



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



Academic Program and Course Description Guide

Department of English

2025-2026

Introduction:

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

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

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

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

CONCEPTS AND TERMINOLOGY:

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

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

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

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

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

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

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

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

Academic Program Description for Graduate Studies – Master's Degree in General Linguistics for the Academic Year 2025/2026

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



Signature

Head of The Department

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

Date: 01/ 09 / 2025

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

Signature

Deputy Dean of Academic Affairs

Prof. Dr. Nasser Wali Freih

Date: 05/ 09/ 2025

Prof. Dr.
Nasser Wali Faryeh
Deputy Dean For Academic
and Postgraduate Affairs

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

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department

Instr. Dr. Ali Hussein Ghargan

Date: 15/ 09/ 2025

Signature:

Prof. Dr.

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

Approval of the Dean

Prof. Dr. Mahmoud Hamoud Arrak

6-29/10/25

1. Program Vision

The MA in Linguistics program envisions establishing a premier center for advanced inquiry, fostering a dynamic community dedicated to rigorous theoretical and empirical research. It aims to produce innovative scholars with deep expertise in core linguistic domains while actively engaging with emerging interdisciplinary fields. By cultivating critical thinking and methodological precision, the program contributes significantly to the global understanding of language structure, acquisition, and use. Ultimately, it empowers graduates to become leaders in academia and industry, applying scientific insights to address complex communication challenges globally.

2. Program Mission

The MA in Linguistics program provides rigorous training in theoretical and empirical research, equipping students with comprehensive knowledge of core linguistic subfields. It develops critical analytical skills through contemporary theories and diverse methodologies, including corpus linguistics, experimental design, and computational analysis. The curriculum emphasizes interdisciplinary integration and supervised research, preparing graduates to formulate original questions and contribute to scholarly discourse. Ultimately, it produces ethically grounded professionals ready for diverse careers, applying linguistic insights to address real-world communication and educational challenges.

3. Program Objectives

The program develops advanced theoretical competence in core linguistic subfields, enabling students to critically evaluate contemporary models and understand language structures. It cultivates robust research proficiency through qualitative and quantitative methodologies, empowering graduates to design empirical studies and contribute original findings. The curriculum emphasizes interdisciplinary integration with cognitive science and technology, preparing students for diverse professional contexts and applied linguistic roles. Finally, it produces ethical, reflective professionals skilled in academic discourse, ready to address global communication challenges with scientific precision and cultural sensitivity.

1. Program Accreditation

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

2. Other external influences

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

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

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

1. Expected learning outcomes of the program	
Knowledge	
Cognitive goals	The program ensures theoretical mastery of core linguistic subfields and interdisciplinary integration with psychology, sociology, and computer science. It further establishes robust competence in research paradigms and the mechanisms of language variation, acquisition, and historical change.
Skills	
Skills objectives that are related to this program	The program cultivates proficiency in data analysis and technological tools, enabling rigorous empirical research and the production of high-quality academic publications. It further develops critical argumentation skills, ensuring students can construct coherent, evidence-based arguments in both written and oral scholarly discourse.
Ethics	
	The program upholds strict research integrity and ethical data collection standards, ensuring academic honesty and the protection of human subject rights. It further promotes linguistic diversity and professional responsibility by fostering objective, respectful engagement within the scholarly community.

2. Teaching and Learning Strategies
The program employs research-led seminars and empirical workshops to foster critical engagement with primary literature and practical methodological competence. It emphasizes supervised independent research and interdisciplinary collaboration, enabling students to develop specialized expertise and integrate diverse analytical perspectives. Furthermore,

structured peer review and academic writing circles refine scholarly communication, preparing graduates for the rigors of professional publication and discourse.

3. Evaluation methods

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

10.Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof. Dr. Hashim Aliwi Mohammed Hasan Al Husseni	English Language	Linguistics			Staff	
Prof. Dr. Khalida Hashush Aday Jabr	English Language	Linguistics			Staff	
Prof. Dr. Mazin Jassim Mohammed	English Language	Linguistics			Staff	
Prof. Dr. Enas Naji Kadim Ibrahim	English Language	Linguistics			Staff	
Asst. Prof. Mohammad Nasser Abdel-Sada	English Language	Linguistics			Staff	
Lect. Dr. Omar Ali Wali Ayud Attafta	English Language	Linguistics			Staff	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

3. Acceptance Criterion

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

4. The most important sources of information about the program

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

5. Program Development Plan

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

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
1st Course 2025	UWA26 - EDH- ENG- LING- MA-A- 501	Phonetics & Phonology	Basic		✓		✓		✓	✓	✓				✓
	UWA26 - EDH- ENG- LING- MA -A- 502	Semantics	Basic		✓			✓	✓	✓	✓		✓	✓	✓
	UWA26 - EDH- ENG- LING- MA -A- 503	General Linguistics	Basic		✓	✓	✓			✓	✓				✓
	UWA26 - EDH- ENG- LING- MA -A- 504	Methods of Research & Plagiarism	Basic		✓	✓	✓	✓	✓	✓	✓			✓	✓
	UWA26 - EDH- ENG- LING- MA -A- 505	Morphology & Syntax	Basic	✓	✓	✓	✓	✓	✓	✓	✓				✓
2nd course 2026	UWA26 - EDH- ENG- LING- MA-B- 501	Pragmatics	Basic		✓		✓		✓	✓	✓				✓
	UWA26 - EDH- ENG- LING- MA -B- 502	Applied linguistics	Basic		✓			✓	✓	✓	✓		✓	✓	✓
	UWA26 - EDH- ENG- LING- MA -B- 503	Discourse Analysis	Basic		✓	✓	✓			✓	✓				✓
	UWA26 - EDH- ENG- LING- MA -B- 504	Psycholinguistics	Basic		✓	✓	✓	✓	✓	✓	✓			✓	✓
	UWA26 - EDH- ENG- LING- MA -B- 505	Seminar	Basic	✓	✓	✓	✓	✓	✓	✓	✓				✓

