

Ministry of Higher Education and Scientific Research  
Scientific supervision and evaluation device  
Department of Quality Assurance and Academic Accreditation  
Accreditation Department



# **Academic program and course description guide**

2025/2024

## **Introduction:**

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It 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 students are working to acquire based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific departments. This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On 5/3/2023 with regard to programs that adopt the Bologna Process as a basis for their work. In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

## Concepts and Terminology:

1. **Description of the Academic Program:** This entails a concise overview of the program's vision, mission, and objectives, coupled with an accurate depiction of the targeted learning outcomes aligned with specific learning strategies. It serves as a foundational document guiding the program's implementation and evaluation.
2. **Course Description:** A succinct summary outlining the fundamental characteristics of a course, including its objectives and expected learning outcomes. Derived from the program description, it offers insight into the educational opportunities available to students and serves as a roadmap for their academic journey.
3. **Program Vision:** An aspirational depiction of the future trajectory of the academic program, encapsulating its development into a dynamic, inspiring, and pragmatic entity. It sets the tone for the program's evolution and its contribution to broader educational and societal goals.
4. **Program Mission:** A brief statement elucidating the program's overarching goals and the requisite activities to achieve them. It delineates the program's developmental pathways and strategic directions, providing a framework for operational planning and decision-making.
5. **Program Objectives:** Clear and measurable statements articulating the intended achievements of the academic program within defined time frames. These objectives serve as benchmarks for assessing the program's effectiveness and success in fulfilling its educational mandate.
6. **Curriculum Structure:** The comprehensive framework encompassing all courses and study subjects included in the academic program, delineated according to the approved learning system (e.g., semester, annual, Bologna track). It specifies requisite courses and study units, often reflecting institutional or departmental requirements.
7. **Learning Outcomes:** A cohesive set of knowledge, skills, and values acquired by students upon successful completion of the academic program. These outcomes are meticulously defined to align with program objectives, ensuring the attainment of desired competencies and capabilities by graduates.
8. **Teaching and Learning Strategies:** The methodologies employed by faculty members to facilitate students' learning and development. These strategies encompass both curricular and extracurricular activities designed to achieve the program's learning outcomes, fostering a dynamic and engaging educational experience.

By understanding and effectively utilizing these concepts and terminologies, educational stakeholders can collaborate to enhance the quality and effectiveness of academic programs, ultimately fostering the holistic development and success of students

## Academic program description form

- **University name:** University of Wasit.
- **College/Institute:** College of Fine Arts.

**Scientific Department:** Department of Art Education

- **Name of the academic or professional program:** Bachelor of Fine Arts.
- **Name of final degree:** Bachelor's degree in Art Education
- **Academic system:** Annual.
- **Description preparation date:** 1/3/2025.
- **Date of filling the file:** 1/3/2025

Signature:

Name of Department Head: A.M.D.

Date:

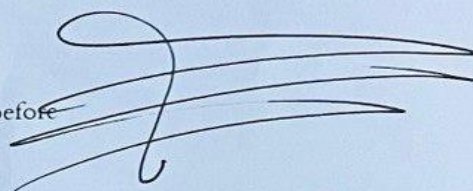

Check the file before

Signature:

Name of the scientific assistant: A.M.D.

Fadel Aram

Date:

  
**Prof. A. Dr.**  
**Fadhel Aram Lazim**

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Performance Division: Mustafa Kareem Nijam

Date: 1/3/2025

Signature:


Authentication of the Dean





**Ministry of Higher  
Education and Scientific Research  
Wasit University  
College of Arts  
Department of Fine Arts**



## **Academic Course Description**

**Performance Review of Higher Education Institutions  
(Academic Program Review)**

### **Course Description**

**This document provides a concise summary of the key characteristics of the course and the expected learning outcomes that students should achieve. It serves as evidence of whether students have gained maximum benefit from the available learning opportunities. It is essential .that these outcomes are linked to the overall program description**

### **Wasit University**

1. Educational Institution:  
**College of Arts**
2. Academic Department / Center:  
**Computer Science**
3. Course Name and Code:  
**(The Fourth)**
4. Educational Level:  
**Fine Arts Education**
5. Programs Included:  
**Laboratories**
6. Available Attendance Mode:  
**Yearly**
7. Semester/Year:  
**60**

8. Total Instructional Hours:  
**28/03/2025**
9. Date of Preparation of this Description
- 

## 10. Course Objectives

**This course aims to introduce students to the principles of the Internet, its applications, and the software programs utilized within it, with a special emphasis on leveraging these technologies in the fields of art and art education. It provides a fundamental understanding of the Internet, including web browsers and their functionalities, as well as various Internet-related concepts and applications such as Gmail and Google Drive (cloud storage).**

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## 11. Learning Outcomes, Teaching & Learning Methods, and Assessment

### Learning Outcomes

- Web Browsers:  
**Explain the various types of web browsers and their usage across different operating systems.**
- Google Chrome:  
**Define the popular web browser Google Chrome, including its installation process and key advantages.**
- Post-Installation Usage:  
**Demonstrate how to use the installed program to search for academic articles and effectively use hyperlinks.**
- Email Account Creation:  
**Illustrate the process of creating an email account and methods to protect it from hacking.**
- Technology Ethics:  
**Emphasize ethical practices in technology, ensuring that it is not used to harass, harm, bully, corrupt, steal, violate privacy, or infringe upon personal and social freedoms.**

### Teaching and Learning Methods

- Practical Applications:  
**Hands-on activities in computer labs focusing on the installation and operation of web browsers.**
- Academic Research:  
**Instruction on how to conduct and prepare academic research using web browsers.**
- Interactive Learning:  
**Engaging in discussions and interactive sessions on protecting personal and institutional Internet accounts from cyber threats.**

### Assessment Methods

- Examinations:  
**Both theoretical and practical exams to assess the foundational understanding of the concepts.**
- Continuous Assessment:  
**Regular assignments and reports evaluating the application of Internet technologies in art.**
- Presentations and Discussions:  
**Student presentations and discussions on research projects.**

- Practical Projects:  
**Implementation of projects that integrate Internet technologies with artistic creativity.**
- 

### C. Thinking Skills

- Critical and Analytical Thinking:  
**Analyze the impact of networking technologies and artificial intelligence on various fields, including digital arts.**
  - Problem Solving:  
**Apply problem-solving skills to address challenges in network management and the development of Internet applications in art.**
  - Decision Making:  
**Evaluate and select appropriate technical solutions for integrating the Internet into artistic and creative environments.**
- 

### D. General and Transferable Skills

- Effective Communication:  
**Present technical and creative ideas clearly in both oral and written forms.**
- Teamwork:  
**Collaborate effectively in multidisciplinary teams to develop projects that combine technology and art.**
- Time Management:  
**Organize projects and academic tasks efficiently to achieve set objectives.**
- Self-Learning:  
**Develop the ability to research and stay updated with the latest advancements in Internet technologies.**

Adaptability and Innovation:

**Respond to technological developments by finding innovative ways to integrate technology into various creative fields.**

### Number of Hours and Module Summary

Module Summary	Module Name	Weekly Hours	Week
2	Definition of computer networks, their benefits, and components. <i>Introduction to network basics.</i>	2	First week
2	Explanation of network classification, engineering design, types of network services, and network scope classification. <i>Types of Computer Networks.</i>	2	Second week
2	Explanation of connection methods to the Internet and types	2	Third week

	of Internet protocols. <i>The Global Internet.</i>		
2	Explanation of the Internet, its areas of application, and a discussion of extranet versus Internet. <i>Internet and Extranet.</i>	2	Fourth week
2	Explanation of cloud computing, cloud services, and applications of cloud computing. <i>Cloud Computing.</i>	2	Fifth week
2	Explanation of the fields of Internet use, including the advantages and disadvantages of using the Internet. <i>Fields of Internet Use.</i>	2	Sixth week
2	Examination.	2	Seventh week
2	Explanation of web browsers, their types, and the browsers used on various operating systems. <i>Web Browsers.</i>	2	Eighth week
2	Definition of the popular web browser Google Chrome, its installation process, and its advantages. <i>Internet Browsers.</i>	2	Ninth week
2	Explanation of how to use the installed program for searching academic articles and using hyperlinks. <i>Google Chrome Browser.</i>	2	Tenth week
2	Explanation of the program windows, their functions, and how to install websites. <i>Google Chrome Browser.</i>	2	Eleventh week
2	Explanation of how to search for and download programs and articles using a web browser. <i>Downloading Programs and Articles using a Web Browser.</i>	2	Twelfth week
2	Instructions on setting up the program and printing documents using a web browser. <i>Internet Browser Settings.</i>	2	Thirteenth week
2	Explanation of the types of websites and their respective fields of application. <i>Types of Websites.</i>	2	Fourteenth week
2	Review of web browsers and their use in research and study. <i>Web Browsers.</i>	2	Fifteenth week
2	Examination.	2	Sixteenth week
2	Explanation of the email exchange system and the most commonly used Internet services. <i>Emails and Electronic Chats.</i>	2	Seventeenth week
2	Explanation of the advantages and disadvantages of email. <i>Advantages of Email.</i>	2	Eighteenth week
2	Instructions on creating an email account and protecting it	2	Nineteenth



	from hacking. <i>Creating a New Email Account.</i>		week
2	Explanation of how to create a Classroom account and outlining the responsibilities of both students and teachers. <i>Using Classroom.</i>	2	Twentieth week
2	Instructions on creating an online lecture using Google Meet. <i>Creating an Online Meeting.</i>	2	Twenty-first week
2	Instructions on sending and receiving emails using Gmail as a model. <i>Sending and Receiving Email.</i>	2	Twenty-second week
2	Explanation of how to log in to multiple accounts simultaneously in the same web browser. <i>Logging into Email.</i>	2	Twenty-third week
2	Discussion of a student assignment involving the creation of an email account and corresponding with the teacher. <i>Electronic Activity.</i>	2	Twenty-fourth week
2	Examination.	2	Twenty-fifth week
2	Explanation of the importance of adhering to online ethics. <i>Ethics of the Internet.</i>	2	Twenty-sixth week
2	Explanation of technology ethics, emphasizing that technology should not be used to harass, harm, bully, corrupt, steal money, violate privacy, or infringe on personal and social freedoms. <i>Technology Ethics.</i>	2	Twenty-seventh week
2	Explanation of methods to protect the computer through Internet usage. <i>Computer and Internet Security.</i>	2	Twenty-eighth week
–	Student Project Discussions.	–	Twenty-ninth week
–	Examination.	–	Thirtieth week

## 12. Infrastructure

### Books:

- A workbook prepared by the course instructor

### Required Readings:

- Primary texts
- Course textbooks

- **Others**

**Websites and Special Requirements:**

- **(Including, for example, workshops, periodicals, software, and websites)**

**Community Service / Lectures:**

- **(Including, for example, guest lectures, vocational training, and field studies)**
- 

**13. Admission**

- **Central Admission: For morning studies**
- **Direct Application: For evening studies – based on GPA and competitiveness**

**Previous Requirements: 30**

**Minimum Number of Students: 45**

**Maximum Number of Students: 1**

## Course description form

1. Course Name: alainsha' altaswiri	
2. Course Code	
3. Year/Level: the second	
4. Date Prepared: 1/3/2024	
5. Available Forms of Attendance	
6. Number of study hours (total 3) / number of units (total 2) 3 hours = 2 units	
7. Name of Course Administrator (mention all Administrators)	
<ul style="list-style-type: none"> <li><b>Name:</b> Assistant Professor Dr. Ammar Kazem Murshid</li> <li><b>Email:</b> a.altaai@uowasit.edu.iq</li> </ul>	
8. Course Objectives	
<ol style="list-style-type: none"> <li>• The student's knowledge of the meaning of pictorial construction.</li> <li>• Providing the student with experience in how to construct construction.</li> <li>• The student's ability to correctly distribute the elements of artistic work.</li> </ol>	
9. Teaching and Learning Strategies	
The Strategy	<ul style="list-style-type: none"> <li>-Watching international works of art and observing their structural structure by displaying the works in front of the students.</li> <li>.Drawing different subjects -</li> <li>- Giving notes and information to the student directly on his topic.</li> </ul>

10. Course Structure					
Week	Hours	Required Learning Outcomes	Name of Unit/Topic	Learning Method	Evaluation Method
1	4	The concept of pictorial construction		Theoretical lecture	Follow up on every student
2	4	Displaying works of ancient art		Theoretical lecture	Follow up on every student
3	4	Structural configuration elements		Theoretical lecture	Follow up on every student
4	4	=		Practical lecture	Follow up on every student
5	4	Choosing topics for implementation		Practical lecture	Follow up on every student
6	4	Study of plastic construction		Practical lecture	Follow up on every student
7	4	Follow up with students		Practical lecture	Follow up on every student
8	4	Types of construction			Follow up on every student
9	4	Applications to topics		Practical lecture	Follow up on every student
10	4	=		Practical lecture	Follow up on every student
11	4	=		Practical lecture	Follow up on every student
12	4	=		Practical lecture	Follow up on every student
13	4	Follow up on students' work		Practical lecture	Follow up on every student
14	4	Business preparation		Practical lecture	Follow up on every student
15	4	Business evaluation			Follow up on every student



16	4	Watching works of art		Practical lecture	Follow up on every student
17	4	=		Practical lecture	Follow up on every student
18	4	Choose topics		Practical lecture	Follow up on every student
19	4	Watching works of art And follow up on every student		Practical lecture	Follow up on every student
20	4	Implementation of the chosen topic		Practical lecture	Follow up on every student
21	4	Watch artwork and follow each student		Practical lecture	Follow up on every student
22	4	=		Practical lecture	Follow up on every student
23	4	=		Practical lecture	Follow up on every student
24	4	=			Follow up on every student
25	4	=		Practical lecture	Follow up on every student
26	4	=		Practical lecture	Follow up on every student
27	4	=		Practical lecture	Follow up on every student
28	4	Preparing students' work		Practical lecture	Follow up on every student
29	4	=		Practical lecture	Follow up on every student
30	4	Business evaluation			Follow up on every student
11.					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
12. Learning resources and teaching methods					
(Required textbooks (methodology, if any .(Main references (sources) - Watch artistic works on (YouTube .(Photographers of artistic works and realistic scenes (....Recommended supporting books and references (scientific journals, reports					

Electronic references, Internet sites - benefit from the websites of professional artists and art schools.			
Main references (sources)			
Recommended supporting books and references (scientific journals, reports...)			
Online references, Internet websites			

1. Course Name: Perspective	
2. Course Code	
3. Year/Level: the second	
4. Date Prepared: 1/11/2024	
5. Available Forms of Attendance      3 practical hours 2 units	
6. Number of study hours (total 3) / number of units (total 2) 3 hours = 2 units	
7. Name of Course Administrator (mention all Administrators)	
<ul style="list-style-type: none"> <li>• <b>Name:</b> Assistant Teacher Ahmed Abdul Hussein</li> <li>• <b>Email:</b></li> </ul>	
8. Course Objectives	
A- Introducing the student to the principles of the art of sculpture and its types B- Introducing the student to the importance of the art of sculpture historically and its impact on drawing image of civilization and its culture. C- Providing the student with artistic skills in sculptural formation in accordance with the realistic academic curriculum D- The student will acquire the skill of making sculptural statues and introduce him to the types of material E- Giving the student the opportunity to practice sculpture and learn about it through self-experimentation	
9. Teaching and Learning Strategies	
The Strategy	-Continuous motivation to practice basic sculpting skills using clay and gypsum molds. - Motivating students and developing their abilities to deal with

various topics given to them in a simplified manner.  
-Explanation and clarification.  
- Direct presentation to students of pictorial forms of construct  
formations within various art schools.  
- Practical practice inside the hall.  
- Diversifying the selected construction topics.

10. Course Structure

Week	Hours	Required Learning Outcomes	Name of Unit/Topic	Learning Method	Evaluation Method
1	ε	A historical overview of sculpture	Introduction to sculpture and its development	Pictures and movies	Weekly evaluation
2	ε	Introduction to sculpture and its types	Introduction to relief sculpture and its types	Pictures and movies	Weekly evaluation
3	ε	Sculpture and construction	The relationship between sculpture and architecture	Pictures and movies	Weekly evaluation
4	ε	Sculpture and planning	Building simple prominent shapes	Pictures and movies	Weekly evaluation
5	ε	Building simple prominent shapes	Building simple prominent shapes	Practical sculpture	Weekly evaluation
6	ε	Building simple prominent shapes	Constructing formal curves	Practical sculpture	Weekly evaluation
7	ε	Constructing formal curves	Constructing formal curves	Practical sculpture	Weekly evaluation
8	ε	Constructing formal curves	Building a prominent face for a man	Practical sculpture	Weekly evaluation
9	ε	Relief sculpture	Building a prominent face for a man	Practical sculpture	Weekly evaluation
10	ε	Relief sculpture	Building a prominent face for a woman	Practical sculpture	Weekly evaluation
11	ε	Relief sculpture	Building a prominent face for a woman	Practical sculpture	Weekly evaluation
12	ε	Relief sculpture	Building a prominent face for a woman	Practical sculpture	Weekly evaluation
13	ε	Relief sculpture	Build a prominent bust	Practical sculpture	Weekly evaluation
14	ε	Relief sculpture	Build a prominent bust	Practical sculpture	Weekly evaluation



١٥	ξ	Relief sculpture	Build a prominent bust	Practical sculpture	Weekly evaluation
١٦	ξ	Clay and butterfly holder	Make a clay and butterfly holder	Practical sculpture	Weekly evaluation
١٧	ξ	Oval shapes	Carving an egg	Practical sculpture	Weekly evaluation
١٨	ξ	Oval shapes	Carve an oval shape	Practical sculpture	Weekly evaluation
١٩	ξ	Oval shapes	Carve an oval shape	Practical sculpture	Weekly evaluation
٢٠	ξ	Oval shapes	Carve an oval shape	Practical sculpture	Weekly evaluation
٢١	ξ	OvalsPortrait building (busts)	Statue of a man's head	Practical sculpture	Weekly evaluation
٢٢	ξ	OvalsPortrait building (busts)	Statue of a man's head	Practical sculpture	Weekly evaluation
٢٣	ξ	OvalsPortrait building (busts)	Statue of a man's head. Statue of a woman's head	Practical sculpture	Weekly evaluation
٢٤	ξ	OvalsPortrait building (busts)	Statue of a man's head. Statue of a woman's head	Practical sculpture	Weekly evaluation
٢٥	ξ	OvalsPortrait building (busts)	Statue of a child's head	Practical sculpture	Weekly evaluation
٢٦	ξ	Build complete statues	Statue of a man's torso	Practical sculpture	Weekly evaluation
٢٧	ξ	Build complete statues	Statue of a man's torso	Practical sculpture	Weekly evaluation
٢٨	ξ	Build complete statues	Statue of a woman's torso	Practical sculpture	Weekly evaluation
٢٩	ξ	Build complete statues	Bust with head	Practical sculpture	Weekly evaluation
٣٠	ξ	Build complete statues	Bust with head	Practical sculpture	Weekly evaluation
11.					
Evaluating students after the end of the lesson on a weekly basis, so that the first semester's grade is 50% and the second semester's grade is 50%.					
12. Learning resources and teaching methods					
Relying on the prescribed curriculum book (Perspective) by its author (Ismail Al-Sheikhly) as an important introduction to the theories of perspective science, while relying on some practical explanations of perspective drawing processes from some websites on the Internet, and displaying some films and simple and detailed explanations from YouTube sites. <a href="https://youtube.com/channel/UCw6JpSMcmpps0DCaw4ptM2Q">https://youtube.com/channel/UCw6JpSMcmpps0DCaw4ptM2Q</a>					

