



**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

Department of English

2025-2026

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 academic programs and course descriptions 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 for Graduate Studies - PhD in
General Linguistics for the Academic Year 2025/2026**

University Name: Wasit University
Faculty/Institute: College of Education for Human Sciences
Scientific Department: Department of English
Academic or Professional Program Name: Doctor of Philosophy in Education in English Language - General Linguistics
Final Certificate Name: Doctor of Philosophy in Education - General Linguistics
Academic System: Courses
Description Preparation Date: 01/ 09 / 2025
File Completion Date: 05/ 09/ 2025



Signature

Head of The Department

Prof. Dr. Hashim A. M. Al-Husseini

Date: 01/ 09 / 2025

Prof. Dr.
Hashim A.M. Alhusseini
Head of English Department

Signature

Deputy Dean of Academic Affairs

Prof. Dr. Nasser Wali Faryeh

Date: 05/ 09/ 2025

Nasser Wali Faryeh
Deputy Dean For Academic
and Postgraduate Affairs

The file is checked by: The Scientific Committee of English Department

Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department

Instr. Dr. Ali Hussein Ghariban

Date: 15/ 09/ 2025

Signature:



Prof. Dr.

Mahmoud Hammod Arrak Al-Quraishi
Dean of the College of Education
for Humanities

Approval of the Dean

Prof. Dr. Mahmoud Hamoud Arrak

2025/10/10
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1. Program Vision

The Department aims at graduating students capable of distinguishing themselves through their performance and competitiveness with other graduates from other institutions inside and outside Iraq in the respective fields of English language and literature in order to cope with the progress made worldwide in the field of language teaching. Promoting the English Department as a distinguished and pioneering department in teaching and scientific research in the fields of literature and translation on a local and a regional level in a way that enhances cultural interaction with English speaking world to prepare them to be active students in the service of their society.

2. Program Mission

The Program mission is to provide students with high quality education that boosts and develops students' linguistic knowledge and skills and their education and research capabilities. We teach them to develop their ideas and prepare them well to assume their responsibilities and help them pursue their higher education in the same field or other fields. We work to empower them and promote fruitful and constructive interaction with other world cultures.

3. Program Objectives

Developing In-depth Knowledge in English Linguistics: Enhancing understanding of fundamental and contemporary linguistic theories related to structure, semantics, phonetics, and the social applications of the English language.

Conducting Advanced Scientific Research: Empowering students to design and execute innovative research that contributes to advancing scientific knowledge in the field of English linguistics.

Analyzing Linguistic Phenomena: Applying advanced analytical methodologies to understand linguistic changes and developments in the English language over time and across societies.

Fostering Interdisciplinary Understanding: Exploring intersections between English linguistics and other fields such as psychology, technology, education, and sociology.

Enhancing Academic Teaching Competence: Preparing students to deliver high-quality education in English linguistics, while improving their teaching and academic leadership skills.

Understanding Cultural and Social Changes Related to Language: Analyzing the relationship between the English language and culture, including the impacts of globalization, linguistic identity, and language policies.

Utilizing Technology in Language Studies: Learning tools and techniques for linguistic data analysis using software and computational methods to process texts and large datasets.

Academic Communication and Scientific Publication: Training students to produce outstanding academic research, publish in peer-reviewed journals, and present at international conferences.

Developing Practical Solutions to Linguistic Problems: Addressing challenges in second language acquisition, translation, and education by offering scientifically informed solutions.

Promoting a Global Understanding of English: Investigating the role of English as a global language and analyzing its impact on other languages and cultures.

4. Program Accreditation

The program has not yet received programmatic accreditation, but it is seeking to get it after fulfilling the necessary requirements.

5. Other external influences

The academic program of the above course is influenced by and adopts the demands of the labor market, including innovations in education, the outputs of schools and educational institutions in the country, and the impact of modern technologies such as artificial intelligence, leading to periodic modifications of its programs and curricula as mentioned.

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Department Requirements				
Summer Training				
Other				

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

7. Expected learning outcomes of the program

Knowledge

Cognitive goals	1. Speak in proper language. 2. Distinguish between vocabulary that is similar in use 3. Know the phonetic symbols 4. The ability to understand literary texts and comprehension
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Skills

Skills objectives that are related to this program	1. To have the ability to think and comprehend. 2. The student must have the ability to write. 3. To participate in discussions within the classroom. 4. The ability to pronounce sounds, distinguish them, and know how to write their symbols
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Ethics

	Consolidating, developing and deepening the linguistic skills students have acquired in the previous academic stages Enabling students to be self-reliant and encouraging teamwork in preparation, discussion, and solution.
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8. Teaching and Learning Strategies

1. Method of delivery and explanation of the lecture.

2. Brainstorming
3. Asking questions and discussing them.
4. Small groups.
5. Presentation of lecture, video, explanation and discussion.

9. Evaluation methods

1. Daily, semester and final written exams.
2. Conduct daily oral or written tests.
3. Attendance, non-absence, and behavior in class.
4. Oral exams.

10. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof. Dr. Hashim Aliwi Mohammed	English Language	Pragmatics & Discourse Analysis			Staff	
Prof. Dr. Khaleda Hashush Aday	English Language	Discourse Analysis			Staff	
Prof. Dr. Mazen Jassim Mohammed	English Language	Applied Linguistics			Staff	
Prof. Dr. Enas Naji Kazem Ibrahim	English Language	Discourse Analysis			Staff	
Prof. Dr. Fida Muhsen Matter	English Language	Translation				Lecturer

Professional Development

Mentoring new faculty members

Directing new faculty members to pay attention to developing their academic capabilities and directing them to take into account individual differences among students and the need to pay attention to scientific research by holding periodic meetings with them between the department administration and members of the department's higher committees.

Professional development of faculty members

The department presidency communicates with faculty members by holding periodic meetings of

the department, scientific committees, and other committees, and preparing a mechanism for workshops and internal and external participation for the purpose of accomplishing the required scientific and research requirements by adopting the directives of the dean of the college and the university presidency as a work platform in the department.

11. Acceptance Criterion

The standard for accepting students depends on the central admission system approved by the Ministry of Higher Education and Scientific Research by adopting the student's desire, general average grade, and English language grade for MA study in linguistics, in addition to a competitive exam.

12. The most important sources of information about the program

1. Education and textbooks
2. Electronic sources
3. The public library and the department library
4. Workshops, seminars and conferences

13. Program Development Plan

For the purpose of developing the program for the English Department, it is necessary to use advanced technology in the educational process in giving lectures, in creating events, or in the method of evaluating students' products, both, because technology has an effective role in facilitating all of the above, in addition to the fact that it reduces the time needed to conduct activities and events.