First Semester

1. Course:	
Phonetics & Phonology	
2. Course Code:	
UWA26 - EDH- ENG- LING- MA-A- 501	
3.Semester/ Academic Year:	
1 st Semester of Master's Degree Course/ 2025-2026	
4.Date of Course Preparation	
1/9/2025	
5.Attendance Form:	
In-person lectures	
6.Credit Hours/ Total Hours:	
45 hours/ 3 hours per week	
7.Course Administrator (in case of multiple administrators, please state with emails)	
Prof. Dr. Hashim A. M. Alhusseini Email: hilewi@uowasit.edu.iq	
8.Course Objectives	
Course objectives:	This course provides an in-depth analysis of the two main branches of the study of sounds in human language: phonetics and phonology. Phonetics focuses on the physical production and acoustic properties of speech sounds, while phonology examines how sounds function within specific languages to encode meaning. Through theoretical readings and practical exercises, students will be able to: 1. Analyse phonological systems and 2. develop skills in transcription, acoustic analysis, and sound pattern interpretation. 3. The course also deals with such fundamental notions as how segments are represented, the phoneme, the role of distinctive features, phonological processes, abstractness of underlying representations, syllable structure and suprasegmental features.

9.Learning and Teaching Strategies					
1. Oral Lectures 2. Students Presentation by using slide shows. 3. Quizzes 4. Discussing weekly assignments 5. Summarizing selected books related to this topic 6. Writing and discussing a final term paper 7. Making a Mid-term exam					
10.Course Structure					
Week	Hours	Required outcomes	Unit/ topic	Learning/ Teaching technique	Evaluation technique
1 st , 1, Sep.2025	3	Hyman (Ch.1); Clark & Yallop (Ch.1); Cruttenden (Ch1)	Phonetics, phonology & phonemics, the difference between phonetics & phonology, Phonetics & linguistics, the role of speech in communication	Lecture	In-Class actions and tests
2 nd , 7 Sep.2025	3	Skandera & Burleigh (lesson.2); Hayes (Ch.1)	Description of speech sounds, Organs of speech, Airstream mechanisms	Lecture	In-Class actions and tests
3 rd , 14 Sep.2025	3	Skandera & Burleigh (lesson.3); Cruttenden (Ch4)	The Organs of Speech- Articulatory phonetics: the vocal tract and places of articulation- Articulation of vowels & consonants	Lecture	In-Class actions and tests
4 th , 21, Sep.2025	3	Skandera & Burleigh (lesson.4); Cruttenden (Ch4); Ladefoged, P., & Johnson, K. (2014). A Course in Phonetics (Ch. 2–3)	Classification of Consonants and Vowels- IPA symbols and phonetic transcription.	Lecture	In-Class actions and tests
5 th , 28, Sep.2025	3	Coulthard et al (Ch. 7)	Forensic phonetics	Lecture	In-Class actions and tests
6 th , 5, Oct.2025	3	Cruttenden (Ch3)	Acoustic phonetics & Auditory phonetics	Lecture	In-Class actions and tests
7 th , 12, Oct.2025	3	Skandera & Burleigh (Ch.7);	The syllable, its structure, functions & types	Lecture	In-Class actions and tests

8 th , 19, Oct.2025	3	Hyman (Ch.3)	Theories of phoneme	Lecture	In-Class actions and tests
9 th , 26, Oct.2025	3	Katamba, (Ch.3), Hyman (Ch.3)	Distinctive Features	Lecture	In-Class actions and tests
10 th , 2, Nov.2025	3		Mid-term Exam	Lecture	In-Class actions and tests
11 th , 9, Nov.2025	3	Skandera & Burleigh (lesson.7);	The syllable, its structure, functions & types	Lecture	In-Class actions and tests
12 th , 16, Nov.2025	3	Katamba, (Ch.11); Cruttenden, A. (1997). <i>Intonation</i> (Ch. 1–3)	Suprasegmentals- Stress, intonation, and tone. The role of prosody in communication.	Lecture	In-Class actions and tests
13 th , 23, Nov.2025	3	Skandera & Burleigh (lesson.6); Cruttenden (Ch11); Odden, D. (2005). <i>Introducing Phonology</i> (Ch. 6–7)	Phonological Processes- Assimilation, deletion, epenthesis, and other processes.	Lecture	In-Class actions and tests
14 th , 30, Nov.2025	3	Labov, W. (2006). <i>The Social Stratification of English in New York City</i> (Ch. 3)	Phonological Variation and Sociophonetics- Variation across dialects and social groups.	Lecture	In-Class actions and tests
15 th , 7, Dec.2025	3	Katamba, (Ch.11)	Phonology in the Wider Context	Lecture	In-class actions and tests
		Final exam		Paper test	

11.Course Scoring

A 100-mark evaluation will be rated as follows;

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

12.Sources of Teaching and Learning

Required textbooks, if any;

1. Al-Hamash, K. I. English phonetics and phonology. Baghdad.
2. An Introduction to English Phonology / by April McMahon.
3. An Introduction to Forensic Linguistics/ by Malcolm Coulthard, Alison Johnson and David Wright.
4. **Clark, J., & Yallop, C. (2007). *An Introduction to Phonetics and Phonology*. Wiley-Blackwell.**

	5. Cruttenden, A. (2014). <i>Gimson's Pronunciation of English</i> (8th ed.). Routledge. 6. Gussenhoven, C., & Jacobs, H. (2011). <i>Understanding Phonology</i>. Hodder Education. 7. Hyman, L. M. (1977). <i>Phonology: theory and analysis</i>. New York. 8. Introduction to English Phonetics and Phonology/ by Ulrike Gut. 9. Katamba, F. (1989). An introduction to phonology. 10. Kenstowicz, M. (1994). <i>Phonology in Generative Grammar</i>. Blackwell. 11. Labov, W. (2006). <i>The Social Stratification of English in New York City</i>. Cambridge University Press. 12. Ladd, D. R. (2008). <i>Intonational Phonology</i>. Cambridge University Press. 13. Ladefoged, P. & Johnson, K. (2015). <i>A Course in Phonetics</i>. 7th ed. Boston: Wadsworth, Cengage Learning. 14. Odden, D. (2005). <i>Introducing Phonology</i>. Cambridge University Press. 15. Roach, P. (2009). <i>English Phonetics and Phonology: A Practical Course</i>. Cambridge University Press. In addition to several books and articles surveyed by the students.
Further reading, if any;	Books: • An Introduction to English Phonology / by April McMahon. • Hyman, L. M. (1977). <i>Phonology: theory and analysis</i>. New York. • Introduction to English Phonetics and Phonology/ by Ulrike Gut. • Katamba, F. (1989). An introduction to phonology.
J Journals, periodicals, other sources	Journals: 1. https://www.jstor.org/journal/phonology
Websites, electronic references, onl sources;	http://www.phon.ox.ac.uk/jcoleman/PHONOLOGY1.htm https://linguistics.uga.edu/research/content/phonetics-and-phonology