## Course Description Form

1. Course Name:	
Free artistic experiments	
2. Course Code:	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
presence	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
120	
7. Course administrator's name (mention all, if more than one name)	
<div style="display: flex; justify-content: space-between;"> <div> Name:  amar  Email:  a.altaa  i@uo  wasit.  edu.iq </div> <div> .....  ..... </div> </div>	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>For the student to develop his skills in artistic creativity</li> <li>That the student be able to become familiar with the origins of art and the established areas of artistic culture and keep up with the new and link it to the original.</li> <li>Implementing various topics on various materials.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	Viewing method on the datashow Learning by doing and practical performance (application in the classroom)

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4 hours	Concept of experimentation		Learning by doing and practical performance	
2	4 hours	Elements of experimentation			
3	4 hours	How to choose materials for experimentation			
4	4 hours	Mix media concept			
5	4 hours	Develop designs for artistic paintings			
6	4 hours	Choose the appropriate topic for the painting			
7	4 hours	Identify the techniques used in artistic painting			
8	4 hours	A wooden stand prepared by the students, measuring 50 x 70 cm, and implemented using the assembly technique			
9	4 hours	Preparing a wooden stand, measuring 50 x 70 cm, by the students, and implementing it using the assembly technique			
10	4 hours	A wooden stand prepared by the students, measuring 50 x 70 cm, and implemented using the assembly technique			
11	4 hours	A wooden stand prepared by the students, measuring 50 x 70 cm, and implemented using the assembly technique			
12	4 hours	A wooden stand prepared by the students, measuring 50 x 70 cm, and implemented using the assembly technique			
13	4 hours	A wooden stand prepared by the students, measuring 50 x 70 cm, and implemented using the assembly technique			
14	4 hours	A wooden stand prepared by the students, measuring 50 x 70 cm, and implemented using the assembly technique			
15	4 hours	A wooden stand prepared by the students, measuring 50 x 70 cm, and implemented using the assembly technique			
16	4 hours	A wooden stand prepared by the students, measuring 50 x 70 cm, and implemented using the assembly technique			
17	4 hours	A wooden stand prepared by the students, measuring 50 x 70 cm, and implemented using the assembly technique			
18	4 hours	A wooden stand prepared by the students, measuring 50 x 70 cm, and implemented using the assembly technique			
19	4 hours	A wooden stand prepared by the students, measuring 50 x 70 cm, and implemented using the assembly technique			
20	4 hours	A wooden stand prepared by the students, measuring 50 x 70 cm, and implemented using the assembly technique			

21	4 hours	prepared by the students, measuring 50 x 70 cm, and			
22	4 hours	implemented using the assembly			
23	4 hours	technique			
24	4 hours	Preparing and preparing a wooden stand by the			
25	4 hours	students, measuring 50 x 70 cm, and			
26	4 hours	implementing it using the collage			
27	4 hours	technique.			
28	4 hours	Preparing and preparing a wooden stand by the			
29	4 hours	students, measuring 50 x 70 cm, and			
30	4 hours	implementing it using the collage technique.			
		Preparing and preparing a wooden stand by the students, measuring 50 x 70 cm, and implementing it using the collage technique.			
		Evaluation of the work by the competent committee			
		Acrylic painting on canvas			
		Students choose topics suitable for drawing			
		Preparing the canvas painting by the students			
		Prepare the			



		<p>painting by painting it completely Start working by outlining with liner Start working by outlining with liner Coloring with acrylic colors Coloring with acrylic colors Coloring with acrylic colors Drawing group work on the wall Drawing group work on the wall Drawing group work on the wall Drawing group work on the wall Drawing group work on the wall Drawing group work on the wall Evaluation of the work by the competent committee</p>			
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<b>11. Course Evaluation</b>					
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					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Course Description Form

Course		.1
Name:		
Elements of Art 2. Course Code:		
Semester/Year: Annual		.3
Annual		
Date this description was prepared		.4
2024/2/29		
Available attendance forms:		.5
Attendance		
only Number of study hours (total) / Number of units (total): 6.2		
hours per week 60 hours per year		
Course Supervisor Name (If more than one name is		.7
mentioned) Name: Asst. Prof. Dr. Hossam Hussein Abbas iq.edu.iku@86lecwasit		
Course		.8
..... ..... .....	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<p>Objectives : Through this course, students will be able to learn about visual arts through: - Identifying the elements and foundations of artwork. - Preparing scientific and field research in the fields of art.</p> <p>- Develop and apply various art and design methods.</p> <p>- Training students to apply the elements of art in work.</p> <p>Technical.</p> <p>- Developing students' artistic appreciation skills.</p> <p>- Enabling students to read artwork. - This course covers the foundations and principles of drawing. Formative and introduces the student to the various materials used in drawing, such as pencil, ink, and charcoal, through knowledge of the techniques and artistic treatments in drawing .</p> <p>This course also introduces the role of materials in expressing textures .</p>

		Different and analysis of visual techniques in displaying works Two-dimensional objects can be transformed into three-dimensional works through an understanding of the rules of perspective.			
Teaching and Learning					.9
Strategies Learning through Presentation Strategy <sup>-1</sup>					Strategy
10. Course Structure Week					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	
Practical examination  <b>Tests</b>  <b>Editorial</b>  and orality  and reports	Learning by  demonstration - learning by doing and practical performance (application in the classroom)	Week One: Art, its Origins and Objectives	- Defines the elements of art in a scientific manner.	2 hour	1
		Week Two: Introduction to the Elements of	-Developing students' talents And their abilities		2
		Art Week Three: The Point in Fine Art	in the arts through acquired knowledge.		3
		Week	- Developing the student's organized scientific thinking in lectures, tests, and research.		4
		Four: The Line - How It is Created, The Nature of Line Composition, Main types of Lines	- Lists the elements of art according to the educational content.		5
		Five: Line Directions, Expressive and Symbolic Meanings of Line Directions.	Describes the components of the artwork and the foundations of its composition. - Mentions the characteristics of composition and the elements of art in art schools.		6
		Week Six: Exercises and Practical Applications			7
		Week Seven: Body, Shape, General Principles That Control the Distribution of Shapes			8
		Week 8: Classification of shapes, shape and matter, the relationship between shape and matter.			9
		Week 9: Classification of shapes based on the relationship between shape and content.			10
		Week 10: The relationship between			11
					12
					13
					14
					15
					16
					17
					18
					19
					20
					21
					22
					23

	Figure and Ground, General	24
	Principles for Distributing	25
	Figures in	26
	Artwork Week Eleven: Exam	27
	Second month, first	28
	semester, twelfth week:	29
	Space, the meaning of space,	30
	factors that help create	
	space in	
	artwork. Thirteenth week:	
	Texture, classification of	
	texture, the external appearance of objects.	
	Week Fourteen: Texture	
	variations and their use in	
	artwork, differences in	
	surface	
	texture. Week Fifteen:	
	Practical exercises and	
	applications. Week Sixteen:	
	Color. Newton's theory, light and matter.	
	Week 17: Physical classification	
	of colors - Oswald's color	
	circle - Color properties -	
	Origin of color - Luminous	
	value -	
	Color intensity Week 18:	
	Practical	
	exercises and applications	
	Week 19: Advanced and late	
	colors - Symbolic and	
	expressive meanings of	
	colors - The meaning of	
	color in artwork Week 20:	
	First month exam, second	
	semester Week 21: Features	
	of composition and elements	
	of art in art schools (the Impressionist school -	
	Cubism)	
	Week Twenty-Two: Features	
	of Composition and Elements	
	of Art in Art Schools (Abstract	
	School - Surrealist	
	School)	
	Week twenty-three:	



		<p>Analyzing artworks according to the skills of criticism and artistic appreciation</p> <p>Week Twenty-Four: Foundations and principles of artwork / Balance - Types of balance</p> <p>Week 25: Rhythm, Rhythm Cases in Artwork Week 26: Unity in Artwork Week 27: Exercises and Practical Applications</p> <p>Week 28: Dominance, Harmony in Artwork</p> <p>Week 29: Contrast in</p> <p>Artwork Week 30: Second Month Exam, Second Semester</p>			
.11 Course Evaluation					
Distribution as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 Grade for final exams.					
12. Learning and teaching resources :					
The Elements of Art, Parts One and Two, by Faraj Abbou			Required textbooks (methodology, if any) Main		
			references (resources)		
Providing video presentations that explain the mechanism of applying art elements in artwork.			Recommended supporting books and references (scientific journals, reports, etc.)		
			Electronic references, websites		

## Course description form

<b>1. Course name: Methods of teaching art education</b>
<b>2. Course code</b>
<b>3. First semester/year</b>
<b>4. The date this description was prepared is 3/1/2024</b>
<b>5. Available forms of attendance</b>
<b>6. Number of study hours (total)/number of units (total) 3 (2+1)</b>
<b>7. Name of the course administrator (if more than one name is mentioned)</b>
Name Assistant teacher : Hussein Ismail Hussein Email: <a href="mailto:uyugum96@gmail.com">uyugum96@gmail.com</a>
<b>8. Course objectives</b>
Students should be keen to rely on scientific thinking when confronting problems rely on theoretical design that is appropriate to the available form and content of knowledge through the diversity concepts in the arts and artistic education diving deeply into the applied concept and trying to diversify private scientific research, for comprehensive . nking in general eloping students' talents and abilities in the arts through knowledge . eloping organized scientific thought in lectures and intellectual tests . uires self-organized learning.
<b>9. Teaching and learning strategies</b>

					The strategy
١٠. بنية المقرر					
Evaluation method	Teaching method	اسم الوحدة او الموضوع	مخرجات التعلم المطلوبة	الساعات	الأسبوع
a test	lecture	Elements of the educational process	Understanding and comprehension	3	<b>1</b>
a test	the offer	The concept of art education, function	Remembering and understanding	3	<b>2</b>
	Electronic	Art education	Interpretation and analysis	3	<b>3</b>

a test	lecture		Understanding and analysis	3	<b>4</b>
a test	the offer	Public and private goals	Understanding and remembering	3	<b>5</b>
Editorial	Discussion	For artistic education		3	<b>6</b>
a test	the offer		Remembering and understanding		<b>7</b>
practical application	the offer	The learning and teaching processes	Understanding and analysis	3	<b>8</b>
	Discussion	Teaching methods	Interpretation and analysis		<b>9</b>
I tested	Discussion	Lecture method	Understanding and analysis	3	<b>10</b>
Tests	e	Teaching methods	Preservation and analysis		<b>11</b>
practical	the offer	show style	Written and practical tests		<b>12</b>
	lecture		Understanding, analyzing, remembering		<b>13</b>
Tests	the offer	Teaching methods method		3	<b>14</b>
a test	the offer	Survey	Understanding and analysis	3	<b>15</b>
	Modeling	Teaching methods	Memorization, remembering and understanding		<b>16</b>
		Exploration method	Understanding, remembering		<b>17</b>
a test		Teaching methods	Analysis, understanding	3	<b>18</b>
Application	Discussion	(project method)	Understanding	3	<b>19</b>
Application	the offer	Teaching methods	Remembering, analyzing	3	<b>20</b>
Application	Electronic	(discussion method)	Understanding, interpreting, remembering	3	<b>21</b>
Application	lecture	practical application	Remembering, understanding	3	<b>22</b>
Application	the offer	practical application	Understanding, remembering	3	<b>23</b>
Application		practical application	Analysis, understanding	3	<b>24</b>
Application	the offer	Practical tests for every student	Practical tests	3	<b>25,26 27,28 29,30</b>

## 11.Course evaluation

Daily duties  
Monthly exam  
Quarterly reports  
Participation in extracurricular activities

Attendance and absence

## ١٢. Learning and teaching resources

	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

## CourseDescriptionForm

<b>1. CourseName:</b>					
Arabic					
<b>2. CourseCode:</b>					
<b>3. Semester/Year:</b>					
annual					
<b>4. DescriptionPreparationDate:</b>					
٢٠٢٤/١٠/٢					
<b>5. AvailableAttendanceForms:</b>					
Attendance time					
<b>6. NumberofCreditHours(Total)/NumberofUnits(Total)</b>					
60 hours					
<b>7. Courseadministrator's name (mentionall,if morethanone name)</b>					
Name: WISAL QASIM GHABASH      Email: wisal@uowasit.edu.iq					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>			<p>The student's introduction to the basics of the Arabic language</p> <p>. Introduce the student to the importance of Arabic language and its role in culture</p> <p>Giving the student correct writing skills</p>		
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		<p>-The student is taught the rules of the Arabic language</p> <p>-Acquiring the skill of writing and correct pronunciation</p> <p>-Gaining the ability to express in a clear and easy manner</p>			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject</b>	<b>Learning</b>	<b>Evaluation</b>
			name	method	

		Outcomes			method
1	2	<b>Know how to write the hamza at the beginning of a word</b>	Hamza at the beginning of speech (Hamzat al-Wasl and Hamzat al-Qat')	Lecture method and use of clarification methods	Questions and discussion
2	2	<b>Studying the most important linguistic dictionaries and how to find the meanings of words</b>	How to detect words in Arabic dictionaries	Lecture method and use of clarification methods	Questions and discussion
3	2	<b>Knowing the active participle and how to parse and derive it</b>	Active participle	Lecture method and use of clarification methods	Questions and discussion
4	2	<b>Knowing the Effect participle and how to parse and derive it</b>	participle	Lecture method and use of clarification methods	Questions and discussion
5	2	<b>Memorizing and analyzing the verse</b>	( Quranic text (Surat Al-Kahf	Lecture method and use of clarification methods	Questions and discussion
6	2	<b>Knowing the most important pronouns used in the verb and their parsing</b>	Attributing the verb to pronouns	Lecture method and use of clarification methods	Questions and discussion
7	2	<b>How to differentiate between dha and dha</b>	Dhaad and Dhaa	Lecture method and use of clarification methods	Questions and discussion
8	2	<b>Knowing the cases of prohibited exchange and their reasons</b>	It is prohibited to exchange	Lecture method and use of clarification methods	Questions and discussion
9	2	<b>Explaining which verbs take two objects and how to parse them</b>	Verbs that take two objects	Lecture method and use of clarification methods	Questions and discussion

10	2	<b>Learn about this method and how to use it</b>	Exclamation style	Lecture method and use of clarification methods	Questions and discussion
11	2	<b>Memorizing the poem, analyzing it, and clarifying the meanings</b>	The poem Weapons and Children by Badr Shaker Al-Sayyab	Lecture method and use of clarification methods	Questions and discussion
12	2	<b>Recognize these terms and differentiate between them with examples</b>	The shortened, the incomplete, and the elongated	Lecture method and use of clarification methods	Questions and discussion
13	2	<b>Identify the concept of the story and its origin Analysis of a short story</b>	Nonfiction text (short story)	Lecture method and use of clarification methods	Questions and discussion
14	2	<b>Recognize these terms and differentiate between them with examples</b>	Conditional style	Lecture method and use of clarification methods	Questions and discussion
15	2	<b>Memorizing the poem, analyzing it, and clarifying the meanings</b>	Prayers in the Temple of Love, a poem by Abu Al-Qasim Al-Chebbi	Lecture method and use of clarification methods	Questions and discussion
16	2	<b>Memorizing the poem, analyzing it, and clarifying the meanings</b>	The hamza in the middle of speech	Lecture method and use of clarification methods	Questions and discussion
17	2	<b>How to write the hamza at the end of a word</b>	Extreme hamza	Lecture method and use of clarification methods	Questions and discussion
18	2	<b>Memorizing the poem, analyzing it, and clarifying the meanings</b>	Poem of God and the Poet by Ali Mahmoud Taha	Lecture method and use of clarification methods	Questions and discussion
19	2	<b>Knowing the suspicious adjective and how to parse it and derive it</b>	The characteristic is already suspicious	Lecture method and use of clarification methods	Questions and discussion

20	2	<b>Knowing prepositions, their use and meanings</b>	Prepositions	Lecture method and use of clarification methods	Questions and discussion
21	2	<b>Memorizing the poem, analyzing it, and clarifying the meanings</b>	The train passed by Nazik al-Malaika	Lecture method and use of clarification methods	Questions and discussion
22	2	<b>Knowing the sources of the triple verb and their meanings</b>	The infinitives are the infinitives of the triple verb	Lecture method and use of clarification methods	Questions and discussion
23	2	<b>Knowing the sources of the quadruple verb and their meanings</b>	Quadrilateral verbs	Lecture method and use of clarification methods	Questions and discussion
24	2	<b>How to differentiate between the two types</b>	The source of time and the source of body	Lecture method and use of clarification methods	Questions and discussion
25	2	<b>How to differentiate between the two types</b>	The explicit source and the responsible source	Lecture method and use of clarification methods	Questions and discussion
26	2	<b>The importance of the subject of the call, its parsing, and its tools</b>	Types of heralds	Lecture method and use of clarification methods	Questions and discussion
27	2	<b>Identify the novel and give a suitable example and analyze it</b>	Nonfiction text (novel)	Lecture method and use of clarification methods	Questions and discussion
28	2	<b>Identify the short story and give a suitable example and analyze it</b>	Nonfiction text (short story)	Lecture method and use of clarification methods	Questions and discussion
29	2	Review what has been studied and focus on what is important	review	Lecture method and use of clarification methods	Questions and discussion
30	2		exam		