Year/ Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
1st Course 2025	UWA26 - EDH- ENG- LING. PHD-A- 601	Advanced Phonetics and Phonology	Basic		✓		✓		✓	✓	✓				✓
	UWA26 - EDH- ENG- LING. PHD-A- 602	Schools of Linguistics	Basic		✓			✓	✓	✓	✓		✓	✓	✓
	UWA26 - EDH- ENG- LING. PHD-A- 603	Topics in Advanced Syntax and Morphology	Basic		✓	✓	✓			✓	✓				✓
	UWA26 - EDH- ENG- LING. PHD-A- 604	Semantic Theory and Analysis	Basic		✓	✓	✓	✓	✓	✓	✓			✓	✓
	UWA26 - EDH- ENG- LING. PHD-A- 605	Sociolinguistics and Language Variation	Basic	✓	✓	✓	✓	✓	✓	✓	✓				✓
2nd course 2026	UWA26 - EDH- ENG- LING. PHD-B- 601	Pragmatics	Basic		✓		✓		✓	✓	✓				✓
	UWA26 - EDH- ENG- LING. PHD-B- 602	Applied linguistics	Basic		✓			✓	✓	✓	✓		✓	✓	✓
	UWA26 - EDH- ENG- LING. PHD-B- 603	Discourse Analysis	Basic		✓	✓	✓			✓	✓				✓
	UWA26 - EDH- ENG- LING. PHD-B- 604	Cognitive Linguistics	Basic		✓	✓	✓	✓	✓	✓	✓			✓	✓
	UWA26 - EDH- ENG- LING. PHD-B- 605	Seminar	Basic	✓	✓	✓	✓	✓	✓	✓	✓				✓

Ph.D in Linguistics

1st Course

Academic Program and Course Description Guide

1. Course:					
Advanced Phonetics & Phonology					
2. Course Code:					
UWA26 - EDH- ENG- LING. PHD-A- 601					
3.Semester/ Academic Year:					
1 st Semester of PhD of the Academic Year: 2025-2026					
4.Date of Course Preparation					
1/09/2025					
5.Attendance Form:					
In-person lectures					
6.Credit Hours/ Total Hours:					
45 hours/ 3 hours per week					
7.Course Administrator (in case of multiple administrators, please state with emails)					
Prof. Dr. Hashim A. M. Alhusseini Email: hilewi@uowasit.edu.iq					
8.Course Objectives					
This doctoral-level course provides 1. An in-depth exploration of cutting-edge research in phonetics and phonology, focusing on theoretical advances since 2020. 2. The integration of articulatory, acoustic, and auditory phonetics with emergent phonological frameworks such as Articulatory Phonology, Probabilistic Phonology, and Computational Optimality Theory. 3. Special emphasis is placed on the interface between speech perception and production, cross-linguistic variation, and experimental methodologies using AI-driven speech analysis tools. 4. Engagement with recent empirical studies, develops original research proposals, and contributes to scholarly debates in the field. The course is designed for advanced researchers aiming to push the boundaries of speech science theory and practice.					
9.Learning and Teaching Strategies					
1. Oral Lectures 2. Students Presentation by using slide shows. 3. Quizzes 4. Discussing weekly assignments 5. Summarizing selected books related to this topic 6. Writing and discussing a final term paper 7. Making a Mid-term exam					
10.Course Structure					
Week	Hours	Required outcomes	Unit/ topic	Learning/ Teaching technique	Evaluation technique

Week 1 10 Sept.	3	Overview of Phonetic Theory and Phonological Systems Topics: Introduction to advanced phonetics and phonology; theoretical perspectives.	Ladefoged, P., & Johnson, K. (2015). A Course in Phonetics.CH. ONE & TWO; Introducing Phonology by Odden, 2005, Ch. 1 & 2; The Cambridge Handbook of Phonology by Lacy, Ch. 1	Lecture	In-Class actions and tests
Week 2 17 Sept.	3	Articulatory Phonetics Topics: Detailed study of the human articulatory system; articulatory.	Catford, J. C. (2001). A Practical Introduction to Phonetics.ch. 1, 2,3,4,5	Lecture	In-Class actions and tests
Week 3 24 Sept.	3	Acoustic Phonetics I: Speech Sound Properties - Topics: Acoustic properties of vowels and consonants;	Chapter 3 (Representing the sounds of Speech).in "An Introduction to English Phonetics; 3 rd Ed.; by Ogden, R. Chapter 3 (The sounds of speech: the acoustic and auditory aspects); in "Gimson's Pronunciation of English"; , by Cruttenden, A.; Chapter 8 (Acoustic Phonetics), in A Course in Phonetics, 7 TH Edition, by ladefoged & johnson	Lecture	In-Class actions and tests
Week 4 1 Oct.	3	Auditory Phonetics- Topics: Perception of speech sounds, psychoacoustic theories.	Johnson, K. (2011). Acoustic and Auditory Phonetics.	Lecture	In-Class actions and tests

Week 5 8 Oct.	3	Feature Theory and Phonological Representations- Topics: Distinctive features, phonological representations.	Clements, G. N., & Hume, E. V. (1995). The Internal Organization of Speech Sounds.	Lecture	In-Class actions and tests
Week 6 15 Oct.	3	Optimality Theory I- Topics: Introduction to Optimality Theory (OT) and its principles. Applications of OT in phonology.	Prince, A., & Smolensky, P. (2004). Optimality Theory: Constraint Interaction in Generative Grammar.; McCarthy, J. J. (2008). Doing Optimality Theory: Applying Theory to Data.	Lecture	In-Class actions and tests
Week 7 22 Oct.	3	Stress, Syllable Structure, and Prosodic Phonology- Topics: Theories of stress, syllable structure, and prosody.	Hayes, B. (1995). Metrical Stress Theory: Principles and Case Studies.	Lecture	In-Class actions and tests
Week 8 29 Oct.	3	Phonological Processes and Rule Interaction- Topics: Assimilation, dissimilation, deletion, epenthesis, and rule ordering.	Kenstowicz, M. (1994). Phonology in Generative Grammar.	Lecture	In-Class actions and tests
Week 9 5 Nov.	3		Mid-term exam	Lecture	In-Class actions and tests
Week 10 12 Nov.	3	The Phonetics- Phonology Interface- Topics: How phonetic reality influences	Pierrehumbert, J. B. (2003). Phonetic Diversity, Statistical Learning, and Acquisition of	Lecture	In-Class actions and tests

		phonological theory	Phonology.		
Week 11 19 Nov.	3	Tonal Phonology- Topics: Tone and intonation in phonology.	Yip, M. (2002). Tone.	Lecture	In-Class actions and tests
Week 12 26 Nov.	3	Phoneme and its theories: Ch. 1-3	Hyman, Larry M. (1975). Phonology: theory and analysis.	Lecture	In-Class actions and tests
Week 13 3 Dec.	3	Experimental Phonology- Topics: Experimental approaches in phonology; data collection and analysis.	Pierrehumbert, J., Beckman, M., & Ladd, D. R. (2000). Conceptual Foundations of Phonology.	Lecture	In-Class actions and tests
Week 14 10 Dec.	3	Phonological Acquisition- Topics: How children acquire phonological systems.	Fikkert, P. (1994). On the Acquisition of Prosodic Structure	Lecture	In-Class actions and tests
Week 15 17 Dec.	3	Advanced Research in Phonetics and Phonology- Topics: Current issues, debates, and future directions in phonetics and phonology research.	Kingston, J., & Beckman, M. E. (1990). Papers in Laboratory Phonology I: Between the Grammar and Physics of Speech.	Lecture	In-class actions and tests
			FINAL EXAM	Paper test	In-class actions and tests
11.Course Scoring					
A 100-mark evaluation will be rated as follows; 1. Term paper (8 marks) 2. Mid-term exam (15 marks) 3. Assignments and weekly participation (7 marks) 4. Final exam (70 marks)					
12.Sources of Teaching and Learning					
Required textbooks, if any;		Primary References: Ladefoged, P., & Johnson, K. (2015). <i>A Course in Phonetics</i>. Cengage Learning.			

