modern translation tools and assistive technologies.
Values	
	3. Commitment to the ethics of the translation profession.
	4. Respect for cultural and linguistic diversity.

23. Teaching and Learning Strategies

5. Theoretical lessons.
6. Practical training through workshops, field training and the use of laboratories.
7. The use of modern means in education such as computer translation programs.

24. Evaluation methods

4. Theoretical and practical tests.
5. Research and practical projects.
6. Continuous assessment through participation in class and extra-curricular activities.

25. Faculty

Faculty Members

Preparation of the teaching staff		Special Requirements/Skills (if applicable)		Specialization		Academic Rank
lecturer	angel			special	year	
	Permanent			Linguistics and Translation	English language	professor

Professional Development
Mentoring new faculty members
Professional development of faculty members

26. Acceptance Criterion
Program admission criteria are stated, such as the required high school GPA or entrance tests

27. The most important sources of information about the program
<p>4. Websites specialized in translation.</p> <p>5. Periodicals and scientific journals in the field of translation.</p> <p>6. Books of different topics</p>

28. Program Development Plan

4. Updating courses periodically to keep pace with developments in the field of translation.
5. Holding workshops and training courses for faculty members.
6. Strengthening cooperation with local and international university and non-university institutions in the field of translation.

Program Skills Outline																
Learning outcomes required from the program																
Values				Skills				Knowledge				Basic or optional	Course Name	Course Code	Year / Level	
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
	—					—						✓				
																2025-2026
	✓					✓				✓	✓	fundamental	Fourth translation			Fourth

● Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Course Description Form

13. Course: Interpretation					
14. Course Code:					
15. Semester / Year: Annual					
16. The history of preparation of this description					
17. Available Forms of Attendance:					
18. Number of Credit Hours (Total) / Number of Units (Total): 2					
19. Name of the course administrator (if more than one name is mentioned) Prof. Ali Suleiman Azriji					
20. Course Objectives					
				Preparing qualified translators in the field of interpretation	
21. Teaching and Learning Strategies					
				Translation of different texts preceded by some theoretical matters	
22. Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
23. Course Evaluation					



24. Learning and Teaching Resources	
No	Required textbooks (methodology, if
Some related books	Main references (sources)
Books of different topics	Recommended books and references (scientific journals, reports...)
Choose topics for translation from Google as well as artificial intelligence	Electronic References, Websites

**Ministry of Higher Education and Scientific Research Scientific
Supervision and Scientific Evaluation Apparatus Directorate of
Quality Assurance and Academic Accreditation Accreditation
Department**

Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra— curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: University of Tikrit

Faculty/Institute: College of Arts

Scientific Department: Department of Translation

Academic or Professional Program Name: Sight Translation

Final Certificate Name: B.A. of Translation

Academic System: Yearly system

Description Preparation Date: 10th SEP 2025

File Completion Date: 10th SEP 2025

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

1. Program Vision:				
Preparing graduates specialized in translation in general and visual translation in particular and developing their translation skills.				
2. Program Mission				
Developing students' abilities and raising their academic levels in the field of translation.				
3. Program Objectives				
Developing students' skills in visual translation and enabling them to translate various texts that focus on current events and developing their linguistic skills to memorize vocabulary in all fields that broaden their horizons.				
4. Program Accreditation				
This program is considered very important and its outputs play an important role at the level of the government and private sectors.				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Second Level	SI	Simultaneous Interpreting	theoretical	practical

8. Expected learning outcomes of the program

•	Broad knowledge of the types of visual translation and its strategies.
•	Understanding the correct steps in visual translation
•	Emphasizing accurate understanding of the text before starting the translation
Learning Outcomes 2	Learning Outcomes Statement 2
•	Good knowledge of the two languages and the different cultures of the participants in the dialogue.
Learning Outcomes 3	Learning Outcomes Statement 3
•	5- Knowing the types of reading skills in visual translation
Skills Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5
Learning Outcomes S	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

The process of teaching visual translation relies on strategies specific to teaching visual translation that help to gradually develop students' skills.

10. Evaluation methods

Students' performance is evaluated through monthly and daily exams.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Prof. Dr.	Linguistics and Translation	Sight Translation				

Professional Development

Mentoring new faculty members

Introducing new members to the method of teaching this type of translation and informing them of its strategies.

Professional development of faculty members

Follow the latest research in the field of sight translation

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

Research published on websites.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge			Skills				Ethics				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Second	SI	Simultaneous Interpreting													

● Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name: Sight Translation					
2. Course Code: SiT					
3. Semester / Year: Yearly					
4. Description Preparation Date: 2 nd FEB2025					
5. Available Attendance Forms:. Physically					
6. Number of Credit Hours (Total) / Number of Units (Total) Two hours					
7. Course administrator's name (mention all, if more than one name) Name: Assistant Prof. Dr. Gailan Mahmoud Hussein Email: gailan83@tu.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> • Developing students' ability to translate visually. • Informing them of the most important strategies used in translation • Developing their skills in managing different texts during the translation process 			
9. Teaching and Learning Strategies					
Strategy		There are special strategies for this type of translation to develop students' skills because it depends on reading and speaking skills.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One	Two hourse	Knowing the basics of SiT	Sight Translation	Practicing	Exams

--	--	--	--	--	--

11. Course Evaluation
 Distributing the score out of 100 according to the tasks assigned to the student such as daily etcpreparation, 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

1. Course Name: literary Translation	
Specialized translation	
2. Course Code:	
3. Semester / Year: 2025-2026	
4. Description Preparation Date: 1/10/2025	
5. Available Attendance Forms : Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total): 60	
Hours : 90 , Units : 3	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Sarah Seddek Muhi Abdullateef sarah.sedeek.m@tu.edu.iq	
.....	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> - This course aims to introduce students to specialized translation, its characteristics, and terminology so that students can translate Arabic texts into English and vice versa - The Course seeks to introduce students to the different types of specialized translation so that they have the ability to translate various types of texts - This course aims to translate tourism and sports texts and introduce students to their translation strategies
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1. Lectures (explanation and clarification, discussion, translation). 2. Encouraging students to translate and discuss in person. 3. Encouraging students to explore different cultures by translating tourist and sport texts .

Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Specialized translation	Background	Theoretical	Discussion
2	3	Specialized translation	Types of Translation	Theoretical	Discussion
3	3	Specialized translation	Introduction to Tourist Translation	Theoretical	Discussion
4	3	Specialized translation	Translation of Tourist texts	Theoretical	Discussion
5	3	Specialized translation	Translation of Tourist texts	Theoretical	Discussion
6	3	Specialized translation	Translation of Tourist texts	Practical	Discussion
7	3	Specialized translation	Translation of Tourist texts	Practical	Discussion
8	3	Specialized translation	Translation of Tourist texts	Practical	Discussion
9	3	Specialized translation	Translation of Tourist texts	Practical	Written Test
10	3	Specialized translation	Translation of Tourist texts	Theoretical	Discussion
11	3	Specialized translation	Translation of Tourist texts	Practical	Discussion
12	3	Specialized translation	Translation of Tourist texts	Practical	Discussion
13	3	Specialized translation	Translation of Tourist texts	Practical	Discussion
14	3	Specialized translation	Translation of Tourist texts	Practical	Discussion
15	3	Specialized translation	Translation of Tourist texts	Practical	Written Test
16	3	Specialized translation	General Review	Practical	Discussion

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
Mid-year break					
1	3	Specialized translation	Introduction of Sports texts	Theoretical	Discussion
2	3	Specialized translation	Translation of Sports texts	Practical	Discussion
3	3	Specialized translation	Translation of Sports texts	Practical	Discussion
4	3	Specialized translation	Translation of Sports texts	Practical	Discussion
5	3	Specialized translation	Translation of Sports texts	Practical	Discussion
6	3	Specialized translation	Translation of Sports texts	Practical	Written Exam
7	3	Specialized translation	General Review	Practical	Discussion
8	3	Specialized translation	Translation of Sports texts	Theoretical	Discussion
9	3	Specialized translation	Translation of Sports texts	Practical	Discussion
10	3	Specialized translation	Translation of Sports texts	Practical	Discussion
11	3	Specialized translation	Translation of Sports texts	Practical	Discussion
12	3	Specialized translation	Translation of Sports texts	Practical	Discussion
13	3	Specialized translation	Translation of Sports texts	Practical	Discussion
14	3	Specialized translation	Translation of Sports texts	Practical	Discussion
15	3	Specialized translation	Translation of Sports texts	Practical	Written Test
16	3	Specialized	General Review	Practical	Discussion

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
		translation			

- Different online sources
- [http/translated .com](http://translated.com)
- Encyclopedia Britannica



Ministry of Higher Education and Scientific Research Scientific Supervision and Scientific Evaluation Apparatus Directorate of Quality Assurance and Academic Accreditation Department

Academic Program and Course Description Guide

2024

Introduction:

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Academic Program Description Form

University Name: Tikrit

Faculty/Institute: College of Arts

Scientific Department: Translation Department

Academic or Professional Program Name: Translation

Final Certificate Name: Bachelor of Arts in Translation

Academic System: Annual

Description Preparation Date:

File Completion Date: 10 / 9 / 2024

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date: 12 / 9 / 2025

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

1. Program Vision

The department seeks to excel among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on a solid and modern scientific research method in translation and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

2. Program Mission

1. Providing students with distinctive educational experiences.
2. Preparing a highly qualified graduate to meet the needs of the labor market.
3. Conducting distinguished research in the field of translation studies, and directing scientific research to serve and advance society.
4. Enhancing ways of creativity and critical thinking among students.
5. Meeting the needs of society in the educational, research, media, and cultural fields.

3. Program Objectives

1. Upgrading the educational process, and developing academic programs and curricula in line with scientific development.
2. Excellence in scientific research, supporting it, and directing it to serve society.
3. Preparing specialists in the fields of knowledge related to translation.
4. Motivating students to think critically, analytically, knowledge, good citizenship, and self-development.
5. Sustainable professional development for faculty members.
6. Activating cultural and scientific exchange with similar departments at home and abroad.
7. Providing advisory and research services related to translation fields to departments and local community institutions

8. Required program outcomes and teaching, learning, and evaluation methods.
4. Program Accreditation
The Ministry of Higher Education and Scientific Research
5. Other external influences
"Other external influences on this course include the growing demand for skilled translators in Iraq's legal and technical sectors, the rapid advancement of translation technology, and the ongoing need for effective cross-cultural communication in a diverse society. The course curriculum is designed to equip students with the theoretical knowledge and practical skills necessary to navigate these influences and succeed in the field of translation.

6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	Two	90	100%	Two
College Requirements	Two	90	100%	Two

Department Requirements	100%	90	100%	Two
Summer Training	None			
Other	None			

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
4 th year		Theories of Translation	theoretical	practical
			45	45
8. Expected learning outcomes of the program				
Knowledge:				
Learning Outcomes 1	Learning Outcomes Statement 1			
Learning Outcomes 2	Learning Outcomes Statement 2			
Learning Outcomes 3	Learning Outcomes Statement 3			
Learning Outcomes 4	Learning Outcomes Statement 4			
Learning Outcomes 5	Learning Outcomes Statement 5			
Learning Outcomes 6	Learning Outcomes Statement 6			
Learning Outcomes 7	Learning Outcomes Statement 7			
Learning Outcomes 8	Learning Outcomes Statement 8			
Learning Outcomes 9	Learning Outcomes Statement 9			
Learning Outcomes 10	Learning Outcomes Statement 10			
Learning Outcomes 11	Learning Outcomes Statement 11			
Learning Outcomes 12	Learning Outcomes Statement 12			
Learning Outcomes 13	Learning Outcomes Statement 13			
Learning Outcomes 14	Learning Outcomes Statement 14			
Learning Outcomes 15	Learning Outcomes Statement 15			
Learning Outcomes 16	Learning Outcomes Statement 16			
Learning Outcomes 17	Learning Outcomes Statement 17			
Learning Outcomes 18	Learning Outcomes Statement 18			
Learning Outcomes 19	Learning Outcomes Statement 19			
Learning Outcomes 20	Learning Outcomes Statement 20			
Learning Outcomes 21	Learning Outcomes Statement 21			
Learning Outcomes 22	Learning Outcomes Statement 22			
Learning Outcomes 23	Learning Outcomes Statement 23			
Learning Outcomes 24	Learning Outcomes Statement 24			
Learning Outcomes 25	Learning Outcomes Statement 25			
Learning Outcomes 26	Learning Outcomes Statement 26			
Learning Outcomes 27	Learning Outcomes Statement 27			
Learning Outcomes 28	Learning Outcomes Statement 28			
Learning Outcomes 29	Learning Outcomes Statement 29			
Learning Outcomes 30	Learning Outcomes Statement 30			
Learning Outcomes 31	Learning Outcomes Statement 31			
Learning Outcomes 32	Learning Outcomes Statement 32			
Learning Outcomes 33	Learning Outcomes Statement 33			
Learning Outcomes 34	Learning Outcomes Statement 34			
Learning Outcomes 35	Learning Outcomes Statement 35			
Learning Outcomes 36	Learning Outcomes Statement 36			
Learning Outcomes 37	Learning Outcomes Statement 37			
Learning Outcomes 38	Learning Outcomes Statement 38			
Learning Outcomes 39	Learning Outcomes Statement 39			
Learning Outcomes 40	Learning Outcomes Statement 40			
Learning Outcomes 41	Learning Outcomes Statement 41			
Learning Outcomes 42	Learning Outcomes Statement 42			
Learning Outcomes 43	Learning Outcomes Statement 43			
Learning Outcomes 44	Learning Outcomes Statement 44			
Learning Outcomes 45	Learning Outcomes Statement 45			
Learning Outcomes 46	Learning Outcomes Statement 46			
Learning Outcomes 47	Learning Outcomes Statement 47			
Learning Outcomes 48	Learning Outcomes Statement 48			
Learning Outcomes 49	Learning Outcomes Statement 49			
Learning Outcomes 50	Learning Outcomes Statement 50			
Learning Outcomes 51	Learning Outcomes Statement 51			
Learning Outcomes 52	Learning Outcomes Statement 52			
Learning Outcomes 53	Learning Outcomes Statement 53			
Learning Outcomes 54	Learning Outcomes Statement 54			
Learning Outcomes 55	Learning Outcomes Statement 55			
Learning Outcomes 56	Learning Outcomes Statement 56			
Learning Outcomes 57	Learning Outcomes Statement 57			
Learning Outcomes 58	Learning Outcomes Statement 58			
Learning Outcomes 59	Learning Outcomes Statement 59			
Learning Outcomes 60	Learning Outcomes Statement 60			
Learning Outcomes 61	Learning Outcomes Statement 61			
Learning Outcomes 62	Learning Outcomes Statement 62			
Learning Outcomes 63	Learning Outcomes Statement 63			
Learning Outcomes 64	Learning Outcomes Statement 64			
Learning Outcomes 65	Learning Outcomes Statement 65			
Learning Outcomes 66	Learning Outcomes Statement 66			
Learning Outcomes 67	Learning Outcomes Statement 67			
Learning Outcomes 68	Learning Outcomes Statement 68			
Learning Outcomes 69	Learning Outcomes Statement 69			
Learning Outcomes 70	Learning Outcomes Statement 70			
Learning Outcomes 71	Learning Outcomes Statement 71			
Learning Outcomes 72	Learning Outcomes Statement 72			
Learning Outcomes 73	Learning Outcomes Statement 73			
Learning Outcomes 74	Learning Outcomes Statement 74			
Learning Outcomes 75	Learning Outcomes Statement 75			
Learning Outcomes 76	Learning Outcomes Statement 76			
Learning Outcomes 77	Learning Outcomes Statement 77			
Learning Outcomes 78	Learning Outcomes Statement 78			
Learning Outcomes 79	Learning Outcomes Statement 79			
Learning Outcomes 80	Learning Outcomes Statement 80			
Learning Outcomes 81	Learning Outcomes Statement 81			
Learning Outcomes 82	Learning Outcomes Statement 82			
Learning Outcomes 83	Learning Outcomes Statement 83			
Learning Outcomes 84	Learning Outcomes Statement 84			
Learning Outcomes 85	Learning Outcomes Statement 85			
Learning Outcomes 86	Learning Outcomes Statement 86			
Learning Outcomes 87	Learning Outcomes Statement 87			
Learning Outcomes 88	Learning Outcomes Statement 88			
Learning Outcomes 89	Learning Outcomes Statement 89			
Learning Outcomes 90	Learning Outcomes Statement 90			
Learning Outcomes 91	Learning Outcomes Statement 91			
Learning Outcomes 92	Learning Outcomes Statement 92			
Learning Outcomes 93	Learning Outcomes Statement 93			
Learning Outcomes 94	Learning Outcomes Statement 94			
Learning Outcomes 95	Learning Outcomes Statement 95			
Learning Outcomes 96	Learning Outcomes Statement 96			
Learning Outcomes 97	Learning Outcomes Statement 97			
Learning Outcomes 98	Learning Outcomes Statement 98			
Learning Outcomes 99	Learning Outcomes Statement 99			
Learning Outcomes 100	Learning Outcomes Statement 100			
9. Teaching and Learning Strategies				
1. Giving lectures (explanation and clarification, discussion)				
2. Self-learning method by supporting a learner-centered learning environment.				
3. Encouraging students to use the library as one of the learning methods.				
10. Evaluation methods				
1 -Oral questions				
2 - Written exams				