## Course Description Form

1. Course Name: Music taste	
2. Course Code: applied	
3. Semester / Year:2022–2023	
4. Description Preparation Date:1–9–2023	
5. Available Attendance Forms: My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)3	
7. Course administrator's name (mention all, if more than one name)	
Nam Prof. A . Dr. Fadhel Aram Lazime: Email: flazem@uowasit.edu.iq	
8. Course Objectives	
<b>Course Objectives</b> After going through the lesson, the student can: 1- Enumerates the layers of the human voice. 2- He learns to use his voice to perform musical scales. 3- He realizes the rise and fall of the layers of the musical scale. 4- List the musical maqams used. 5- He distinguishes between one position and another during performance. 6- List the musical instruments. 7- Distinguish between the sounds of musical instruments in musical works. 8- Distinguish between the types of rhythms used in music.	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>



<p>9- Learn how to notate the Western musical scale and its dimensions.</p> <p>10- Learn how to notate the oriental musical scale and its types.</p> <p>11- He can write the musical notes for the song.</p> <p>12- He can read musical notes.</p> <p>13- Knows the elements that make up music and its types.</p> <p>14- Learns to listen to music correctly.</p> <p>15- Knows the principles of reading and writing music (musical scale)</p>	
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## 9. Teaching and Learning Strategies

<b>Strategy</b>	Developing the student's sensory taste in the field music and vocal performance
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
<p>the first</p> <p>the second</p> <p>the third</p> <p>the fourth</p> <p>Fifth</p> <p>VI</p> <p>Seventh</p> <p>VIII</p> <p>Ninth</p> <p>The tenth</p> <p>eleventh</p> <p>twelfth</p> <p>Thirteen</p> <p>fourteen</p> <p>Fifteenth</p>	lectu	<p>Theoretical material: general overview the concept music and origins.</p> <p>Practical subject: Listening some mu as old as ma</p> <p>Theoretical material: t elements th make music a their typ</p>		3	

		<p>(time, melody, vocal harmony, performance). Practical subject: Listening different types musical production. Theoretical subject: The concept listening music. Practical subject: training listening different types music. Theoretical subject: Levels music appreciation. Practical subject: Training listening levels musical taste. Theoretical subject: Types of musical production (Types musical texture). Practical subject:</p>			
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		<p>Listening types musical production. Theoretical subject: The relationship of music with other arts (theatre, cinema) Practical subject: Listening theatrical and cinematic musical productions</p> <p>Theoretical subject: Principles reading and writing music (musical score) Practical subject: Training drawing scales and musical notation Theoretical subject: Principles reading and writing music (resonance signs). Practical subject: Training performing</p>			
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		<p>ringing si times. Theoretical subject: Principles reading a writing mu (signs a forms silence a resonance) Practical subject: Training writing a performing signs silence a resonance Theoretical subject: Principles reading a writing mu (conversion marks). Practical subject: Training writing conversion marks. Theoretical subject: Principles reading a writing mu (musical keys). Practical subject: Training writing t</p>			
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		<p>types musical ke in th correct positions. Theoretical subject: Principles reading a writing mu (Western a honorific names tunes). Practical subject: Training writing a comparing the names Western a Arabic tune Theoretical subject: Principles reading a writing mu (octave, oriental sc - diwan) Practical subject: Training performing musical sca (octave divan) Theoretical subject: Principles reading a writing mus writing son</p>			
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		musical scale (Nahawand Ajam) Practical subject: Training performing musical scale (Nahawand and Persian)			
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### 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)	Music tasting book
Main references (sources)	nothing
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	nothing

## Course description form

1. Course Name: Theatrical Techniques		
2. Course Code		
3. Year/Level: Second		
4. Date Prepared: 1/3/3024		
5. Available Forms of Attendance		
6. Number of study hours (total 3) / number of units (total 2) 3 hours = 2 units		
7. Name of Course Administrator (mention all Administrators)		
<ul style="list-style-type: none"> <li><b>Name:</b> Hassan Jabr Rashid</li> <li><b>Email:</b> hasan.jaber@uowasit.edu.iq</li> </ul>		
8. Course Objectives		
<ol style="list-style-type: none"> <li>1. Providing the student with theoretical knowledge and its foundations in the subject of theater techniques.</li> <li>2. Enabling the student to link the theoretical and practical aspects of the subject.</li> <li>3. Enabling the student to acquire the necessary skills in designing for theater using the approved design methods for this purpose.</li> </ol>		
9. Teaching and Learning Strategies		
The Strategy	The strategy focuses on providing students with the necessary skills in the field of specialization to enhance their competitiveness in the labor market. This is achieved through:	

		1. Detailed explanation of the elements of theatrical techniques and their practical application, emphasizing their importance in theatrical performance.  2. Practical engagement where students learn to apply theoretical foundations in practical scenarios.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Name of Unit/Topic	Learning Method	Evaluation Method
1	3	The concept of theatrical techniques. A general introduction to the theoretical aspect	Practical: 3 hours explaining the concept of techniques. The play and its importance	Theatrical presentation as interactive lecture and dialogue	-
2	3	Elements of theatrical techniques. A general introduction to the theoretical aspect	Practical: 3 hours general introduction to understanding the material and focus on its general elements	Interactive lecture and dialogue	-
3	3	1. Technologies/Historical overview: Greeks, Romans (theoretical 1 hour) 2. Mechanisms of design thinking for discharge (2 hours application)	- Learn about the most important technologies historically in that period. - Mechanisms of design thinking for release	- Theoretical lecture with explanation (1 hour) - Practical lecture to explain the mechanisms of design thinking (2 hours)	Interview and homework
4	3	Technologies in the centuries: Central and the Renaissance (theoretical 1 hour)   Mechanism for selecting theatrical text (Practical 2 hours)	- Learn about the most important techniques historically in that period. - Explanation of the text selection mechanism, the playwright, and the reason for the choice	- Theoretical lecture with explanation (1 hour) - Practical lecture to explain text selection and preparation for design (2 hours)	Interview and homework
5	3	Exam	-	-	Exam



6	3	Technologies in the modern era (theoretical 1 hour) .Mechanism for selecting theatrical text (Practical 2 hours)	<ul style="list-style-type: none"> <li>- Learn about the most important techniques historically in the modern era.</li> <li>- Explanation of the text selection mechanism, the playwright, and the reason for the choice</li> </ul>	<ul style="list-style-type: none"> <li>- Theoretical lecture with explanation (1 hour)</li> <li>- Practical lecture to explain text selection and preparation for design</li> </ul>	Dialogue and homework
7	3	<p>Technical elements: The play and its relationship with theatrical show (1 theoretical hour)</p> <ul style="list-style-type: none"> <li>- Idea extraction applications: The main part of the theatrical text (Practical 2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about the most important techniques historically in the modern era.</li> <li>- Explanation of the extraction mechanism from the idea to the theatrical text and its causes (Apply 2 hours)</li> <li>- Explanation of the most important developments in technology in the modern era (Theoretical lecture 1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>- Theoretical lecture (1 hour)</li> <li>- Practical lecture on choosing the idea from the text and the reasons for it (2 hours)</li> </ul>	Dialogue and homework
8	3	Theatrical lighting: Importance and functions (1 theoretical hour) - Theatrical lighting devices (Apply 2 hours)	<ul style="list-style-type: none"> <li>- Recognition of theatrical lighting and its devices</li> <li>- Theoretical explanation of theatrical lighting and its most important functions</li> <li>- Discussion on types of devices used and the functions of each</li> </ul>	<ul style="list-style-type: none"> <li>- Theoretical explanation (1 hour)</li> <li>- Application of theatrical lighting devices (2 hours)</li> </ul>	Dialogue, homework, and posts in the forum
9	3	<ul style="list-style-type: none"> <li>- Theatrical decor: Importance and functions (1 theoretical hour)</li> <li>- Manufacturing mechanisms of décor</li> <li>- Recognition of the nature of theatrical decoration and its works</li> </ul>	<ul style="list-style-type: none"> <li>- Theoretical explanation of decoration in theatre and its most important functions</li> </ul>	<ul style="list-style-type: none"> <li>- Theoretical lecture (1 hour)</li> <li>- Practical discussion on dealing with</li> </ul>	Homework and forum participation

			- Discussion on practical dealing with decoration and its manufacturing mechanisms	decoration (2 hours)		
10	3	- Theatrical costumes: Importance and functions (1 theoretical hour) - Applications in theatrical costume (2 hours applied)	- Recognition of theatrical costume and its operation - Theoretical explanation of costumes in theatre and its most important functions - Discussion on practical dealing with costumes and its manufacturing mechanisms	- Theoretical explanation (1 hour) - Practical discussion on dealing with costumes (2 hours)	Homework , illustrated models, and forum participation	
11	3	- Theatrical setting and its relationship to techniques: The play (1 theoretical hour) - Design in theater and its relationship to place (2 hours practical)	- Learning about the nature of the theatrical setting and its relationship to place -Explanation of the concept of place and its relationship in theatre - Application of transformation of concepts from theory to practical	- Theoretical lecture (1 hour) - Practical application (2 hours)	Homework and forum participation	
12	3	- Accessories and their importance in design: The general (1 theoretical hour) - Practical applications (2 hours applied)	- Recognition of accessories in theatre and their relationship to theatrical work - Explanation of the concept of accessories and their relationship to theatre - Application of accessories practically	- Theoretical lecture (1 hour) - Practical application (2 hours)	Dialogue, homework, and illustrated models	
13	3	- Types of theaters: Rotating theaters and outdoor theaters (1 theoretical hour)	- Recognition of types of theaters,	- Theoretical lecture (1 hour)	Dialogue, homework, and forum	

		- Practical applications for rotating and outdoor theaters (2 hours applied)	continuation from last week - Understanding the mechanism of operation for each type of theater with design specificity - Explanation of the concept of outdoor and rotating theaters and their working rules	- Practical application (2 hours)	participation	
14	3	- Types of theaters: 1. Traditional box theaters 2. Circular theaters (1 theoretical hour) - Practical applications for box and circular theaters (2 hours applied)	- Recognition of types of theaters - Understanding the mechanism of operation for each type of theater with design specificity - Explanation of the concept of box and circular theaters and their working rules	- Theoretical lecture (1 hour) - Practical application (2 hours)	Dialogue, homework, and forum participation	
15	3	<b>Exam</b>				
16	3	- Relationship between technical designer and stage director: Understanding the rules starting with the stage director (1 theoretical hour) - Working on practical applications (2 hours applied)	- Understanding the rules of working with the stage director - Working on practical applications of mechanisms in this aspect	- Theoretical lecture (1 hour) - Practical application (2 hours)	Dialogue, homework, and forum participation	
17	3	Relationship between technical designer and theatrical text: Understanding the rules of working with the theatrical text through the author or reading (1 theoretical hour) - Working on practical applications (2 hours applied)	- Understanding the rules of working with the theatrical text through the author or reading - Working on practical applications of mechanisms in this aspect	- Theoretical lecture (1 hour) - Practical application (2 hours)	Dialogue, homework, and forum participation	
18	3	- Relationship between technical designer and theatrical text (1 theoretical hour) - Practical applications (2 hours applied)	- Understanding the guidelines for working with the theatrical text	- Theoretical lecture (1 hour) - Practical application (2 hours)	Dialogue, homework, and forum participation	

			<ul style="list-style-type: none"> <li>through the author or reading</li> <li>- Working on practical applications of mechanisms in this aspect</li> <li>- Clarification of the relationship boundaries with the theatrical text and through the director</li> <li>- How to convert engineering drawings into perspective</li> </ul>			
19	3	<ul style="list-style-type: none"> <li>- Relationship between technical designer and actor: Understanding the rules starting with the stage director (1 theoretical hour)</li> <li>- Practical applications (2 hours applied)</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding the rules of working with the actor through the stage director</li> <li>- Working on practical applications of mechanisms in this aspect</li> <li>- Clarification of the relationship boundaries with the actor</li> <li>- Beginning to apply the drawing scale to the execution reality of the model</li> </ul>	<ul style="list-style-type: none"> <li>- Theoretical lecture (1 hour)</li> <li>- Practical application (2 hours)</li> </ul>	Dialogue, homework, and forum participation	
20	3	<ul style="list-style-type: none"> <li>- Relationship between technical designer and other display elements (1 theoretical hour)</li> <li>- Practical applications (2 hours applied)</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding the types of relationships with each display element</li> <li>- Working on practical applications of mechanisms in this aspect</li> <li>- Explanation of the level of relationships with technical</li> </ul>	<ul style="list-style-type: none"> <li>- Theoretical lecture (1 hour)</li> <li>- Practical application (2 hours)</li> </ul>	Dialogue, homework, and forum participation	

			elements and the ideas presented - Projection of proposed ideas and techniques onto a paper diagram			
21	3	- Mechanisms of implementation for design steps in theater (1 theoretical hour) - Practical applications (2 hours applied)	- Understanding the design process in theater - Working on practical applications of mechanisms specific to that - Explanation of the execution mechanisms for proposed ideas - Projection of proposed ideas and techniques onto a paper diagram/completion of previous week's work	- Theoretical lecture (1 hour) - Practical application (2 hours)	Dialogue, homework, and forum participation	
22	3	Exam				
23	3	Raw materials and their relationship to theatrical techniques design (1 theoretical hour) - Practical applications (2 hours applied)	- Understanding the nature of raw materials - Working on practical applications - Theoretical explanation of the nature of the raw material and its types - Beginning to choose materials for model manufacturing	- Theoretical lecture (1 hour) - Practical application (2 hours)	Dialogue, homework, and forum participation	
24	3	- Design elements and their integration in theater (1 theoretical hour) - Practical applications (2 hours applied)	- Understanding the meaning of integration between theatrical display elements	- Theoretical lecture (1 hour) - Practical application (2 hours)	Dialogue, homework, and forum participation	

			<ul style="list-style-type: none"> <li>- Practical applications</li> <li>- Theoretical explanation of the integration concept</li> <li>- Completion of model manufacturing in accordance with the proposed idea</li> </ul>			
25	3	Transformation and reduction mechanisms for theatrical techniques elements (1 theoretical hour) - Practical applications (2 hours applied)	<ul style="list-style-type: none"> <li>- Understanding the meaning and relationship to theatrical design -</li> <li>- Practical applications</li> <li>- Theoretical explanation of the benefits of reduction in design -</li> <li>- Completion of the models' work and emphasis on clear idea representation</li> </ul>	<ul style="list-style-type: none"> <li>- Theoretical lecture (1 hour) -</li> <li>- Practical application (2 hours)</li> </ul>	Dialogue, homework, and forum participation	
26	3	<ul style="list-style-type: none"> <li>- Modern sciences and their impact on theatrical display techniques (1 theoretical hour)</li> <li>- Practical applications (2 hours applied)</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding achieved technologies and their impact on design quality</li> <li>- Practical applications</li> <li>- Detailed explanation of technology and its development in theater</li> <li>- Completion of work by executing models and emphasizing clear idea representation</li> </ul>	<ul style="list-style-type: none"> <li>- Theoretical lecture (1 hour)-</li> <li>- Practical application (2 hours)</li> </ul>	Dialogue, homework, and forum participation	
27	3	<b>Theatrical Design Specifics</b> <ul style="list-style-type: none"> <li>• Theoretical: 1 hour</li> <li>• Practical Applications: hours</li> </ul>	Understanding differences between general design and theatrical design	Theoretical: 1 hour Practical Applications: 2 hours	Detailed explanation of differences in design approach	

28	3	Comprehensive Review	Review of theoretical and practical material	Review to identify any theoretical or practical issues	Review of all work, including models					
29	3	Exam	Assessment of learning	-	-					
30	3	Practical Submission	Submission of theatrical model by each student	Evaluation by specialized committee	-					
11.						3	Exam			Drawing on paper
The grade distribution out of 100 is as follows: 30% for the first semester, and this grade is in turn divided into two exams of 10 marks, 10 marks distributed over the submission of assignments and class discussions, and 30% for the second semester, which is divided as stated in the distribution of grades for the first semester.										
12. Learning resources and teaching methods										
Important textbooks and references which are given to students in the first lecture										
Main references (sources)		1/ Introduction to theatrical arts 2/ Drama, its costumes and scenery 3/ Theatrical decoration 4/ Theatrical lighting 5/ Theatrical location 6/ Design foundations								
Recommended supporting books and references (scientific journals, reports...)		1/ Master's theses and articles that Written with expertise 2/Viewings of live or recorded theatrical works								
Online references, Internet websites		books published in PDF format with the specialty only.								