	• Johnson, K. (2011). <i>Acoustic and Auditory Phonetics</i>. Wiley-Blackwell. • Prince, A., & Smolensky, P. (2004). <i>Optimality Theory: Constraint Interaction in Generative Grammar</i>. Blackwell Publishing. Additional References: • Stevens, K. N. (2000). <i>Acoustic Phonetics</i>. MIT Press. • Kenstowicz, M. (1994). <i>Phonology in Generative Grammar</i>. Wiley-Blackwell. • Yip, M. (2002). <i>Tone</i>. Cambridge University Press. In addition to several books and articles surveyed by the students
Further reading, if any	Books: • Stevens, K. N. (2000). <i>Acoustic Phonetics</i>. MIT Press. • Kenstowicz, M. (1994). <i>Phonology in Generative Grammar</i>. Wiley-Blackwell. • Yip, M. (2002). <i>Tone</i>. Cambridge University Press.
Journals, periodicals, other sources;	Journals: https://www.jstor.org/journal/phonology
Websites, electronic references, online sources;	http://www.phon.ox.ac.uk/jcoleman/PHONOLOGY1.htm https://linguistics.uga.edu/research/content/phonetics-and-phonology

Ph.D in Linguistics

1st Course

Academic Program and Course Description Guide

1.	:Course name				
	Language schools				
2.	:Course code				
	UWA26 - EDH- ENG- LING. PHD-A- 602				
3.	:Chapter/Year				
	First course PhD \ 1st course				
4.	:Date this description was prepared				
	1-09-2025				
5.	:Available attendance formats				
	In person				
6.	:Number of study hours (total) / Number of units (total)				
	hours 45				
7.	Name of the course coordinator (if there is more than one name, mention (it along with the personal email address				
	Prof. Dr. Fidaa Mohsen Mattar almawla@uowasit.edu.iq				
8.	Course Objectives				
	The course on linguistic schools aims to deepen the awareness and knowledge of doctoral students regarding linguistic schools, which are the main source for linguistic studies in their various branches and names, and cover an important aspect of linguistic studies from their inception to the present time, such as the generative school of its founder Chomsky, structuralism, and other linguistic trends.				
9.	Teaching and learning strategies				
	The doctoral student has ample opportunity to discuss and present constructive ideas and concepts derived from their readings and understanding of the curriculum. Lectures resemble discussion groups where ideas are presented and debated, and new linguistic perspectives are introduced.				
10.	Course structure				
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	3	The ability to analyze and discuss	General Idea about Schools of Linguistic: Introduction to the subject matter	Lecture	Classroom performance and exams
2	3	The possibility of analysis and discussion	Major schools of Linguistics	Lecture	Classroom performance and exams

3	3	The possibility of analysis, discussion, and comparison	Saussure: language as social fact	Lecture	Classroom performance and exams
4	3	The ability to analyze and discuss	Language and Linguistics, grammatical models	Lecture	Classroom performance and exams
5	3	The possibility of analysis and discussion	Interdisciplinary Fields of Linguistics	Lecture	Classroom performance and exams
6	3	The ability to analyze and discuss ideas	Multilingualism	Lecture	Classroom performance and exams
7	3	The ability to analyze and discuss ideas and theories	Language Structure	Lecture	Classroom performance and exams
8	3	Testing students' ability to analyze and discuss	monthly exam	paper exam	Classroom performance and exams
9	3	The ability to analyze and discuss opinions	Spoken Language and Written Language	Lecture	paper exam
10	3	The ability to analyze and discuss theories	The Sapir- Worf Hypothesis	Lecture	Classroom performance and exams
11	3	The ability to analyze and discuss ideas	Functional Linguistics: The Prague School	Lecture	Classroom performance and exams
12	3	The ability to analyze and discuss theories	Theoretical Paradigms: Origin-Centered Paradigm, Form-Centered Paradigm, Meaning-Centered Paradigm	Lecture	Classroom performance and exams
13	3	The ability to analyze and discuss applications	Practical Applications: Teaching-Related, Text-Related, Speech-Related,	Lecture	Classroom performance and exams

			Language-Related Applications		
14	3	The ability to analyze and discuss	The London School	Lecture	Classroom performance and exams
15	3		End-of-term exam	paper exam	Classroom performance and exams
11. Course evaluation The grade out of 100 is distributed as follows: 1- Annual coursework grade (30 points), divided as follows: (10 points) for attendance, participation, activities, and research evaluation; (20 points) for daily quizzes and the midterm exam of the first semester. 2- Final written exam grade (70 points).					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)		General Linguistics • Geoffry Sampson (1980) <i>Schools of Linguistics</i>. Stanford University Press • Z. Hamawand (2020) <i>Modern Schools of Linguistic thought</i>. Palgrave Macmillan			
Main references (if any)		• David Crystal (2005). <i>How Language Works</i>. Penguin Books			
Recommended supporting books and references (scientific ,journals, reports		• The Routledge Linguistics Encyclopaedia by Kirsten Malmkjaer (Ed.) (2010)			
Electronic references, website		• The Routledge Handbook of Linguistics by Keith Allan (Ed.) (2015)			

Ph.D in Linguistics

1st Course

Academic Program and Course Description Guide

1. Course Name:	Advanced Morphology & Syntax
2. Course Code:	UWA26 - EDH- ENG- LING. PHD-A- 603
3. Semester / Year:	2025-2026
4. Description Preparation Date:	1-09-2025
5. Available Attendance Forms:	In-Person
6. Number of Credit Hours	30H
7. Course administrator's name (mention all, if more than one name)	Name: Prof. Khalida H. Addai Email: khashoosh@uowasit.edu.iq
8. Course Objectives	1- Acquire the ability to interpret ancient and modern Morphology and Syntax, understanding the principles of syntactic , morphological and linguistic issues. 2- Explore the history of morphology and syntax, their origins, methods and sources. 3- Preparing specialists with high cognitive and skill efficiency in morphology and syntax sciences. 4- Develop critical awareness of theoretical and practical issues related to the field of morphology and syntax. 5- Identify, interpret and analyze different types of words and sentences in a number of languages according to different ancient and modern theories. 6- The ability to balance between syntactical, morphological and linguistic issues, books written on one topic, and criticize them scientifically and objectively
9. Teaching and Learning Strategies	
Strategy 1	Teacher-Centered: • Clear Explanations: Professors will provide clear and concise explanations of Df Methods of research concepts, using real-world examples and visuals to enhance understanding. • Structured Presentations: Each session will follow a well-structured format, introducing the main topic, providing explanations and examples, and then transitioning to student-centered activities.
Strategy 2	Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work and quizzes. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration

	and communication skills. Technology Integration: Technology can be leveraged through online discourse analysis exercises for collaborative learning, and multimedia resources to enhance engagement.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		Introduction and a brief overview of relationship between Syntax and Morphology	In-Person Lecture	Exam
2	3		Morphology, Types of morphemes, allomorphs,morphophonemics, Lexeme formation,	In-Person Lecture	Exam
3	3		Derivational morphology	In-Person Lecture	Exam
4	3		Inflectional morphology and LFG Theory of Agreement-Types of agreement	In-Person Lecture	Exam
5	3		Productivity and creativity Approaches to Morphology	In-Person Lecture	Exam
6	3		Syntax: Parts of Speech, Phrases, Clauses	In-Person Lecture	Exam