3 -Daily participation

4- Completing daily reports

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)
1. Admission criteria (setting regulations related to joining the college or institute)
1- - The admission criteria in the department (central admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
2 - The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (60-65) for the subject.
3 - The preparatory certificate in its two branches (scientific and literary) must be submitted, certified by the Education Directorate.

14. Program Development Plan
Course Content: Review and update the course content to ensure it is relevant, engaging, and reflects current trends in translation theory and practice.

Teaching Methods: Explore and incorporate innovative teaching methods, such as blended learning, flipped classroom, or project-based learning, to enhance student engagement and learning outcomes.

Assessment Strategies: Develop a variety of assessment strategies to evaluate student learning, including formative assessments (e.g., class participation, quizzes) and summative assessments (e.g., exams, research papers, presentations).

Program Skills Outline															
		Required program Learning outcomes													
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Fourth Stage		Translation Theories	Basic	•	•	•	•	•	•	•	•	•	•	•	•

• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name:	
Translation Theories	
2. Course Code:	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
10/ 9/ 2025	
5. Available Attendance Forms:	
None	
6. Number of Credit Hours (Total) / Number of Units (Total)	
66 Hours – 3 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Mahmood I. Hamdan	
Email: mibarts@tu.edu.iq	
8. Course Objectives	
Course Objectives	<p>The main objectives.of.teaching translation theories in translation departments are to:</p> <ol style="list-style-type: none"> 1. Provide a theoretical foundation for translation practice: Translation theories offer a framework for understanding the complex process of translation, including the relationship between the source and target languages, the cultural and linguistic factors involved, and the strategies that can be employed to achieve equivalence. 2. Enhance critical thinking and analysis: Studying translation theories encourages students to think critically about the translation process and to develop analytical skills that are essential for effective translation. 3. Foster a deeper understanding of language and culture: Translation theories help students to understand the nuances of language and culture, and how these factors can influence the translation process. 4. Improve translation skills: By studying translation theories, students can develop a broader range of translation strategies and techniques, which can help them to produce more accurate, fluent, and culturally appropriate translations. 5. Prepare students for academic and professional careers: A strong foundation in translation theories can be valuable for students who

	plan to pursue academic careers in translation studies or who want to work as professional translators.
--	---

9. Teaching and Learning Strategies

Strategy	<p>Giving lectures (explanation and clarification, discussion). .Using technological educational tools as teaching aids 1. Educational films, electronic lecture. 2.self-learning method by supporting the learner-centered learning environment. 4. Encouraging students to use the library as one of the learning methods.</p>
-----------------	--

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
30	90	66	Translation Theories	Lectures	Exams and Participations

--	--	--	--	--	--

11. Course Evaluation
 Distributing the score out of 100: Monthly 30 Marks, Final written exam= 70 Marks.

--

12. Learning and Teaching Resources

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

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation**

Academic Program Description Form for Colleges and Institutes

University: Tikrit

College/Institute: College of Arts

Department: Translation

Name: Prof. **Dr. Nawaf Mohammed Abdullah Al-Mahjoob**

& Shaima Abduzahra

File Completion Date: 11/9/2025

Signatures:

- **Department Head:** Asst. Prof. Dr. Fuad Adil Kalaf (11/9/2025)
- **Scientific Assistant:** (11/9/2025)

File reviewed by

Quality Assurance and University Performance Division

Name of Head of the Quality Assurance Division:

Date:

Signature:

Dean's Endorsement

Program Description

This program description provides a concise summary of the main characteristics of the program and the expected learning outcomes students are required to achieve. It demonstrates whether students have maximized the opportunities available to them. It is accompanied by a description of each course in the program.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Name of Academic or Professional Program:** Bachelor
- **Final Degree Name:** Bachelor of Arts in Translation
- **Study System:** Yearly
- **Accreditation Program:** Iraqi Universities Union
- **Other External Influences:** Iraqi Universities / House of Wisdom
- **Date of Program Description Preparation:** 11/1/2025

Program Objectives

Department Vision:

The department strives to excel among similar departments in faculties of arts at various universities by offering an educational program that adopts a rigorous and modern scientific research approach in translation and advanced teaching methods. Utilizing modern technologies, the program aims to prepare a new generation of graduates who are proficient in their specialization and capable of playing a pivotal role in achieving academic leadership and applying it to the development of Iraqi society.

Department Mission:

6. Provide students with distinguished educational expertise.
 7. Prepare highly competent graduates to meet the labor market needs.
 8. Conduct outstanding research in the field of translation studies and direct scientific research to serve and uplift society.
 9. Enhance creativity and critical thinking among students.
 10. Meet societal needs in the fields of education, research, media, and culture.
-

Strategic Objectives of the Department:

8. Improve the educational process and develop programs and curricula in line with scientific advancements.
 9. Excel in scientific research, support it, and direct it to serve the community.
 10. Prepare specialists in the knowledge fields related to translation.
 11. Encourage students to think critically, analytically, and cultivate knowledge, good citizenship, and self-development.
 12. Ensure sustainable professional development for the teaching staff.
 13. Promote cultural and scientific exchange with similar departments locally and internationally.
 14. Provide consultancy and research services related to translation to departments and local community institutions.
-

Program Outcomes, Teaching, and Evaluation Methods**A. Knowledge Objectives**

- A1- **Memorization:** Focus on recalling facts and describing them (e.g., describe, name, identify, list).
- A2- **Understanding:** The ability to understand the material and express it in one's own words.
- A3- **Application:** Applying learned concepts to everyday life as a spiritual and practical life methodology (e.g., apply, use, produce).
- A4- **Analysis:** Breaking down the material into its core components through the gradual presentation of ideas and analysis (e.g., analyze, prove, compare, differentiate, conclude).
- A5- **Synthesis:** Reaching an advanced stage where students can integrate and link concepts, creating new, comprehensive structures (e.g., combine, plan, gather, organize, suggest).
- A6- **Evaluation:** Making judgments about the material based on internal or external criteria (e.g., critique, discuss, assess, support opinions with evidence).

B. Program-Specific Skills

B1- **Preparation**: Readiness for specific tasks.

B2- **Response**: Directed, mechanical, or complex responses.

B3- **Organization and Innovation**: Creativity and organizing new motor skills.

Teaching and Learning Methods:

- Lectures
- Discussions
- Seminars
- Specialized training courses

Assessment Methods:

5. Oral questioning
 6. Written exams
 7. Daily participation
 8. Completing reports and daily assignments
-

C. Affective and Value Objectives

C1- **Reception and Acceptance**: Examples of actions that can be used at the reception level: (e.g., pay attention, ask, listen, follow, recognize, choose, answer).

C2- **Response**: Examples of actions that can be used at the response level: (e.g., answer, agree, feel, decide, assist, discuss, listen, participate).

C3- **Valuation**: Examples of actions that can be used at the valuation level: (e.g., initiate, highlight, act, suggest, practice, follow, appreciate, participate).

C4- **Value Organization**: Examples of actions that can be used at the value organization level: (e.g., organize, correct, combine, rank).

Teaching and Learning Methods:

5. Lectures (explanation and clarification, discussion).
6. Use of technological teaching aids such as educational films and electronic lectures.
7. Self-learning through a student-centered learning environment.
8. Encouraging students to use the library as a learning tool.

Assessment Methods:

5. Oral questioning
 6. Written exams
 7. Daily participation
 8. Completing reports and daily assignments
-

D. General and Transferable Skills

D1- Leadership and effective communication skills.

D2- Emphasizing the student's understanding of translation in all its academic disciplines in line with the

department's vision and objectives.

D3- Data management and IT skills relevant to translation.

D4- Enhancing the student's abilities by focusing on external factors that aid self-development in translation.

Teaching and Learning Methods:

- Lectures
- Use of technological teaching aids
- Self-learning methods
- Encouraging the use of the library

Assessment Methods:

6. Oral questioning
 7. Written exams
 8. Daily participation
 9. Completing reports and daily assignments
 10. Translating articles or novels
-

Program Structure

Stage One

- **Grammar:** 4 credits
- **French Language:** 2 credits
- **Spanish Language:** 2 credits
- **Essay Writing:** 2 credits
- **Comprehension:** 2 credits
- **Human Rights:** 2 credits
- **Computer Science:** 2 credits
- **Phonetics:** 6 credits
- **Introduction to Translation:** 4 credits

Stage Two

- **Literary Texts:** 4 credits
- **Translation into Arabic:** 4 credits
- **French Language:** 2 credits
- **Grammar:** 6 credits
- **Visual Translation:** 6 credits
- **Spanish Language:** 2 credits
- **Novel:** 4 credits
- **Translation into English:** 4 credits
- **Conversation:** 4 credits
- **Arabic Language:** 2 credits

Stage Three

- **French Language:** 2 credits
- **Comparative Grammar:** 6 credits
- **Translation into English:** 4 credits
- **Drama:** 2 credits
- **Linguistics:** 6 credits
- **Consecutive Translation:** 6 credits
- **Translation into Arabic:** 4 credits
- **Administrative and Commercial Translation:** 4 credits
- **Arabic Language:** 2 credits
- **Research Methods:** 2 credits

Stage Four

- **Scientific Translation:** 2 credits
- **Simultaneous Interpretation:** 6 credits
- **Grammar:** 4 credits
- **Semantics:** 4 credits
- **Literary Translation:** 2 credits
- **Media Translation:** 2 credits
- **Legal Translation:** 4 credits
- **Graduation Project:** 2 credits
- **Arabic Language:** 2 credits

Personal Development Planning

- Offering advice and guidance to help students develop their skills, including teamwork, time management, and prioritization.
- Fostering leadership and management abilities.
- Instilling the principle of self-guidance and self-improvement.
- Encouraging the development of the student's personality through role models in the faculty.
- Promoting independence in work.

Admission Criteria

5. **Admission Criteria:** The department follows the centralized admission system regulated by the Ministry of Higher Education and Scientific Research's Directorate of Studies and Planning.
6. **Selection Criteria:** The primary criterion for selecting students in the first academic year is their scientific qualification, typically with scores ranging between 60-65 in their respective subjects.
7. **Requirements:** Applicants must submit a certified high school diploma (scientific or literary branch) from the Directorate of Education.
8. **Medical Examination:** Applicants must undergo a medical test proving they are free from disabilities and illnesses.

Key Information Sources about the Program

3. The college and university website.

4. Official textbooks approved by the Ministry of Higher Education and Scientific Research.

Curriculum Skills Framework

Please mark the boxes corresponding to the individual learning outcomes of the program that are subject to evaluation:

Year/Level	Course Code	Course Title	Core or Elective	Cognitive Goals	Program-Specific Skills	Affective and Value Goals	General and Transferable Skills (Employability and Personal Development)
				A1	A2	A3	A4

Course Description Model

Course Description

This course description provides a concise summary of the main characteristics of the course and the expected learning outcomes students are required to achieve, demonstrating whether they have maximized the available learning opportunities. It must align with the program description.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Course Name/Code:** INS 327
- **Available Attendance Forms:** Mandatory
- **Semester/Year:** third
- **Total Study Hours:** 90
- **Date of Preparation:** 11/1/2025

Course Objectives

The course aims to teach students how to comprehend spoken text, considering the speaker's dialect, accent, and verbal influence on translation. Students must accurately understand the speaker to produce a correct translation for the audience.

Learning Outcomes and Methods of Teaching and Assessment

A. Cognitive Goals

A1- **Memorization:** Focusing on remembering certain facts and being able to describe and identify them.

A2- **Understanding:** The student must understand the scientific material and express it in their own language and style.

A3- **Application:** Emphasizing what the student has learned from the material and applying it to daily life as a spiritual methodology.

A4- **Analysis:** Breaking the scientific material into its basic components through the gradual presentation of ideas and analysis.

A5- **Synthesis:** Reaching an advanced level where the student can understand and integrate concepts and

present new comprehensive structures.

A6- **Evaluation**: Making judgments on the scientific material based on internal criteria, such as consistency or lack of contradiction, or external criteria.

B. Program-Specific Skills

B1- **Preparation**: Recognizing the importance of this type of translation and understanding why it was introduced as a crucial form of translation.

B2- **Response**: Discussing the differences between this and written translation.

B3- **Encouraging Students**: Encouraging students to listen to press conferences and daily discussions in the source language.

B4- **Report Writing**: Encouraging students to write reports and research papers in the scientific material's domain.

Teaching and Learning Methods

4. Lectures (explanation and clarification, discussion).
5. Encouraging students to engage in discussions on the importance of this type of translation, especially in international conferences.
6. Encouraging students to use the library and become familiar with relevant books as a learning tool.

Assessment Methods

5. Oral questioning.
6. Written exams.
7. Daily participation.
8. Completing reports and daily assignments.

C. Affective and Value Objectives

C1- **Reception and Acceptance**: The learner becomes interested in the subject matter through the teacher's role (e.g., pay attention, listen, feel, listen carefully, agree). This can be achieved by making the student attentive to oral translation.