## Course Description Form

1. Course name: Aesthetic Education					
2. Course code					
3. Second Year / Chapter					
4. ٢٠٢٤/١/١١ Date of preparation of this description:					
5. Available attendance forms					
6. units ٢ hours / ٢ Number of study hours (total) / Number of units (total)					
7. Name of the course administrator (if more than one name is mentioned)					
Name: Mohammed Ali Ibrahim Al-Asadi Email: <a href="mailto:moibrahim@uowasit.edu.iq">moibrahim@uowasit.edu.iq</a>					
8. objectives Course					
<b>Subject objectives</b> <ol style="list-style-type: none"> <li>1. .Providing the student with concepts in ancient and modern aesthetic education</li> <li>2. history of aesthetic education and the philosophical theories of ancient and Explaining the .modern aesthetics</li> <li>3. .Giving the student experience in the philosophical and aesthetic aspect</li> </ol>					
9. Teaching and learning strategies					
<ul style="list-style-type: none"> <li>- manner contributes to the process of Delivering the lecture in a flexible .analysis, understanding, and simplification of aesthetic concepts</li> <li>- .Set a score for daily activity and participation               <ul style="list-style-type: none"> <li>• .Daily tests</li> <li>• Explanation, interpretation and analysis of concepts and terms in aesthe .education</li> </ul> </li> </ul>					<b>Strategy</b>
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
General questions	theoretical	General introduction to the -aesthetic education concept of education in -terminology language and characteristics of education	Introduction to aesthetic education	2	1
Questions and discussion	=	-Terminology -Language Characteristics of beauty	The concept of beauty and its characteristics	2	2
=	=	Linking the relationship between arts and aesthetic education	The relationship between art and education aesthetic	2	3
=	=	The origin and definition of aesthetic education	The concept of aesthetic education	2	4



=	=	Its importance to humans and society	The importance of aesthetic education	2	5
=	=	Statement of the functions provided by aesthetic education to the individual and society	Aesthetic education jobs	2	6
=	=	Explain the goals that aesthetic education seeks to achieve	Aesthetic education goals	2	7
=	=	relationship of aesthetic The education in the intellectual and creative development of society	Aesthetic education and society	2	8
exam	=	exam	exam	2	9
Questions and discussion	=	-The concept of aesthetics Baumgarten	The emergence of aesthetic education	2	10
=	=	Explanation of the three aspects : emergence, golden age, and stagnation or inactivity	of Stages of development philosophical thought	2	11
=	=	Philosophical thought of the Pythagoras -Pythagoreans	Aesthetic education among the Pythagoreans	2	12
=	=	The Philosophical Thought Protagoras -of the Sophists Gorgias -	the Aesthetic education among Sophists	2	13
exam	=	exam	exam	2	14
Questions and discussion	=	Comparison between rational philosophy and sophistry	The difference between rational philosophy and sophistry	2	15
=	=	The -Socrates' Philosophy Ultimate in Beauty and Art	Aesthetic education in Socrates	2	16
=	=	The -Plato's Philosophy World of Ideas	Aesthetic education in Plato	2	17
=	=	Ion -Cave	Aesthetic Dialogues of Plato's Thought	2	18
=	=	-Aristotle's Philosophy Comparison between Types -Aristotle and Plato Imitation -of Souls	according to Aesthetic education Aristotle	2	19
=	=	Contents of Aristotle's His -Artistic Structure Philosophical Views on the Arts	Art and beauty in Aristotle's thought	2	20
exam	=	exam	exam	2	21
Questions and discussion	=	Beauty and art among Arab Muslims	Islamic aesthetic education	2	22
=	=	-Farabi's Philosophy -Al Illumination Theory	Aesthetic education according to Farabi-Al	2	23
=	=	-Ibn Sina's Philosophy Intuition	Aesthetic education according to Sina Ibn	2	24
=	=	Psychology study of Ibn Sina	Aesthetic education and psychological studies	2	25
=	=	Sufism -Ikhwan Safa	Aesthetic education and sense of beauty	2	26
=	=	Modernist and	Aesthetic education in	2	27

		-Contemporary Philosophy Its Implications and Absolutes	contemporary philosophy		
=	=	-Kant's Philosophy Aesthetic Judgment	Kant's aesthetic education	2	28
=	=	Aesthetic taste according to Kant and an explanation of the four moments in aesthetic judgment	Aesthetic education and aesthetic judgment	2	29
exam	=	exam	exam	2	30
1. Course Evaluation					
Students are evaluated after the end of the lesson, weekly and monthly, so that the first semester grade is 25 and the second semester grade is 25. End of the year					
2. Learning and teaching resources					
:Required readings <ul style="list-style-type: none"> <li>▪ Basic Texts</li> <li>▪ Course books</li> <li>Other</li> <li>- nd ed., Iraqi Ministry of Aesthetics, its prospects and development, Najm Abdul Haider, . Higher Education and Scientific Research, University of Baghdad, Baghdad,</li> <li>- Websites on the World Wide WebGoogle .</li> </ul>					

## Course description form

1. Course Name:					
Directing the school theater					
2. Course Code					
3. Year/Level:					
Third					
4. Date Prepared: 1/3/3024					
5. Available Forms of Attendance					
6. Number of study hours (total 3) / number of units (total 2) 3 hours = 2 units					
7. Name of Course Administrator (mention all Administrators)					
<ul style="list-style-type: none"> <li><b>Name:</b> Professor Dr. HABEEB DHAHIR HABEEB</li> <li><b>Email:</b> hdhahir@uowasit.edu.iq</li> </ul>					
8. Course Objectives					
<p>–١Identify the concept of school theater and its importance.</p> <p>–٢Describe the historical development of school theatre.</p> <p>–٣Explaining the overlap and difference between children’s theater and school theatre.</p> <p>–٤Learn how to turn a story into a play.</p> <p>5– Determine the role of directing and techniques in school theatre.</p>					
9. Teaching and Learning Strategies					
The Strategy		<p>Providing the student with the necessary skills in the field of specialization that will make him competitive in the labor market through</p> <p style="padding-left: 40px;">B1- Preparing to learn directing style and working techniques in school theatre</p> <p style="padding-left: 20px;">.B2- Converting school curricula and stories into plays</p> <p style="padding-left: 20px;">B3- Prepare video clips on some topics and comment on them.</p>			
10. Course Structure					
Week	Ho urs	Required Learning Outcomes	Name of Unit/Topic	Learning Method	Evaluation Method
1	3	Understanding the history and concept of school theater	A historical perspective	Theory + Photo Display / Power Point Slides	General questions and discussion

2	3	Learn how talent is detected in schools	Explore theatrical talent	Applications and evaluations Theory + Photo Display / Power Point Slides	General questions and discussion
3	3	Identify the mechanisms of curriculum theater	Curriculum Dramatization	Theory + Presentation + Power Point slides	General questions and discussion
4	3	Applications and evaluations	Curriculum theater applications	Show a recorded play	Provide a practical activity
5	3	Know the intellectual and aesthetic standards of school theater	Intellectual and aesthetic standards of school theater	theoretical power + point	General questions and discussion
6	3	Know the intellectual and aesthetic standards of school theater	Intellectual and aesthetic standards of school theater	Theory + slideshow Power point	General questions and discussion
٧	٣	General idea and presentation of the most important concepts	Puppet and puppet theatre	Theory + presentation of puppet theater models and types of puppet slides	General questions and discussion
٨	٣	acquirement	Puppet & Puppet Theater / Practical	Screening of a recorded puppet play	Provide a practical activity
٩	٣	Know the concept and importance	Mime in the school theater	Theory + Power Point Presentation + Silent Play Show	General questions and discussion
١٠	٣	acquirement	Mime in School Theater / Practical	training	Provide a practical activity
١١	٣		First Exam - First Semester		
١٢	٣	acquirement	Applications of how to transform a story	Theory + Slideshow / Power	General questions and discussion
١٣	٣	acquirement	Applications of how to turn a story into a play	Theory + Slideshow / Power Point	General questions and discussion
١٤	٣	Learn about techniques in school theater	Techniques in	Theory + movie	General questions and

			school theater	presentation + Power Point	discussion
١٥	٣		Second exam - first semester		
١٦	٣	acquirement	Applications/Techniques in School Theater	Makeup, costumes and theatrical scenes training	General questions and discussion
١٧	٣	acquirement	Training activities and theatrical performances		
١٨	٣	Managing dialogue with students	Discussing the overall activities and training for theatrical performances	Theory + Slide Show/Power Point	General questions and discussion
١٩	٣	Know the characteristics of school theater directing	features Directing in the school theater	Theory + Power Point presentation	General questions and discussion
٢٠	٣	acquirement	Characteristics of directing in school theater / practical	practical	General questions and discussion+ group assignments
٢١	٣	acquirement	Characteristics of directing in school theater / practical	Theory + Power Point Presentation + Movie Presentation	General questions and discussion
٢٢	٣	application	Characteristics of directing in school theater / practical	practical	General questions and discussion
٢٣	٣	application	Characteristics of directing in school theater / practical	practical	General questions and discussion
٢٤	٣		First Exam – Second Semester		General questions and discussion
٢٥	٣	Managing dialogue with students	Discuss the overall activities and trainings for the presentations	theoretical	General questions and discussion
٢٦	٣	application	Theatrical activities and performances		
٢٧	٣	application	Theatrical activities and performances		
٢٨	٣	application	Theatrical activities and performances		
٢٩	٣		Comprehensive review and evaluation	theoretical	General questions and

					discussion + group .assignments			
٣٠	٣		Second Exam - Second Semester					
11.						٣	Exam	
The distribution of the grade out of 100 is as follows: 50% for the first semester, and this grade is divided into two exams of 25 marks, 25 marks distributed over the submission of assignments and class discussions, and 50% for the second semester, which is divided as stated in the distribution of grades for the first semester.								
12. Learning resources and teaching methods								
A collection of important books in the field of theater directing and school theatre								
Main references (sources)		Awni Karoumi: School Theater Republic of Iraq - Ministry of Education - Institute of Fine Arts, Ministry Education Press١٩٨٣.						
Recommended supporting books and references (scientific journals, reports...)		1- Winfred Ward: Children's Theater, tr: Muhammad Shaheen Al- Gohari, Baghdad, Ministry of Higher Education and Scientific Research, Al- Asriya Press, 1986. 2- Habib Zahir Habib and Shafiq Al-Mahdi: Code and Image in Children's Theater, 1st Edition Baghdad, Al-Ahd Al-Sadiq Foundation Al-Sudair Press, 2010. 3- Lina Nabil Al Moghli and Mustafa Qasim Hilat: Drama in Education - Theory and Practice, 1st Edition, Amman, Dar Al-Raya for Publishing and Distribution, 2007. 4- Hussein Ali Harf: Educational Theater Study and Texts, 1st Edition, Baghdad House of General Cultural Affairs, ٢٠٠٨.						
Online references, Internet websites		For books published in PDF form specialization and watching theatrical performances						

## Course description form

1. Course Name: Theatrical Techniques
2. Course Code
3. Year/Level: Second

4. Date Prepared: 1/3/3024	
5. Available Forms of Attendance	
6. Number of study hours (total 3) / number of units (total 2) 3 hours = 2 units	
7. Name of Course Administrator (mention all Administrators)	
<ul style="list-style-type: none"> <li>• <b>Name:</b> Hassan Jabr Rashid</li> <li>• <b>Email:</b> hasan.jaber@uowasit.edu.iq</li> </ul>	
8. Course Objectives	
<ol style="list-style-type: none"> <li>1. C1- Providing the student with theoretical knowledge and its foundations in the subject of theater directing.</li> <li>2. C2- Enabling the student to link the theoretical and practical aspects of the subject</li> <li>3. C3- Enabling the student to acquire the necessary skills in theatrical directing..</li> </ol>	
9. Teaching and Learning Strategies	
The Strategy	<p>The strategy focuses on providing students with the necessary skills in the field of specialization to</p> <p>This is achieved through:</p> <ol style="list-style-type: none"> <li>1- Students familiarize themselves with: the concept and history of thea</li> <li>2- Getting to know the students: the theatrical director's relations depar</li> <li>3- Identifying the most famous trends in the art of directing.</li> <li>4- Training students to practice the theatrical directing process.</li> </ol>



10. Course Structure					
Week	Hou rs	Required Learning Outcomes	Name of Unit/Topic	Learning Method	Evaluation Method
1	3	The concept of theatrical directing – practical: The student chooses a text (international – Arab – local) provided that it is published on paper or on a reliable website.	Talk about the idea of directing, what it is, and all the possibilities and circumstances associated with it.	Lecture – and applications	theoretical topic – practical applications
2	3	History and beginnings of practical directing: reviewing and discussing selected texts	Learn about the origins of the idea of directing and the factors that contributed to its emergence		Read the theatrical text and choose Practical: Distribution of characters
3	3	The art of directing has developed historically Duke of Saxe-Menchen	Talking about the stages of development of the art of directing, coinciding with the emergence of acting methods and the expansion of reception methods		Practical: reading the text, interpretation
4	3	director conditions and specifications	Clearly indicating what an individual must have in order to perform the director's job		Distribution of technical design tasks (lighting)
5	3	Output characteristics and objectives	Access to the characteristics of the directorial work and its technical and educational objectives		Practical: reading the text, explaining directing the theater director to prepare accessories.
6	3	director function	Referring to the tasks undertaken by the director		Practical: Initial movement rehearsal costumes and accessories
7	3	Output elements	Consider all the directing elements		شرح موضوع نظري المتطلبات الأساسية من أزياء وإكسسوارات

			related to the theatrical performance and its technical requirements		
8	3	First month exam (first semester)			
9	3	Dramatic values The idea - the dialogue	Identify dramatic values		Theoretical topic - movement exercise scene
10	3	Dramatic values- Character - plot -	Identify dramatic values		Theoretical topic - movement exercise scene
11	3	Dramatic values The general psychological atmosphere	Identify dramatic values		Theoretical topic - movement exercise theatrical scene
12	3	Andre Antoine	Learn about the director's history, philosophy, and artistic works		Explanation of a theoretical topic - roles
13	3	Andre Antoine	Learn about the director's history, philosophy, and artistic works		Explanation of a theoretical topic - roles
14	3	Konstantin Stanislavsky	Learn about the director's history, philosophy, and artistic works		Explanation of a theoretical topic - roles
15	3	Second month exam (first semester)			
16	3	Konstantin Stanislavsky	Learn about the director's history, philosophy, and artistic works		Explanation of a theoretical topic - roles
17	3	Bertolt Brecht	Learn about the director's history, philosophy, and artistic works		Explanation of a theoretical topic - roles
18	3	Aristotelian theory	Getting to know the concept of drama in		Theoretical subject - practical training

			the book The Art of Poetry		
19	3	Theory of epic theater	Know its philosophical and dramatic roots		Theoretical subject - practical training
20	3	The theory of illusion and non-delusion	Discussion of theory and its concept between Aristotle and Brecht		نظري - العملي : تدريب مع الأكسوار والأزياء
21	3	The concepts of purification and change	Identify the concept of purification in the Greek text and change in the texts of Bertolt Brecht		Theoretical topic - practical: training
22	3	<b>examination</b>			
23	3	Jerzy Krotowski	Reading in the poor playbook		Theoretical topic - practical: training
24	3	Peter Brook	Reading in the book of the empty place		Theoretical topic - practical: training
25	3	Epic theatre	Identify the concept of epic theater, its heroes, its plot, the way it is presented and its ability to change		Theoretical material - practical: pre
26	3	Westernisation	Identify the concept of Westernization in epic theater		Theoretical material - practical: pre
27	3	<b>Fourth wall</b>	Discussion of the concept of the fourth wall at the Brecht Theater		Explanation of theoretical material - notes
28	3	Elements of theatrical direction	Elements that make up the show, actor and technical supplements lighting, decoration and costumes		Theoretical material - General Proo

29	3	External vision	Discuss how directorial visions are formed in theater		- Presenting the full theatrical performance
30	3	examination			-
11.					3
The grade distribution out of 100 is as follows: 30% for the first semester, and this grade is in turn divided into the submission of assignments and class discussions, and 30% for the second semester, which is divided as stated in the syllabus.					
12. Learning resources and teaching methods					
Important textbooks and references which are given to students in the first lecture					
Main references (sources)			Principles of theater And Badri Hassoun Farid		
Recommended supporting books and references (scientific journals, reports...)			.Aesthetics of theater Foundations of theater Othman Abdel Muti Othman - Elements of vision and theater		
Online references, Internet websites			For books published in PDF format, specialization in theater		

## Course Description Form

1. Course Name: European art history				
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)				
<div style="display: flex; justify-content: space-between;"> <div> Name:  Musa  ddiq  Mahdi  Saleh  Email:  <a href="mailto:mmsa@lih@uowasi.tedu.iq">mmsa@lih@uowasi.tedu.iq</a> </div> <div> .....  .....  ..... </div> </div>				
8. Course Objectives				
Course Objectives		<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>		
9. Teaching and Learning Strategies				
Strategy				
10. Course Structure				
	Hours	Required Learning		Evaluation

Week		Outcomes	Unit or subject name	Learning method	method

<b>11. Course Evaluation</b>					
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					
<b>12. Learning and Teaching Resources</b>					
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: <b>History of Islamic art</b>	
2. Course Code: History of ancient Iraqi art	
3. Semester / Year: / 2024 - 2025	
4. Description Preparation Date: 1/9/ 2024	
5. Available Attendance Forms: Official working hours (classrooms)	
6. Number of Credit Hours (Total) / Number of Units (Total) 60 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Hussein Ismael Hussein      Email@uowasit.edu.iqhussien.al-horgani	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Introducing students to the history of Islamic arts and familiarizing themselves with its eras and effects</li> <li>Access to the artistic heritage that existed during the Islamic period.</li> <li>Knowing the degrees of development that Islamic arts have undergone since the beginning of Islam until the last stages of Islamic rule.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>Using electronic means of explanation and presentation</li> <li>Displaying images related to each topic and comparing them with similar images from other civilizations</li> <li>Education curricula for innovation, knowledge of the rules and foundations of Mesopotamian art</li> </ul> Adopting self-education through sources, references, curricula, and extracurricular assignments
10. Course Structure	
1. Course structure Week Hours Required learning outcomes Name of unit/course or subject Teaching method Evaluation method 1 2 Orientalists' opinions on Arab arts before Islam Arab arts before Islam Theoretical + electronic presentation Questions and discussion	



2	2	The architecture of the Holy Kaaba, Arab arts in the Hejaz, theoretical + electronic presentation, questions and discussion
3	2	Cultural Centers in Yemen Arab Arts in the South of the Jazira Theory + Electronic Presentation Questions and Discussion
4	2	Stages of building the Prophet's Mosque and Quba, the first Islamic architecture, theoretical + electronic presentation, questions and discussion
5	2	Arches + columns and capitals, aspects of Islamic architecture, theoretical + electronic presentation, questions and discussion
6	2	Muqarnas + minarets, aspects of Islamic architecture, theoretical + electronic presentation, questions and discussion
7	2	Domes + mihrab + minarets Aspects of Islamic architecture Theoretical + electronic presentation Questions and discussion
8		First two exams
9	2	Geometric + Botanical Geometric and floral motifs Theoretical + electronic presentation Questions and discussion
10	2	Arabesque + written geometric and floral decorations theory + electronic presentation questions and discussion
11	2	Civil Architecture Architecture and decoration in the Umayyad era Theory + electronic presentation Questions and discussion
12	2	Al-Mushta Palace + Al-Touba Palace, Architecture and Decoration in the Umayyad Era, Theory + Electronic Presentation, Questions and Discussion
13	2	Qasr Amra + Qasr Al-Hayr Al-Sharqi Architecture and decoration in the Umayyad era Theoretical + electronic presentation Questions and discussion
14		Take another test
15	2	Al-Minya Palace + Khirbet Al-Mafjar Palace Architecture and decoration in the Umayyad era Theory + electronic presentation Questions and discussion
16	2	The Holy Mosque + the Umayyad Mosque Civil architecture in the Umayyad era Theoretical + Electronic presentation Questions and discussion
17	2	Civil Architecture Architecture and decoration in the Abbasid era Theory + electronic presentation Questions and discussion
18	2	Building Baghdad + Raqqa Civil architecture in the Abbasid era Theoretical + electronic presentation Questions and discussion
19	2	Al-Ukhaydir Fort, Civil Architecture in the Abbasid Era, Theory + Electronic Presentation, Questions and Discussion
20	2	Samarra Building Civil Architecture in the Abbasid Era Theoretical + Electronic Presentation Questions and Discussion
21	2	Samarra ornamental patterns, civil architecture in the Abbasid era, theory + electronic presentation, questions and discussion
22		Examination of the first two
23	2	Samarra Mosque + Abu Dalf Mosque Civil Architecture in the Abbasid Era Theory + Electronic Presentation Questions and Discussion
24	2	Abu Dalf Mosque Civil Architecture in the Abbasid Era Theoretical + Electronic Presentation Questions and Discussion
25	2	The beginnings of the art of Islamic photography Islamic photography is theoretical + electronic presentation, questions and discussion
26	2	The Iraqi School + the Fatimid School Schools of Islamic Photography Theoretical + Electronic Presentation Questions and Discussion
27	2	Photography in the Mamluk Era, Schools of Islamic Photography, Theory + Electronic Presentation, Questions and Discussion
28	2	Andalusian + Mongolian + Timurid + Turkish photography Schools of Islamic photography Theoretical + electronic presentation Questions and discussion
29		Take another test
30	2	Comprehensive review of the theoretical subject + electronic presentation, questions and discussion

11- Course Evaluation .	
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. The division of the grade/question is 50 and the final is 50 for the pursuit. The first semester is 25 and includes monthly exams + daily grades, as well as the second semester.	
12. Learning and teaching resources	
Required textbooks (methodology, if any)	The primary source is the book (Balqis Mohsen Hadi) (History of Arab-Islamic Art)
Main references (sources)	Ahmed Fikry's book (Cairo's Mosques and Schools - Introduction), Richard Ettenhausen's book (Islamic Art), Zaki Muhammad Hassan's book (Islamic Arts)... and others.
Recommended supporting books and references (scientific journals, reports....)	A number of research papers published in some journals
Electronic references, Internet sites	There are many websites, most of which contain significant numbers of illustrations that were used as introductory tools within the weekly lectures.