Ac 1.Course: Morphology and Syntax

2. 2.Course Code: ENG. LING 509

3.Term/ Academic Year: 2023–2024	
First Course/ M.A. 2025–2026	
4.Date of Course Preparation	
1/9/2025	
5.Attendance Form: In-person lectures	
6.Credit Hours/ Total	
Hours:	
30 hours	
7.Course Administrator (in case of multiple administrators, please state with emails)	
1.Asst. Prof. Mohammed Nasser Abdulsada Email: malsharhani@uowasit.edu.iq	
8.Course	
Objectives	
Course objectives:	1.Familiarizing Master's students with the ways, techniques, and methods used to decompose, derive, and create words, word-parts, lexical units, and sentences drawing on certain linguistic and grammatical rules 2.Introducing Master's students to the proper use of sentences in terms of construction, meaning, and connotation 3. .Increasing Master's students' knowledge the correct wording of sentences when writing, speaking, and communicating
9.Learning and Teaching Strategies	
— Paper tests - -Lectures -Slide shows Quizzes Lecture participation - Summarization of articles and research papers - Extracurricular activities	-
10.Course	
Structure	

Week	Hou rs	Required outcomes	Unit/ topic	Learning/ Teaching technique	Evaluation technique
Septem ber 1	2	Introducing the history, background, significance, and foundation of morphology	Morphology; development, techniques; background	Lecture	In-Class actions and tests
Septem ber 8	2	Introducing morpheme, allomorph, lexeme, and submorpheme	Morpheme/ allomorph/ lexeme/ realization and categorization	Lecture	In-Class actions and tests
Septem ber 15	2	Introducing inflectional affixes, parts, and functions	Inflection; categories, realization, conditioning	Lecture	In-Class actions and tests
Septem ber 22	2	Recognizing word-type roots, classes, and meanings	Word; stem, root, base, paradigm, suppletion	Lecture	In-Class actions and tests
Septem ber 29	2	Introducing affixes; prefixes, infixes, suffixes, circumfixes, suprafixes	Affixation; prefix, infix, suffix	Lecture	In-Class actions and tests
Octob er 6	2	Introducing the processes of word-making as to types, classes, functions	Word-formation processes, innovation, multiple cases, neo-Latin, netspeak	Lecture	In-Class actions and tests
Octob er 13	2	Mid-term exam		Lecture	In-Class actions and tests
Octob er 20	2	Introducing syntax grammatical relations, and sentence generation	Syntax; introductory definitions, principles, and essentials	Lecture	In-Class actions and tests
Octob er 27	2	Elaborating on phrasal elements, sentence parts	Modification; head, determiner, predeterminer, postdeterminer	Lecture	In-Class actions and tests
Nove mber 3	2	Introducing clauses, subclauses, phrases, phrasal forms	Sentences, Clauses, Phrases, Sub-phrases; adverbial and prepositional	Lecture	In-Class actions and tests

November 10	2	Explaining obligatory, optional, and embedded parts	Clausal elements; grammatical, obligatory, embedded, and optional	Lecture	In-Class actions and tests
November 17	2	Introducing the functions of sentential parts	Form and function; constituents, word order, elements, patterns	Lecture	In-Class actions and tests
December 24	2	Introducing coordinators, subordinators, and other connectors	Coordination and subordination; interconnection and identification	Lecture	In-Class actions and tests
December 1	2	Introducing generative grammar, techniques of sentence generation, and functional categories	TGG grammar; deep, surface, generative, tree diagram, phrase structure	Lecture	In-Class actions and tests
December 8	2		Course-end exam	Paper test	In-class actions and tests

11.Course Scoring

A 100-mark evaluation will be rated as follows;

-Pre-final mark out of 30 (15 marks for attendance, participation, and other activities + 15 marks for course tests)

-Final paper test (out of 70 marks)

12.Sources of Teaching and Learning

Required textbooks, if any;	Carstairs-McCarthy. An introduction to English morphology Katamba. Morphology Stekauer & Lieber. Handbook of word formation Brown & Miller. Syntax: A linguistic introduction Burton-Roberts. Analyzing sentences Carnie. Modern syntax: a course book				
Further reading, if any;	Books: 1.Quirk et al. A comprehensive grammar of the English language 2.Matthews. Morphology 3.Radford. English syntax 4.Crystal. Language & the internet				
Journals, periodicals, other sources;	Journals: 1.Morphology 2.Syntax 3.Syntax & Semantics				

Websites, electronic references, online sources;	www.cowgill.ling.yale.edu/sra/morphology_ecs.htm www.ling.upenn.edu/courses/Fall_2007/ling001/morphology.html www.scholar.harvard.edu/files/adam/files/morphology.ppt.pdf www.cs.bham.ac.uk/~pjh/sem1a5/pt2_intro_morphology.html
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1. Course Name:
RESEARCH METHODOLOGY & PLAGIARISM
2. Course Code:
UWA26 - EDH- ENG- LING- MA -A- 504
3. Semester / Year:
1 st Semester - 2025-2026
4. Description Preparation Date:
25/08/ 2025
5. Available Attendance Forms:
In-Person
6. Number of Credit Hours:
(2) hours / Number of Units (2) $2 \times 15 = 30$ hours
7. Course administrator's name (mention all, if more than one name)
Name: Inst. Omar Ali Wally (PhD) Email: oatatfa@uowasit.edu.iq

8. Course Objectives

This course is designed to introduce MA students in linguistics to the principles and practices of academic research, with a particular focus on methods of inquiry in the study of language. By the end of the course, students will be able to identify and formulate researchable problems, conduct systematic literature reviews, and develop well-grounded research questions. They will gain hands-on experience with both qualitative and quantitative methodologies commonly used in linguistic research, including data collection, analysis, and interpretation. The course also aims to strengthen students' understanding of ethical considerations in linguistic research and to enhance their ability to critically evaluate existing studies.