C2- **Response**: The student accepts and appreciates the material based on the initial phase of reception and acceptance (e.g., shows admiration, tends to, becomes enthusiastic, responds, expresses admiration). The student finds joy in studying consecutive translation and expresses this interest scientifically.

C3- **Valuation**: The learner acquires a value system that interacts with the community through multiple values, establishing a system that later becomes influential in society (e.g., believes in, sacrifices for). The student values the importance of oral translation and its uses.

C4- **Value Organization**: The learner feels that the subject and the scientific material have value to them (e.g., organizes, corrects, arranges). The student appreciates the importance of listening and speaking in the source and target language.

Teaching and Learning Methods

4. Lectures (explanation and clarification, discussion).
5. Encouraging students to engage with the cultures of various countries.
6. Encouraging students to visit and use the library and to explore books related to the scientific material as one of the learning tools.

Assessment Methods

5. Oral questioning.
 6. Written exams.
 7. Daily participation.
 8. Completing reports and daily assignments.
-

D. General and Transferable Skills (Employability and Personal Development)

D1- Developing students' ability to deal with historical sources related to the scientific material.

D2- Developing students' ability to use the internet in ways that serve the scientific material.

D3- Developing students' ability to engage in dialogue and discussion about the scientific material.

D4- Developing students' understanding of the scientific material in a way that enhances their general culture and benefits the community.

Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Introduction to the nature of the subject and how to deliver lectures	Lecture	Oral exams	
2	3	Definitions related to the theoretical aspects of this type of translation	Lecture	Oral exams	
3	3	Exercises to expand long-term memory	Practical	Oral exams	
4	3	How to analyze oral text	Lecture	Written exams	
5	3	Applications on recordings from press conferences	Practical	Oral exams	
6	3	Applications on agricultural issues	Practical	Oral exams	
7	3	Applications on recordings from the United Nations	Practical	Oral exams	
8	3	Applications on economic issues	Practical	Oral exams	
9	3	Students' presentations on this type of translation	Practical	Oral exams	
10	3	Continuation of students' presentations	Practical	Oral exams	
11	3	Applications on military and political issues	Practical	Written exams	
12	3	Applications on cultural issues	Practical	Oral exams	
13	3	Exercises on extended texts	Practical	Oral exams	
14	3	Training for specific occasions	Practical	Oral exams	
15	3	Translating unfamiliar vocabulary	Practical	Oral exams	
16	3	Final exam	Practical	Oral exams	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
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Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Reversing translation direction	Lecture	Oral exams	
2	3	Explaining the rules to be followed in translation	Lecture	Oral exams	
3	3	Recording press conferences	Practical	Oral exams	
4	3	Recording historical conferences	Practical	Oral exams	
5	3	Political texts	Practical	Oral exams	
6	3	Medical texts	Practical	Oral exams	
7	3	Engineering texts	Practical	Oral exams	
8	3	Economic texts	Practical	Oral exams	
9	3	Literary texts	Practical	Written exams	
10	3	Guessing the meaning of unfamiliar terms	Practical	Oral exams	
11	3	Increasing speed and accuracy	Practical	Oral exams	
12	3	Training students for smooth transitions	Practical	Oral exams	
13	3	How to summarize in translation	Practical	Written exams	
14	3	Various texts	Practical	Oral exams	
15	3	Review	Practical	Oral exams	
16	3	Final exam	Practical	Oral exams	

Infrastructure

5. **Required Textbooks:** No official textbook.
6. **Primary References (Sources):**
 1. Videos from YouTube.
 2. Various texts from different sources.
7. **Recommended Books and References (Scientific Journals, Reports, etc.):**
 - o Videos from YouTube.
 - o Books on translation.
 - o Research on translation.
8. **Electronic Resources and Websites:**
 0. Al-Mustafa Electronic Library
 1. Here is My Library
 2. Language Library

Course Development Plan

The teaching staff is committed to continuously improving the curriculum through the introduction of new teaching methods, assessments, and modern technology tools. They also emphasize increasing student engagement in research activities and enhancing critical thinking and problem-solving skills to meet the evolving demands of the labor market.

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation**

Academic Program Description Form for Colleges and Institutes

University: Tikrit

College/Institute: College of Arts

Department: Translation

Name: Ziyad Ahmed Dahaam Abed & Ahmed Hassan

File Completion Date: 10/9/2025

Signatures:

- **Department Head:** Lecturer: Foad Adil Khalaf (12/9/2025)
- **Scientific Assistant:** (12/9/2025)

File reviewed by

Quality Assurance and University Performance Division

Name of Head of the Quality Assurance Division:

Date:

Signature:

Dean's Endorsement

Program Description

This program description provides a concise summary of the main characteristics of the program and the expected learning outcomes students are required to achieve. It demonstrates whether students have maximized the opportunities available to them. It is accompanied by a description of each course in the program.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Name of Academic or Professional Program:** Bachelor
- **Final Degree Name:** Bachelor of Arts in Translation
- **Study System:** Yearly
- **Accreditation Program:** Iraqi Universities Union
- **Other External Influences:** Iraqi Universities / House of Wisdom
- **Date of Program Description Preparation:** 29/1/2025

Program Objectives

Department Vision:

The department strives to excel among similar departments in faculties of arts at various universities by offering an educational program that adopts a rigorous and modern scientific research approach in translation and advanced teaching methods. Utilizing modern technologies, the program aims to prepare a

new generation of graduates who are proficient in their specialization and capable of playing a pivotal role in achieving academic leadership and applying it to the development of Iraqi society.

Department Mission:

1. Provide students with distinguished educational expertise.
 2. Prepare highly competent graduates to meet the labor market needs.
 3. Conduct outstanding research in the field of translation studies and direct scientific research to serve and uplift society.
 4. Enhance creativity and critical thinking among students.
 5. Meet societal needs in the fields of education, research, media, and culture.
-

Strategic Objectives of the Department:

1. Improve the educational process and develop programs and curricula in line with scientific advancements.
 2. Excel in scientific research, support it, and direct it to serve the community.
 3. Prepare specialists in the knowledge fields related to translation.
 4. Encourage students to think critically, analytically, and cultivate knowledge, good citizenship, and self-development.
 5. Ensure sustainable professional development for the teaching staff.
 6. Promote cultural and scientific exchange with similar departments locally and internationally.
 7. Provide consultancy and research services related to translation to departments and local community institutions.
-

Program Outcomes, Teaching, and Evaluation Methods

A. Knowledge Objectives

A1- **Memorization:** Focus on recalling facts and describing them (e.g., describe, name, identify, list).

A2- **Understanding:** The ability to understand the material and express it in one's own words.

A3- **Application:** Applying learned concepts to everyday life as a spiritual and practical life methodology (e.g., apply, use, produce).

A4- **Analysis:** Breaking down the material into its core components through the gradual presentation of ideas and analysis (e.g., analyze, prove, compare, differentiate, conclude).

A5- **Synthesis:** Reaching an advanced stage where students can integrate and link concepts, creating new, comprehensive structures (e.g., combine, plan, gather, organize, suggest).

A6- **Evaluation:** Making judgments about the material based on internal or external criteria (e.g., critique, discuss, assess, support opinions with evidence).

B. Program-Specific Skills

B1- **Preparation:** Readiness for specific tasks.

B2- **Response:** Directed, mechanical, or complex responses.

B3- **Organization and Innovation:** Creativity and organizing new motor skills.

Teaching and Learning Methods:

- Lectures
- Discussions
- Seminars
- Specialized training courses

Assessment Methods:

1. Oral questioning
 2. Written exams
 3. Daily participation
 4. Completing reports and daily assignments
-

C. Affective and Value Objectives

C1- Reception and Acceptance: Examples of actions that can be used at the reception level: (e.g., pay attention, ask, listen, follow, recognize, choose, answer).

C2- Response: Examples of actions that can be used at the response level: (e.g., answer, agree, feel, decide, assist, discuss, listen, participate).

C3- Valuation: Examples of actions that can be used at the valuation level: (e.g., initiate, highlight, act, suggest, practice, follow, appreciate, participate).

C4- Value Organization: Examples of actions that can be used at the value organization level: (e.g., organize, correct, combine, rank).

Teaching and Learning Methods:

1. Lectures (explanation and clarification, discussion).
2. Use of technological teaching aids such as educational films and electronic lectures.
3. Self-learning through a student-centered learning environment.
4. Encouraging students to use the library as a learning tool.

Assessment Methods:

1. Oral questioning
 2. Written exams
 3. Daily participation
 4. Completing reports and daily assignments
-

D. General and Transferable Skills

D1- Leadership and effective communication skills.

D2- Emphasizing the student's understanding of translation in all its academic disciplines in line with the department's vision and objectives.

D3- Data management and IT skills relevant to translation.

D4- Enhancing the student's abilities by focusing on external factors that aid self-development in translation.

Teaching and Learning Methods:

- Lectures
- Use of technological teaching aids
- Self-learning methods
- Encouraging the use of the library

Assessment Methods:

1. Oral questioning
 2. Written exams
 3. Daily participation
 4. Completing reports and daily assignments
 5. Translating articles or novels
-

Program Structure

Stage One

- **Grammar:** 4 credits
- **French Language:** 2 credits
- **Spanish Language:** 2 credits
- **Essay Writing:** 2 credits
- **Comprehension:** 2 credits
- **Human Rights:** 2 credits
- **Computer Science:** 2 credits
- **Phonetics:** 6 credits
- **Introduction to Translation:** 4 credits

Stage Two

- **Literary Texts:** 4 credits
- **Translation into Arabic:** 4 credits
- **French Language:** 2 credits
- **Grammar:** 6 credits
- **Visual Translation:** 6 credits
- **Spanish Language:** 2 credits
- **Novel:** 4 credits
- **Translation into English:** 4 credits
- **Conversation:** 4 credits
- **Arabic Language:** 2 credits

Stage Three

- **French Language:** 2 credits
- **Comparative Grammar:** 6 credits
- **Translation into English:** 4 credits
- **Drama:** 2 credits
- **Linguistics:** 6 credits
- **Consecutive Translation:** 6 credits
- **Translation into Arabic:** 4 credits

- **Administrative and Commercial Translation:** 4 credits
- **Arabic Language:** 2 credits
- **Research Methods:** 2 credits

Stage Four

- **Scientific Translation:** 2 credits
 - **Simultaneous Interpretation:** 6 credits
 - **Grammar:** 4 credits
 - **Semantics:** 4 credits
 - **Literary Translation:** 2 credits
 - **Media Translation:** 2 credits
 - **Legal Translation:** 4 credits
 - **Graduation Project:** 2 credits
 - **Arabic Language:** 2 credits
-

Personal Development Planning

- Offering advice and guidance to help students develop their skills, including teamwork, time management, and prioritization.
 - Fostering leadership and management abilities.
 - Instilling the principle of self-guidance and self-improvement.
 - Encouraging the development of the student's personality through role models in the faculty.
 - Promoting independence in work.
-

Admission Criteria

1. **Admission Criteria:** The department follows the centralized admission system regulated by the Ministry of Higher Education and Scientific Research's Directorate of Studies and Planning.
 2. **Selection Criteria:** The primary criterion for selecting students in the first academic year is their scientific qualification, typically with scores ranging between 60-65 in their respective subjects.
 3. **Requirements:** Applicants must submit a certified high school diploma (scientific or literary branch) from the Directorate of Education.
 4. **Medical Examination:** Applicants must undergo a medical test proving they are free from disabilities and illnesses.
-

Key Information Sources about the Program

1. The college and university website.
 2. Official textbooks approved by the Ministry of Higher Education and Scientific Research.
-

Curriculum Skills Framework

Please mark the boxes corresponding to the individual learning outcomes of the program that are subject to evaluation:

Year/Level	Course Code	Course Title	Core or Elective	Cognitive Goals	Program-Specific Skills	Affective and Value Goals	General and Transferable Skills (Employability and Personal Development)
				A1	A2	A3	A4

Course Description Model

Course Description

This course covers the main scientific procedures which are followed in the field of writing research papers. It includes the universal procedures pointed by the specialists who admit that both the MLA and the APA styles can be followed in the writing research papers under the fields of language studies.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Course Name/Code:** Methods of Research Writing
- **Available Attendance Forms:** Mandatory
- **Semester/Year:** Third
- **Total Study Hours:** 64
- **Date of Preparation:** 12/9/2025

Course Objectives

This course aims at clarifying the main procedures of writing scientific research papers in the profession of Translation. The procedures are the same of that followed in linguistics in order to build a scientific background for the students of Translation. Such a scientific background is useful for them in their future studies.

Learning Outcomes and Methods of Teaching and Assessment

A. Cognitive Goals

A1- **Memorization:** Focusing on remembering certain facts and being able to describe and identify them.

A2- **Understanding:** The students must understand the scientific material and express it in their own language and style.

A3- **Application:** Emphasizing what the student has learned from the material and applying it to daily life as a spiritual methodology.

A4- **Analysis:** Breaking the scientific material into its basic components through the gradual presentation of ideas and analysis.

A5- **Synthesis:** Reaching an advanced level where the student can understand and integrate concepts and present new comprehensive structures.

A6- **Evaluation:** Making judgments on the scientific material based on internal criteria, such as consistency or lack of contradiction, or external criteria.

B. Program-Specific Skills

B1- Preparation: It is important for the students to be acquainted with the main styles of writing research papers.

B2- Response: The student should have the ability to repeat what he/she has learnt from the previous lecture.

B3- Encouraging Students: The students are usually divided into groups to deal with the topic assigned to them, usually of a question-answer type.

B4- Report Writing: Each student is required to present a mini research paper at the end of the semester.

Teaching and Learning Methods

1. Lectures (explanation and clarification, discussion).
2. Encouraging students to engage in discussions on the importance of writing research papers.
3. Encouraging students to use the library and become familiar with relevant books as a learning tool.

Assessment Methods

1. Oral questioning.
2. Written exams.
3. Daily participation.
4. Completing reports and daily assignments.

C. Affective and Value Objectives

C1- Reception and Acceptance: The learner becomes interested in the subject matter through the teacher's role (e.g., pay attention, listen, feel, listen carefully, agree). This can be achieved by making the student attentive to methods of writing.

C2- Response: The student accepts and appreciates the material based on the initial phase of reception and acceptance (e.g., shows admiration, tends to, becomes enthusiastic, responds, expresses admiration). The student finds joy in studying methods of research writing and expresses this interest scientifically.

C3- Valuation: The learner acquires a value system that interacts with the community through multiple values, establishing a system that later becomes influential in society (e.g., believes in, sacrifices for). The student values the importance of writing research papers .

C4- Value Organization: The learner feels that the subject and the scientific material have value to them (e.g., organizes, corrects, arranges). The student appreciates the importance of the two styles of writing research papers, the MLA and the APA.

Teaching and Learning Methods

1. Lectures (explanation and clarification, discussion).
2. Encouraging students to engage with the cultures of various countries.
3. Encouraging students to visit and use the library and to explore books related to the scientific material as one of the learning tools.

Assessment Methods

1. Oral questioning.
2. Written exams.
3. Daily participation.
4. Completing reports and daily assignments.

D. General and Transferable Skills (Employability and Personal Development)

D1- Developing students' ability to deal with historical sources related to the scientific material.