7	3		Complementation and Control Theory	In-Person Lecture	Exam
8	3		Topicalisation, interrogatives and relative clauses	In-Person Lecture	Exam
9	3		Complex predicates & Serial Verb Constructions in LFG	In-Person Lecture	Exam
10	3		Mid-term exam	In-Person Lecture	Exam
11	3		Descriptive approach; Structural analysis, Immediate constituent analysis - Labeled and bracketed sentences	In-Person Lecture	Exam
12	3		Generative grammar; Transformational, generative grammar - Syntactic structures - Deep and surface structure - Structural ambiguity	In-Person Lecture	Exam
13	3		Syntactic description; Symbols used in syntactic description - Tree diagrams - Phrase structure rules and lexical rules	In-Person Lecture	Exam

14	3		Binding Theory X-Bar Theory	In-Person Lecture	Exam
15	3		Final-Exam	In-Person Lecture	Exam
11. Course Evaluation					
- Exams: Mid-Term and final exams will comprehensively test students' knowledge and application of the covered DA concepts. - Written Assignments: Writing assignments will assess students' ability to use grammar accurately and effectively in their written communication. - Class Participation: Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)		- Andrew Carstairs McCarthy, An Introduction to English Morphology. Edinburgh University Press Ltd., 2002. - Jim Miller, An Introduction to English Syntax. Edinburgh University Press, 2002. - Thomas E. Payne, Introduction to Morphology and Syntax. Cambridge University Press - Aronoff, M., &Feudman, K. (2010). What is Morphology? (Second edition). John Wiley and Sons. - Booij, G. (2007). The Grammar of Words: an Introduction to Morphology. OUP - Harley, Heidi. 2006. English Words: A Linguistic Introduction. Oxford: Blackwell. - Bauer, L. (1983). English Word-formation. Cambridge: CUP. - Stockwell and Donka Minova. (2002). English Words, History and Structure.			
Recommended books and references (scientific journals, reports...)		- Bauer, L. (1988). Introducing Linguistic Morphology. Edinburgh: EUP. - Radford, A. (2009). Analyzing English sentences: a minimalist approach: Cambridge University Press. - Szymanek, Bogdan. (2006). Introduction to Morphological Analysis - Carnie, A. 2013. Syntax: A Generative Introduction. Oxford: Blackwell. - Carnie, A. (1988). Introducing Linguistic Morphology.			

	Edinburgh, UK: Edinburgh
Electronic References, Websites	

Ph.D in Linguistics

1st Course

Academic Program and Course Description Guide

1.Course Name:					
PhD Semantics					
2.Course Code:					
UWA26 - EDH- ENG- LING. PHD-A- 604					
3.Semester / Year:					
Semester					
4.Description Preparation Date:					
01-09-2025					
5.Available Attendance Forms:					
In Person					
6.Number of Credit Hours (Total) / Number of Units (Total)					
30 H					
7.Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Mazin J. Al-Hilu Email: malhilu@uowasit.edu.iq					
8.Course Objectives					
• Acquainting students with basic objectives of semantics.... • Introducing and helping students of how the meaning of words and sentences are formed and understood.. • Acquainting PhD students with the latest theories in Semantics...					
9.Teaching and Learning Strategies					
1. Explaining concepts vividly. 2. Using examples relevant to theoretical concepts. 3. Encouraging discussion among students to exchange ideas And opinions.					
10.Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		An Overview of Semantics	lecture	Assignment / exam

2	3		Historical, Philological Semantics (1)	lecture	Assignment
3	3		Historical, Philological Semantics (2)	lecture	quizzes
4	3		Structuralist Semantics (1)	lecture	Assignment
5	3		Structuralist Semantics (2)	lecture	quizzes
6	3		Generativist Semantics	Lecture	Assignment
7	3		Jackendoff's Conceptual Semantics: basic assumptions	lecture	Assignment
8	3		Neostructuralist Semantics (1)	Exam	
9	3		Neostructuralist Semantics (2)	lecture	Assignment
10	3		Mid-Term Exam	lecture	quizzes
11	3		Cognitive Semantics (1)	lecture	Assignment
12	3		Cognitive Semantics (2)	lecture	Assignment
13	3		Meaning and Interaction (Inferences and Speech Acts)	lecture	Assignment
14	3		Applications of mentalism II – Force dynamics; mental spaces (1)	lecture	Assignment

15	3		Image schemas, gestalt structures, and ontological metaphors * Force Dynamics (2)		
16	3		Final Exam	Exam	
11.Course Evaluation					
1. 30 Ms average, distributed as follows: 7 Ms (Assignments) ; 8 Ms (Term Paper ; 15 Ms (Mid – Term Exam) 2. 70 Ms (Final Exam)					
12.Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Saeed, J. (2016). Semantics. Blackwell Lobner, S. (2002). Understanding Semantics. Routledge			
Main references (sources)					
Recommended books and references (scientific journals, reports...)		Bach, E. (1989). Informal Lectures on Formal Semantics. Suny Fillmore, Ch. (1997). Lectures on Deixis. CSLI Publications Frawley, W. (1992). Linguistic Semantics. Lawrence Earlbaum Associates. Jackendoff, R. (1983). Semantics and Cognition. MIT Press. Lobner, S. (2002). Understanding semantics. Arnold Publishers. Saeed, J. (2003). Semantics. Balckwell. [Second revised edition]. Thakur, D. (1999). Semantics. Bharati Bhawan Publishers & Disributers			
Electronic References, Websites		Net Sources			