## Course Description Form

1. Course Name: <b>History of ancient Iraqi art</b>	
2. Course Code:	
3. Semester / Year: <b>2024 /2025</b>	
4. Description Preparation Date: 1/9/ 2024	
5. Available Attendance Forms: Official working hours (classrooms)	
6. Number of Credit Hours (Total) / Number of Units (Total) 60 hours	
7. Course administrator's name (mention all, if more than one name)	
<div style="display: flex; justify-content: space-between;"> <span>Name: <b>Hussein Ismael Hussein</b></span> <span>Email@uowasit.edu.iqhussien.al-horgani</span> </div>	
8. Course Objectives	
<b>Course Objectives</b>	<p>Introducing students to the history of his country's arts.</p> <ul style="list-style-type: none"> <li>Access to the most important heritage carried by these arts.</li> <li>Knowing the degrees of development that have occurred in the arts of ancient Iraq since its first formations.</li> <li>Teaching the first stage the history of ancient Iraqi art since its inception and development, the artistic schools that appeared, and the various artistic elements, materials, techniques and methods that were produced in successive historical stages.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>Using electronic means of explanation and presentation</li> <li>Displaying images related to each topic and comparing them with similar images from other civilizations</li> <li>Education curricula for innovation, knowledge of the rules and foundations of Mesopotamian art</li> </ul> <p>Adopting self-education through sources, references, curricula, and extracurricular assignments</p>
10. Course Structure	

Week	Hours	Required learning outcomes	Name of unit/course or subject	Teaching method	Evaluation method
1.		Course structure			
Week	Hours	Required learning outcomes	Name of unit/course or subject	Teaching method	Evaluation method
1	2 hours	Knowledge of the early eras of ancient Iraq's civilization	The artist's arts in prehistoric times	Theoretically + electronic presentation	Questions and discussion
2		The student's knowledge of drawing and sculpture materials and the beginning of techniques.	Artist's arts in the Paleolithic Age.	Theoretical + electronic presentation, questions and discussion.	
3		Types of topics, the most important of which are drawing topics and how to implement them theoretically +		electronic presentation, questions and discussion	
4		Types of topics, the most important of which are sculpture topics and the method of creating them, theoretical +		electronic presentation, questions and discussion	
5		The beginning of an institution for artistic vision, the artist's motivations in the artistic work, theoretical +		electronic presentation, questions and discussion	
6		The student's knowledge of the most important arts, including architecture, sculpture, Neolithic and metallurgical arts, theoretical +		electronic presentation, questions and discussion.	
7		The student's knowledge of the performative and intellectual difference of the artistic product, especially in the field of ceramics, the artist's arts in the Neolithic - Metal Age, theoretical +		electronic presentation, questions and discussion.	
8		first exam			
9		The most important artistic achievements, arts of the historical era, theoretical +		electronic presentation, questions and discussion	
10		Architecture and sculpture, arts of the historical era, theoretical +		electronic presentation, questions and discussion	
11		Ceramics, arts of the historical era, theoretical +		electronic presentation, questions and discussion	
12		Architecture, palaces, sculpture, and other interventions, Sumerian arts, theory +		electronic presentation, questions and discussion	
13		Relief sculpture, Sumerian arts, theoretical +		electronic presentation, questions and discussion	
14		The art of pottery and the fine arts of Sumerian arts, theoretical +		electronic presentation, questions and discussion	
15		Second exam.			
16		The art of relief sculpture, the arts of the Akkadian era, theoretical +		electronic presentation, questions and discussion	
17		The art of cylinder seals, the arts of the Akkadian era, theoretical +		electronic presentation, questions and discussion	
18		Architecture			
		Arts of the Sumerian - Akkadian revival era, theoretical +		electronic presentation, questions and discussion	
19		The art of three-dimensional sculpture, the arts of the Sumerian-Akkadian revival era, theoretical +		electronic presentation, questions and discussion	
20		Al-Baraz Art, Arts of the Sumerian-Akkadian Revival Era, Theoretical +		Electronic Presentation, Questions and Discussion	
21		The art of relief sculpture, the arts of the Sumerian-Akkadian revival era, theoretical +		electronic presentation, questions and discussion	
22		first exam			
23		Architecture, arts of the ancient Babylonian era, theoretical +		electronic presentation, questions and discussion	
24		The art of sculpture, the arts of the ancient Babylonian era, theoretical +		electronic presentation, questions and discussion	
25		Architecture, arts of the Kassite era (Middle Babylonian era), theoretical +		electronic presentation, questions and discussion	
26		Departments of Assyrian arts with their achievements	Assyrian arts are	theoretical + electronic presentation, questions and discussion	
27		Departments of Assyrian arts with their achievements	Assyrian arts are	theoretical + electronic presentation, questions and discussion	
28		Ishtar Gate, Arts of the Neo-Babylonian Era, Theory +		Electronic Presentation, Questions and Discussion	
29		Review of the theoretical material +		electronic presentation, questions and discussion	
30		exam	exam = exam		

## 11- Course Evaluation .

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

The division of the grade/question is 50 and the final is 50 for the pursuit. The first semester is 25 and includes monthly exams + daily grades, as well as the second semester.

## 12. Learning and teaching resources

Required textbooks (methodology, if any)	The main source is the books of (Zuhair Sahib) (History of Pharaonic Art) and (Nasser Al-Shawi) (History of Greek Art)
Main references (sources)	Taha Baqir's book (Introduction to the History of Ancient Civilizations) and Ahmed Fakhry's book (Pharaonic Egypt)
Recommended supporting books and references (scientific journals, reports....)	A number of research papers published in some journals
Electronic references, Internet sites	There are many websites, most of which contain significant numbers of illustrations that were used as introductory tools within the weekly lectures.

## Course Description Form

1. Course Name:					
2. Course Code:					
3. Semester / Year:					
Year					
4. Description Preparation Date:					
2-9-2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
four hours					
7. Course administrator's name (mention all, if more than one name)					
Name: Qahtan Adnan Zaghir Email: qahtan@uowasit.edu.iq					
8. Course Objectives					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>1- Providing the student with the skills of diversifying acting performances</li> <li>2- Providing the student with a variety of vocal and motor skills</li> <li>3 - Providing the student with skills in using the stage areas.....</li> </ul>				
9. Teaching and Learning Strategies					
<b>Strategy</b>					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	four hours	Definition of the te style	Und star ng tern ling	Pra cal lec es It	Innovative exercises

			tical term olog ally and pro dur y	inc des exe ses Cor nu s we y	
2	four hou	Concept of method	Ide y con pt a its orig s	Prac cal lec es It inc des exe ses Cor nu s we y	Presenting scenes
3	four hou	Acting styles	Lea abo theo tica and labo tory met ds repr enta on	Prac cal lec es It inc des exe ses Cor nu s we y	Viewer rati
4	four hou	Stanislavsky style	Gett g kno Star avsk styl its sou s, a its imp tanc	Prac cal lec es It inc des exe ses Cor nu s we	Innovative exercises

5	four hours	The basic principles of the Stanislavski method	An analytical reading of the method and its effectiveness as a means and tool in personal analysis is a role building	Practical exercises. It includes exercises. Continuous work	Presenting scenes
6		Actors and directors influenced Stanislavski's method	Getting to know all directors and actors who believed in Stanislavski or trained with him such as Boris Zakhvatyn and Laurence Olivier	Practical exercises. It includes exercises. Continuous work	
7	four hours	Meisner method	A system	Practical	Innovative exercises



			mat read g his met d deat g w the of act	lec es It inc des exe ses Cor nu s we y	
8	four hou	Acting between tr and fiction truthfu in imagin circumstances	How to true repr enta on und ima ary data and circ mst ces	Prac cal lec es It inc des exe ses Cor nu s we y	Presenting scenes
9	four hou	The bas features of t Meisner Schoo	Em ion pre ara on Re titic – Imp ovi tion	Prac cal lec es It inc des exe ses Cor nu s we y	Viewer rati
10	four hou	Actors influenc by Meisne	Tor Cro	Prac cal lec	Innovative exercises

		style	s Jar es Fra co	es It inc des ex ses Co nu s we y	
11	four hou	Strasberg's Sty	A sys ma rea ng Str ber s sty in dea ng with the art the act	Pr cal lec es It inc des ex ses Co nu s we y	Presenting scenes
12	four hou	The intern psychological technique acting	The act car trai	Pr cal lec es It inc des	Viewer rati

		realistically	himself act rea tica y und r ima nar circ ms nce	exercises Command s we y	
13	four hours	Strasberg and his influence Gordon Craig and the puppet actor	Would the theatrical performance be more effective than the act	Practical exercises It includes exercises Command s we y	Innovative exercises

				wa ren ved		
14	four hou	Method system according Strasberg	a	This sys m me ns skil in the abi y ide fy and exp ess thro gh em ion me ory and pre	Prac cal lec es It inc des exe ses Cor nu s we y	Presenting scenes

			ent the act from pre ndi g		
15	four hou	summoning awareness	Two typ of aw ene s a bei g sur mo ed: aw ene s the act 's role as	Prac cal lec es It inc des exe ses Con nu s we y	Presenting scenes

			an arti and aw ene s the env onr ent of the cha act tha the act rep ser		
16	four hou	Actors trained Strasberg	Marilyn Monroe – Al Pacino – Dustin Hoffma	Prac cal lec es It inc des exe ses Cor nu s we y	Innovative exercises

			n			
17	four hou	a school or style (Adler)	A cognitiv e reading of style	Prac cal lec es It inc des exe ses Cor nu s we y	Presenting scenes	
18	four hou	Acting is a lifestyle	The actor needs to observ e the daily lifestyle in order to produc e imagin ation, which is one	Prac cal lec es It inc des exe ses Cor nu s we y	Viewer rati	

			of the actor's tools			
19	four hours	The Actor and the Interpretation of the Text The actor	interprets the text for the main elements that dictate the nature of the character	Practical exercises It includes exercises Continuous assessment	Innovative exercises	
20	four hours	Strict discipline and good imagination	Adler's method requires visualizations, observations, complex	Practical exercises It includes exercises Continuous assessment	Presenting scenes	



			instructions, and exercises		
21	four hours	Actors trained on Adler	Marlon Brando – Robert De Niro	Practical lectures It includes exercises Connu s we y	Viewer ratings
22		Michael Chekov's Style	a cognitive reading of the style	Practical lectures It includes exercises Connu s we y	Innovative exercises
23	four hours	Inspiring Acting	Acting by making bold choices	Practical lectures It includes exercises Connu s we	Presenting scenes

24	four hours	Inspiration and Training Inspiration	we can summon him thanks to his psycho physical training	Practical lectures. It includes exercises. Continuous work.	Viewer rating
25	four hours	The main elements of inspired acting	body – imagination – emotions – mind	Practical lectures. It includes exercises. Continuous work.	Innovative exercises
26	four hours	Actors who studied Chekhov	Anthony Quinn, Elia Kazan	Practical lectures. It includes exercises. Continuous work.	Presenting scenes

#### 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)		1 - The art of acting Ibrahim Al-Khatib and others 2 - Lectures on acting theories: Sami Abd Hamid		
Main references (sources)		1 - Aqeel Mahdi: Look at the art of acting 2 - Edwin Dior, The Art of Acting: Horizons and Depths		
Recommended books and references (scientific journals, reports...)		1 - Glenn Wilson: Psychology of the Performing Arts 2 - Colin Counsell, significance of theatrical performance 3 - The Academic Magazine: University of Baghdad: College of Fine Arts		
Electronic References, Websites		It is not preferable to adopt it for preliminary studies		

## 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: muna yousif enad					
8. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>		
9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

<b>11. Course Evaluation</b>					
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					
<b>12. Learning and Teaching Resources</b>					
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:	
earthenware	
2. Course Code:	
3. Semester / Year:	
2024/2025	
4. Description Preparation Date:	
2024-11-13	
5. Available Attendance Forms:	
practical	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2	
7. Course administrator's name (mention all, if more than one name)	
<b>Name: Adel Amer Salman</b> <b>Email: aamer @uowasit.edu.iq</b>	
8. Course Objectives	
<b>Course Objectives</b>	<b>Objectives of the study subject</b> <b>A– Introducing the student to the principles of ceramic art</b> <b>B– Introducing the student to the historical importance of ceramic art and its impact on drawing the image of civilization and its culture</b> <b>C– Providing the student with artistic skills in ceramic formation according to the real academic curriculum</b> <b>D– The student will acquire the skill of creating ceramic artistic works and introduce him to types of materials</b> <b>E– Giving the student the opportunity to practice the art of ceramics and learn about it through self-experimentation</b>
9. Teaching and Learning Strategies	
<b>Strategy</b>	Continuous motivation to practice basic ceramic art skills using clay And gypsum molds. - Motivating students and developing their abilities to deal with the various topics given to them In a simplified way. -Explanation and clarification.

	<ul style="list-style-type: none"> <li>-Direct presentation to students of pictorial forms of construction formations within art schools different.</li> <li>-Practical practice inside the hall.</li> <li>-Diversifying the chosen construction topics</li> </ul>
10. Course Evaluation	
Evaluating students after the end of the lesson on a weekly basis, so that the first semester's grade is 50% and the second semester's grade is 50%.	
11.	
<b>Main references (sources)</b>	
<b>Recommended supporting books and references (scientific journals, reports....)</b>	
<b>Electronic references, Internet sites</b>	

M.E	M.T	Unite or Subject name	Required Learning	Hours	week
Weekly evaluation	Practical ceramics	Introduction to ceramics and types	A brief history of ceramics	4	1
Weekly evaluation	Practical ceramics	Introduction to ceramics and its types	Introduction to ceramics and its types	4	2
Weekly evaluation	Practical ceramics	The relationship between ceramics and architecture	For ceramics and construction	4	3
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	shapes using the tapes method	4	4
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	shapes using the tapes method	4	5
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Constructing formal curves	4	6
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Constructing formal curves	4	7
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Constructing formal curves	4	8
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Porcelain	4	9
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Porcelain	4	10
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Porcelain	4	11
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Porcelain	4	12
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Porcelain	4	13
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Porcelain	4	14
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Porcelain	4	15
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Clay and butterfly holder	4	16
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Oval shapes	4	17
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Oval shapes	4	18
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Oval shapes	4	19
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Oval shapes	4	20
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Building a clay cylinder	4	21
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Building a clay cylinder	4	22
Weekly evaluation	Practical ceramics	. Building works of art using the tapes	Building a clay cylinder	4	23



Weekly evaluati	Practical ceramics	. Building works of art using the tapes	Building a clay cylinder	4	24
Weekly evaluati	Practical ceramics	. Building works of art using the tapes	Building a pottery vase	4	25
Weekly evaluati	Practical ceramics	. Building works of art using the tapes	Building a pottery vase	4	26
Weekly evaluati	Practical ceramics	. Building works of art using the tapes	Building a pottery vase	4	27
Weekly evaluati	Practical ceramics	. Building works of art using the tapes	Building a pottery vase	4	28
Weekly evaluati	Practical ceramics	. Building works of art using the tapes	Building a pottery vase	4	29
Weekly evaluati	Practical ceramics	. Building works of art using the tapes	Building a pottery vase	4	30

1. Course Name: Measurement and evaluation

2. Course Code

3. Year/Level: the second

4. Date Prepared: 1/9/2024

5. Available Forms of Attendance

6. 6. Number of study hours (total)/number of units (total) 48 x 20 units

7. Name of Course Administrator (mention all Administrators)

- **Name:** Assistant Professor Mustafa Kareem najim

- **Email:** Mustafa. Kareem. najim@uowasit.edu.iq

8. Course Objectives

Know the basic concepts of testing, measurement, and evaluation, and distinguish between the various types tests.