D2- Developing students' ability to use the internet in ways that serve the scientific material.

D3- Developing students' ability to engage in dialogue and discussion about the scientific material.

D4- Developing students' understanding of the scientific material in a way that enhances their general culture and benefits the community.

Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Introduction to the methods of writing research papers	Lecture	Explanation	
2	3	Learning the Conventions of Academic Writing	Lecture	Explanation	
3	3	Understanding Plagiarism	Lecture	Explanation	
4	3	Research Assignment	Lecture	Written Ex.	
5	3	Understanding the Terminology	Lecture	Explanation	
6	3	Applications on agricultural issues	Lecture	Explanation	
7	3	Establishing a Research Schedule	Lecture	Explanation	
8	3	Relating Your Personal Ideas to a Scholarly Problem	Lecture	Explanation	
9	3	Scholarly Topics	Practical	Explanation	
10	3	Speculating about Your Subject Talking with Others to Refine the Topic	Lecture	Explanation	
11	3	Personal Interviews and Discussions	Lecture	Written Ex.	
12	3	Online Discussion Groups	Lecture	Explanation	
13	3	Using Online Searches	Lecture	Explanation	
14	3	Using an Online Subject Directory	Lecture	Explanation	
15	3	Using an Internet Keyword Search	Lecture	Explanation	
16	3	Final exam	Practical	Explanation	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Finding Web-Based Resources	Lecture	Explanation	
2	3	Beginning an Online Search	Lecture	Explanation	
3	3	Reading an Online Address	Lecture	Explanation	
4	3	Using Library Resources	Lecture	Explanation	
5	3	Launching the Search	Lecture	Explanation	
6	3	Finding Books on Your Topic	Lecture	Explanation	
7	3	Finding Articles in Magazines and	Practical	Explanation	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
		Journals			
8	3	Searching the General Indexes to Periodicals	Lecture	Explanation	
9	3	Plagiarism and How to Avoid It	Lecture	Written Ex.	
10	3	Reading and Evaluating Sources unfamiliar terms	Lecture	Explanation	
11	3	Developing Outlines and Writing Effective Notes	Lecture	Explanation	
12	3	Finding Reliable Sources	Practical	Explanation	
13	3	How to summarize in translation	Lecture	Written Ex.	
14	3	Developing Outlines and Writing Effective Notes	Lecture	Explanation	
15	3	Drafting the Paper in an Academic Style	Lecture	Explanation	
16	3	Final exam	Practical	Explanation	

Infrastructure

1. **Required Textbooks:** No official textbook.
2. **Primary References (Sources):**
 1. Videos from YouTube.
 2. Various texts from different sources.
3. **Recommended Books and References (Scientific Journals, Reports, etc.):**
 - o Videos from YouTube.
 - o Books on translation.
 - o Research on translation.
4. **Electronic Resources and Websites:**
 1. Al-Mustafa Electronic Library
 2. Here is My Library
 3. Language Library

Course Development Plan

Each student is a project of a future specialist in writing research papers. The teacher tackles the job of clarifying the main scientific procedures followed according to universal references on the topic.



**Ministry of Higher Education and Scientific Research Scientific
Supervision and Scientific Evaluation Apparatus Directorate of
Quality Assurance and Academic Accreditation Accreditation
Department**

Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date: File

Completion Date:10/9/2025

Name: Khaldoon Ata Sumaian

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

1. Program Vision				
Program vision is written here as stated in the university's catalogue and website.				
2. Program Mission				
Program mission is written here as stated in the university's catalogue and website.				
3. Program Objectives				
General statements describing what the program or institution intends to achieve.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				

6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
8. Expected learning outcomes of the program				
Knowledge				
Learning Outcomes 1		Learning Outcomes Statement 1		
Skills				
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Ethics				
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
9. Teaching and Learning Strategies				
Teaching and learning strategies and methods adopted in the implementation of the program in general.				
10. Evaluation methods				
Implemented at all stages of the program in general.				

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
State briefly the sources of information about the program.

14. Program Development Plan

Course Description Form

1. Course Name: French language						
2. Course Code: A N S 3 2 7						
3. Semester / Year: Annual						
4. Description Preparation Date: 10/9/2025						
5. Available Attendance Forms: Mandatory						
6. Number of Credit Hours (Total) / Number of Units (Total) 32 hours						
7. Course administrator's name (mention all, if more than one name) Khaldoon Atta Smyan kaldsmyan@tu.edu.iq						
8. Course Objectives						
<p>Course Objectives Teaching the student the basics and principles of the French language from scratch until he is able to understand and speak at an acceptable level, correct pronunciation and understanding, in addition to learning common vocabulary with the English language that helps him understand the French language more, in addition to getting to know a new language and a new culture that will greatly help him in the future to be a successful translator due to the great overlap between the two languages.</p>						<ul style="list-style-type: none"> • • •
9. Teaching and Learning Strategies						
Strategy		<p>1- Giving lectures through explanation, clarification, and discussion. 2- The student should discuss the importance of learning about the cultures of countries. 3- Encouraging the student to visit and use the library and learn about books related to the subject of the scientific material, as it is one of the means of learning.</p>				
10. Course Structure						
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation	
		Outcomes	name	method	method	

1.	1	Introduction to the nature of the article and how it presents its lectures	Theoretical	Oral Tests
2.	1		Theoretical	Oral Tests
3.	1	The alphabets in French and the way they speak them	Practical	Oral Tests
4.	1		Theoretical	Oral Tests
5.	1	Verb to be (etre) How to use verb to be (etre) and examples	Practical	Oral and Written Tests
6.	1		Theoretical	Oral Tests
7.	1	Weekdays in French	Practical	Oral Tests
8.	1		Theoretical	Oral and Written Tests
9.	1	Numbers from 1 to 10	Practical	Oral Tests
10.	1		Theoretical	Oral Tests
11.	1	Important vocabulary in French	Practical	Oral Tests
12.	1		Theoretical	Oral Tests
13.	1	The act of possession	Practical	Oral Tests
14.	1		Theoretical	Oral Tests
15.	1	Review of the use of the act of ownership	Practical	Oral Tests
16.	1		Theoretical	Oral Tests
17.	1	Completing the use of verb to be (etre) and possession in useful sentences	Practical	Oral Tests
18.	1		Theoretical	Oral Tests
19.	1	Applications to use vocabulary and verbs in sentences	Practical	Oral Tests
20.	1		Theoretical	Oral Tests
21.	1	Colors in French	Practical	Oral Tests
22.	1		Theoretical	Oral Tests
23.	1	Numbers from 11-20	Practical	Oral Tests
24.	1		Theoretical	Oral Tests
25.	1	Correct pronunciation and sentencing exercises	Practical	Oral Tests
26.	1		Theoretical	Oral Tests
27.	1	Speech training through application	Practical	Oral Tests
28.	1		Theoretical	Oral Tests
29.	1	Personal	Practical	Oral Tests
30.	1		Theoretical	Oral Tests
31.	1	Months of the year	Practical	Oral Tests
32.	1		Theoretical	Oral Tests

27		and four classes			Tests
28	1	Numbers from 20 to			Oral Tests
29		60			
30	1	Examination in			
31		Material			
32	1	Opposite			
		vocabulary in			
		French			
	1	Using hazing in			
		useful sentences			
	1	Numbers from 60 to			
		100			
	1	Deny the sentence			
		in French			
	1	Types of sentences			
		in French			
	1	How to ask in			
		French and its types			
		Subject			
	1	Examination			
	1	Time and Hours			
		Time, date and date			
		of birth			
	1	Vocabulary and			
		expressions of the			
		target's culture and			
		language			
	1	Hearing and			
		Understanding			
		Training			
	1	Personal application			
		for every French			
		student			
	1	Training students to			
		use words and			
		sentences according			
		to the right context			
	1	Body Parts			
		Vocabulary			
	1	Connecting			
		materials with			
		preaching in speech			

		and understanding Review of the whole article Final Examination			
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11. Course Evaluation
 Distributing the score out of 100 according to the tasks assigned to the student such as preparation, daily oral, monthly, or written exams, reports

12. Learning and Teaching Resources

Mauger 1 + Totem A1
 Required textbooks (curricular books, if any)
 Totem: Livre De L'eleve A1 + Dvd-rom +
 Manuel Numerique Simple
 (French Edition) Paperback – May 7, 2014
 French Edition by [Hachette FLE](#) (Author)
 (scientific journals, reports...)

Electronic References, Websites	
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**Ministry of Higher Education and Scientific Research Scientific
Supervision and Scientific Evaluation Apparatus Directorate of
Quality Assurance and Academic Accreditation Accreditation
Department**

Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date: File

Completion Date:10/9/2025

Name: Khaldoon Ata Sumaian

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

1. Program Vision				
Program vision is written here as stated in the university's catalogue and website.				
2. Program Mission				
Program mission is written here as stated in the university's catalogue and website.				
3. Program Objectives				
General statements describing what the program or institution intends to achieve.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				

6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	Learning Outcomes Statement 1
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Skills

Learning Outcomes 2	Learning Outcomes Statement 2
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Learning Outcomes 3	Learning Outcomes Statement 3
---------------------	-------------------------------

Ethics

Learning Outcomes 4	Learning Outcomes Statement 4
---------------------	-------------------------------

Learning Outcomes 5	Learning Outcomes Statement 5
---------------------	-------------------------------

11. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

12. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
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Mentoring new faculty members
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Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
State briefly the sources of information about the program.

14. Program Development Plan

Course Description Form

1. Course Name: French language						
2. Course Code: A N S 3 2 7						
3. Semester / Year: Annual						
4. Description Preparation Date: 10/9/2025						
5. Available Attendance Forms: Mandatory						
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14.	1			Theoretical	Oral Tests
15.	1	Review of the use of the act of ownership		Practical	Oral Tests
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17.	1	Completing the use of verb to be (etre) and possession in useful sentences		Practical	Oral Tests
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32	1	Opposite			
		vocabulary in			
		French			
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	1	Numbers from 60 to			
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	1	Deny the sentence			
		in French			
	1	Types of sentences			
		in French			
	1	How to ask in			
		French and its types			
		Subject			
	1	Examination			
	1	Time and Hours			
		Time, date and date			
		of birth			
	1	Vocabulary and			
		expressions of the			
		target's culture and			
		language			
	1	Hearing and			
		Understanding			
		Training			
	1	Personal application			
		for every French			
		student			
	1	Training students to			
		use words and			
		sentences according			
		to the right context			
	1	Body Parts			
		Vocabulary			
	1	Connecting			
		materials with			
		preaching in speech			

		and understanding Review of the whole article Final Examination			
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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					
Mauger 1 + TotemA1					
Required textbooks (curricular books, if any)					
Totem: Livre De L'eleve A1 + Dvd-rom +					
Manuel Numerique Simple					
(French Edition) Paperback – May 7, 2014					
French Edition by Hachette FLE (Author)					
(scientific journals, reports...)					
Electronic References, Websites					

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation**

Academic Program Description Form for Colleges and Institutes

University: Tikrit
College/Institute: College of Arts
Department: Translation
Name: Rand Khalid Abdulrahman Mustafa
File Completion Date: 11/9/2025

Signatures:

- **Department Head:** (11/9/2025)
- **Scientific Assistant:** (11/9/2025)

File reviewed by
Quality Assurance and University Performance Division
Name of Head of the Quality Assurance Division:
Date:
Signature:

Dean's Endorsement

Program Description

This program description provides a concise summary of the main characteristics of the program and the expected learning outcomes students are required to achieve. It demonstrates whether students have maximized the opportunities available to them. It is accompanied by a description of each course in the program.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Name of Academic or Professional Program:** Bachelor
- **Final Degree Name:** Bachelor of Arts in Translation
- **Study System:** Yearly
- **Accreditation Program:** Iraqi Universities Union
- **Other External Influences:** Iraqi Universities / House of Wisdom
- **Date of Program Description Preparation:** 11/8/2024

Program Objectives

Department Vision:

The department strives to excel among similar departments in faculties of arts at various universities by offering an educational program that adopts a rigorous and modern scientific research approach in translation and advanced teaching methods. Utilizing modern technologies, the program aims to prepare a

new generation of graduates who are proficient in their specialization and capable of playing a pivotal role in achieving academic leadership and applying it to the development of Iraqi society.

Department Mission:

11. Provide students with distinguished educational expertise.
 12. Prepare highly competent graduates to meet the labor market needs.
 13. Conduct outstanding research in the field of translation studies and direct scientific research to serve and uplift society.
 14. Enhance creativity and critical thinking among students.
 15. Meet societal needs in the fields of education, research, media, and culture.
-

Strategic Objectives of the Department:

15. Improve the educational process and develop programs and curricula in line with scientific advancements.
 16. Excel in scientific research, support it, and direct it to serve the community.
 17. Prepare specialists in the knowledge fields related to translation.
 18. Encourage students to think critically, analytically, and cultivate knowledge, good citizenship, and self-development.
 19. Ensure sustainable professional development for the teaching staff.
 20. Promote cultural and scientific exchange with similar departments locally and internationally.
 21. Provide consultancy and research services related to translation to departments and local community institutions.
-

Program Outcomes, Teaching, and Evaluation Methods

A. Knowledge Objectives

A1- **Memorization:** Focus on recalling facts and describing them (e.g., describe, name, identify, list).

A2- **Understanding:** The ability to understand the material and express it in one's own words.

A3- **Application:** Applying learned concepts to everyday life as a spiritual and practical life methodology (e.g., apply, use, produce).

A4- **Analysis:** Breaking down the material into its core components through the gradual presentation of ideas and analysis (e.g., analyze, prove, compare, differentiate, conclude).

A5- **Synthesis:** Reaching an advanced stage where students can integrate and link concepts, creating new, comprehensive structures (e.g., combine, plan, gather, organize, suggest).

A6- **Evaluation:** Making judgments about the material based on internal or external criteria (e.g., critique, discuss, assess, support opinions with evidence).

B. Program-Specific Skills

B1- **Preparation:** Readiness for specific tasks.

B2- **Response:** Directed, mechanical, or complex responses.

B3- **Organization and Innovation:** Creativity and organizing new motor skills.

Teaching and Learning Methods:

- Lectures
- Discussions
- Seminars
- Specialized training courses

Assessment Methods:

9. Oral questioning
 10. Written exams
 11. Daily participation
 12. Completing reports and daily assignments
-

C. Affective and Value Objectives

C1- Reception and Acceptance: Examples of actions that can be used at the reception level: (e.g., pay attention, ask, listen, follow, recognize, choose, answer).

C2- Response: Examples of actions that can be used at the response level: (e.g., answer, agree, feel, decide, assist, discuss, listen, participate).

C3- Valuation: Examples of actions that can be used at the valuation level: (e.g., initiate, highlight, act, suggest, practice, follow, appreciate, participate).

C4- Value Organization: Examples of actions that can be used at the value organization level: (e.g., organize, correct, combine, rank).

Teaching and Learning Methods:

9. Lectures (explanation and clarification, discussion).
10. Use of technological teaching aids such as educational films and electronic lectures.
11. Self-learning through a student-centered learning environment.
12. Encouraging students to use the library as a learning tool.