9. Teaching and Learning Strategies

Strategy 1	TEACHER-CENTERED: Lectures and Seminars. The instructor will provide students with a solid theoretical foundation in research design, methodology, and ethics, while guiding critical engagement with key readings and case studies in linguistics.
Strategy 2	STUDENT-CENTERED:

	Workshops and Independent Research Practice. Students will develop practical skills by formulating research questions, collecting and analyzing linguistic data, and applying appropriate methods, with opportunities for peer collaboration and feedback.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introduction to Research in Linguistics: Overview of research, importance, types	Creswell Ch. 1 Paltridge & Phakiti Ch. 1 APA Ch. 1	In-Person Lecture	Oral Discussion
2	2	Research Paradigms: Quantitative, qualitative, mixed-methods	Creswell Ch. 2–3 APA Ch. 3	In-Person Lecture	Oral Discussion
3	2	Research Problems and Questions: Topic selection, narrowing, forming questions/hypotheses	Paltridge & Phakiti Ch. 2 APA Ch. 1.10	In-Person Lecture	Quiz
4	2	Citation, Referencing, and Paraphrasing APA in-text citations, reference list, paraphrasing	APA Chs. 8–9		
5	2	Reviewing Literature: Synthesis vs summarizing, plagiarism	Creswell Ch. 4 Paltridge & Phakiti Ch. 3 APA Chs. 8–9	In-Person Lecture	Oral Discussion
6	2	Research Design and Sampling: Design types, sampling methods	Creswell Ch. 5 Paltridge & Phakiti Ch. 4 APA Ch. 3.10–3.15	In-Person Lecture	Quiz
7	2	Data Collection (Quantitative): Surveys, questionnaires, ethics	Creswell Ch. 7 Paltridge & Phakiti Ch. 5 APA Ch. 3.7–3.9	In-Person Lecture	Oral Discussion
8	2	Data Collection (Qualitative): Interviews, observations,	Creswell Ch. 9 Paltridge & Phakiti Ch. 6 APA Ch. 3.16–3.20	In-Person Lecture	Oral Discussion

		discourse/narrative analysis			
9	2	WRITTEN EXAM	MID- TERM EXAM	In-Person Lecture	WRITTEN EXAM
10	2	Data Analysis (Qualitative & Quantitative) Descriptive & inferential statistics, tables/figures; coding, thematic/critical discourse analysis	Creswell Ch. 8; Paltridge & Phakiti Ch. 8-9; APA Ch. 3.16–3.20, APA Chs. 6–7	In-Person Lecture	Quiz
11	2	Writing the Research Proposal Proposal structure	Paltridge & Phakiti Ch. 9 APA Ch. 3.16–3.20, 7.21	In-Person Lecture	Oral Discussion
12	2	Understanding Plagiarism & Fair Use of AIT types of plagiarism; fair vs unethical AI use	Paltridge & Phakiti Ch. 12; APA Ch. 1.16, 10.11	In-Person Lecture	Oral Discussion
13	2	Detecting and Avoiding Plagiarism & Ethics in Linguistics Research Detecting and Avoiding Plagiarism Turnitin, originality tools; ethical AI integration; human subjects, consent, publishing ethics	APA Chs. 1.17–1.18; Creswell Ch. 11; Paltridge & Phakiti Ch. 13; APA Chs. 1.14–1.19	In-Person Lecture	Quiz
14	2	Term Paper Submission Feedback; course wrap-up	TERM PAPER SUBMISSION	In-Person Lecture	Quiz
15	2	Final Presentations & Possible Pre-final Score Student presentations;	Assignment (Final): Term Paper	In-Person Lecture	Oral Discussion

11.Course Evaluation

- **Regular Quizzes:** Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement – (10 M)
- **Mid-Term Exam:** (15 M)
- **Class Participation:** Active participation in class discussions contributes to the overall evaluation – (5 M)

12. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	Publication manual of the American Psychological Association (7th ed.).
Main references (sources)	1. APA, A. P. (2020). Publication manual of the American Psychological Association (7th ed.). 2. Creswell, J. W. (2018). Research design: Qualitative, quantitative, and mixed methods approach (5th ed.). 3. Paltridge, B., & Phakiti, A. (2015). Research methods in applied linguistics (2nd ed.).
Recommended books and references (scientific journals, reports...)	1. Machi, L. A., & McEvoy, B. T. (2022). The literature review: Six steps to success (5th ed.). SAGE. 1. Pecorari, D. (2015). Academic writing and plagiarism: A linguistic analysis. Bloomsbury.
Electronic References, Websites	1. The APA Blog: https://apastyle.apa.org/blog 2. Linguistic Data Consortium: https://www.ldc.upenn.edu/

Course Description Form

1. Course Title:	Semantics
2. Course Code	UWA26 - EDH- ENG- LING- MA -A- 502
3. Course / Year	Course / MA 2025-2026
4. Date of writing this description	1 / 9 / 2025
5. Modes of Available Attendance :	In - Person
6. No. of Total Hours / Credits	45 Hours (15 weeks)
7. Course Administrator's Name (mention all, if more than one name)	Name: Prof. Dr. Mazin Jasim Mohammed Email: malhilu@uowasit.edu.iq

8. Course Objectives

1. **Analyze Semantic Meaning:** Critically interpret literal meanings, connotations, and nuances within linguistic contexts to understand how meaning is constructed and perceived.
2. **Examine Lexical Relations:** Evaluate the interactions between words (such as synonymy, antonymy, hyponymy, and collocation) and analyze how these relationships contribute to the conveyance of complex concepts.