Ph.D in Linguistics

1st Course

Academic Program and Course Description Guide

1. Course Name:	Sociolinguistics				
2. Course Code:	UWA26 - EDH- ENG- LING. PHD-A- 605				
3. Semester / Year:	2025-2026				
4. Description Preparation Date:	1-09-2025				
5. Available Attendance Forms:	In-Person				
6. Number of Credit Hours	30 Hours				
7. Course administrator's name (mention all, if more than one name)	Name: Prof. Faris Kadhim Te'ema Email: falattabi@uowasit.edu.iq				
8. Course Objectives	1- Know the meaning , theories , and historical development of sociolinguistics . 2- Explore the fields and areas of sociolinguistics . 3- Compare and evaluate the studies about sociolinguistics 4- Write and discuss their projects				
9. Teaching and Learning Strategies	<table border="1"> <tr> <td>Strategy 1</td><td> Teacher-Centered: • Clear Explanations: Professors will provide clear and concise explanations of Df Methods of research concepts, using real-world examples and visuals to enhance understanding. • Structured Presentations: Each session will follow a well-structured format, introducing the main topic, providing explanations and examples and then transitioning to student-centered activities. </td></tr> <tr> <td>Strategy 2</td><td> Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work and quizzes. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. • Technology Integration: Technology can be leveraged through online discourse analysis exercises for collaborative learning, and multimedia resources to enhance engagement. </td></tr> </table>	Strategy 1	Teacher-Centered: • Clear Explanations: Professors will provide clear and concise explanations of Df Methods of research concepts, using real-world examples and visuals to enhance understanding. • Structured Presentations: Each session will follow a well-structured format, introducing the main topic, providing explanations and examples and then transitioning to student-centered activities.	Strategy 2	Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work and quizzes. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. • Technology Integration: Technology can be leveraged through online discourse analysis exercises for collaborative learning, and multimedia resources to enhance engagement.
Strategy 1	Teacher-Centered: • Clear Explanations: Professors will provide clear and concise explanations of Df Methods of research concepts, using real-world examples and visuals to enhance understanding. • Structured Presentations: Each session will follow a well-structured format, introducing the main topic, providing explanations and examples and then transitioning to student-centered activities.				
Strategy 2	Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work and quizzes. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. • Technology Integration: Technology can be leveraged through online discourse analysis exercises for collaborative learning, and multimedia resources to enhance engagement.				
10. Course Structure					

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		Introduction The Scope Of Sociolinguistics Linguistics And Sociolinguistics	In-Person Lecture	Exam
2	3		Dimensions of sociolinguistic analysis Language Choice	In-Person Lecture	Exam
3	3		Language Variation	In-Person Lecture	Exam
4	3		Languages And Communities Language Choice In Multilingual Communities	In-Person Lecture	Exam
5	3		Language, culture and thought Cultural Dimensions of Language Acquisition Culture American and British English	In-Person Lecture	Exam
6	3		Language And Gender	In-Person Lecture	Exam

7	3		Language Maintenance	In-Person Lecture	Exam
8	3		Sociolinguistic And Language Teaching Education	In-Person Lecture	Exam
9	3		Language, Ethnicity and Racism	In-Person Lecture	Exam
10	3		Mid-term exam	In-Person Lecture	Exam
11	3		Language Policy and Planning	In-Person Lecture	Exam
12	3		Language Choice In Multilingual	In-Person Lecture	Exam
13	3		Language, Migration and Human Rights	In-Person Lecture	Exam

14	3		Language In Social Context Sociolinguistic Universal	In-Person Lecture	Exam
15	3		Final-Exam	In-Person Lecture	Exam
11. Course Evaluation					
• Exams: Mid-Term and final exams will comprehensively test students' knowledge and application of the covered DA concepts. • Written Assignments: Writing assignments will assess students' ability to use grammar accurately and effectively in their written communication. • Class Participation: Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)	1- An Introduction To Sociolinguistics Ronald Wardhaugh And Janet M. Fuller(2015) 2- What Is Sociolinguistics By 2012 Gerard Van Herk 3- Sociolinguistic R. A. Hudson (2001) 4- The Sage Handbook Of Sociolinguistics Ruth Wodak, Barbara Johnstone And Paul Kerswill (2001) 5- Sociolinguistics A Reader Bynikolas Coupland And Adam Jaworski (1997)				
Main references (sources)	1- TRODUCTION TO SOCIOLINGUISTICS Dr. Buhari, S.Pd.,M.Pd (2021) 2- An Introduction to SociolinguisticsJANET HOLMES and NICK WILSON (2022) 3- Language in Society An Introduction to Sociolinguistics Suzanne Romaine (2000) 4- Top Twenty two topics to train teachers by Prof. Faris Al-atabi				
Recommended books and references (scientific journals, reports...)					
Electronic Websites	Referenc				

Ph.D in Linguistics

2nd Course

Academic Program and Course Description Guide

1. Course:					
Pragmatics					
2. Course Code:					
UWA26- EDH- ENG- LING. PHD-B- 601					
3.Semester/ Academic Year:					
2nd Semester of PhD of the Academic Year: 2025-2026					
4.Date of Course Preparation					
1/9/2025					
5.Attendance Form:					
In-person lectures					
6.Credit Hours/ Total Hours:					
45 hours/ 3 hours per w					
7.Course Administrator (in case of multiple administrators, please state with emails)					
Prof. Dr. Hashim A. M. Alhusseini					
Email: hilewi@uowasit.edu.iq					
8.Course Objectives					
This advanced doctoral course critically 1. examines modern theories of pragmatics from cognitive, socio-cultural, interactional, and interdisciplinary perspectives. 2. Engage students with post-Gricean, relevance-theoretic, sociopragmatic, and discursive approaches, emphasizing theory-building, methodological rigor, and applications to real-world discourse.					
9.Learning and Teaching Strategies					
1. Oral Lectures 2. Students Presentation by using slide shows. 3. Quizzes 4. Discussing weekly assignments 5. Summarizing selected books related to this topic 6. Writing and discussing a final term paper 7. Making a Mid-term exam					
10.Course Structure					
Week	Hours	Required outcomes	Unit/ topic	Learning/ Teaching technique	Evaluation technique

1st, 19, Jan. 2026	3	Huang, Y. (2017). Pragmatics (2nd ed.), Ch.1; Allan, K. & Jaszczolt, K. (2012). The Cambridge Handbook of Pragmatics, Introduction	Introduction: Pragmatics as a Discipline Revisited. (Scope, evolution, and current debates. Pragmatics vs. semantics vs. discourse analysis)	Lecture	In-Class actions and tests
2nd, 25, Jan. 2026	3	Searle, J. (2017). Expression and Meaning, Ch. 1–2 Kissine, M. (2013). From Utterances to Speech Acts, Ch. 3	Foundations Reassessed: Speech Act Theory in Modern Pragmatics; Austin and Searle revisited; Neo-speech act approaches	Lecture	In-Class actions and tests
3rd, 1, Feb. 2026	3	Grice, H. P. (1989). Studies in the Way of Words, Lectures 1–2; Horn, L. (2004). Implicature, Ch. 2 pragmatics: cognition, context and culture Laura Alba-Juez and J. Lachlan Mackenzie. Chapter Three	Grice and Post-Gricean; Pragmatics; Cooperative; Principle and maxims; Neo Gricean pragmatics; On referring, saying, and implicating: Reference and inference.	Lecture	In-Class actions and tests
4th, 8, Feb. 2026	3	Sperber, D. & Wilson, D. (1995/2012). Relevance, Ch. 1–3; Wilson, D. & Carston, R. (2007). “A Unitary Approach to Lexical Pragmatics”	Relevance Theory: Cognitive Pragmatics; Ostensive-inferential communication; Explicature and implicature	Lecture	In-Class actions and tests
5th, 15, Feb. 2026	3	Noveck, I. & Reboul, A. (2008). Experimental Pragmatics, Ch. 1–4; Gibbs, R. (2017). Metaphor Wars, Ch. 5	Neo-Relevance and Experimental Pragmatics. (Cognitive processing and pragmatic inference; Experimental methods	Lecture	In-Class actions and tests
6th, 22, Feb. 2026	3	Brown, P. & Levinson, S. (1987). Politeness, Ch. 1–3 Locher, M. & Watts, R. (2005). “Politeness Theory	Politeness Theory: Classical and Post-Politeness Models. (Brown & Levinson; Discursive and relational approaches)	Lecture	In-Class actions and tests