Assessment Methods:

9. Oral questioning
 10. Written exams
 11. Daily participation
 12. Completing reports and daily assignments
-

D. General and Transferable Skills

D1- Leadership and effective communication skills.

D2- Emphasizing the student's understanding of translation in all its academic disciplines in line with the department's vision and objectives.

D3- Data management and IT skills relevant to translation.

D4- Enhancing the student's abilities by focusing on external factors that aid self-development in translation.

Teaching and Learning Methods:

- Lectures
- Use of technological teaching aids
- Self-learning methods
- Encouraging the use of the library

Assessment Methods:

11. Oral questioning
 12. Written exams
 13. Daily participation
 14. Completing reports and daily assignments
 15. Translating articles or novels
-

Program Structure

Stage One

- **Grammar:** 4 credits
- **French Language:** 2 credits
- **Spanish Language:** 2 credits
- **Essay Writing:** 2 credits
- **Comprehension:** 2 credits
- **Human Rights:** 2 credits
- **Computer Science:** 2 credits
- **Phonetics:** 6 credits
- **Introduction to Translation:** 4 credits

Stage Two

- **Literary Texts:** 4 credits
- **Translation into Arabic:** 4 credits
- **French Language:** 2 credits
- **Grammar:** 6 credits
- **Visual Translation:** 6 credits
- **Spanish Language:** 2 credits
- **Novel:** 4 credits
- **Translation into English:** 4 credits
- **Conversation:** 4 credits
- **Arabic Language:** 2 credits

Stage Three

- **French Language:** 2 credits
- **Comparative Grammar:** 6 credits
- **Translation into English:** 4 credits
- **Drama:** 2 credits
- **Linguistics:** 6 credits
- **Consecutive Translation:** 6 credits
- **Translation into Arabic:** 4 credits

- **Administrative and Commercial Translation:** 4 credits
- **Arabic Language:** 2 credits
- **Research Methods:** 2 credits

Stage Four

- **Scientific Translation:** 2 credits
 - **Simultaneous Interpretation:** 6 credits
 - **Grammar:** 4 credits
 - **Semantics:** 4 credits
 - **Literary Translation:** 2 credits
 - **Media Translation:** 2 credits
 - **Legal Translation:** 4 credits
 - **Graduation Project:** 2 credits
 - **Arabic Language:** 2 credits
-

Personal Development Planning

- Offering advice and guidance to help students develop their skills, including teamwork, time management, and prioritization.
 - Fostering leadership and management abilities.
 - Instilling the principle of self-guidance and self-improvement.
 - Encouraging the development of the student's personality through role models in the faculty.
 - Promoting independence in work.
-

Admission Criteria

9. **Admission Criteria:** The department follows the centralized admission system regulated by the Ministry of Higher Education and Scientific Research's Directorate of Studies and Planning.
 10. **Selection Criteria:** The primary criterion for selecting students in the first academic year is their scientific qualification, typically with scores ranging between 60-65 in their respective subjects.
 11. **Requirements:** Applicants must submit a certified high school diploma (scientific or literary branch) from the Directorate of Education.
 12. **Medical Examination:** Applicants must undergo a medical test proving they are free from disabilities and illnesses.
-

Key Information Sources about the Program

5. The college and university website.
 6. Official textbooks approved by the Ministry of Higher Education and Scientific Research.
-

Curriculum Skills Framework

Please mark the boxes corresponding to the individual learning outcomes of the program that are subject to evaluation:

Year/Level	Course Code	Course Title	Core or Elective	Cognitive Goals	Program-Specific Skills	Affective and Value Goals	General and Transferable Skills (Employability and Personal Development)
				A1	A2	A3	A4

Course Description Model

Course Description

This course description provides a concise summary of the main characteristics of the course and the expected learning outcomes students are required to achieve, demonstrating whether they have maximized the available learning opportunities. It must align with the program description.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Course Name/Code:** INS 723
- **Available Attendance Forms:** Mandatory
- **Semester/Year:** third
- **Total Study Hours:** 64
- **Date of Preparation:** 11/9/2025

Course Objectives

The course aims to teach students how to comprehend spoken text, considering the speaker's dialect, accent, and verbal influence on translation. Students must accurately understand the speaker to produce a correct translation for the audience.

Learning Outcomes and Methods of Teaching and Assessment

A. Cognitive Goals

A1- **Memorization:** Focusing on remembering certain facts and being able to describe and identify them.

A2- **Understanding:** The student must understand the scientific material and express it in their own language and style.

A3- **Application:** Emphasizing what the student has learned from the material and applying it to daily life as a spiritual methodology.

A4- **Analysis:** Breaking the scientific material into its basic components through the gradual presentation of ideas and analysis.

A5- **Synthesis:** Reaching an advanced level where the student can understand and integrate concepts and present new comprehensive structures.

A6- **Evaluation:** Making judgments on the scientific material based on internal criteria, such as consistency or lack of contradiction, or external criteria.

B. Program-Specific Skills

B1- Preparation: Recognizing the importance of this type of translation and understanding why it was introduced as a crucial form of translation.

B2- Response: Discussing the differences between this and written translation.

B3- Encouraging Students: Encouraging students to listen to press conferences and daily discussions in the source language.

B4- Report Writing: Encouraging students to write reports and research papers in the scientific material's domain.

Teaching and Learning Methods

7. Lectures (explanation and clarification, discussion).
8. Encouraging students to engage in discussions on the importance of this type of translation, especially in international conferences.
9. Encouraging students to use the library and become familiar with relevant books as a learning tool.

Assessment Methods

9. Oral questioning.
10. Written exams.
11. Daily participation.
12. Completing reports and daily assignments.

C. Affective and Value Objectives

C1- Reception and Acceptance: The learner becomes interested in the subject matter through the teacher's role (e.g., pay attention, listen, feel, listen carefully, agree). This can be achieved by making the student attentive to oral translation.

C2- Response: The student accepts and appreciates the material based on the initial phase of reception and acceptance (e.g., shows admiration, tends to, becomes enthusiastic, responds, expresses admiration). The student finds joy in studying consecutive translation and expresses this interest scientifically.

C3- Valuation: The learner acquires a value system that interacts with the community through multiple values, establishing a system that later becomes influential in society (e.g., believes in, sacrifices for). The student values the importance of oral translation and its uses.

C4- Value Organization: The learner feels that the subject and the scientific material have value to them (e.g., organizes, corrects, arranges). The student appreciates the importance of listening and speaking in the source and target language.

Teaching and Learning Methods

7. Lectures (explanation and clarification, discussion).
8. Encouraging students to engage with the cultures of various countries.
9. Encouraging students to visit and use the library and to explore books related to the scientific material as one of the learning tools.

Assessment Methods

9. Oral questioning.
10. Written exams.
11. Daily participation.
12. Completing reports and daily assignments.

D. General and Transferable Skills (Employability and Personal Development)

D1- Developing students' ability to deal with historical sources related to the scientific material.

D2- Developing students' ability to use the internet in ways that serve the scientific material.

D3- Developing students' ability to engage in dialogue and discussion about the scientific material.

D4- Developing students' understanding of the scientific material in a way that enhances their general culture and benefits the community.

Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Introduction to the nature of the subject and how to deliver lectures	Lecture	Oral exams	
2	3	Definitions related to the theoretical aspects of this type of translation	Lecture	Oral exams	
3	3	Exercises to expand long-term memory	Practical	Oral exams	
4	3	How to analyze oral text	Lecture	Written exams	
5	3	Applications on recordings from press conferences	Practical	Oral exams	
6	3	Applications on agricultural issues	Practical	Oral exams	
7	3	Applications on recordings from the United Nations	Practical	Oral exams	
8	3	Applications on economic issues	Practical	Oral exams	
9	3	Students' presentations on this type of translation	Practical	Oral exams	
10	3	Continuation of students' presentations	Practical	Oral exams	
11	3	Applications on military and political issues	Practical	Written exams	
12	3	Applications on cultural issues	Practical	Oral exams	
13	3	Exercises on extended texts	Practical	Oral exams	
14	3	Training for specific occasions	Practical	Oral exams	
15	3	Translating unfamiliar vocabulary	Practical	Oral exams	
16	3	Final exam	Practical	Oral exams	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Reversing translation direction	Lecture	Oral exams	
2	3	Explaining the rules to be followed in translation	Lecture	Oral exams	
3	3	Recording press conferences	Practical	Oral exams	
4	3	Recording historical conferences	Practical	Oral exams	
5	3	Political texts	Practical	Oral exams	
6	3	Medical texts	Practical	Oral exams	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
7	3	Engineering texts	Practical	Oral exams	
8	3	Economic texts	Practical	Oral exams	
9	3	Literary texts	Practical	Written exams	
10	3	Guessing the meaning of unfamiliar terms	Practical	Oral exams	
11	3	Increasing speed and accuracy	Practical	Oral exams	
12	3	Training students for smooth transitions	Practical	Oral exams	
13	3	How to summarize in translation	Practical	Written exams	
14	3	Various texts	Practical	Oral exams	
15	3	Review	Practical	Oral exams	
16	3	Final exam	Practical	Oral exams	

Infrastructure

9. **Required Textbooks:** No official textbook.
10. **Primary References (Sources):**
 1. Videos from YouTube.
 2. Various texts from different sources.
 3. Translation Bases/ Az aldeen Alkhateb/2005
11. **Recommended Books and References (Scientific Journals, Reports, etc.):**
 - o Videos from YouTube.
 - o Books on translation.
 - o Research on translation.
12. **Electronic Resources and Websites:**
 0. Al-Mustafa Electronic Library
 1. Here is My Library
 2. Language Library

Course Development Plan

The teaching staff is committed to continuously improving the curriculum through the introduction of new teaching methods, assessments, and modern technology tools. They also emphasize increasing student engagement in research activities and enhancing critical thinking and problem-solving skills to meet the evolving demands of the labor market.



**Ministry of Higher Education and Scientific Research Scientific
Supervision and Scientific Evaluation Apparatus Directorate of
Quality Assurance and Academic Accreditation Accreditation
Department**

Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/9/2024 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: University of Tikrit

Faculty/Institute: College of Arts

Scientific Department: Department of Translation

Academic or Professional Program Name: Grammar

Final Certificate Name: M.A. of linguistics

Academic System: Yearly system

Description Preparation Date: 10/9/2025

File Completion Date: 10/9/2025

Name: Israa Ali Hussein & Noor Ghalib

Signature:

Signature:

Head of Department Name:

Scientific Associate Name: Date:

Date:12/9/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:12/9/2025

Signature:

Approval of the Dean

1. Program Vision:				
Preparing graduates specialized in translation in general and visual translation in particular and developing their translation skills.				
2. Program Mission				
Developing students' abilities and raising their academic levels in the field of translation.				
3. Program Objectives				
Developing students' skills in visual translation and enabling them to translate various texts that focus on current events and developing their linguistic skills to memorize vocabulary in all fields that broaden their horizons.				
4. Program Accreditation				
This program is considered very important and its outputs play an important role at the level of the government and private sectors.				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
First / Level	SI	Grammar	theoretical	practical

8. Expected learning outcomes of the program

- Broad knowledge of the types of visual translation and its strategies.
- Understanding the correct steps in visual translation
- Emphasizing accurate understanding of the text before starting the translation
- Good knowledge of the two languages and the different cultures of the participants in the dialogue.

Learning Outcomes 2	Learning Outcomes Statement 2 - knowing the types of reading skills in visual translation
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Learning Outcomes 3	Learning Outcomes Statement 3
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Learning Outcomes 4	Learning Outcomes Statement 4
---------------------	-------------------------------

Learning Outcomes 5	Learning Outcomes Statement 5
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Skills

Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes S	Learning Outcomes Statement 5
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11. Teaching and Learning Strategies

The process of teaching visual translation relies on strategies specific to teaching visual translation that help to gradually develop students' skills.

12. Evaluation methods

Students' performance is evaluated through monthly and daily exams.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Lecturer	Linguistics and Translation	Translation				

Professional Development

Mentoring new faculty members

Introducing new members to the method of teaching this type of translation and informing them of its strategies.

Professional development of faculty members

Follow the latest research in the field of sight translation

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

Research published on websites.

14. Program Development Plan

Course Description Form

1. Course Name: Grammar					
2. Course Code: SiT					
3. Semester / Year: Yearly					
4. Description Preparation Date: 10/9/2025					
5. Available Attendance Forms: Physically					
6. Number of Credit Hours (Total) / Number of Units (Total) Three hours					
7. Course administrator's name (mention all, if more than one name) Name: lecturer: Israa Ali Hussein & Noor Ghalib israa.a.hussein86@gmail.com					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> • Developing students' understanding of English grammar and its practical Use in communication. • Analyze sentence patterns and apply grammatical rules correctly in both written and spoken contexts. 			
9. Teaching and Learning Strategies					
Strategy		Use a variety of teaching and learning strategies to help students understand grammar effectively. It includes interactive lectures, classroom discussions, practical exercise, and group work.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One	Three	English Grammar	Grammar	Practicing	Exams

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11. Course Evaluation
 Distributing the score out of 100 according to the tasks assigned to the student such as 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	



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Academic Program and Course Description Guide

2025

Introduction:

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Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

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Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

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Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Arts

Scientific Department: Translation

Academic or Professional Program Name: bachelor

Final Certificate Name: bachelor in translation

Academic System:

Description Preparation Date: File

Completion Date:

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

1. Program Vision
Program vision is written here as stated in the university's catalogue and website.
Tikrit University aspires to become the premier hub of scientific exploration and talent cultivation in Iraq, serving as the primary source for highly skilled graduate technicians who possess exceptional intellectual, emotional, and practical capabilities. With a forward-looking approach, Tikrit University aims to spearhead development planning across Iraq, serving as the cornerstone for achieving sustainable progress in the country. It envisions itself as a center for cognitive and applied sciences, elevating the knowledge pyramid to the highest echelons of evaluation and innovation.
2. Program Mission
Program mission is written here as stated in the university's catalogue and website.
Tikrit University is deeply committed to providing exceptional higher education that adheres to rigorous international standards. The core mission of Tikrit University is to actively pursue leadership and place significant emphasis on meeting the demands of the job market by ensuring that its educational programs foster the development of scientific and educational skills. Moreover, the university places great value on conducting meticulous and ethically grounded scientific research. Such research is approached systematically, employing robust methodologies and frameworks to ensure the attainment of global excellence in academic pursuits.
3. Program Objectives
Equipping the fourth stage students with all what they need for more understanding of the scientific texts and in order to translate them well from Arabic into English and vice versa. Besides, it is very crucial to focus on the importance of loyalty and accuracy in conducting this kind of translation.
4. Program Accreditation
Does the program have program accreditation? And from which agency?
5. Other external influences
Is there a sponsor for the program?

6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025-2026/ fourth		Scientific translattinn	theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1 Learning Outcomes Statement 1

For the student to become familiar with the principles of scientific translation, its requirements, and what are its most important priorities, such as honesty and accuracy, which come first before other factors such as style, aesthetic and rhetorical features

Learning Outcomes 4 Learning Outcomes Statement 4

Learning Outcomes 5 Learning Outcomes Statement 5

Skills

That the student is able to convey scientific information with high clarity and accuracy, given the importance and sensitivity of this type of translation, away from the complexities of rhetoric and linguistic elaboration that may be relied upon in other forms of translation.