3. **Deconstruct Sentence Structure:** Apply principles of semantic structure to analyze how sentences are formed and organized to ensure effective and precise communication of meaning.
4. **Assess Communicative Competence:** Demonstrate an understanding of semantics as a foundational framework for accurate information exchange, ensuring clarity and correctness in both theoretical analysis and practical communication.

9. Teaching / Learning Strategies

Teaching and learning strategies in the subject of Semantics rely on methods that help students better understand the material, including:

1. Explaining and clarifying concepts clearly.
2. Using examples and practical applications to illustrate concepts through examples and applications that are easy to understand.
3. Encouraging dialogue and discussion among students to exchange ideas and opinions.
4. Using modern technologies such as multimedia and educational software to make the learning process more interactive.

10. Course Structure

Week	Hours	Required Outcomes	Subject Name	Evaluation Method	Learning Method
1	3		History of Semantics. What is Meaning?	Class performance	In-person Lecture
2	3		Sense and Reference – the Semiotic Triangle – the Semiotic Foundations: icons , indexes , symbols	Oral Discussion	In-person Lecture
3	3		Lexical Relations: Synonymy, Antonymy, Homonymy , Polysemy, and Hyponymy	Dily quizzes	In-person Lecture
4	3		Conventional Analysis	Oral Discussion	In-person Lecture
5	3		Collocation	Oral Discussion	In-person Lecture
6	3		Seven Types of Meaning	Daily Presentation	In-person Lecture
7	3		Grammaticalization and emergence of Semantic Structure	Daily Presentation	In-person Lecture
8	3		Semiotics	Daily Presentation	In-person Lecture
9	3		Cognitive Semiotics	Daily Presentation	In-person Lecture

10	3		Semantics and the Dictionary	Daily Presentation	In-person Lecture
11			Mid-Term Exam	Written Exam	In-person Exam
12	3		Syntax Semantics- Interface	Oral Discussion	In-person Lecture
13	3		Semantics –Pragmatics Interface	Oral Discussion	In-person Lecture
14	3		Types of Acts	Oral Discussion	In-person Lecture
15			Final Exam	Evaluation	In-person Lecture

11. Course Evaluation:

The final mark is out of 100 distributed as follows:

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

12. Required Textbooks (Curricular books if any)

Required textbooks (curriculum books, if any)	Lobner, S. (2002). Understanding Semantics. Routledge
Main references (sources)	Saeed, J. (2016). Semantics. Blackwell
Recommended books and references (scientific journals, reports...)	Palmer, A. R. (1981). Semantics. OUP
Electronic References, Websites	Net Sources

Second Semester

1. Course:
Pragmatics
2. Course Code: ENG.LING. MA 201
UWA26 - EDH- ENG- LING- MA-B- 501
3.Semester/ Academic Year:
2nd Semester of Master's Degree

Course/ 2025-2026					
4.Date of Course Preparation					
1/9/2025					
5.Attendance Form:					
In-person lectures					
6.Credit Hours/ Total Hours:					
45 hours/ 3 hours per week					
7.Course Administrator (in case of multiple administrators, please state with emails)					
Prof. Dr. Hashim A. M. Alhusseini			Email: hilewi@uowasit.edu.iq		
8.Course Objectives					
Course objectives:		This course is about pragmatics, the subfield of linguistics devoted to understanding the way that language is used in context, and aspects of meaning that extend beyond the truth-conditional (or literal) component. Pragmatics is the study of the relationship between the meaning of an utterance or everyday speech and the context in which the utterance or speech is produced. Thus, pragmatics is concerned with utterance meaning which occurs in certain context. The course of pragmatics aims to: 1. Provide students with experiences, insight, and knowledge on the study on language use, 2. Make students aware of the pragmatic aspect of language, and 3. Provide students with skills, knowledge and experiences in analysing language pragmatically.			
9.Learning and Teaching Strategies					
8. Oral Lectures 9. Students Presentation by using slide shows. 10. Quizzes 11. Discussing weekly assignments 12. Summarizing selected books related to this topic 13. Writing and discussing a final term paper 14. Making a Mid-term exam 15. Making a Final -term exam					
10.Course Structure					
Wee k	Hour s	Required outcomes	Unit/ topic	Learning/ Teaching technique	Evaluation technique
1st, 9, 1 Jan. 2026	3	Levinson, S. C. (1983), <i>Pragmatics</i> , ch. 1; Mey (1993) Chapter 2; Leech, G. N. (1983). Principles of pragmatics. Chapter 1	Introduction: What is pragmatics? Why do we need pragmatics?	Lecture	In-Class actions and tests

2nd, 25, Jan. 2026	3	Mey (1993) Chapter 2; Nerlich, B. (2010). History of pragmatics. (pp. 192-195);	The origins of pragmatics	Lecture	In-Class actions and tests
3rd, 1, Feb. 2026	3	Griffiths, P. (2016).CH. 1; Kroeger, p. R. (2022). CH.1;	Introduction to Pragmatics, Semantics, Fundamentals of Meaning	Lecture	In-Class actions and tests
4th , 8, Feb. 2026	3	Kasper, G. (2008). Data collection in pragmatics research. (pp. 279-303).	Research methods in pragmatics	Lecture	In-Class actions and tests
5th , 15, Feb. 2026	3	Mey (1993) Chapter 3 & Mey (2009) (pp. 106- 109; 119-132)	Micropragmatics: context, implicature, reference and anaphora	Lecture	In-Class actions and tests
6th , 22, Feb. 2026	3	Grice, H. P. (1989). Logic and conversation. (pp. 22-57).; Leech, (1981). Semantics: The study of meaning Chapter 16 Mey (1993) Chapter 5	Implicature	Lecture	In-Class actions and tests
7th, 1, Mar ch. 2026	3	Birner (Ch, 2, pp. 40-74	Cooperation and Implicature	Lecture	In-Class actions and tests
8th, 8, Mar ch. 2026	3	Austin (1962), Searle (1969), Sadock (Ch. 3. Pp.53-73), Birner (Ch, 6)	Speech Act Theory	Lecture	In-Class actions and tests
9th, 15, Mar ch. 2026	3	CONT.	Speech Act Theory	Lecture	In-Class actions and tests
10th, 22 Mar ch. 2026	3	Birner (Ch, 5, pp. 146- 173	Presupposition	Lecture	In-Class actions and tests
11th, 29, Mar ch. 2026	3		Midterm Exam	Paper test	In-Class actions and tests
12th, 5, Apri	3	Brown and Levinson ; Yule (Ch. 7, pp 59-70)	Politeness and interaction	Lecture	In-Class actions and tests