		and Relational Work”			
7th, 1, March. 2026	3	Culpeper, J. (2011). Ch. 2–4 Impoliteness,; Bousfield, D. (2008). Impoliteness in Interaction, Ch. 5	Impoliteness and Conflictive Pragmatics. (Face-attack strategies; Power and ideology)	Lecture	In-Class actions and tests
8th, 8, March. 2026	3	Leech, G. (2014). The Pragmatics of Politeness, Ch. 6; Schneider, K. & Barron, A. (2008). Variational Pragmatics, Ch. 1	Sociopragmatics and Variational Pragmatics. (Culture, norms, and pragmatic variation)	Lecture	In-Class actions and tests
9th, 15, March. 2026	3	Kecskes, I. (2014). Intercultural Pragmatics, Ch. 2–4; Spencer-Oatey, H. (2008). Culturally Speaking, Ch. 3	Intercultural and Cross-Cultural Pragmatics. (Pragmatic failure; Identity and ideology)	Lecture	In-Class actions and tests
10th, 22 March. 2026	3	Schiffrin, D. (1994) Approaches to Discourse, Ch. 6; Jucker, A. & Taavitsainen, I. (2014). Pragmatics of Discourse, Ch. 1	Pragmatics and Discourse Analysis; Pragmatic markers Coherence and context	Lecture	In-Class actions and tests
11th, 29, March. 2026	3		Mid-term exam	Lecture	In-Class actions and tests
12th, 5, April. 2026	3	van Dijk, T. (2014). Discourse and Knowledge, Ch. 2; Marmaridou, (2000). Pragmatic Meaning and Cognition, Ch. 4	Cognitive and Socio-Cognitive Pragmatics. (Mental models; Context construction)	Lecture	In-Class actions and tests

13th, 12, April. 2026	3	Chilton, P. (2004). Analysing Political Discourse, Ch. 5; Fetzer, A. (2018). The Pragmatics of Political Discourse, Ch. 2	Pragmatics and Power: Political, Religious, and Institutional Discourse	Lecture	In-Class actions and tests
14th, 19, April. 2026	3	Dynel, M. (2018). Pragmatics of Social Media, Ch. 1–3; Herring, S. (2013). “Discourse in Web 2.0”	Pragmatics in Digital and Media Discourse. (Social media pragmatics; Multimodality)	Lecture	In-Class actions and tests
15th, 26 April. 2026	3	Archer, D. et al. (2012). Pragmatics: An Advanced Resource Book, Ch. 7 Capone, A. (2017). Pragmatics and Law, Ch. 1	Applied and Interdisciplinary Pragmatics. (Legal, medical, military, and environmental discourse)	Lecture	In-class actions and tests
	3	Review	Review	Paper test	In-class actions and tests
Final exam					

11.Course Scoring

A 100-mark evaluation will be rated as follows;

1. Term paper (8 marks)
2. Mid-term exam (15 marks)
3. Assignments and weekly participation (7 marks)
4. Final exam (70 marks)

12.Sources of Teaching and Learning

Required textbooks, if any;

1. General & Theoretical Overviews of Modern Pragmatics (2023–2025)

- Allan, K. (2024). The Routledge Handbook of Pragmatics and Philosophy of Language. Chs. 1, 3, 6 (state-of-the-art theory, post-Gricean pragmatics)
- Jaszczolt, K. & Allan, K. (2023). The Cambridge Handbook of Pragmatics. New revised edition. Chs. 2, 8, 14 (modern theory integration, interdisciplinarity)
- Huang, Y. (2024). Pragmatics: Cognition, Context, and Culture (3rd ed.). Chs. 1–2 (updated conceptual boundaries of pragmatics)

2. Speech Acts & Intentionality (Contemporary Revisions)

- Kissine, M. (2024). Speech Acts and the Mind: New

	Directions in Pragmatic Theory. → Chs. 2–4 (neo-intentionalism, cognitive grounding) • Witek, M. & Kissine, M. (eds.) (2023). <i>Speech Acts in Context</i>. → Ch. 6 (institutional and political speech acts) 3. Post-Gricean & Neo-Gricean Pragmatics (2023–Present) • Horn, L. & Kecskes, I. (2023). “Implicature Revisited in Contemporary Pragmatics.” <i>Journal of Pragmatics</i>, 214. • Allott, N. (2024). <i>Pragmatic Inference and Communication</i>. → Chs. 3–5 (updated implicature theory) 4. Relevance Theory & Cognitive Pragmatics (Recent Developments) • Wilson, D. (2023). “Relevance Theory at 40: Developments and Challenges.” <i>Lingua</i>, 292. • Carston, R. (2024). <i>Explicit Meaning and Pragmatic Enrichment</i>. → Chs. 4–6 (explicature, free enrichment) • Padilla Cruz, M. (2025). <i>Relevance Theory and Context Construction</i>. → Ch. 2 (contextual dynamics) 5. Experimental & Cognitive Pragmatics (2023–2025) • Noveck, I. & Sperber, D. (2024). <i>Experimental Pragmatics: New Methods and Insights</i>. → Chs. 1, 7 (neuropsychology, inferential processing) • Gibbs, R. (2023). <i>Intentions, Context, and Meaning</i>. → Ch. 5 (experimental evidence in pragmatics) 6. Politeness, Impoliteness & Relational Work (Updated Models) • Locher, M. & Larina, T. (2024). <i>Politeness in Intercultural and Digital Contexts</i>. → Chs. 1–3 • Culpeper, J. (2023). “Impoliteness Revisited: New Theoretical Directions.” <i>Journal of Politeness Research</i>, 19(2) • Haugh, M. (2024). <i>Face, Identity and Pragmatic Interaction</i>. → Ch. 4 (post-Brown & Levinson models) 7. Sociopragmatics & Variational Pragmatics (Recent Research) • Schneider, K. & Barron, A. (2023). <i>Variational Pragmatics: Revisiting Context and Culture</i>. Chs. 2, 5 • Kecskes, I. (2024). <i>Intercultural Pragmatics and Meaning Construction</i>. → Chs. 1–3 8. Intercultural, Ethnopragsmatics & Identity (2023–Present) • Goddard, C. & Wierzbicka, A. (2024).
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	Ethnopragmatics and Cultural Scripts.→ Chs. 1, 6 • Spencer-Oatey, H. & Kádár, D. (2023). Intercultural Politeness and Identity.→ Ch. 4 (identity negotiation) 9. Pragmatics & Discourse (Contemporary Interfaces) • Fetzer, A. & Lauerbach, G. (2024). Pragmatics of Political and Institutional Discourse.→ Chs. 2, 7 • Jucker, A. & Taavitsainen, I. (2023). Historical and Contemporary Pragmatics→ Ch. 3 (discourse-pragmatics interface) 10. Cognitive, Socio-Cognitive & Critical Pragmatics • van Dijk, T. (2024). Discourse, Cognition and Power.→ Chs. 1–2 (updated socio-cognitive pragmatics) • Cap, P. (2023). Pragmatics and Ideology.→ Ch. 5 (political manipulation) 11. Digital, Media & Multimodal Pragmatics (Highly Current) • Dynel, M. (2024). Pragmatics of Online Interaction.→ Chs. 1–4 • Herring, S. & Androutsopoulos, J. (2024). Digital Discourse Pragmatics.→ Ch. 2 (social media, memes, multimodality) 12. Applied, Legal, Military & Institutional Pragmatics (Recent) • Capone, A. (2023). Pragmatics and Institutional Discourse.→ Chs. 1–3 • Archer, D. & Culpeper, J. (2024). Pragmatics and Power.→ Ch. 6 (military & security discourse) 13. Future Directions & Cutting-Edge Debates (2024–2025) Jaszczolt, K. (2025). Meaning, Intentions and Social Interaction. → Conclusion chapter
Further reading, if any	Books: • Huang, Y. (2024). Pragmatics: Cognition, Context, and Culture (3rd ed.). Chs. 1–2 (updated conceptual boundaries of pragmatics) • Wilson, D. (2023). “Relevance Theory at 40: Developments and Challenges.” <i>Lingua</i>, 292.
J Journals, periodicals, other sources;	• Special Issues: • Journal of Pragmatics (2024) – “The Future of Pragmatic Theory” • Intercultural Pragmatics (2023–2025) Recommended Journals for Ongoing Updates (Post-2023) • Journal of Pragmatics • Intercultural Pragmatics • Pragmatics & Society