9. Teaching and Learning Strategies

The Strategy	basic concepts of testing, measurement, and evaluation. Distinguishing • between the various types of tests Know the characteristics of educational measurement - distinguish • between the characteristics of educational measurement and physical measurement The types of calendar are known according to the time of procedure • • Understanding the relationship between educational objectives and the educational evaluation process and knowing the types achievement tests
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10. Course Structure

Week	Hours	Required Learning Outcomes	Name of Unit/Topic	Learning Method	Evaluation Method
1	Two hours	Meeting with students and giving pedagogical and educational guidance Giving them the vocabulary of the subject		Discussion	Follow up on every student
2	Two	Reproducing general		Discussion	Follow up on

	hours	information about the subject of measurement and evaluation. An overview of measurement and evaluation, including a historical overview and the concepts of testing, measurement and evaluation and their importance in the educational process.			every student
3	Two hours	Types of evaluation according to the standard or criterion used and classification of evaluation according to the time of conducting the educational objectives and their importance in the educational process		Discussion	Follow up on every student
4	Two hours	Educational objectives, their types and sources of derivation		Discussion	Follow up on every student
5	Two hours	Formulating behavioral goals		Discussion	Follow up on every student
6	Two hours	Common mistakes in formulating behavioral goals		Discussion	Follow up on every student
7	Two hours	Bloom's taxonomy of behavioral educational objectives		Discussion	Follow up on every student
8	Two hours	Achievement tests, their concept and types		Discussion	Follow up on every student
9	Two hours	First semester exam	First semester exam	Discussion	Follow up on every student
10	Two hours	Tests that require long answers (article)		Discussion	Follow up on every student
11	Two hours	Tests that require short answers		Discussion	Follow up on every student
12	Two hours	The true and false test has its advantages and disadvantages and the rules for preparing it		Discussion	Follow up on every student
13	Two hours	The matching or pairing test has its advantages and disadvantages and the rules for preparing it		Discussion	Follow up on every student
14	Two hours	Multiple choice test: its advantages, disadvantages, and preparation rules		Discussion	Follow up on every student

15	Two hours	First semester exam		Discussion	Follow up on every student
16	Two hours	Construct a table of specifications		Discussion	Follow up on every student
17	Two hours	Good test specifications		Discussion	Follow up on every student
18	Two hours	Honesty, what it is, and the factors affecting it		Discussion	Follow up on every student
19	Two hours	Construct validity		Discussion	Follow up on every student
20	Two hours	Second semester exam		Discussion	Follow up on every student
21	Two hours	application	application	Discussion	Follow up on every student
22	Two hours	application	application	Discussion	Follow up on every student
23	Two hours	application	application	Discussion	Follow up on every student
24	Two hours	application	application	Discussion	Follow up on every student
25	Two hours	application	application	Discussion	Follow up on every student
26	Two hours	application	application	Discussion	Follow up on every student
27	Two hours	application		Discussion	Follow up on every student
28	Two hours	Stability, what it is, factors affecting it		Discussion	Follow up on every student
29	Two hours	Methods for calculating reliability, test-retest method		Discussion	Follow up on every student
30	Two hours	Second semester exam		Discussion	Follow up on every student

#### 11.

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

#### 12. Learning resources and teaching methods

(Required textbooks (methodology, if any)  
(Main references (sources  
(....Recommended supporting books and references (scientific journals, reports  
Electronic references, Internet sites

Main references (sources)	
Recommended supporting books and references (scientific journals, reports...)	
Online references, Internet websites	



Ministry of Higher Education and  
Scientific Research  
University of Wasit  
College of Arts  
Department of Art Education

## Academic Course Description

### Higher Education Institutions Performance Review (Academic Program Review)

#### Course Description

This course description provides a concise summary of the course's key features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

1- Educational Institution	University of Wasit
2- University Department/Center	College of Arts
3- Course Title and Code	Computer Science
4- Programs Involving	Art Education
5- Available Attendance Formats	Classrooms + Laboratories
6- Semester/Year	Annual
7- Number of Class Hours (Total)	90
8- Date of Preparation of this Description	28/03/2025
<b>9- Course Objectives</b> This course aims to introduce students to the principles of computer networks and artificial intelligence and their applications, with a focus on how these technologies can be leveraged in the arts and art education. The course provides a basic understanding of computer networks, including their structure, types, and operating mechanisms, along with fundamental AI concepts such as machine learning, computer vision, and natural language processing.	
<b>10- Learning Outcomes, Teaching and Learning Methods, and Assessment</b>	
<b>A. Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Understand the fundamentals of computer networks, including their types, protocols, and data transfer mechanisms.</li> <li>• Analyze the role of artificial intelligence in developing network systems and improving security and operational performance.</li> <li>• Explore AI applications in digital arts, such as automatic image and music generation and multimedia processing.</li> <li>• Develop analytical and technical skills to integrate networking and AI technologies into creative and artistic fields.</li> </ul>	
<b>B. Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>• Theoretical lectures on networking and AI concepts.</li> </ul>	

<ul style="list-style-type: none"> <li>• Practical applications in computer labs to test networking protocols and AI models.</li> <li>• Research projects that address the role of artificial intelligence in modern art.</li> <li>• Interactive learning through discussions and solving real-life problems in the field of networks and digital arts.</li> </ul>
<b>C. Assessment Methods</b>
<ul style="list-style-type: none"> <li>• Theoretical and practical exams to measure basic understanding of concepts.</li> <li>• Continuous assessment through assignments and reports on the applications of artificial intelligence in art and networks.</li> <li>• Presentations and discussions on research projects.</li> <li>• Implementation of practical projects that combine networking technologies, artificial intelligence, and artistic creativity.</li> </ul>
<b>11- Thinking Skills</b>
<ul style="list-style-type: none"> <li>• <b>Critical and Analytical Thinking:</b> Analyzing the impact of networking technologies and artificial intelligence on various fields, including digital arts.</li> <li>• <b>Creative Thinking:</b> Exploring new methods for using artificial intelligence in the production and design of artworks.</li> <li>• <b>Problem Solving:</b> Applying problem-solving skills to address challenges in network management and developing artificial intelligence applications in art.</li> <li>• <b>Decision Making:</b> Evaluating appropriate technical solutions for integrating networks and artificial intelligence into artistic and creative environments.</li> </ul>
<b>12- General and Transferable Skills</b>
<ul style="list-style-type: none"> <li>• <b>Effective Communication:</b> The ability to clearly present technical and creative ideas, both orally and in writing.</li> <li>• <b>Teamwork:</b> Collaborating in multidisciplinary teams to develop technical and artistic projects based on networks and artificial intelligence.</li> <li>• <b>Time Management:</b> Organizing work on academic projects and assignments in an efficient manner to achieve set goals.</li> <li>• <b>Self-Learning:</b> Developing the ability to research and continuously learn about the latest technologies in the fields of networks, artificial intelligence, and digital arts.</li> <li>• <b>Adaptation and Innovation:</b> Responding to technological developments and finding innovative ways to integrate technology into various creative fields.</li> </ul>

<b>13- Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Desired Learning Outcomes</b>	<b>Unit/Course or Topic Name</b>	<b>Learning Method</b>	<b>Evaluation Method</b>
<b>1</b>	<b>3</b>	<b>Introduction to Computer Networks</b>	<b>Definition of networks and their importance. The role of networks in art and design.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>2</b>	<b>3</b>	<b>Types of Computer Networks</b>	<b>Local Area Networks (LAN). Wide Area Networks (WAN). Urban Area Networks (MAN).</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>3</b>	<b>3</b>	<b>Network Architecture</b>	<b>Basic components of networks (devices and protocols). Topology in network design.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>4</b>	<b>3</b>	<b>Protocol Basics</b>	<b>Protocol concept and the most important protocols used.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>

			<b>File Transfer Protocol (FTP) and applications in the art field.</b>		
<b>5</b>	<b>3</b>	<b>Network Applications in Technical Education</b>	<b>Sharing art projects across networks. Interactive e-learning platforms.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>6</b>	<b>3</b>	<b>Network Security and Data Protection</b>	<b>Network security basics. Protecting digital artwork from cyber theft.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>7</b>	<b>3</b>	<b>The Internet and the World Wide Web</b>	<b>How does the internet work? Using the internet to market and display artwork.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>8</b>	<b>3</b>	<b>Cloud Storage</b>	<b>Using cloud storage to store and share art projects. Comparison of different cloud storage services.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>9</b>	<b>3</b>	<b>Wi-Fi Networks</b>	<b>The importance of wireless networks. Wi-Fi applications in art studios and education.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>10</b>	<b>3</b>	<b>The Internet of Things (IoT) and the Arts</b>	<b>The concept of the Internet of Things and its role in digital art. Examples of IoT applications in interactive art.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>11</b>	<b>3</b>	<b>Social Networks and Technical Communication</b>	<b>The role of social networks in enhancing communication between artists. Creating online artistic communities.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>12</b>	<b>3</b>	<b>Exam</b>	<b>Theoretical + Practical</b>	<b>Exam</b>	
<b>13</b>	<b>3</b>	<b>Introduction to Artificial Intelligence</b>	<b>Definition of artificial intelligence. History and development of artificial intelligence. Its importance in the artistic field.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>14</b>	<b>3</b>	<b>Types of Artificial Intelligence</b>	<b>Narrow AI and general AI. Application examples in the arts.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>15</b>	<b>3</b>	<b>Machine Learning in the Arts</b>	<b>The concept of machine learning. Machine learning algorithms in analyzing and classifying artwork.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>16</b>	<b>3</b>	<b>Deep Learning and Computer Vision</b>	<b>Artificial neural networks. Generating artistic images using deep learning.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>
<b>17</b>	<b>3</b>	<b>AI Applications in Art Design</b>	<b>Designing logos and posters using artificial intelligence tools.</b>	<b>Lectures/Class/Lab</b>	<b>Questions and Discussion</b>

			Generating new artistic styles based on existing data.		
18	3	AI and Interactive Arts	Using artificial intelligence in interactive digital arts. Virtual and augmented reality arts.	Lectures/Class/Lab	Questions and Discussion
19	3	Natural Language Processing (NLP) in the Arts	Writing art descriptions using artificial intelligence. Generating poems or texts inspired by art.	Lectures/Class/Lab	Questions and Discussion
20	3	Creative Robotics and Art	Robots producing artwork. Examples of robots used in the visual arts.	Lectures/Class/Lab	Questions and Discussion
21	3	Analysis of Artworks Using AI	Using artificial intelligence techniques to analyze artistic style. Identify artists through their work styles.	Lectures/Class/Lab	Questions and Discussion
22	3	Ethics of AI in Art	The impact of artificial intelligence on artists' creativity.	Lectures/Class/Lab	Questions and Discussion
23	3	Creating Artworks Using AI	Intellectual property issues and human-machine co-innovation. Generate artwork using tools like DALL E or MidJourney. Explore artistic styles through artificial intelligence.	Lectures/Class/Lab	Questions and Discussion
24	3	Exam	Theoretical + Practical	Exam	Exam
25	3	Review	Theoretical	Lectures/Class/Lab	Questions and Discussion
26	3	Review	Practical	Lectures/Class/Lab	Questions and Discussion
27	3	Review	Practical	Lectures/Class/Lab	Questions and Discussion
28	3	Review	Practical	Lectures/Class/Lab	Questions and Discussion
29	3	Review	Practical	Lectures/Class/Lab	Questions and Discussion
30	3	Exam	Theoretical + Practical	Exam	Exam

14- Infrastructure	
<b>Books:</b>	<b>Required Readings:</b>
A binder prepared by the course instructor	* Core Texts * Course Texts * Other



<b>Websites</b>	<b>Community Service/Lectures</b>
<b>Special Requirements (including, for example, workshops, periodicals, software, and websites)</b>	<b>Social Services (including, for example, guest lectures, vocational training, and field studies)</b>

<b>15- Admission</b> <b>- Central Admission - for morning studies</b> <b>- Direct Admission - for evening studies - based on average and competition</b>	
<b>Prerequisites</b>	
<b>(maximum number of students)</b>	<b>30</b>
<b>(maximum number of students)</b>	<b>45</b>

### Course Description Form

1. Course Name: Layout and Colors	
.2 Course code	
.3 Chapter / First Year	
.4 Date of preparation of this description: 1/3/2024	
5. Available attendance forms: (Weekly)	
6. Number of study hours (total) / Number of units (total) 4 hours = 2 units	
7. Name of the course administrator (if more than one name is	
mentioned) Email: com.gmail@86sjadabd	Name: Sajjad Abdul Nasser
8. Course Objectives	
<p style="text-align: right;"><b>Course objectives</b></p>	
9. <b>Strategic</b> teaching and learning	
<p>1. Project-Based Learning (PBL)</p> <ul style="list-style-type: none"> <li>• The student is assigned to develop plans for integrated art projects, such as designing paintings, mural layouts, or educational art projects.</li> <li>• Enhances the ability to think critically, solve problems, and innovate. 2.</li> </ul> <p style="text-align: center;">Cooperative Learning</p> <ul style="list-style-type: none"> <li>• Students are organized into groups to develop collective plans, which encourages the exchange of ideas and enhances communication and teamwork skills.</li> </ul> <p>• This can include workshops in which different plans are discussed and critiqued collectively. 4. Learning by Doing (Experiential Learning)</p> <ul style="list-style-type: none"> <li>• It is based on direct experience, as the student is required to implement layouts with tools and techniques.</li> </ul> <p style="text-align: right; font-size: small;">Miscellaneous</p>	<p style="text-align: center;">strategies</p>

## 10. Course Structure

Evaluation	Unit or topic	name Learning method	Hours Required Learning Outcomes	Week
Method Weekly			Hand movement exercise on lines at different levels	1
Evaluation Weekly			Graduation by planning from the lowest to the highest	2
Evaluation Weekly			Training on light and shadow projections on a sphere	3
Evaluation Weekly			Training on light and shadow projections on two objects	4
Evaluation Weekly			Training on light and shadow projections on three objects	5
Evaluation Weekly			Studying the planning of some geometric	6
Evaluation Weekly			shapes Studying the planning of some complex	7
Evaluation			geometric shapes Studying the planning of some complex geometric shapes with a	8
Weekly Assessment		known	piece of cloth underneath and above it Planning	9
Weekly Assessment		shapesshapes	Sculpture (jugs, pots, cups) Planning known	10
Weekly Assessment		Sculpture	Sculpture (jugs, pots, cups) Planning known shapes	11
Weekly Assessment		(jugs, pots)	(jugs, pots, cups) Planning known shapes Sculpture	12
Weekly Assessment		cups) Planning known shapes	Sculpture (jugs, pots, cups) Planning known shapes	13
Weekly				14
Assessment			Sculpture (jugs, pots, cups)	15
Weekly			Planning known shapes	16
Assessment			Sculpture (jugs, pots, cups)	17
Weekly			Planning known shapes Sculpture (jugs, pots, cups)	18
Assessment			Planning	19
Weekly Assessment	Weekly Assessment	Weekly Assessment	known shapes Sculpture containing a mounting system with a piece of cloth	20
Weekly			added Exam Planning sculptural models	21
Assessment			Planning sculptural models Planning sculptural models	22
Weekly			Preparing	23
Assessment			construction plans Various	24
Weekly			ceramic works Two-color drawing Still life with	25
Assessment			gradations in light	26
Weekly			and shadow using lighting A	27
Assessment			colored still life using colored	28
Weekly			canvas A still life study of pottery	29
Assessment Weekly	Assessment Weekly	Assessment Weekly	Assessment in different	30

11. colors Continuing the topic A color study of

Evaluate students after the end of the lesson weekly, with the first semester grade being 50%, the second semester grade 50%, and the final grade 100%.

12. Learning and teaching resources

There is no textbook for the course, except for the study vocabulary divided over 30 weeks.

Required textbooks Curriculum, if any

Relying on practical lessons

Main References (Sources)

Books specializing in experimental and contemporary drawing techniques.

Recommended supporting books and references (scientific

- Articles and analytical studies on freehand drawing and its modern trends.

journals, reports...)

Exhibitions and works by artists specializing in unconventional drawing.

### Course Description Form

1. Course name: Planning	
.2 Course code	
.3 Chapter / First Year	
.4 Date of preparation of this description: 1/3/2024	
5. Available attendance forms: (Weekly)	
6. Number of study hours (total) / Number of units (total) 4 hours = 2 units	
7. Name of the course administrator (if more than one name is	
mentioned) Email: com.gmail@86sjadabd	Name: Sajjad Abdul Nasser
8. Course Objectives	
<p style="text-align: right;"><b>Course objectives</b></p>	
9. <b>Strategic</b> teaching and learning	
<p>1. Project-Based Learning (PBL)</p> <ul style="list-style-type: none"> <li>• The student is assigned to develop plans for integrated art projects, such as designing paintings, mural layouts, or educational art projects.</li> <li>• Enhances the ability to think critically, solve problems, and innovate.</li> </ul> <p style="text-align: center;">Cooperative Learning</p> <ul style="list-style-type: none"> <li>• Students are organized into groups to develop collective plans, which encourages the exchange of ideas and enhances communication and teamwork skills.</li> </ul> <p>• This can include workshops in which different plans are discussed and critiqued collectively.</p> <p style="text-align: center;">4. Learning by Doing (Experiential Learning)</p> <ul style="list-style-type: none"> <li>• It is based on direct experience, as the student is required to implement layouts with tools and techniques.</li> </ul> <p style="text-align: right; font-size: small;">Miscellaneous</p>	<p style="text-align: right;">strategies</p>
10. Course structure	

Evaluation	Learning method	Name of unit or topic	Hours Required Learning	Outcomes	The week
<b>Method</b>			<b>Types of Lines</b>	<b>4</b>	<b>1</b>
Weekly			<b>How to Deal with Straight and Curved Lines</b>	<b>4</b>	<b>2</b>
Evaluation			<b>Achieving Texture Through Different Types of</b>	<b>4</b>	<b>3</b>
Weekly			<b>Lines Line</b>	<b>4</b>	<b>4</b>
Evaluation			<b>and Form Line</b>	<b>4</b>	<b>5</b>
Weekly			<b>and Weave Line and</b>	<b>4</b>	<b>6</b>
Evaluation			<b>Color</b>	<b>4</b>	<b>7</b>
Weekly			<b>Contrast Line</b>	<b>4</b>	<b>8</b>
Evaluation			<b>and Shadow</b>	<b>4</b>	<b>9</b>
Weekly			<b>Line</b>	<b>4</b>	<b>10</b>
Evaluation			<b>and Light Line</b>	<b>4</b>	<b>11</b>
Weekly			<b>and Form Line</b>	<b>4</b>	<b>12</b>
Evaluation			<b>and Content Exam Line</b>	<b>4</b>	<b>13</b>
Weekly			<b>and Direction</b>	<b>4</b>	<b>14</b>
Evaluation			<b>Line and</b>	<b>4</b>	<b>15</b>
Weekly			<b>Achieving Anatomy</b>	<b>4</b>	<b>16</b>
Evaluation			<b>Line Decoration Line</b>	<b>4</b>	<b>17</b>
Weekly			<b>and Expression Still</b>	<b>4</b>	<b>18</b>
Evaluation			<b>Life Study Still Life Study</b>	<b>4</b>	<b>19</b>
			<b>Still Life Study Study</b>	<b>4</b>	<b>20</b>
			<b>of the Proportions of</b>	<b>4</b>	<b>21</b>
			<b>Human Face Study</b>	<b>4</b>	<b>22</b>
			<b>of Human</b>	<b>4</b>	<b>23</b>
			<b>Proportions</b>	<b>4</b>	<b>24</b>
			<b>Study of</b>	<b>4</b>	<b>25</b>
			<b>Human</b>	<b>4</b>	<b>26</b>
			<b>Proportions</b>	<b>4</b>	<b>27</b>
			<b>Study of a</b>	<b>4</b>	<b>28</b>
			<b>Living Model</b>	<b>4</b>	<b>29</b>
			<b>Study of a</b>	<b>4</b>	<b>30</b>

Living Model Still Life Still Li

Evaluate students after the end of the lesson weekly, with the first semester grade being 50%, the second semester grade 50%, and the final grade 100%.