1. 2026					
13th, 12, Apri l. 2026	3	Mey (Ch. 6)	Conversation Analysis	Lecture	In-Class actions and tests
14th, 19, Apri l. 2026	3	Yule (Ch. 9, pp 83-93)	Discourse and culture	Lecture	In-Class actions and tests
15th, 26 Apri l. 2026	3	Stadler (2013) ; Wierzbicka, A. (2003). Cross-cultural pragmatics	Cross-cultural pragmatics	Paper test	In-class actions and tests
		FINAL EXAM			

11.Course Scoring

A 100-mark evaluation will be rated as follows;

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

12.Sources of Teaching and Learning

Required textbooks, if any;	Austin, J. L. (1962). <i>How to Do Things with Words</i>. Oxford: Clarendon Press. Birner, B. J. (2013). <i>Introduction to Pragmatics</i>. Brown, G. and G. Yule (1983). <i>Discourse Analysis</i>. Cambridge: CUP. Brown, p. & Levinson, S.C. (1987). <i>Politeness: Some universals in language usage</i>. Cambridge: CUP. Grice, H. P. (1989). Logic and conversation. In H. P. Grice (Ed.), <i>Studies in the way of words</i> (pp. 22-57). Cambridge, MA: Harvard University Press. Griffiths, P. (2016). <i>An Introduction to English Semantics and Pragmatics</i>. Edinburgh Textbooks on the English Language. Horn, L. R. & Ward, G. (Eds.). (2004). <i>The Handbook of Pragmatics</i>. Blackwell Horn, Laurence R. 2004. <i>Implicature</i>. In Horn and Ward (Horn and Ward 2004), 3–29. Jaszczolt, K. M. (2010). Semantics-pragmatics interface. In L. Cummings (Ed.), <i>The pragmatics encyclopedia</i> (pp. 428-432). Abingdon, UK & New York: Routledge. Kasper, G. (2008). Data collection in pragmatics research. In H. Spencer-Oatey (Ed.), <i>Culturally speaking: Culture, communication and politeness theory</i> (2nd ed., pp. 279-303). London: Continuum. Kohnen, T. (2009). Historical corpus pragmatics. In A. H. Jucker, D. Schreier & M. Hundt (Eds.), <i>Corpora: Pragmatics and discourse</i>. Papers from the 29th International Conference on English Language Research on Computerized Corpora
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	(ICAME 29), Ascona, Switzerland, 14-18 May 2008 (pp. 13-36). Amsterdam & New York: Rodopi. Kroeger, p. R. (2022). Analyzing meaning: An introduction to semantics and pragmatics. <i>Third edition</i>. Textbooks in Language Sciences. Leech, G. N. (1983), <i>Principles of Pragmatics</i>, London: Longman. Leech, G. N. (1983). Principles of pragmatics. London & New York: Longman. Leech, Geoffrey (1980) <i>Explorations in Semantics and Pragmatics</i>, Amsterdam: CUP. Levinson, S. C. (1983), <i>Pragmatics</i>, Cambridge: CUP. Mey, J. (2009). Concise Encyclopedia of Pragmatics. Mey, Jacob L. (2001), <i>Pragmatics: An Introduction</i>, Oxford: Blackwell. Nerlich, B. (2009). <i>History of pragmatics</i>. In L. Mey (Ed.), Concise Encyclopaedia of pragmatics. Nerlich, B. (2010). History of pragmatics. In L. Cummings (Ed.), The pragmatics encyclopedia (pp. 192-195). Abingdon, UK & New York: Routledge. Pragmatics. (pp. 328-335). Recanati, F. (2006).Pragmatics and Semantics. in Horn, L. R. and Ward, G. The Handbook of Pragmatics. (pp. 442-462). Sadock, J. 2004. Speech acts. In Horn and Ward (Horn and Ward 2004), 53–73. Searle, J. R. (1969), <i>Speech Acts</i>, Cambridge: CUP. Traugott, E.C. (2006).Historical Pragmatics. in Horn, L. R. and Ward, G. The Handbook of Pragmatics. (pp. 538-561). Verschueren, Jef (1995), <i>Handbook of Pragmatics</i>, Amsterdam: John Benjamins. Verschueren, Jef (1999). <i>Understanding Pragmatics</i>. London: Arnold. Wierzbicka, A. (2003). Cross-cultural pragmatics: The semantics of human interaction (2nd ed.). Wilson, D. (2010). Relevance theory. In L. Cummings (Ed.), The pragmatics encyclopedia (pp. 393-399). Abingdon, UK & New York: Routledge. Yule, George (1996). <i>Pragmatics</i>. Oxford: OUP.
Further reading, if any;	Books: 1. Bublitz, W. and Hubler, A.(2007). Metapragmatics in Use. 2. Carlson, G. 2004. <i>Reference</i>. In Horn and Ward (Horn and Ward 2004), 74–96. 3. Culpeper, J. (2010). Historical pragmatics. In L. Cummings (Ed.), The pragmatics encyclopedia (pp. 188-195). Abingdon, UK & New York: Routledge.
Journals, periodicals, other sources;	Journals: 1.
Websites, electronic references, online sources;	https://www.researchgate.net/search?q=Pragmatics https://www.britannica.com/science/pragmatics