	• Journal of Politeness Research • Lingua Discourse & Society
Websites, electronic references, online sources;	https://www.britannica.com/science/pragmatics https://www.researchgate.net/search?q=Pragmatics

Ph.D in Linguistics

2nd Course
Academic Program and Course Description Guide

1.Course Title:	Applied Linguistics
2.Course Code:	UWA26 - EDH- ENG- LING. PHD-B- 602
3.Course / Year:	PhD - 2025 - 2026
4.Date of Writing this Description:	1 / 09 /2025
5.Available Modes of Attendance	In- Person
6.Total Number of Study Hours / Total Number of Credits	30 Hours
7.Name of the Course Coordinator (if there is more than one name, include each with their personal email)	Name: Prof. Dr. Mazin J. Al-Hilu Email: malhilu@uowasit.edu.iq
8.Course Objectives	1. Conceptualize Applied Linguistics: Demonstrate a comprehensive understanding of the scope of applied linguistics and its fundamental theoretical frameworks. 2. Analyze Language Acquisition and Learning: Critically examine key theories regarding First Language (L1) acquisition and Second Language (L2) learning, including the identification and analysis of common challenges and issues associated with these processes. 3. Evaluate Sub-disciplines: Assess the core principles and applications of major sub-fields within applied linguistics, including: ○ Discourse Analysis ○ Sociolinguistics ○ Psycholinguistics ○ Translation Studies 4. Apply Research Methodologies: Design and evaluate research studies in applied linguistics by effectively utilizing both quantitative and qualitative methodological approaches.
9.Strategies of Learning / Education	Teaching and learning strategies in the subject of Applied Linguistics rely on methods through which students can be helped to better understand the material. These include: 1. Explaining and clarifying concepts clearly. 2. Using examples and practical applications to illustrate concepts through examples and applications that are easy to understand. 3. Encouraging dialogue and discussion among students to exchange ideas and opinions. 4. Using modern technologies such as multimedia and educational software to

make the learning process more interactive.					
10.Course Structure					
Week	Hours	Required Outcomes	Subject Name	Evaluation Method	Learning Method
1	3		An Introduction to Applied Linguistics	Oral Discussion	In-Person Lecture
2	3		Theories of Language Acquisition	Oral Discussion	In-Person Lecture
3	3		Factors Influencing Language Acquisition	Oral Discussion	In-Person Lecture
4	3		Methodologies used in Language Teaching	Oral Discussion	In-Person Lecture
5	3		Language Assessment: Types & Methods	Daily quizzes	In-Person Lecture
6	3		Psycholinguistics	Oral Discussion	In-Person Lecture
7	3		Error Analysis + Educational Linguistics	Oral Discussion	In-Person Lecture
8	3		Research Methods in AL	Oral Discussion	In-Person Lecture
9	3		Neurolinguistics	Oral Discussion	In-Person Lecture
10	3		Mid-term Exam		In-Person Written Exam
11	3		Language & Culture	Oral Discussion	In-Person Lecture
12	3		Discourse Analysis for Language Teachers	Oral Discussion	In-Person Lecture
13	3		Sociolinguistics	Daily Quizzes	In-Person

					Lecture
14	3		Thesis Review	Oral Discussion	In-Person Lecture
15	3		Final Exam		In-Person Written Exam

11.Course Evaluation

The final mark is out of 100 distributed as follows:

1. The mark of coursework is out of (30) marks, divided into: (5) marks for participation and activities, (5) marks for writing a research paper, and (20) marks for the mid-term exam.
2. The final exam is out of (70) marks.

12.List of Sources

Required textbooks (curricular books, if any)	Lo Cook, G. (2003). Applied Linguistics. Oxford
Main references (sources)	Ellis, R. (2008). The Study of Second Language Acquisition.
Recommended books and references (scientific journals, reports...)	Dornyei, Z. (2007). Research Methods in
Electronic References, Websites	Net Sources

Ph.D in Linguistics

2nd Course

Academic Program and Course Description Guide

1.Course Name:	
Discourse Analysis	
2.Course Code:	
UWA26 - EDH- ENG- LING. PHD-B- 603	
3.Semester / Year:	
2025-2026	
4.Description Preparation Date:	
1-10-2025	
5.Available Attendance Forms:	
In-Person	
6.Number of Credit Hours	
30 Hours	
7.Course administrator's name (mention all, if more than one name)	
Name: Prof. Khalida H. Addai	
Email: khhashoosh@uowasit.edu.iq	
8.Course Objectives	
1. Gain an understanding of the essential elements and principles of Discourse Analysis and apply them to the analysis of naturally occurring samples of language. 2. Explore the central aspects of spoken and written language in its linguistic and non-linguistic contexts and identify structures and patterns in stretches of text longer than the sentence 3. Analyze in some detail selected language elements in terms of discourse features 4. Develop a critical awareness of both theoretical and practical issues relevant to the field of Discourse Analysis 5. Identify, interpret and critically analyze different types of text and discourse types, styles and registers	
9.Teaching and Learning Strategies	
Strategy 1	Teacher-Centered: • Clear Explanations: Professors will provide clear and concise explanations of Discourse Analysis concepts, using real-world examples and visuals to enhance understanding. • Structured Presentations: Each session will follow a well-structured format, introducing the main topic, providing explanations and examples, and then transitioning to student-centered activities.
Strategy 2	Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work and quizzes. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. • Technology Integration: Technology can be leveraged through online discourse analysis exercises for collaborative learning, and multimedia resources to enhance engagement.