Learning and teaching .12

There is no textbook for the course, except for the study vocabulary divided over 30 weeks.

resources Required textbooks Curriculum, if any

Relying on practical lessons

Main References (Sources)

Books specializing in experimental and contemporary drawing techniques.

Recommended supporting books and references (scientific

- Articles and analytical studies on freehand drawing and its modern trends.

journals, reports...)

Exhibitions and works of artists specializing in unconventional drawing, relying on

some applications and electronic artwork exhibitions for viewing.

Electronic references, websites

## Course Description Form

1. Course Name:					
Research Methodology					
2. Course Code:					
3. Semester / Year:					
2025-2024					
4. Description Preparation Date:					
1/12/2024					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours theoretical					
7. Course administrator's name (mention all, if more than one name)					
Name: maytham mosa gnkeer Email: mjnkeer@uowasit.edu.iq					
8. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> <li>.....</li> <li>.....</li> <li>.....</li> </ul>		
9. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> <li>The student learns the terminology related to research</li> <li>The student learns the history of thought and scientific research</li> <li>The student learns how to write scientific research</li> </ul>			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

					hod
the first	22	It defines thought, its method, its history, and the cycle of intellectual credit	Chapter (Thought Research)	Class discussions daily preparation	
the second	2	It defines science and research and explains the importance of research in the social sciences and humanities	Science, research	Class discussions daily preparation	
the third	2	Explaining the requirements of the researcher along with conditions for the successful researcher explaining the types of research	The research and types of research	Class discussions and daily preparation	
the fourth	2	The stage of choosing the title for the research is explained along with the stage of reviewing previous research and studies	Chapter 2 (Steps for preparing the research)	Class discussions and daily preparation	
Fifth	2	Explain how to formulate a hypothesis and the information gathering stage	Hypothesis methods of collecting information	Class discussions and daily preparation	
VI	2	Explaining the initial readings, recording notes, and the stage of writing the research design	Research design	Class discussions and daily preparation	
Seventh	2	Explaining the historical method, primary and secondary sources, and how to examine sources	Chapter 3 (Research Methods and Methods)	Class discussions and daily preparation	
VIII	2	Explaining the survey method and case study	Search methods 1	Class discussions and daily preparation	
Ninth	2	Explaining the experiment and statistical method	Search methods 2	Class discussions and daily preparation	
The tenth	2	The exam is from the first semester	First semester exam -1-	The theoretical written exam	
eleventh	2	Explaining the selection of sampling models (random, stratified, proportional stratified regular, incidental)	Chapter 4 (Choose models and collect information)	Class discussion and daily preparation	
twelfth	2	Explanation (questionnaire, interview, observation)	Data collection	Class discussion and daily preparation	
Thirteenth	2	Explain the most important means of collecting information and presenting data	Data collection methods	Class discussion and daily preparation	
fourteenth	2	The second exam, first semester	First semester exam -2-	The theoretical written exam	
Fifteenth	2	Review the previous vocabulary	End of the first semester	Class discussion and daily preparation	

sixteen	2	Explanation of evaluating references, types of sources and references, how to benefit from reference examples of reference	Chapter 5 (Books and references needed for research)	Class discussion and daily preparation	
seventeenth	2	Explanation of general and specialized dictionaries	Dictionary of meaning	Class discussion and daily preparation	
eighteen	2	Explanation of lists of bibliographies, directories and indexes of newspapers, periodicals, encyclopedias and educational institutions	Bilingual dictionaries	Class discussion and daily preparation	
nineteenth	2	Explanation of atlases, tourist guides, geographical references, author lists, and yearbooks.	Dictionary of translation and genealogies	Class discussion and daily preparation	
The twentieth	2	Explanation of professional and cultural evidence, abstracts, statistics books	Evidence	Class discussion and daily preparation	
Twenty-first	2	First exam, second semester	Second semester exam -1-	The theoretical written exam	
twenty two	2	Explanation of classification of books, classification of information, general foundations of the Dewey Decimal Classification	Chapter 6 (Using the library in research)	Class discussion and daily preparation	
twenty third	2	Explaining the formal sections, their number, what they represent, comparison with similar sections, and explaining the library indexes and the steps that must be followed.	Formal sections and library catalogues	Class discussion and daily preparation	
twenty four	2	How to organize and arrange books and how to find them by the researcher	Organization of books and summaries of the tenth Dewey classification	Class discussion and daily preparation	
Twenty-fifth	2	Explaining how to prepare the research in its final form and produce it in a final artistic form	Chapter 7 (The final form of the research)	Class discussion and daily preparation	
twenty-sixth	2	Explaining the introductory information and what it includes, the core of the body material	Research aspects	Class discussion and daily preparation	
Twenty-seventh	2	Summary, conclusion and recommendations	Section Th	Class discussion and daily preparation	



Twenty-eight	2	Appendices, sources, bibliographies, footnotes and appendices	Section Fo	Class discussion and daily preparation	
Twenty-nine	2	Second exam, second semester	Second semester exam -2-	The theoretical written exam	
thirty	2	Review the previous vocabulary	End of the second semester	Class discussion and daily preparation	

## 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)	The book (Scientific Research Methods) is systematic
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Scientific research for bachelor's, master's and doctorate degrees

## Course Description Form

1. Course Name:	
<b>Calligraphy and decoration</b>	
2. Course Code:	
3. Semester / Year:	
<b>annual</b>	
4. Description Preparation Date:	
1 \ 9 \ 2023	
5. Available Attendance Forms:	
In the classroom workshop	
6. Number of Credit Hours (Total) / Number of Units (Total)	
<b>Number of units (total) Number of hours (3) / Number of units (5, 1)</b>	
7. Course administrator's name (mention all, if more than one name)	
<p>Name: <b>A.D.M. Ahmed Mazhar dakel</b></p> <p>Email: amazher@uowasit.edu.i</p>	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Know the basic rules of planning</li> <li>• Know the basic rules of color</li> <li>• Developing the student's academic personality and supporting them through their participation in extracurricular activities.</li> </ul>

<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<p><b>Activating the student's role in college activities and participating in them to develop and support his academic personality and then open up to society and activate the college's role in serving the community and the university as well.</b></p>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	Adjust the proportions and speed of completion	Calligraphy	My work has 10 assignments	Daily by the subject teacher
2	4	Adjust the proportions and speed of completion	Calligraphy	My work has 10 assignments	Daily by the subject teacher
3	4	Adjust the proportions and speed of completion	Calligraphy	My work has 10 assignments	Daily by the subject teacher
4	4	Adjust the proportions and speed of completion	Calligraphy	My work has 10 assignments	Daily by the subject teacher
5	4	Adjust the proportions and speed of completion	Calligraphy	My work has 10 assignments	Daily by the subject teacher
6	4	Adjust the proportions and speed of completion	Calligraphy	the alphabet	Daily by the subject teacher
7	4	Adjust the proportions and speed of completion	Calligraphy	alef	Daily by the subject teacher
8	4	Adjust the proportions and speed of completion	Calligraphy	baa	Daily by the subject teacher
9	4	Adjust the proportions and speed of completion	Calligraphy	gem	Daily by the subject teacher
10	4	Adjust the proportions and speed of completion	Calligraphy	dal	Daily by the subject teacher
11	4	Adjust the proportions and speed of completion	Calligraphy	raa	Daily by the subject teacher
12	4	Adjust the proportions and speed of completion	Calligraphy	seen	Daily by the subject teacher
13	4	Adjust the proportions and speed of completion	Calligraphy	sad	Daily by the subject teacher
14	4	Adjust the proportions and speed of completion	Calligraphy	taa	Daily by the subject teacher
15	4	Adjust the proportions and speed of completion	Calligraphy	aeen	Daily by the subject teacher
16	4	Adjust the proportions and speed of completion	Calligraphy	faa	Daily by the subject teacher
16	4	Adjust the proportions and speed of completion	Calligraphy	kaaf	Daily by the subject teacher
18	4	Adjust the proportions and speed of completion	Calligraphy	caaf	Daily by the subject teacher
19	4	Evaluating the student and assigning a grade builds a scholarly personality and enhances confidence	Exam	laam	Daily by the subject teacher
20	4	Knowledge of Arabic calligraphy	Kufic Arabic calligraphy	maam	Daily by the subject teacher
21	4	Knowledge of the types of Arabic fonts	Kufic Arabic calligraphy	non	Daily by the subject teacher
22	4	Knowledge of Kufic script	Kufic Arabic calligraphy	waaw	Daily by the subject teacher
23	4	Knowing the types of Kufic calligraphy	Kufic Arabic calligraphy	haa	Daily by the subject teacher
23	4	Know how to write Kufic script	Kufic Arabic calligraphy	yaa	Daily by the subject teacher
23	4	Knowledge of writing letters	Kufic Arabic calligraphy		Daily by the subject teacher
23	4	Knowing the proportions and measurements of letters	Kufic Arabic calligraphy		Daily by the subject teacher

24	4	Building letters	Kufic Arabic calligraphy		Daily by the subject teacher
25	4	Knowledge of using pens	Kufic Arabic calligraphy		Daily by the subject teacher
26	4	Knowledge of paper	Kufic Arabic calligraphy		Daily by the subject teacher
27	4	Knowledge of raw materials	Kufic Arabic calligraphy		Daily by the subject teacher
28	4	Student evaluation and grading	Kufic Arabic calligraphy		Daily by the subject teacher
29	4		Kufic Arabic calligraphy		Daily by the subject teacher
30	4		Kufic Arabic calligraphy		Daily by the subject teacher

### 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	

## Course Description Form

1. Course Name:	
murals	
2. Course Code:	
9/1/2024	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
presence	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
120	
7. Course administrator's name (mention all, if more than one name)	
<div style="display: flex; justify-content: space-between;"> <div> Name:  Enas  Adil  Muth  Mham  ad  Email:  enas.  al-  hama  wandi  @uow  asit.ed  u.iq </div> <div> .....  .....  ..... </div> </div>	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>For the student to develop his skills in artistic creativity</li> <li>That the student be able to become familiar with the origins of art and the established areas of artistic culture and keep up with the new and link it to the original.</li> <li>Implementing various topics on various</li> </ul>

			materials.		
9. Teaching and Learning Strategies					
Strategy		Viewing method on the datashow Learning by doing and practical performance (application in the classroom)			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4 hours	Mural concept		Learning by doing and practical performance	
2	4 hours	How to choose a location for murals			
3	4 hours	Spatial relationships between murals and the ocean			
4	4 hours	Develop designs			
5	4 hours	for wall paintings			
6	4 hours	Choose the appropriate theme for the murals			
7	4 hours	Recognizing the differences			
8	4 hours	between mural painting and regular paintings			
9	4 hours	Identify the techniques used in different murals			
10	4 hours	Preparing and preparing a wooden easel by the students, measuring			
11	4 hours	50 x 70 cm, for drawing on it with the color of gouache.			
12	4 hours	=			
13	4 hours	Preparing and			
14	4 hours				
15	4 hours				

16	4 hours	preparing a wooden easel by the			
17	4 hours	students, measuring			
18	4 hours	50 x 70 cm, for			
19	4 hours	drawing on it in the			
20	4 hours	color of tandra			
21	4 hours	(powder with			
22	4 hours	bangs).			
23	4 hours	=			
24	4 hours	Preparing and			
25	4 hours	preparing a wooden			
26	4 hours	easel by the			
27	4 hours	students, measuring			
28	4 hours	50 x 70 cm, for			
29	4 hours	drawing using the			
30	4 hours	Graffiti technique.			
		=			
		Criticism and			
		analysis of artistic			
		works			
		Evaluation of the			
		work by the			
		competent			
		committee			
		The concept of			
		mosaic and its			
		types			
		Students choose			
		topics suitable for			
		mosaic drawing			
		Preparing the wood			
		painting for the			
		painting by the			
		students			
		Prepare the			
		materials used:			
		white cement,			
		grout, pieces of			
		ceramic or pieces			
		of colored glass.			
		=			
		Gluing the mosaic			

		pieces to the wood support = = = Drawing a subject using pentel on wood is a group work = = = Criticism and analysis of artistic works Evaluation of the work by the competent committee			
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<b>11. Course Evaluation</b>					
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					
<b>12. Learning and Teaching Resources</b>					
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: Perspective	
2. Course Code	
3. Year/Level: the second	
4. Date Prepared: 11/11/2024	
5. Available Forms of Attendance	
6. Number of study hours (total 3) / number of units (total 2) 3 hours = 2 units	
3 hours per week (45 hours per semester / 90 hours per academic year) – 2 units	
7. Name of Course Administrator (mention all Administrators)	
<b>Name:</b> ghufraan alaa Aladdin obaid <b>Email:</b> <a href="mailto:G11011@uowasit.edu.iq">G11011@uowasit.edu.iq</a>	
8. Course Objectives	
Objectives of the study subject Introducing the student to the principles of the art of sculpture and its types - Developing students' abilities, developing their artistic taste, and interest in the subject of relief and three-dimensional sculpture - Using different techniques and using a variety of materials, including clay and porcelain, and the possibility of learning the direct casting method - Giving the student the opportunity to practice sculpture and learn about it through self-experimentation	
9. Teaching and Learning Strategies	
The Strategy	-Explanation and clarification -Direct presentation of sculptural shapes to students -Practical practice inside and outside the hall

-Diversifying the chosen sculptural themes

10. Course Structure

the week	hours	Learning Outcomes required	the topic	Teaching method	Evaluation method
1	4	Historical Overview	History of perspective	Practical lecture	drawing on paper
2	4	Rules of perspective	Rules of perspective	Practical lecture	drawing on paper
3	4	The relationship between drawing and engineering	The relationship between drawing and engineering	Practical lecture	drawing on paper
4	4	Draw the square	Draw the square	Practical lecture	drawing on paper
5	4	Draw the square	Draw the square above eye level.	Practical lecture	drawing on paper
6	4	Draw the square	Draw a square below eye level.	Practical lecture	drawing on paper
7	4	Draw the square	Draw the square on the sides	Practical lecture	drawing on paper
8	4	exam		Practical lecture	drawing on paper
9	4	Draw a rectangle	Draw a rectangle above eye level	Practical lecture	drawing on paper
10	4	circle drawing	Draw a circle above eye level	Practical lecture	drawing on paper
11	4	circle drawing	Draw a circle below eye level	Practical lecture	drawing on paper
12	4	circle drawing	Draw a circle on the sides	Practical lecture	drawing on paper

	13	4	cube drawing	Draw the cube below eye level	Practical lecture	drawing on paper	
	14	4	cube drawing	Draw the cube above eye level.	Practical lecture	drawing on paper	
	15	4	exam			drawing on paper	
	16	4	Stone staircase drawing	Drawing the ladder in front of the viewer	Practical lecture	drawing on paper	
	17	4	Stone staircase drawing	Escalator drawing	Practical lecture	drawing on paper	
	18	4	drawing pyramid	Triangular pyramid	Practical lecture	drawing on paper	
	19	4	drawing pyramid	square pyramid	Practical lecture	drawing on paper	
	20	4	drawing pyramid	Circular pyramid	Practical lecture	drawing on paper	
	21	4	drawing pyramid	Unfinished pyramid	Practical lecture	drawing on paper	
	22	4	room drawing	Drawing room depth	Practical lecture	drawing on paper	
	23	4	street drawing	Street drawing with columns	Practical lecture	drawing on paper	
	24	4	exam		Practical lecture	drawing on paper	
	25	4	floor drawing	Room floors	Practical lecture	drawing on paper	
	26	4	ceiling drawing	Room ceilings	Practical lecture	drawing on paper	
	27	4	wall painting	Room walls	Practical lecture	drawing on paper	
	28	4	Furniture drawing	Room walls	Practical lecture	drawing on paper	
	29	4	cylinder drawing	cylinder	Practical lecture	drawing on paper	
	30	4	exam			drawing on paper	
	11.						
Chapter one		Chapter II		The final grade			
50%		50%		100%			

12. Learning resources and teaching methods	
Relying on the prescribed curriculum book (Perspective) by its author (Ismail Al-Shaikhli) as an important introduction to the theories of the science of perspective, relying on some practical explanations of perspective drawing processes from some websites on the Internet and showing some simple and detailed films and explanations from YouTube websites. <a href="https://youtube.com/channel/UCw6JpSMcmpsu0DCaw4ptM2Q">https://youtube.com/channel/UCw6JpSMcmpsu0DCaw4ptM2Q</a>	
Recommended supporting books and references (scientific journals, reports...)	Electronic references - Internet sites

## Reviewing the performance of higher education institutions ((academic program review))

### descriptionCourse description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

۲. College of Fine Arts – Wasit University	۱. Educational institution
Department of Art Education – Department of Fine Arts	۱. University department/center
Human rights and democracy – 4 grade	۱, ۳. Course name/code
	۱. Available forms of attendance
Academic year 2024-2025	۱. Semester/year
theoretical and ( ) ( ) practical	۱. (Number of study hours (total))
2024/11/11	۳. ۱. The date this description was prepared
Course objectives ۱. - Learn about human rights	
Identifying the most important sources of human rights and freedoms – - Learning about human rights and freedoms in Islam and the Iraqi constitution -	

- Forming learners' knowledge of the historical development of the concept of human rights and freedom
- Identify the most important characteristics and features of the definition of human right
- Explaining the role of regional organizations in protecting human rights
- Identifying the concept of democracy and its most important forms
- Learn about the right to vote and nominate
- Identifying the stages of elections
- On the most important international and national guarantees of human rights

#### ٤. Learning outcomes and methods of teaching, learning and evaluation

##### Knowledge and understanding

-A

A1- Identify the goals of human rights

A2- Identify the subject of the development of the concept of human rights and democracy

A3- Comparison between human rights in the past and present

A4- Identify scientific research methods – ب

Subject-specific skills

B1 – Organize the lecture well
B2 – Forming a future vision towards the forms of classroom management
B3 – Understanding the individual differences of students
B4- Developing the skill of self-evaluation through what tests provide to students
Method of presentation, live interrogation, problem solving and discussion -Teaching and learning methods
Teaching methods include the use of educational technology -
Encouraging students to self-learn -
Written, essay and objective tests, with the teacher observing the form of activity for the learner by adopting methods
Thinking skills -
C1-Planning
C2- Organization
C3-Monitoring
C4- Calendar
Teaching and learning methods
Deliverance – Discussion – Live interrogation -
Self-regulated learning -
Evaluation methods
Written tests and observation