13. Course Name: Discourse Analysis

14.	Course Code: UWA26-EDH-ENG-LING-MA-B-503	
15.	Semester / Year:	
	2025-2026 2 ND course	
16.	Description Preparation Date:	
	1-9-2025	
17.	Available Attendance Forms:	
	In-Person	
18.	Number of Credit Hours	
	30	
19.	Course administrator's name (mention all, if more than one name)	
	Name: Prof. Khalida H. Addai Email: khhashoosh@uowasit.edu.iq	
20.	Course Objectives	
Course Objectives	1- Gain an understanding of the essential elements and principles of Discourse Analysis and apply them to the analysis of naturally occurring samples of language 2- Explore the central aspects of spoken and written language in its linguistic and non-linguistic contexts and identify structures and patterns in stretches of text longer than the sentence 3- Analyze in some detail selected language elements in terms of discourse features 4- Develop a critical awareness of both theoretical and practical issues relevant to the field of Discourse Analysis 5- Identify, interpret and critically analyze different types of text and discourse types, styles and registers	
21. Teaching and Learning Strategies		
Strategy 1	Teacher-Centered: • Clear Explanations: Professors will provide clear and concise explanations Discourse Analysis concepts, using real-world examples and visuals to enhance understanding. • Structured Presentations: Each session will follow a well-structured form introducing the main topic, providing explanations and examples, and then transitioning to student-centered activities.	
Strategy 2	Student-Centered:	

	• Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work and quizzes. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. • Technology Integration: Technology can be leveraged through online discussion analysis exercises for collaborative learning, and multimedia resources to enhance engagement.

22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3		Introduction to Discourse Analysis	In-Person Lectures	Exam
2	3		Theoretical traditions; Characteristics of Discourse /Speech; Intention and interpretation	In-Person Lectures	Exam
3	3		Written Discourse Analysis: Coherence: Definition and its Contributing Factors: Cohesion Definition and its Contributing factors.	In-Person Lectures	Exam
4	3		The spoken discourse; The cooperative principle; The politeness principles; Implicature [Students identify aspects of cooperative principle and its violation in spoken discourse]	In-Person Lectures	Exam
5	3		Approaches of Discourse Analysis -1-Conversational Analysis	In-Person Lectures	Exam

6	3		2- Ethnography & Corpus-based approaches	In-Person Lectur	Exam
7	3		3- Genre analysis	In-Person Lectur	Exam
8	3		Mid Term Exam	In-Person Lectur	Exam
9	3		Introduction to Discourse Analysis	In-Person Lectur	Exam
10	3		Theoretical traditions; Characteristics of Discourse /Speech; Intention and interpretation	In-Person Lectur	Exam
11	3		Written Discourse Analysis Coherence: Definition and its Contributing Factors: Cohesion Definition and its Contributing factors.	In-Person Lectur	Exam
12	3		The spoken discourse; The cooperative principle; The politeness principles; Implicatures [Students identify aspects of cooperative principle and its violation in spoken discourse]	In-Person Lectur	Exam
13	3		Approaches of Discourse Analysis -1-Conversational Analysis	In-Person Lectur	Exam

14	3		2- Ethnography & Corpus-based approaches	In-Person Lectur	Exam
15	3		3- Genre analysis	In-Person Lectur	Exam
16	3		Mid Term Exam	In-Person Lectur	Exam
17	3		4- Critical Discourse Analysis	In-Person Lectur	Exam
18	3		5-Cognitive Analysis	In-Person Lectur	Exam
19	3		6- Functional structural approach	In-Person Lectur	Exam
20	3		Power& Ideology	In-Person Lectur	Exam
21	3		Gender	In-Person Lectur	Exam

22	3		Information structure & Discourse Markers	In-Person Lectur	Exam
23	3		Final-Exam	In-Person Lectur	Exam

23. Course Evaluation

- **Exams:** Mid–Term and final exams will comprehensively test students' knowledge and application of the covered DA concepts.
- **Written Assignments:** Writing assignments will assess students' ability to use grammar accurately and effectively in their written communication.
- **Class Participation:** Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.

24. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	ee,Gee ,(2010) How to Do Discourse Analysis Coulthard, M.(214) An introduction to Discou Analysis. Halliday, M. A. K. & Hasan, R. (1976). Cohesion English Schiffrin, D. Handbook of Discourse Analysis 503-5
Recommended books and references (scientific journals, reports...)	Fairclough, Language and Power (2001) van Dijk, T. (2001) Critical Discourse Analysis.
Electronic References, Websites	

1. Course Name:

PSYCHOLINGUISTICS

2. Course Code:
ENG.LING.MA 508
3. Semester / Year:
2 nd Semester - 2025-2026
4. Description Preparation Date:
1/9/2025
5. Available Attendance Forms:
In-Person
6. Number of Credit Hours:
(2) hours / Number of Units (2) $2 \times 15 = 30$ hours
7. Course administrator's name (mention all, if more than one name)
Name: Inst. Omar Ali Wally (Ph.D.) Email: ootatfa@uowasit.edu.iq
8. Course Objectives

	The course aims to introduce postgraduate students in Linguistics to the fundamental principles of psycholinguistics and the key topics addressed in this field, such as second language acquisition and brain impairments and their effects on language acquisition. In addition, the course aims to achieve the following: • Developing a deep understanding of psycholinguistic processes • Enhancing the ability to link theory with experimental data • Fostering critical and research-oriented thinking • Preparing students to conduct independent research or write a master's thesis.
9. Teaching and Learning Strategies	

1

	• Critical Reading Training students to evaluate methodology, sampling, and results in psycholinguistic studies. • Collaborative Learning Working in small groups to analyze studies or discuss theoretical issues. • Self-Directed Learning Encouraging students to select independent research topics for the term paper. • Concept Mapping Organizing relationships among different linguistic processes (perception, production, comprehension). • Analytical Academic Writing Developing critical academic writing skills using APA style. • Requiring students to reflect on the development of their understanding of theories through short reflective notes or discussions.
10. Course Structure	