10.Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		Introduction to Discourse Analysis	In-Person Lecture	Exam
2	3		Theoretical traditions; Characteristics of Discourse Speech; Intention and interpretation	In-Person Lecture	Exam
3	3		Written Discourse Analysis: Coherence: Definition and its Contributing Factors: Cohesion: Definition and its Contributing factors.	In-Person Lecture	Exam
4	3		The spoken discourse; The cooperative principle; The politeness principles; Implicatures [Students identify aspects of cooperative principle and its violation in spoken discourse	In-Person Lecture	Exam
5	3		Approaches of Discourse Analysis 1-Conversational Analysis	In-Person Lecture	Exam
6	3		2- Ethnography & Corpus based approaches	In-Person Lecture	Exam
7	3		3- Genre analysis	In-Person Lecture	Exam
8	3		Mid Term Exam	In-Person Lecture	Exam
9	3		Introduction to Discourse Analysis	In-Person Lecture	Exam
10	3		Theoretical traditions; Characteristics of Discourse Speech; Intention and interpretation	In-Person Lecture	Exam
11	3		Written Discourse Analysis: Coherence: Definition and its Contributing Factors:	In-Person Lecture	Exam

			Cohesion: Definition and its Contributing factors.		
12	3		The spoken discourse; The cooperative principle; The politeness principles; Implicatures [Students identify aspects of cooperative principle and its violation in spoken discourse	In-Person Lecture	Exam
13	3		Approaches of Discourse Analysis 1-Conversational Analysis	In-Person Lecture	Exam
14	3		2- Ethnography & Corpus-based approaches	In-Person Lecture	Exam
15	3		3- Genre analysis	In-Person Lecture	Exam
16	3		Mid Term Exam	In-Person Lecture	Exam
17	3		4- Critical Discourse Analysis	In-Person Lecture	Exam
18	3		5-Cognitive Analysis	In-Person Lecture	Exam
19	3		6- Functional structural approach	In-Person Lecture	Exam
20	3		Power& Ideology	In-Person Lecture	Exam
21	3		Gender	In-Person Lecture	Exam
22	3		Information structure & Discourse Markers	In-Person Lecture	Exam
23	3		Final-Exam	In-Person Lecture	Exam
11.Course Evaluation					
• Exams: Mid-Term and final exams will comprehensively test students' knowledge and application of the covered DA concepts. • Written Assignments: Writing assignments will assess students' ability to use grammar accurately and effectively in their written communication. • Class Participation: Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.					
12.Learning and Teaching Resources					
Required textbooks (curricular books, any)					
Main references (sources)				1. James Paul Gee, (2010) How to Do Discourse Analysis	

	2. Coulthard, M. (214) An introduction to Discourse Analysis. 3. Halliday, M. A. K. & Hasan, R. (1976). Cohesion in English 4. Schiffrin, D. Handbook of Discourse Analysis 503-517
Recommended books and references (scientific journals, reports...)	Fairclough, Language and Power (2001) van Dijk, T. (2001) Critical Discourse Analysis
Electronic References, Websites	

Ph.D in Linguistics

2nd Course

Academic Program and Course Description Guide

1. Course Name:					
Cognitive Stylistics					
2. Course Code:					
UWA26 - EDH- ENG- LING. PHD-B- 604					
3. Semester / Year:					
2 nd Semester - 2025-2026					
4. Description Preparation Date:					
1/9/ 2025					
5. Available Attendance Forms:					
In-Person					
6. Number of Credit Hours:					
(2) hours / Number of Units (2) $2 \times 15 = 30$ hours					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Fida Muhsin Almawla (PhD) Email: falmawla@uowasit.edu.iq					
8. Course Objectives					
		The course aims to introduce PhD students in linguistics to the principles and key concepts of cognitive stylistics, enabling them to identify and formulate researchable problems, conduct systematic literature reviews, and develop well-grounded research questions. Students will also gain practical experience in commonly used qualitative methodologies in linguistic studies, including data collection, analysis, and interpretation. The course further seeks to enhance students' understanding of cognitive stylistics and develop their analytical and critical evaluation skills regarding existing studies.			
9. Teaching and Learning Strategies					
Strategy 1		TEACHER-CENTERED: PhD students will be given sufficient space to present constructive ideas and concepts derived from their readings and understanding of the methodology. Lectures will resemble discussion sessions in which ideas are presented, debated, and analyzed, along with examining approaches used across various literary works.			
Strategy 2		STUDENT-CENTERED: Workshops and Independent Research Practice. Students will develop practical skills by formulating research questions, collecting and analyzing data, and applying appropriate methods, with opportunities for peer collaboration and feedback.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	2	Knowledge of cognitive stylistics	Introduction: A cognitive stylistic approach to mind style in narrative fiction	In-Person Lecture	Class performance
2	2	How to perform stylistic analysis	“Split selves” in fiction and in medical “life stories”: Cognitive linguistic theory and narrative practice	In-Person Lecture	Class performance
3	2	Ability to analyze the given text	Components of cognitive stylistics	In-Person Lecture	Discussion
4	2	Ability to critique and analyze texts	Towards a science of criticism		Class performance
5	2	Practical application of stylistic analysis in a literary text	The body in the word: A cognitive approach to the shape of a poetic text	In-Person Lecture	Oral Discussion
6	2	Practical application of stylistic analysis in a literary text	Stylistics from Traditional to Cognitive Approaches: A Theoretical Perspective	In-Person Lecture	Oral Discussion
7	2	Practical application of stylistic analysis in a literary text	The Cognitive Framework	In-Person Lecture	Oral Discussion
8	2	Analysis and critique of literary style in the given text	Metaphor in Bob Dylan’s “Hurricane”: Genre, language, and style – Gerard Steen	In-Person Lecture	Oral Discussion
9	2	Analysis and critique of literary style in the given text	Contextualization Theory	In-Person Lecture	Class Performance
10	2	Analysis and critique of literary style	Between the lines: Spatial language and its developmental	In-Person Lecture	Class performance

		in the given text	representation in Stephen King's <i>IT</i> – Willie van Peer and Eva Graf		
11	2	Analysis and critique of literary style in the given text	The Configuration Theory	In-Person Lecture	Oral Discussion
12	2	Written exam	Midterm Exam	In-Person Lecture	Midterm Exam
13	2	Bias-free language guidelines; conducting a research project	Conceptual integration in Christine de Pizan's <i>City of Ladies</i> – Craig Hamilton	In-Person Lecture	performance
14	2	Publishing process	The Figure in the Carpet: Discovery or Recognition – Yanna Popova	In-Person Lecture	Class performance
15	2	Feedback; course conclusion and final lecture; submission of final paper	Feedback and term paper submission	In-Person Lecture	Oral Discussion
11.Course Evaluation					
Distribution of 100 marks as follows: • Continuous Assessment (30 marks): ○ 10 marks: Attendance, participation, activities, and research evaluation ○ 20 marks: Quizzes and midterm exam • Final Written Exam (70 marks) •					
12.Learning and Teaching Resources					
Required textbooks (curriculum books, if any)			English Stylistics: A Cognitive Grammar Approach by Zeki Hamawand, 2023		

Main references (sources)	Main References: Cognitive Stylistics: Language and Cognition in Text Analysis by Elena Semino, 2002
Recommended books and references (scientific journals, reports...)	I. West, David. 2013. <i>I. A. Richards and the Rise of Cognitive Stylistics</i> . London: Bloomsbury.
Electronic References, Websites	I. 1. https://academia.edu