9. Teaching and Learning Strategies

1. Practicing of translating scientific texts in all their forms.
 2. Discussing these texts and learning more about them, and avoiding exaggeration in processing them.
 3. Translating these texts and then making it impossible to discuss and criticize these translations by the students on the one hand, and by the lecturer on the other hand.
-

10. Evaluation methods

1. Class and homework assignments
 2. Quiz
 3. Semester and final exams
-

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Lecturer	translation	translation			Staff	

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)
Central, parallel and direct admission
13. The most important sources of information about the program
1. University guide
2. The college's website

14. Program Development Plan
Paying attention to educating students and directing them towards paying attention to the latest developments in scientific research and medical and scientific discoveries,

among others, in order to transfer them to the Arabic language in order to raise public awareness and general culture.

Program Skills Outline															
		Required program Learning outcomes													
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2024-2025/ fourth		Scientific translation	basic												

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name:					
2. Course Code:					
3. Semester / Year:					
4. Description Preparation Date:					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
7. Course administrator's name (mention all, if more than one name)					
Name: Email:					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> • • • 			
9. Teaching and Learning Strategies					
Strategy	Paying attention to educating students and directing them towards paying attention to the latest developments in scientific research and medical and scientific discoveries, among others, in order to transfer them into Arabic language in order to raise public awareness and general culture.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method



11. Course Evaluation					
1. Daily participation					
2. Performing class and homework assignments					
3. Short Exams and Teaching Resources					
4. Semester Exams					
Required textbooks (curricular books, if any)					
Main references (sources)					
5. Final exam					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

**Ministry of Higher Education and Scientific Research Scientific
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Academic Program and Course Description Guide

2025

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Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Arts

Scientific Department: Translation

Academic or Professional Program Name: Bachelor

Final Certificate Name: Bachelor of translation

Academic System: Annual

Description Preparation Date: 11/9/2025

File Completion Date: 11/9/2025

Name: Sura Amir Abas

Signature:

Head of Department Name:

Date: 12/9/2025

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

1. Program Vision

The Bachelor's Program in English Translation aims to provide an outstanding education that prepares professional translators capable of meeting the demands of the global job market. The program seeks to achieve the following objectives:

- **Developing language skills:** Equipping students with high-level skills in written and oral translation from and into English, focusing on accuracy and fluency.
- **Understanding different cultures:** Enhancing cultural, social, and historical understanding of both source and target languages, aiding in producing accurate and culturally appropriate translations.
- **Using technology in translation:** Teaching students the latest tools and technologies used in translation, such as machine translation programs and computer-assisted translation tools.
- **Developing research and analytical skills:** Improving students' ability to research and critically analyze texts, enabling them to deliver high-quality translations.
- **Commitment to professional ethics:** Promoting ethical and professional principles in translation practice, including confidentiality, accuracy, and integrity.
- **Preparing for professional life:** Providing students with practical skills and field experience through internships and collaboration with various companies and institutions.

2. Program Mission

- **Developing language skills:** Equipping students with high-level skills in foreign languages.
- **Understanding cultures:** Enhancing students' understanding of different cultures and the relationship between language and culture, which contributes to improving cultural translation.
- **Translation techniques:** Teaching students the latest techniques and tools used in the translation process.
- **Specialized translation:** Providing specialized knowledge in various fields of translation, such as legal, political, literary, and technical translation.
- **Practical training:** Offering practical training opportunities for students to apply what they have learned in real-world settings.
- **Professional ethics:** Promoting adherence to ethical and professional standards in translation, including confidentiality and accuracy.
- **Confidence in speaking:** Boosting students' confidence in speaking through practical training.

3. Program Objectives				
General statements describing what the program or institution intends to achieve.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2025/2024		Conversation	theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	Learning Outcomes Statement 1
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Skills

Learning Outcomes 2	Learning Outcomes Statement 2
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Learning Outcomes 3	Learning Outcomes Statement 3
---------------------	-------------------------------

Ethics

Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes 5	Learning Outcomes Statement 5
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9. Teaching and Learning Strategies

- **Active Learning:** Encourages students to actively participate in the learning process through activities, discussions, and group projects.
- **Student-Centered Learning:** Focuses on the needs and preferences of the student, allowing for a more personalized learning experience.
- **Experiential Learning:** Relies on practical and hands-on experiences, helping students apply theories in real-life situations.
- **Collaborative Learning:** Promotes teamwork and collaboration among students to achieve common goals.

-
- **Technology-Based Education:** Uses technology to enhance learning through digital tools and online educational platforms.
 - **Blended Learning:** Combines traditional education with online learning to achieve a comprehensive educational experience.
 - **Inquiry-Based Learning:** Encourages students to ask questions and explore topics independently.
-

10. Evaluation methods

- Class participation
 - Midterm and final exams
-

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Lecturer	English language	Linguistics				

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
Cambridge Textbooks and Curricula.

14. Program Development Plan
Analyzing students' academic performance.

Determining long- and short-term goals.
Identifying core competencies that graduates should possess.

Course Description Form

1. Course Name: Conversation

2. Course Code:

3. Semester / Year: 2025/2026

4. Description Preparation Date: 10/9/2025

5. Available Attendance Forms: In-person and online

6. Number of Credit Hours (Total) / Number of Units (Total): 180 hours

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

Name: Sura Amer Abbas

Email: suraa.amer@tu.edu.iq

8. Course Objectives

Course Objectives

Developing Listening and Comprehension Skills: Improving students' ability to understand spoken English in various contexts is essential. This includes developing effective listening skills, which enable students to comprehend and engage in conversations more proficiently.

Enhancing Speaking Skills: Focusing on improving pronunciation and clarity in speaking helps students communicate more effectively. Building confidence in using English in daily conversations and academic settings is also a key goal, empowering students to express themselves with ease.

Expanding Vocabulary: Teaching students a wide range of vocabulary and expressions that can be used in different conversations is crucial. Training students to use new vocabulary naturally and fluently ensures they can participate in diverse discussions without hesitation.

Developing Dialogue and Discussion Skills: Enhancing students' ability to engage in dialogues and discussions is important for their overall communication skills. This includes teaching them how to ask questions and respond effectively, fostering a more interactive

	<p>and engaging learning environment.</p> <p>Teaching Grammar and Proper Usage: Educating students on fundamental grammar rules and their application in conversations is vital. Correcting common speaking errors helps students construct sentences accurately, which enhances their overall language proficiency.</p>
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9. Teaching and Learning Strategies

Strategy	<p>Active Learning</p> <ul style="list-style-type: none"> • Group Discussions: Encourage students to interact and discuss various topics to boost confidence and expressive ability. • Language Games: Use games such as role-playing to develop speaking skills. <p>Task-Based Learning</p> <ul style="list-style-type: none"> • Short-Term Projects: Prepare presentations or oral reports on specific topics. • Interactive Activities: Conduct interviews and practical conversations with classmates. <p>Student-Centered Learning</p> <ul style="list-style-type: none"> • Focusing on Student Interests: Choose conversation topics that interest students and encourage them to speak. • Encouraging Student Initiative: Allow students to propose discussion topics or practice speaking on subjects that interest them. <p>Integrated Learning</p> <ul style="list-style-type: none"> • Integrating Different Skills: Link conversation with other skills like reading and listening to create a comprehensive learning experience. • Using Multimedia: Utilize videos, films, and podcasts as educational materials. <p>Experiential Learning</p> <ul style="list-style-type: none"> • Simulations and Role-Playing: Create real-life situations for students to interact with, such as simulating job interviews or public speaking. • Field Visits: Organize visits to places where English can be practiced in a practical setting. <p>Continuous Assessment</p> <ul style="list-style-type: none"> • Regular Reviews: Provide periodic feedback to students on their performance and identify areas for improvement. • Conversation Tests: Conduct short tests to assess students' progress and identify strengths and weaknesses. <p>Blended Learning</p> <ul style="list-style-type: none"> • Using Technology: Use applications and online educational platforms to enhance conversation skills.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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Student Participation	Practical Application	Introduction to the subject from all aspects	Mastery of Speaking	2	1.
Student Participation	Practical Application	Greetings and introductions	Mastery of Speaking	2	2.
Student Participation	Practical Application	Countries and nationalities	Mastery of Speaking	2	3.
Student Participation	Practical Application	Work environment	Mastery of Speaking	2	4.
Student Participation	Practical Application	Study environment	Mastery of Speaking	2	5.
Student Participation	Practical Application	Time and daily schedule	Mastery of Speaking	2	6.
Student Participation	Practical Application	Shopping	Mastery of Speaking	2	7.
Student Participation	Practical Application	Prices	Mastery of Speaking	2	8.
Student Participation	Practical Application	Clothes and their types	Mastery of Speaking	2	9.
Student Participation	Practical Application	Colors	Mastery of Speaking	2	10.
Student Participation	Practical Application	Music	Mastery of Speaking	2	11.
Student Participation	Practical Application	Movies	Mastery of Speaking	2	12.
Student Participation	Practical Application	TV programs	Mastery of Speaking	2	13.
Student Participation	Practical Application	Games	Mastery of Speaking	2	14.
Student Participation	Practical Application	Invitations	Mastery of Speaking	2	15.
Student Participation	Practical Application	Excuses	Mastery of Speaking	2	16.
Student Participation	Practical Application	Dates and times	Mastery of Speaking		
Student Participation	Practical Application	Families	Mastery of Speaking	2	1.
Student Participation	Practical Application	Types of families	Mastery of Speaking	2	2.
Student Participation	Practical Application	Sports	Mastery of Speaking	2	3.
Student Participation	Practical Application	Fitness activities	Mastery of Speaking	2	4.
Student Participation	Practical Application	Exercise	Mastery of Speaking	2	5.
Student Participation	Practical Application	Routine	Mastery of Speaking	2	6.
Student Participation	Practical Application	Free time	Mastery of Speaking	2	7.
Student Participation	Practical Application	Weekend activities	Mastery of Speaking	2	8.
Student Participation	Practical Application	Daily activities	Mastery of Speaking	2	9.
Student Participation	Practical Application	Stories	Mastery of Speaking	2	10.
Student Participation	Practical Application	Places in the city	Mastery of Speaking	2	11.

Student Participation	Practical Application	Neighbors	Mastery of Speaking	2	12.
Student Participation	Practical Application	Houses and apartments	Mastery of Speaking	2	13.
Student Participation	Practical Application	Work	Mastery of Speaking	2	14.
Student Participation	Practical Application	Job description	Mastery of Speaking	2	15.
Student Participation	Practical Application	Daily routine	Mastery of Speaking	2	16.

--	--	--	--	--	--

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	

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation**

Academic Program Description Form for Colleges and Institutes

University: Tikrit
College/Institute: College of Arts
Department: Translation
Name: Reem Adnan Hamad
File Completion Date: 10/9/2025

Signatures:

- **Department Head:** Asst. Prof. Fouad Adel Khalaf (12/9/2025)
- **Scientific Assistant:** Prof. Dr. Atiya Musaher Hamad (12/9/2025)

File reviewed by
Quality Assurance and University Performance Division
Name of Head of the Quality Assurance Division:
Date:
Signature:

Dean's Endorsement

Program Description

This program description provides a concise summary of the main characteristics of the program and the expected learning outcomes students are required to achieve. It demonstrates whether students have maximized the opportunities available to them. It is accompanied by a description of each course in the program.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Name of Academic or Professional Program:** Bachelor
- **Final Degree Name:** Bachelor of Arts in Translation
- **Study System:** Yearly
- **Accreditation Program:** Iraqi Universities Union
- **Other External Influences:** Iraqi Universities / House of Wisdom
- **Date of Program Description Preparation:** 10/9/2025

Program Objectives

Department Vision:

The department strives to excel among similar departments in faculties of arts at various universities by offering an educational program that adopts a rigorous and modern scientific research approach in translation and advanced teaching methods. Utilizing modern technologies, the program aims to prepare a

new generation of graduates who are proficient in their specialization and capable of playing a pivotal role in achieving academic leadership and applying it to the development of Iraqi society.

Department Mission:

1. Provide students with distinguished educational expertise.
 2. Prepare highly competent graduates to meet the labor market needs.
 3. Conduct outstanding research in the field of translation studies and direct scientific research to serve and uplift society.
 4. Enhance creativity and critical thinking among students.
 5. Meet societal needs in the fields of education, research, media, and culture.
-

Strategic Objectives of the Department:

1. Improve the educational process and develop programs and curricula in line with scientific advancements.
 2. Excel in scientific research, support it, and direct it to serve the community.
 3. Prepare specialists in the knowledge fields related to translation.
 4. Encourage students to think critically, analytically, and cultivate knowledge, good citizenship, and self-development.
 5. Ensure sustainable professional development for the teaching staff.
 6. Promote cultural and scientific exchange with similar departments locally and internationally.
 7. Provide consultancy and research services related to translation to departments and local community institutions.
-

Program Outcomes, Teaching, and Evaluation Methods

A. Knowledge Objectives

A1- **Memorization:** Focus on recalling facts and describing them (e.g., describe, name, identify, list).

A2- **Understanding:** The ability to understand the material and express it in one's own words.

A3- **Application:** Applying learned concepts to everyday life as a spiritual and Lecture life methodology (e.g., apply, use, produce).

A4- **Analysis:** Breaking down the material into its core components through the gradual presentation of ideas and analysis (e.g., analyze, prove, compare, differentiate, conclude).

A5- **Synthesis:** Reaching an advanced stage where students can integrate and link concepts, creating new, comprehensive structures (e.g., combine, plan, gather, organize, suggest).

A6- **Evaluation:** Making judgments about the material based on internal or external criteria (e.g., critique, discuss, assess, support opinions with evidence).

B. Program-Specific Skills

B1- **Preparation:** Readiness for specific tasks.

B2- **Response:** Directed, mechanical, or complex responses.

B3- **Organization and Innovation:** Creativity and organizing new motor skills.

Teaching and Learning Methods:

- Lectures
- Discussions
- Seminars
- Specialized training courses

Assessment Methods:

1. Oral questioning
 2. Written exams
 3. Daily participation
 4. Completing reports and daily assignments
-

C. Affective and Value Objectives

C1- Reception and Acceptance: Examples of actions that can be used at the reception level: (e.g., pay attention, ask, listen, follow, recognize, choose, answer).

C2- Response: Examples of actions that can be used at the response level: (e.g., answer, agree, feel, decide, assist, discuss, listen, participate).

C3- Valuation: Examples of actions that can be used at the valuation level: (e.g., initiate, highlight, act, suggest, practice, follow, appreciate, participate).

C4- Value Organization: Examples of actions that can be used at the value organization level: (e.g., organize, correct, combine, rank).

Teaching and Learning Methods:

1. Lectures (explanation and clarification, discussion).
2. Use of technological teaching aids such as educational films and electronic lectures.
3. Self-learning through a student-centered learning environment.
4. Encouraging students to use the library as a learning tool.

Assessment Methods:

1. Oral questioning
 2. Written exams
 3. Daily participation
 4. Completing reports and daily assignments
-

D. General and Transferable Skills

D1- Leadership and effective communication skills.