		Unit or subject name	Required Learning Outcomes	Learning method	Evaluation method
1	2	Introduction: Themes of Psycholinguistics	Overview of language & cognition, scope of psycholinguistics	In-Person Lecture	Oral Discussion
2	2	Linguistic Principles	Key linguistic concepts (phonology, morphology, syntax)	In-Person Lecture	Oral Discussion
3	2	Psychological Mechanisms	Memory, processing systems relevant to language	In-Person Lecture	Quiz
4	2	Perception of Language	How we perceive speech sounds & written language		
5	2	The Internal Lexicon	Organization and access of word knowledge	In-Person Lecture	Oral Discussion
6	2	Sentence Comprehension and Memory	Parsing, understanding sentences & memory role	In-Person Lecture	Quiz
7	2	Discourse Comprehension and Memory	Understanding connected text and discourse	In-Person Lecture	Oral Discussion
8	2	MID- TERM EXAM	WRITTEN EXAM	WRITTEN EXAM	WRITTEN EXAM
9	2	Production of Speech and Language	How language is generated and planned	In-Person Lecture	Oral Discussion
10	2	Conversational Interaction	Language use in social interaction	In-Person Lecture	Quiz
11	2	Early Language Acquisition	Infant and toddler language learning	In-Person Lecture	Oral Discussion

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12	2	Later Language Acquisition	Childhood and beyond, including bilingualism	In-Person Lecture	Oral Discussion
13	2	Processes of Language Acquisition	Theoretical approaches & mechanisms	In-Person Lecture	Quiz

14	2	Language in Perspective	Biological Foundations of Language – Brain and biological basis of language capacities Language, Culture, and Cognition – How language interacts with culture & cognition	In-Person Lecture	Quiz
15	2	Assignment (Final): Term Paper	Final Presentations & Possible Pre-final Score Student presentations;	In-Person Lecture	Oral Discussion
11.Course Evaluation					
• Regular Quizzes: Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement – (10 M) • Mid-Term Exam: (15 M) • Class Participation: Active participation in class discussions contributes to the overall evaluation – (5 M)					
12.Learning and Teaching Resources					
Required textbooks (curriculum books, if any)			Carroll, D. W. (2008). <i>Psychology of language</i> (5th ed.). Wadsworth. Harley, T. A. (2014/2020). <i>The Psychology of Language</i> . Traxler, M. J. (2012/2019). <i>Introduction to Psycholinguistics</i> .		
Main references (sources)			Harley, T. A. (2014/2020). <i>The Psychology of Language</i> . Traxler, M. J. (2012/2019). <i>Introduction to Psycholinguistics</i> . Aitchison, J. (2012). <i>Words in the Mind</i>		
Recommended books and references (scientific journals, reports...)			Gaskell, M. G. (Ed.). (2007). <i>The Oxford Handbook of Psycholinguistics</i> . Aitchison, J. (2012). <i>Words in the Mind</i> Traxler, M. J., & Gernsbacher, M. A. (Eds.). (2006). <i>Handbook of Psycholinguistics</i>		
Electronic References, Websites					

Course Title: :	
Applied Linguistics	
:Course Code:	
WA26-EDH-ENG-LING-MA-B-502	
Course / Year : Course	
Course / MA 2025 - 2026	
:Date of Writing this Description :	
1/9/2025	
1. Available Modes of Attendance	
In- Person	
2. Total Number of Study Hours / Total Number of Credits	
30 Hours	
3. Name of the course coordinator (if there is more than one name, include each with their personal email)	
Professor Dr. Mazin Jassim Al-Hilu	
4. Course Objectives	
The current course aims to introduce master's students to an understanding of applied linguistics and the fundamental theories in this field, such as first language acquisition, second language learning, and the issues that may arise in this regard, in addition to discourse analysis, sociolinguistics, psycholinguistics, translation, and others. Furthermore, the course highlights research methodologies in applied linguistics, including both quantitative and qualitative approaches.	× Objectives of Study Classroom
Strategies of Learning / Education	
Teaching and learning strategies in the subject of Applied Linguistics rely on methods through which students can be helped to better understand the material. These include: 1. Explaining and clarifying concepts clearly. 2. Using examples and practical applications to illustrate concepts through examples and applications that are easy to understand. 3. Encouraging dialogue and discussion among students to exchange ideas and opinions. 4. Using modern technologies such as multimedia and educational software to make the learning process more interactive.	
Course Structure	

E v a l u a t i o n M e t h o d	Learning Method	Subject Name	Required Outcomes	H o u r s	الأسبوع Weekf Credits
O r a l D i s c u s s i o n	In- Person Lecture	An Intro duction to Applied Linguis tics		3	331
O r a l D i s c u s s i o n	In- Person Lecture	Theorie s of Langua ge Acquisi tion		3	2

i o n					
O r a l D i s c u s s i o n	In- Person Lecture	Factors Influen cing Langua ge Acquisi tion		3	
O r a l D i s c u s s i o n	In- Person Lecture	Method ologies used in Langua ge Teachin g		3	
D a i l y q u i z z	In- Person Lecture	Langua ge Assess ment: Types & Method s		3	

e s					
O r a l D i s c u s s i o n	In- Person Lecture	Psychol inguisti cs		3	
O r a l D i s c u s s i o n	In- Person Lecture	Error Analysi s + Educati onal Linguis tics		3	
O r a l D i s c u s s	In- Person Lecture	Researc h Method s in AL		3	

i o n					
O r a l D i s c u s s i o n	In- Person Lecture	Neuroli nguistic s		3	
	In- Person Written Exam	Mid- term Exam			
O r a l D i s c u s s i o n	In- Person Lecture	Langua ge & Culture		3	
O r a l D i s	In- Person Lecture	Discour se Analysi s for Langua ge Teacher s		3	

c u s s i o n					
D a i l y Q u i z z e s	In- Person Lecture	Socioli nguistic s		3	
O r a l D i s c u s s i o n	In- Person Lecture	Thesis Review		3	
	In- Person Written Exam	Final Exam			
5. Course Evaluation					
توزيع					

The final mark is out of 100 distributed as follows:

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

:List of Sources

Lo Cook, G. (2003). Applied Linguistics. Oxford	Recommended Textbook
Ellis, R. (2008). The Study of Second Language Acquisition. OUP	Main Reference(s)
Dornyei, Z. (2007). Research Methods in AL.OUP	commended books and references (scientific journal, reports)
NeNet Sources	Electronic References, Websites