D - General and transferable skills (other skills related to employability and .personal development)

D1- Providing continuous learning opportunities for students and motivating them

D2- Organized self-learning

D3- Social communication

D4- Self-management



Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	Hours	Week
For written tests	Deliverance – discussion	<b>Definition of human rights</b>	Referred to in the previous axis, each according to the content	١	١
For written tests	Deliverance – discussion	<b>Characteristics of human rights</b>	=	١	٢
For written tests		<b>The concept of human rights</b>	=	١	٣
For written tests	Deliverance – discussion	<b>Characteristics of human rights</b>	=	٢	٤
For written tests	Deliverance – discussion	<b>Modern human rights</b>  <b>Internal guarantees</b>  <b>The principle of the rule of law</b>	=	١	٥
For written tests	Deliverance – discussion	<b>Modern human rights</b>  <b>Internal guarantees</b>  <b>The principle of the rule of law</b>	=	١	٦
	Deliverance – discussion	<b>Human rights in ancient civilizations</b>	=	١	٧
For written tests		<b>Human rights in Human Islam</b> <b>rights in Islam</b> <b>Human rights in Islam</b>	=	١	٨
		<b>Human rights in Islam</b> <b>Human rights in Islam</b> <b>Human rights in Islam</b>	<b>Human rights in Islam</b>	١	٩
		<b>Human rights in الح</b>	=	١	١٠

		<b>Human rights in Islam Islam rights in Islam</b>			
For written tests	Deliverance – discussion	<b>The concept of democracy</b>	=	١	١١
For written tests	Deliverance – discussion	<b>The concept of democracy</b>	=	١	١٢
For written tests	Deliverance – discussion	<b>Types of democracy</b>	=	١	١٣
For written tests	Deliverance – discussion	<b>New democracy</b>	=	٢	١٤
For written tests	Deliverance – discussion	<b>Electoral systems</b>	=	١	١٥
For written tests	Deliverance – discussion	<b>Pillars of democracy</b>	=	١	١٦
For written tests	Deliverance – discussion		=	١	١٧
For written tests	Deliverance – discussion	<b>Forms of democracy</b>	=	١	١٨
	Deliverance - discussion	<b>Electoral College</b>	=	١	١٩
For written tests	Deliverance - discussion	<b>Election stages</b>	=	١	٢٠
	Deliverance – discussion	<b>Types of elections</b>	=	١	٢١
		<b>The role of regional organizations</b>	=	١	٢٢
		<b>Women and election</b>	=	١	٢٣
		<b>Women's rights in the constitution</b>	=	١	٢٤
		<b>Women's rights in law</b>	=	١	٢٥
		<b>Human rights resources</b>	=	١	٢٦
For		<b>The electorate</b>	=	١	٢٧

written tests					
For written tests	—	Human rights in Islam	=	١	٢٨
For written tests	—	The concept of democracy	=	١	٢٩
For written tests			=	١	٣٠
For written tests		Human rights in Islam	=	١	٣١
For written tests		The exam	=	١	٣٢
For written tests					

٥. البنية التحتية قاعات دراسية عدد (٢) مكتبة قسم - شبكة انترنيت للتدريسيين

Introduction to solid state physics, kittle, 8ed,2005	<p>القراءات المطلوبة :</p> <ul style="list-style-type: none"> <li>▪ النصوص الأساسية</li> <li>▪ كتب المقرر</li> <li>▪ أخرى</li> </ul>
—	متطلبات خاصة ( وتشمل على سبيل المثال ورش العمل والدوريات والبرمجيات والمواقع الالكترونية )
—	الخدمات الاجتماعية ( وتشمل على سبيل المثال محاضرات الضيوف والتدريب المهني والدراسات الميدانية )

٦. القبول

المتطلبات السابقة	*
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## Course Description Form

<b>1. name Course description:</b>					
Third stage - Acting Principle					
<b>2. code Course description:</b>					
<b>3. :Year /Semester</b>					
2024-2025					
<b>4. :a decision description Preparing</b>					
2024/10/01					
<b>5. : Attendance form</b>					
academic year full Attended for a					
<b>6. Number of credit hours (total) / Number of units (total)</b>					
hours ٦٤ hours per week / ٣					
<b>7. Name of the person in charge Description of the course</b>					
Name: Assistant Professor Dr. Saad Fakher Shabut Email: <a href="mailto:sfakhir@uowasit.edu.iq">sfakhir@uowasit.edu.iq</a>					
<b>8. Resolution Description Objectives</b>					
1. Providing the student with skills in the art of diverse performance 2. And acting Providing the student with skills in the meeting and voice 3. student with various skills Providing the 4. To provide the student with the skill to move and maneuver on stage					
<b>9. Professor and learning</b>					
1- Developing vocabulary according to the curricula and formulating it in the form of week lectures 2- .student using visual aids or exercises Explaining the lecture to the 3- Student slaughter 4- Student Evaluation					
<b>10. Course Description Structure</b>					
week	hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation method
1	٣	Students' ability to Participation the In discussing .topic	The concept of representation	Topic explanation .Huge blow up	comment Daily
2	٣	=	Simulations	=	comment Daily
3	٣	=	The phenomenon of representation And the simile	=	comment Daily
4	٣	=	Flying Summary	=	comment

			In civilizations		Daily
5	۳	=	The concept of representation And its privacy		comment Daily
6	۳	=	Representation requirements	=	comment Daily
7	۳	=	Talent and peer	=	comment Daily
8	۳	=	Acting style	=	comment Daily
<b>Monthly Exam</b>					
10	۳	=	Diagnostic method	=	comment Daily
11	۳	=	lifestyle	=	comment Daily
12	۳	=	Realism and methodology Stans Slavsky	=	comment Daily
13	۳	=	Quick steps to embody the character	=	comment Daily
14	۳	=	outdoor relaxation	=	comment Daily
15	۳	=	Inner relaxation	=	comment Daily
<b>Monthly Exam</b>					
۱۶	۳	=	Theatrical performance epic	=	comment Daily
۱۷	۳	=	play materials education	=	comment Daily
۱۸	۳	=	Modern theatre	=	comment Daily
۱۹	۳	=	garde theatre-avant	=	comment Daily
۲۰	۳	=	New schools In acting	=	comment Daily
۲۱	۳	=	Representation in fun school	=	comment Daily
۲۲	۳	=	Timothy in Thailand The child	=	comment Daily
<b>Monthly Exam</b>					
۲۳	۳	=	New men	=	comment Daily
۲۴	۳	=	the focus	=	comment Daily
۲۵	۳	=	Adaptation	=	comment

					Daily
٢٦	٣	=	rhythm in rhythm	=	comment Daily
٢٧	٣	=	sin The scale is the Actor's movement	=	comment Daily
٢٨	٣	=	Kinetic theatre And a theatrical pictu	=	comment Daily
٢٩	٣	=	Working in groups	=	comment Daily
٣٠	٣	=	Individual work	=	comment Daily

### 11. Course Description Evaluation

First course  
are determined as follows The results  
1. marks for the first month exam ٢٠ practical.  
2. Theoretical exam 10 marks  
Second course  
The results are determined as follows  
3. marks for the first month exam ٢٠ practical.  
4. Theoretical exam 10 marks  
marks ٤٠ final exam ١٦٠ Average of

### 12. Learning and teaching resources

1. Colin Counsell Signs of Theatrical Performance, An Introduction to Twentieth Century Theatre, translated by: Dr. Amin Hussein, Cairo: Supreme Council of Centuries Theatre, Antiquities Press, ١٩٩٨.
2. Edwin Dior, The Art of Adaptation: Horizons and Depths, Part Translated Languages ٣٦p. ١٩٦٢ Academy of Arts -and Translation Center
3. Sami Abdel Hamid, lectures on the subject of engineering suitable for the Master degree in the Faculty of Fine Arts, Department of Theater, Acting Branch, on the translation of the book (Drake Buskill ١٩٩٩/١٨/٥)
4. Baghdad: Ministry of Higher Scientific Education, Aqeel Mahdi: Views on the Art of Acting ١٩٨٨, University of Baghdad,
5. Kutub -Dar Al Khatib, and others, The Art of Acting, Baghdad -Ibrahim Al Foundation for Printing and Publishing
6. Abdul Hamid, Kuwait; Glenn Wilson, Psychological Arts of Performance, trans. Shaker ٢٠٠٠ World of Knowledge Series, Supreme Council for Culture and Arts,

## Course Description Form

1. Course Name:					
English Language					
2. Course Code:					
3. Semester / Year:					
2024/2025					
4. Description Preparation Date:					
2024-11-12					
5. Available Attendance Forms:					
Theoretical					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2					
7. Course administrator's name (mention all, if more than one name)					
<p><b>Name:</b> Asst.Lect Umniyah Mohammed Jasim  <b>Email:</b> <a href="mailto:Umniyahmj@uowasit.edu.iq">Umniyahmj@uowasit.edu.iq</a></p>					
8. Course Objectives					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>This course aims to teach students simplified principles, grammar, and vocabulary of comprehensive and general English language.</li> <li>It aims to achieve the four language skills and empower students with them effectively.</li> <li>This course aims to teach them basic terms in the English language in accordance with their specialty.</li> </ul>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ul style="list-style-type: none"> <li>General and transferable skills (other skills related to employability and personal development).</li> <li>Using sources, references, and cultural technology (novels, films).</li> <li>Follow up on modern language teaching methods.</li> </ul>				
10- Teaching and Learning Strategies					
Week	Hours	Required Learning	Unit or Subject name	Learning Method	Evaluation Method

<b>1.</b>	<b>2</b>	Teach them how to read by reading the article on this topic.	Introduction to English language & its connection to art pt 1	Theoretical	Daily and Monthly
<b>2.</b>	<b>2</b>	Teach them how to read by reading the article on this topic.	Introduction to English language & its connection to art pt 2	Theoretical	Daily and Monthly
<b>3.</b>	<b>2</b>	Teach them how to write well and give them writing assignments.	Principles of writing in English pt1	Theoretical	Daily and Monthly
<b>4.</b>	<b>2</b>	Teach them how to write well and give them writing assignments.	Principles of writing in English pt2	Theoretical	Daily and Monthly
<b>5.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Landscape painting	Theoretical	Daily and Monthly
<b>6.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Sculpture	Theoretical	Daily and Monthly
<b>7.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Photography	Theoretical	Daily and Monthly
<b>8.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Carving	Theoretical	Daily and Monthly
<b>9.</b>	<b>2</b>	Make them memorize terms that are useful in their specialty	Artistic terms	Theoretical	Daily and Monthly
<b>10.</b>	<b>2</b>		Exam 1		Daily and Monthly



<b>11.</b>	<b>2</b>	Teach them basic language structure.	Pronouns	Theoretical	Daily and Monthly
<b>12.</b>	<b>2</b>	Teach them basic language structure.	Verb to be	Theoretical	Daily and Monthly
<b>13.</b>	<b>2</b>	Teach them basic language structure.	W. H. Q.	Theoretical	Daily and Monthly
<b>14.</b>	<b>2</b>		Exam 2		Daily and Monthly
<b>15.</b>	<b>2</b>	Teach them basic language structure.	Plural nouns	Theoretical	Daily and Monthly
<b>16.</b>	<b>2</b>	Teach them basic language structure.	Some and Any	Theoretical	Daily and Monthly
<b>17.</b>	<b>2</b>	Teach them basic language structure.	There is VS. There are	Theoretical	Daily and Monthly
<b>18.</b>	<b>2</b>	Teach them basic language structure.	Adjectives with Nouns	Theoretical	Daily and Monthly
<b>19.</b>	<b>2</b>	Teach them basic language structure.	Adverbs	Theoretical	Daily and Monthly
<b>20.</b>	<b>2</b>	Teach them basic language structure.	Identifiers : A & An	Theoretical	Daily and Monthly
<b>21.</b>	<b>2</b>	Teach them basic language structure.	Prepositions : In , At & On	Theoretical	Daily and Monthly
<b>22.</b>	<b>2</b>		Exam 3		Daily and Monthly
<b>23.</b>	<b>2</b>	Teach them basic language structure.	Opposite Adjectives	Theoretical	Daily and Monthly
<b>24.</b>	<b>2</b>	Teach them basic language structure.	Opposite Verbs	Theoretical	Daily and Monthly
<b>25.</b>	<b>2</b>	Teach them basic language structure.	The use of Certain qualities with specific names pt1	Theoretical	Daily and Monthly
<b>26.</b>	<b>2</b>	Teach them basic language structure.	The use of Certain qualities with specific names pt2	Theoretical	Daily and Monthly
<b>27.</b>	<b>2</b>	Teach them basic language structure.	The difference between using some Verbs pt1	Theoretical	Daily and Monthly
<b>28.</b>	<b>2</b>	Teach them basic language structure.	The difference between using some Verbs pt2	Theoretical	Daily and Monthly
<b>29.</b>	<b>2</b>		Exam 4		Daily and Monthly

<b>30.</b>	<b>2</b>	Review the material completely and prepare for the final exams.	Review	Theoretical	Daily and Monthly
<b>11.Course Evaluation</b>					
<ul style="list-style-type: none"> <li>• <b>Weekly oral assignment</b></li> <li>• <b>Monthly exams</b></li> <li>• <b>Annual reports in the language</b></li> </ul>					
<b>12.Learning and Teaching Resources</b>					
<b>The methodological book prescribed by the Ministry for teaching the English language to non-language specialists. (Headway Oxford)</b>					
<b>Relying on some educational novels and films related to the language.</b>					
<b>Oxford Dictionary for translating the most important terms within the specific specialty.</b>					

## Course Description Form

1. Course Name:					
English Terms					
2. Course Code:					
3. Semester / Year:					
2024/2025					
4. Description Preparation Date:					
2024-11-12					
5. Available Attendance Forms:					
Theoretical					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2					
7. Course administrator's name (mention all, if more than one name)					
<p><b>Name:</b> Asst.Lect Umniyah Mohammed Jasim  <b>Email:</b> <a href="mailto:Umniyahmj@uowasit.edu.iq">Umniyahmj@uowasit.edu.iq</a></p>					
8. Course Objectives					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>This course aims to teach students simplified principles, grammar, and vocabulary of comprehensive and general English language.</li> <li>It aims to achieve the four language skills and empower students with them effectively.</li> <li>This course aims to teach them basic terms in the English language in accordance with their specialty.</li> </ul>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ul style="list-style-type: none"> <li>General and transferable skills (other skills related to employability and personal development).</li> <li>Using sources, references, and cultural technology (novels, films).</li> <li>Follow up on modern language teaching methods.</li> </ul>				
10- Teaching and Learning Strategies					
Week	Hours	Required Learning	Unit or Subject name	Learning Method	Evaluation Method

<b>1.</b>	<b>2</b>	Teach them how to read by reading the article on this topic.	Introduction to English language & its connection to art pt 1	Theoretical	Daily and Monthly
<b>2.</b>	<b>2</b>	Teach them how to read by reading the article on this topic.	Introduction to English language & its connection to art pt 2	Theoretical	Daily and Monthly
<b>3.</b>	<b>2</b>	Teach them how to write well and give them writing assignments.	Principles of writing in English pt1	Theoretical	Daily and Monthly
<b>4.</b>	<b>2</b>	Teach them how to write well and give them writing assignments.	Principles of writing in English pt2	Theoretical	Daily and Monthly
<b>5.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Artistic terms and their explanation	Theoretical	Daily and Monthly
<b>6.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Drama	Theoretical	Daily and Monthly
<b>7.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Theater	Theoretical	Daily and Monthly
<b>8.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Theater Stage	Theoretical	Daily and Monthly
<b>9.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Ritual	Theoretical	Daily and Monthly

<b>10.</b>	<b>2</b>		Exam 1		Daily and Monthly
<b>11.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Tragedy	Theoretical	Daily and Monthly
<b>12.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Comedy	Theoretical	Daily and Monthly
<b>13.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Melodrama	Theoretical	Daily and Monthly
<b>14.</b>	<b>2</b>		Exam 3		Daily and Monthly
<b>15.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Farce	Theoretical	Daily and Monthly
<b>16.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Theater of the Absurd	Theoretical	Daily and Monthly
<b>17.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Monodrama	Theoretical	Daily and Monthly
<b>18.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the	Saga	Theoretical	Daily and Monthly

		language.			
<b>19.</b>	<b>2</b>	Teach them how to read by reading the article on this topic and linking their exact specialization with the language.	Epic Theater	Theoretical	Daily and Monthly
<b>20.</b>	<b>2</b>	Make them memorize terms that are useful in their specialty	Artistic terms and their meanings pt1	Theoretical	Daily and Monthly
<b>21.</b>	<b>2</b>	Make them memorize terms that are useful in their specialty	Artistic terms and their meanings pt2	Theoretical	Daily and Monthly
<b>22.</b>	<b>2</b>		Exam 3		Daily and Monthly
<b>23.</b>	<b>2</b>	Make them memorize terms that are useful in their specialty	Hot Colors and Cold Colors	Theoretical	Daily and Monthly
<b>24.</b>	<b>2</b>	Make them memorize terms that are useful in their specialty	Painting, Harmony and Design Elements	Theoretical	Daily and Monthly
<b>25.</b>	<b>2</b>	Make them memorize terms that are useful in their specialty	Creativity, Imagination and Composition	Theoretical	Daily and Monthly
<b>26.</b>	<b>2</b>	Make them memorize terms that are useful in their specialty	Sculpture	Theoretical	Daily and Monthly
<b>27.</b>	<b>2</b>	Make them memorize terms that are useful in their specialty	Surrealism and Realism	Theoretical	Daily and Monthly
<b>28.</b>	<b>2</b>	Make them memorize terms that are useful in their specialty	Cubism	Theoretical	Daily and Monthly
<b>29.</b>	<b>2</b>		Exam 4		Daily and Monthly
<b>30.</b>	<b>2</b>	Review the material completely and prepare for the final exams.	Review	Theoretical	Daily and Monthly

#### 11.Course Evaluation

- **Weekly oral assignment**

- **Monthly exams**
- **Annual reports in the language**

## **12.Learning and Teaching Resources**

**The methodological book prescribed by the Ministry for teaching the English language to non-language specialists. (Headway Oxford)**

**Relying on some educational novels and films related to the language.**

**Oxford Dictionary for translating the most important terms within the specific specialty.**