D2- Emphasizing the student's understanding of translation in all its academic disciplines in line with the department's vision and objectives.

D3- Data management and IT skills relevant to translation.

D4- Enhancing the student's abilities by focusing on external factors that aid self-development in translation.

Teaching and Learning Methods:

- Lectures
- Use of technological teaching aids
- Self-learning methods
- Encouraging the use of the library

Assessment Methods:

1. Oral questioning
 2. Written exams
 3. Daily participation
 4. Completing reports and daily assignments
 5. Translating articles or novels
-

Program Structure

Stage One

- **Grammar:** 4 credits
- **French Language:** 2 credits
- **Spanish Language:** 2 credits
- **Essay Writing:** 2 credits
- **Comprehension:** 2 credits
- **Human Rights:** 2 credits
- **Computer Science:** 2 credits
- **Phonetics:** 6 credits
- **Introduction to Translation:** 4 credits

Stage Two

- **Literary Texts:** 4 credits
- **Translation into Arabic:** 4 credits
- **French Language:** 2 credits
- **Grammar:** 6 credits
- **Visual Translation:** 6 credits
- **Spanish Language:** 2 credits
- **Novel:** 4 credits
- **Translation into English:** 4 credits
- **Conversation:** 4 credits
- **Arabic Language:** 2 credits

Stage Three

- **French Language:** 2 credits
- **Comparative Grammar:** 6 credits
- **Translation into English:** 4 credits
- **Drama:** 2 credits
- **Linguistics:** 6 credits
- **Consecutive Translation:** 6 credits
- **Translation into Arabic:** 4 credits

- **Administrative and Commercial Translation:** 4 credits
- **Arabic Language:** 2 credits
- **Research Methods:** 2 credits

Stage Four

- **Scientific Translation:** 2 credits
 - **Simultaneous Interpretation:** 6 credits
 - **Grammar:** 4 credits
 - **Semantics:** 4 credits
 - **Literary Translation:** 2 credits
 - **Media Translation:** 2 credits
 - **Legal Translation:** 4 credits
 - **Graduation Project:** 2 credits
 - **Arabic Language:** 2 credits
-

Personal Development Planning

- Offering advice and guidance to help students develop their skills, including teamwork, time management, and prioritization.
 - Fostering leadership and management abilities.
 - Instilling the principle of self-guidance and self-improvement.
 - Encouraging the development of the student's personality through role models in the faculty.
 - Promoting independence in work.
-

Admission Criteria

1. **Admission Criteria:** The department follows the centralized admission system regulated by the Ministry of Higher Education and Scientific Research's Directorate of Studies and Planning.
 2. **Selection Criteria:** The primary criterion for selecting students in the first academic year is their scientific qualification, typically with scores ranging between 60-65 in their respective subjects.
 3. **Requirements:** Applicants must submit a certified high school diploma (scientific or literary branch) from the Directorate of Education.
 4. **Medical Examination:** Applicants must undergo a medical test proving they are free from disabilities and illnesses.
-

Key Information Sources about the Program

1. The college and university website.
 2. Official textbooks approved by the Ministry of Higher Education and Scientific Research.
-

Curriculum Skills Framework

Please mark the boxes corresponding to the individual learning outcomes of the program that are subject to evaluation:

Year/Level	Course Code	Course Title	Core or Elective	Cognitive Goals	Program-Specific Skills	Affective and Value Goals	General and Transferable Skills (Employability and Personal Development)
				A1	A2	A3	A4

Course Description Model

Course Description

This course description provides a concise summary of the main characteristics of the course and the expected learning outcomes students are required to achieve, demonstrating whether they have maximized the available learning opportunities. It must align with the program description.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Course Name/Code:** INS 327
- **Available Attendance Forms:** Mandatory
- **Semester/Year:** Fourth
- **Total Study Hours:** 64
- **Date of Preparation:** 10/9/2025

Course Objectives

- 1- Introducing the student to the importance of literary narrative texts by placing them within their historical, political, cultural, and social contexts.
- 2- Developing students' linguistic skills through reading, discussion, and writing, in addition to analyzing narrative texts.
- 3- Developing Students' Ability to Write Analytical Essays in the Field of Novel Literature
- 4- The addition of vocabulary and expressions used in these texts contributes to enriching the student's linguistic vocabulary.

Learning Outcomes and Methods of Teaching and Assessment

A. Cognitive Goals

A1- **Memorization:** Focusing on remembering certain facts and being able to describe and identify them.

A2- **Understanding:** The student must understand the scientific material and express it in their own language and style.

A3- **Application:** Emphasizing what the student has learned from the material and applying it to daily life as a spiritual methodology.

A4- **Analysis:** Breaking the scientific material into its basic components through the gradual presentation of ideas and analysis.

A5- **Synthesis:** Reaching an advanced level where the student can understand and integrate concepts and present new comprehensive structures.

A6- Evaluation: Making judgments on the scientific material based on internal criteria, such as consistency or lack of contradiction, or external criteria.

B. Program-Specific Skills

B1- Preparation: Recognizing the importance of this type of translation and understanding why it was introduced as a crucial form of translation.

B2- Response: Discussing the differences between this and written translation.

B3- Encouraging Students: Encouraging students to listen to press conferences and daily discussions in the source language.

B4- Report Writing: Encouraging students to write reports and research papers in the scientific material's domain.

Teaching and Learning Methods

1. Lectures (explanation and clarification, discussion).
2. Encouraging students to engage in discussions.
3. Encouraging students to use the library and become familiar with relevant books as a learning tool.

Assessment Methods

1. Oral questioning.
2. Written exams.
3. Daily participation.
4. Completing reports and daily assignments.

C. Affective and Value Objectives

C1- Reception and Acceptance: The learner becomes interested in the subject matter through the teacher's role (e.g., pay attention, listen, feel, listen carefully, agree). This can be achieved by making the student attentive to oral translation.

C2- Response: The student accepts and appreciates the material based on the initial phase of reception and acceptance (e.g., shows admiration, tends to, becomes enthusiastic, responds, expresses admiration). The student finds joy in studying consecutive translation and expresses this interest scientifically.

C3- Valuation: The learner acquires a value system that interacts with the community through multiple values, establishing a system that later becomes influential in society (e.g., believes in, sacrifices for). The student values the importance of oral translation and its uses.

C4- Value Organization: The learner feels that the subject and the scientific material have value to them (e.g., organizes, corrects, arranges). The student appreciates the importance of listening and speaking in the source and target language.

Teaching and Learning Methods

1. Lectures (explanation and clarification, discussion).
2. Encouraging students to engage with the cultures of various countries.
3. Encouraging students to visit and use the library and to explore books related to the scientific material as one of the learning tools.

Assessment Methods

1. Oral questioning.
2. Written exams.
3. Daily participation.
4. Completing reports and daily assignments.

D. General and Transferable Skills (Employability and Personal Development)

D1- Developing students' ability to deal with historical sources related to the scientific material.

D2- Developing students' ability to use the internet in ways that serve the scientific material.

D3- Developing students' ability to engage in dialogue and discussion about the scientific material.

D4- Developing students' understanding of the scientific material in a way that enhances their general culture and benefits the community.

Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Introduction to the nature of the subject and how to deliver lectures	Lecture	Written exams	
2	3	Definitions related to the theoretical aspects of this type of translation	Lecture	Written exams	
3	3	Exercises to expand long-term memory	Lecture	Written exams	
4	3	How to analyze written text	Lecture	Written exams	
5	3	Introduction to theatre	Lecture	Written exams	
6	3	Elements of theatre	Lecture	Written exams	
7	3	Types of theatre	Lecture	Written exams	
8	3	The play Julius Caesar	Lecture	Written exams	
9	3	A detailed explanation of five acts	Lecture	Written exams	
10	3	Criticism	Lecture	Written exams	
11	3	Interpretation	Lecture	Written exams	
12	3	explanation of some important points	Lecture	Written exams	
13	3	Text analysis	Lecture	Written exams	
14	3	Training for specific occasions	Lecture	Written exams	
15	3	unfamiliar vocabulary	Lecture	Written exams	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
16	3	Final exam	Lecture	Written exams	

Infrastructure

1. **Required Textbooks:** No official textbook.
 2. **Primary References (Sources):**
 1. Videos from YouTube.
 2. Various texts from different sources.
 3. **Recommended Books and References (Scientific Journals, Reports, etc.):**
 - o Videos from YouTube.
 - o Books on literature.
 - o Research on literature.
 2. **Electronic Resources and Websites:**
 0. Al-Mustafa Electronic Library
 1. Here is My Library
 2. Language Library
-

Course Development Plan

The teaching staff is committed to continuously improving the curriculum through the introduction of new teaching methods, assessments, and modern technology tools. They also emphasize increasing student engagement in research activities and enhancing critical thinking and problem-solving skills to meet the evolving demands of the labor market.

**Ministry of Higher Education and Scientific Research Scientific
Supervision and Scientific Evaluation Apparatus Directorate of
Quality Assurance and Academic Accreditation Accreditation
Department**



Academic Program and Course Description Guide

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/9/2024 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: University of Tikrit

Faculty/Institute: College of Arts

Scientific Department: Department of Translation

Academic or Professional Program Name: Grammar

Final Certificate Name: M.A. of linguistics

Academic System: Yearly system

Description Preparation Date: 10/9/2025

File Completion Date: 10/9/2025

Name: Taha Mahmood Taha

Signature:

Signature:

Head of Department Name:

Scientific Associate Name: Date:

Date:12/9/2025

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

1. Program Vision:				
Preparing graduates specialized in translation in general and visual translation in particular and developing their translation skills.				
2. Program Mission				
Developing students' abilities and raising their academic levels in the field of translation.				
3. Program Objectives				
Developing students' skills in visual translation and enabling them to translate various texts that focus on current events and developing their linguistic skills to memorize vocabulary in all fields that broaden their horizons.				
4. Program Accreditation				
This program is considered very important and its outputs play an important role at the level of the government and private sectors.				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Second / Level	SI	Grammar	theoretical	practical

8. Expected learning outcomes of the program

- Broad knowledge of the types of visual translation and its strategies.
- Understanding the correct steps in visual translation
- Emphasizing accurate understanding of the text before starting the translation
- Good knowledge of the two languages and the different cultures of the participants in the dialogue.
- 5- Knowing the types of reading skills in visual translation

Learning Outcomes 2	Learning Outcomes Statement 2
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Learning Outcomes 3	Learning Outcomes Statement 3
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Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes 5	Learning Outcomes Statement 5
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Skills

Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes S	Learning Outcomes Statement 5
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9. Teaching and Learning Strategies

The process of teaching visual translation relies on strategies specific to teaching visual translation that help to gradually develop students' skills.

10. Evaluation methods

Students' performance is evaluated through monthly and daily exams.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
lecturer	Linguistics and Translation	Translation				
Professional Development						
Mentoring new faculty members						
Introducing new members to the method of teaching this type of translation and informing them of its strategies.						
Professional development of faculty members						
Follow the latest research in the field of sight translation						
12. Acceptance Criterion						
(Setting regulations related to enrollment in the college or institute, whether central admission or others)						
13. The most important sources of information about the program						
Research published on websites.						
14. Program Development Plan						

Program Skills Outline																				
Year/Level	Course Code	Course Name	Basic or optional	Required program Learning outcomes																
				Knowledge				Skills				Ethics								
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4					
Second	SI	Grammar																		

● Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name: Grammar					
2. Course Code: SiT					
3. Semester / Year:					
Yearly					
4. Description Preparation Date:					
10/9/2025					
5. Available Attendance Forms:					
Physically					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Three hours					
7. Course administrator's name (mention all, if more than one name)					
Name: lecturer: Taha Mahmood Taha taha1985@tu.ecu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> • Developing students' understanding of English grammar and its practical Use in communication. • Analyze sentence patterns and apply grammatical rules correctly in both written and spoken contexts. 			
9. Teaching and Learning Strategies					
Strategy		Use a variety of teaching and learning strategies to help students understand grammar effectively. It includes interactive lectures, classroom discussions, practical exercise, and group work.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One	Three	English Grammar	Grammar	Practicing	Exams

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

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation**

Academic Program Description Form for Colleges and Institutes

University: Tikrit
College/Institute: College of Arts
Department: Translation

Program Name: Phonetics System
Final Degree: Bachelor of Translation
Academic System: Semester-based
Description Date: 10 September 2025

File reviewed by
Quality Assurance and University Performance Division
Name of Head of the Quality Assurance Division:
Date: 12/9/2025
Signature:

Signatures:

Department Head:
Assistant:

L.Dr Fuad Adil Kalaf
Musahir Hamad

12 / 9 /2025

Scientific

Prof. Dr. Atiya

12 / 9 /2025

Dean's Endorsement:

Instructors:

Asst. Prof. Dr. Rudaina Muhammad Bada'

Asst. Lecturer. Shaimaa Abdul Zahra Rukhis

Course Objectives:

- .Develop students' listening and speaking skills.
- .Enable students to produce all English sounds using phonetic symbols.
- .Understand suprasegmental features: stress, rhythm, and intonation.
- .Enhance reading, writing, and practical translation application skills.

Teaching and Learning Strategies:

Theoretical lectures and practical exercises
Classroom discussions

Individual and group practical applications

Assessment Methods:

Daily quizzes
Monthly exams
Reports and practical research

Weekly Schedule:

Weeks 1-2: Introduction to English sounds; Vowels – Chapter 1:
Introduction to English Pronunciation – Practical & Theoretical

Weeks 3-4: Consonants and their classification – Chapter 2: Consonants –
Practical & Theoretical

Weeks 5-6: Syllables and word stress in simple words – Chapter 3: Syllables
– Practical & Theoretical

Weeks 7-8: Strong and weak syllables – Chapter 4: Word Stress – Practical
& Theoretical –

Weeks 9-10: Sentence stress and weak forms – Chapter 5: Sentence Stress –
Practical & Theoretical

Weeks 11-12: Intonation patterns (Statements, Questions) – Chapter 6:
Intonation – Practical & Theoretical – Daily & Oral quiz

Weeks 13-14: Rhythm and timing – Chapter 7: Rhythm – Practical &
Theoretical

Weeks 15-16: Linking, assimilation, elision – Chapter 8: Connected Speech
– Practical & Theoretical

Weeks 17-18: Problematic sounds; Minimal pairs – Chapter 9: Problem
Sounds – Practical & Theoretical – Exam + Report

Weeks 19-20: Review and final student presentations – All chapters –
Practical – Final Exam + Oral

References:

Required Textbook:

O'Connor, J.D. (1980). Better English Pronunciation. Cambridge University Press

Main References:

Kenworthy, J. (1987). Teaching English Pronunciation. Longman

Peter Roach, English Phonetics and Phonology, A Practical Course, 4th edition

Electronic Resources:

<https://tophonetics.com/>

<https://scholar.google.com>

https://www.tesol.org/resource-center/pronunciation-drilling-activity-for-native-speakers-of-arabic/?utm_source=chatgpt.com

Program & Course Development Plan:

Practical application of all English sounds and patterns.

Interactive exercises and use of electronic resources for correct pronunciation.

Projects and continuous practical assessment for ng demands of the labor market.

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation**

Academic Program Description Form for Colleges and Institutes

University: Tikrit
College/Institute: College of Arts
Department: Translation
Name: Haneen Jamal Asker Modhe

File Completion Date: 10/9/2025

Signatures:

- **Department Head:** Asst. Prof. Fouad Adel Khalaf (12/9/2025)
- **Scientific Assistant:** Prof. Dr. Atiyah Musaher Hamad (12/9/2025)

File reviewed by
Quality Assurance and University Performance Division
Name of Head of the Quality Assurance Division:
Date:
Signature:

Dean's Endorsement

Program Description

This program description provides a concise summary of the main characteristics of the program and the expected learning outcomes students are required to achieve. It demonstrates whether students have maximized the opportunities available to them. It is accompanied by a description of each course in the program.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Name of Academic or Professional Program:** Bachelor
- **Final Degree Name:** Bachelor of Arts in Translation
- **Study System:** Yearly
- **Accreditation Program:** Iraqi Universities Union
- **Other External Influences:** Iraqi Universities / House of Wisdom
- **Date of Program Description Preparation:** (5/8/2025)

Program Objectives

Department Vision:

The department strives to excel among similar departments in faculties of arts at various universities by offering an educational program that adopts a rigorous and modern scientific research approach in translation and advanced teaching methods. Utilizing modern technologies, the program aims to prepare a new generation of graduates who are proficient in their specialization and capable of playing a pivotal role in achieving academic leadership and applying it to the development of Iraqi society.

Department Mission:

16. Provide students with distinguished educational expertise.
 17. Prepare highly competent graduates to meet the labor market needs.
 18. Conduct outstanding research in the field of translation studies and direct scientific research to serve and uplift society.
 19. Enhance creativity and critical thinking among students.
 20. Meet societal needs in the fields of education, research, media, and culture.
-

Strategic Objectives of the Department:

22. Improve the educational process and develop programs and curricula in line with scientific advancements.
 23. Excel in scientific research, support it, and direct it to serve the community.
 24. Prepare specialists in the knowledge fields related to translation.
 25. Encourage students to think critically, analytically, and cultivate knowledge, good citizenship, and self-development.
 26. Ensure sustainable professional development for the teaching staff.
 27. Promote cultural and scientific exchange with similar departments locally and internationally.
 28. Provide consultancy and research services related to translation to departments and local community institutions.
-

Program Outcomes, Teaching, and Evaluation Methods**A. Knowledge Objectives**

A1- **Memorization:** Focus on recalling facts and describing them (e.g., describe, name, identify, list).

A2- **Understanding:** The ability to understand the material and express it in one's own words.

A3- **Application:** Applying learned concepts to everyday life as a spiritual and practical life methodology (e.g., apply, use, produce).

A4- **Analysis:** Breaking down the material into its core components through the gradual presentation of ideas and analysis (e.g., analyze, prove, compare, differentiate, conclude).

A5- **Synthesis:** Reaching an advanced stage where students can integrate and link

concepts, creating new, comprehensive structures (e.g., combine, plan, gather, organize, suggest).

A6- Evaluation: Making judgments about the material based on internal or external criteria (e.g., critique, discuss, assess, support opinions with evidence).

B. Program-Specific Skills

B1- Preparation: Readiness for specific tasks.

B2- Response: Directed, mechanical, or complex responses.

B3- Organization and Innovation: Creativity and organizing new motor skills.

Teaching and Learning Methods:

- Lectures
- Discussions
- Seminars
- Specialized training courses

Assessment Methods:

13. Oral questioning
 14. Written exams
 15. Daily participation
 16. Completing reports and daily assignments
-

C. Affective and Value Objectives

C1- Reception and Acceptance: Examples of actions that can be used at the reception level: (e.g., pay attention, ask, listen, follow, recognize, choose, answer).

C2- Response: Examples of actions that can be used at the response level: (e.g., answer, agree, feel, decide, assist, discuss, listen, participate).

C3- Valuation: Examples of actions that can be used at the valuation level: (e.g., initiate, highlight, act, suggest, practice, follow, appreciate, participate).

C4- Value Organization: Examples of actions that can be used at the value organization level: (e.g., organize, correct, combine, rank).

Teaching and Learning Methods:

13. Lectures (explanation and clarification, discussion).
14. Use of technological teaching aids such as educational films and electronic lectures.
15. Self-learning through a student-centered learning environment.
16. Encouraging students to use the library as a learning tool.

Assessment Methods:

13. Oral questioning
 14. Written exams
 15. Daily participation
 16. Completing reports and daily assignments
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D. General and Transferable Skills

D1- Leadership and effective communication skills.

D2- Emphasizing the student's understanding of translation in all its academic disciplines in line with the department's vision and objectives.

D3- Data management and IT skills relevant to translation.

D4- Enhancing the student's abilities by focusing on external factors that aid self-development in translation.

Teaching and Learning Methods:

- Lectures
- Use of technological teaching aids
- Self-learning methods
- Encouraging the use of the library

Assessment Methods:

16. Oral questioning
 17. Written exams
 18. Daily participation
 19. Completing reports and daily assignments
 20. Translating articles or novels
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Program Structure

Stage One

- **Grammar:** 4 credits
- **French Language:** 2 credits
- **Spanish Language:** 2 credits
- **Essay Writing:** 2 credits
- **Comprehension:** 2 credits
- **Human Rights:** 2 credits
- **Computer Science:** 2 credits
- **Phonetics:** 6 credits
- **Introduction to Translation:** 4 credits

Stage Two

- **Literary Texts:** 4 credits
- **Translation into Arabic:** 4 credits
- **French Language:** 2 credits
- **Grammar:** 6 credits
- **Visual Translation:** 6 credits
- **Spanish Language:** 2 credits
- **Novel:** 4 credits
- **Translation into English:** 4 credits
- **Conversation:** 4 credits
- **Arabic Language:** 2 credits

Stage Three

- **French Language:** 2 credits
- **Comparative Grammar:** 6 credits
- **Translation into English:** 4 credits
- **Drama:** 2 credits
- **Linguistics:** 6 credits
- **Consecutive Translation:** 6 credits
- **Translation into Arabic:** 4 credits
- **Administrative and Commercial Translation:** 4 credits
- **Arabic Language:** 2 credits
- **Research Methods:** 2 credits

Stage Four

- **Scientific Translation:** 2 credits
- **Simultaneous Interpretation:** 6 credits
- **Grammar:** 4 credits
- **Semantics:** 4 credits
- **Literary Translation:** 2 credits
- **Media Translation:** 2 credits
- **Legal Translation:** 4 credits
- **Graduation Project:** 2 credits
- **Arabic Language:** 2 credits

Personal Development Planning

- Offering advice and guidance to help students develop their skills, including teamwork, time management, and prioritization.
- Fostering leadership and management abilities.
- Instilling the principle of self-guidance and self-improvement.
- Encouraging the development of the student's personality through role models in the faculty.
- Promoting independence in work.

Admission Criteria

13. **Admission Criteria:** The department follows the centralized admission system regulated by the Ministry of Higher Education and Scientific Research's Directorate of Studies and Planning.
 14. **Selection Criteria:** The primary criterion for selecting students in the first academic year is their scientific qualification, typically with scores ranging between 60-65 in their respective subjects.
 15. **Requirements:** Applicants must submit a certified high school diploma (scientific or literary branch) from the Directorate of Education.
 16. **Medical Examination:** Applicants must undergo a medical test proving they are free from disabilities and illnesses.
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Key Information Sources about the Program

7. The college and university website.
 8. Official textbooks approved by the Ministry of Higher Education and Scientific Research.
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Curriculum Skills Framework

Please mark the boxes corresponding to the individual learning outcomes of the program that are subject to evaluation:

Year/Level	Course Code	Course Title	Core or Elective	Cognitive Goals	Program-Specific Skills	Affective and Value Goals	General and Transferable Skills (Employability and Personal Development)
				A1	A2	A3	A4
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Course Description Model

Course Description

This course description provides a concise summary of the main characteristics of the course and the expected learning outcomes students are required to achieve, demonstrating whether they have maximized the available learning opportunities. It must align with the program description.

- **Educational Institution:** Tikrit University / College of Arts

- **Scientific Department/Center:** Translation
- **Course Name/Code:**
- **Available Attendance Forms:** Mandatory
- **Semester/Year:** second
- **Total Study Hours:** 64
- **Date of Preparation:** 5/8/2025

Course Objectives

The course aims to teach students how to translate from Arabic into English, considering the speaker's/writer's style, the cultural and linguistic differences between these two languages, and how these differences influence on translation. Students must accurately understand the speaker to produce a correct translation for the audience/reader.

Learning Outcomes and Methods of Teaching and Assessment

A. Cognitive Goals

- A1- **Memorization:** Focusing on remembering certain facts and being able to describe and identify them.
- A2- **Understanding:** The student must understand the scientific material and express it in their own language and style.
- A3- **Application:** Emphasizing what the student has learned from the material and applying it to daily life as a spiritual methodology.
- A4- **Analysis:** Breaking the scientific material into its basic components through the gradual presentation of ideas and analysis.
- A5- **Synthesis:** Reaching an advanced level where the student can understand and integrate concepts and present new comprehensive structures.
- A6- **Evaluation:** Making judgments on the scientific material based on internal criteria, such as consistency or lack of contradiction, or external criteria.

B. Program-Specific Skills

- B1- **Preparation:** Recognizing the importance of this type of translation and understanding why it was introduced as a crucial form of translation.
- B2- **Response:** Discussing the differences between this and written translation.
- B3- **Encouraging Students:** Encouraging students to listen to press conferences and daily discussions in the source language.
- B4- **Report Writing:** Encouraging students to write reports and research papers in the scientific material's domain.

Teaching and Learning Methods

10. Lectures (explanation and clarification, discussion).
11. Encouraging students to engage in discussions on the importance of this type of translation, especially in international conferences.

12. Encouraging students to use the library and become familiar with relevant books as a learning tool.

Assessment Methods

13. Oral questioning.
14. Written exams.
15. Daily participation.
16. Completing reports and daily assignments.

C. Affective and Value Objectives

C1- Reception and Acceptance: The learner becomes interested in the subject matter through the teacher's role (e.g., pay attention, listen, feel, listen carefully, agree). This can be achieved by making the student attentive to oral translation.

C2- Response: The student accepts and appreciates the material based on the initial phase of reception and acceptance (e.g., shows admiration, tends to, becomes enthusiastic, responds, expresses admiration). The student finds joy in studying consecutive translation and expresses this interest scientifically.

C3- Valuation: The learner acquires a value system that interacts with the community through multiple values, establishing a system that later becomes influential in society (e.g., believes in, sacrifices for). The student values the importance of oral translation and its uses.

C4- Value Organization: The learner feels that the subject and the scientific material have value to them (e.g., organizes, corrects, arranges). The student appreciates the importance of listening and speaking in the source and target language.

Teaching and Learning Methods

10. Lectures (explanation and clarification, discussion).
11. Encouraging students to engage with the cultures of various countries.
12. Encouraging students to visit and use the library and to explore books related to the scientific material as one of the learning tools.

Assessment Methods

13. Oral questioning.
14. Written exams.
15. Daily participation.
16. Completing reports and daily assignments.

D. General and Transferable Skills (Employability and Personal Development)

D1- Developing students' ability to deal with historical sources related to the scientific material.

D2- Developing students' ability to use the internet in ways that serve the scientific material.

D3- Developing students' ability to engage in dialogue and discussion about the scientific material.

D4- Developing students' understanding of the scientific material in a way that enhances their general culture and benefits the community.

Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3		Introduction to the nature of the subject and how to deliver lectures	Theoretical	The interactive level of students and their answers to questions.
2	3		Definitions related to the theoretical aspects of this type of translation	Theoretical	The interactive level of students and their answers to questions.
3	3		Exercises on how to read a text and how to understand it.	Practical.	The interactive level of students and their answers to questions.
4	3		A topic from the text book	Theoretical.	The interactive level of students and their answers to questions.
5	3		How to analyze and translate a text (political).	Practical.	Translating the text on the whiteboard and criticize and evaluate it by the students.
6	3		Topics from the text book	Theoretical.	The interactive level of students and their answers to questions.
7	3		Excerpts from different general texts.	practical	Translating the text on the whiteboard and criticize and evaluate it by the students.
8	3		Exam	Witten exam	Papers correction.
9	3		Topics from the text book	Theoretical	The interactive level of students and their answers to questions.
10	3		How to analyze and	Practical.	Translating the text

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
			translate a text (Economic text)		on the whiteboard and criticize and evaluate it by the students.
11	3		Topics from the text book	Theoretical.	The interactive level of students and their answers to questions.
12	3		Showing up the cultural differences in the same text when reading it from SL into TL.	Theoretical.	The interactive level of students and their answers to questions.
13	3		Training on translating long texts	Homework.	Correcting the homework papers.
14	3		Topics from the text book	Theoretical.	The interactive level of students and their answers to questions.
15	3		Finding the most appropriate linguistic and cultural equivalence.	Practical.	Translating the text on the whiteboard and criticize and evaluate it by the students.
16	3			Written exam.	Correcting the exam papers.

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3		Topics from the text book	Theoretical	The interactive level of students and their answers to questions.
2	3		Topics from the text book	theoretical	The interactive level of students and their answers to questions.
3	3		How to analyze and translate a text (Literary).	Practical.	Translating the text on the whiteboard and criticize and evaluate it by the students.
4	3		Topics from the text book	theoretical	. The interactive level of students and their answers to questions.
5	3		How to analyze and translate a text (Legal).	Practical.	Translating the text on the whiteboard and criticize and evaluate it by the students.

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
6	3		Topics from the text book	theoretical	. The interactive level of students and their answers to questions.
7	3		political texts	Practical	Translating the text on the whiteboard and criticize and evaluate it by the students.
8	3		Exam	Written exams	Correcting the exam papers.
9	3		journalistic texts	Practical.	Translating the text on the whiteboard and criticize and evaluate it by the students.
10	3		political texts	Theoretical.	Translating the text on the whiteboard and criticize and evaluate it by the students.
11	3		Topics from the text book	Theoretical.	The interactive level of students and their answers to questions.
12	3		Topics from the text book	Theoretical.	The interactive level of students and their answers to questions.
13	3		literary text	Practical	Translating the text on the whiteboard and criticize and evaluate it by the students.
14	3		scientific texts.	Practical	Translating the text on the whiteboard and criticize and evaluate it by the students.
15	3		Topics from the text book	Practical	The interactive level of students and their answers to questions.
16	3		Exam.	written	Correcting the exam papers.

Infrastructure

13. **Required Textbooks:** The Georgetown Guide to Arabic–English Translation (MUSTAFA MUGHAZY 2016)

14. **Primary References (Sources):**

1. Texts from different sources.
15. **Recommended Books and References (Scientific Journals, Reports, etc.):**
- Books on translation.
 - Research on translation.
 - Videos from YouTube.
16. **Electronic Resources and Websites:**
- Different Online sources to quote texts from.
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Course Development Plan

The teaching staff is committed to continuously improving the curriculum through the introduction of new teaching methods, assessments, and modern technology tools. They also emphasize increasing student engagement in research activities and enhancing critical thinking and problem-solving skills to meet the evolving demands of the labor market.