



**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 English Literature 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 Language - English Literature
Final Certificate Name:	Master's Degree in Education - English Literature
Academic System:	Courses
Description Preparation Date:	01/ 09 / 2025
File Completion Date:	05/ 09/ 2025



Signature

Head of The Department

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

Date: 01/ 09 / 2025

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

Signature

Deputy Dean of Academic Affairs

Prof. Dr. Nasser Wali 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 Hamoud Arrak Al-Quraishi
Dean of the College of Education
for Humanities

Approval of the Dean

Prof. Dr. Mahmoud Hamoud Arrak

27/1/10

1. Program Vision

The Literature program cultivates critical thinkers and empathetic global citizens through rigorous engagement with diverse literary traditions and interdisciplinary dialogue. It prepares graduates to master textual analysis and address complex social issues, fostering aesthetic appreciation and cultural understanding. Ultimately, the program champions the transformative power of literature in shaping ethical identity and sustaining a vibrant intellectual community.

2. Program Mission

The Literature program provides rigorous, interdisciplinary training in critical analysis, theoretical frameworks, and historical contexts to interpret diverse literary traditions. It cultivates reflective scholars and effective communicators by integrating traditional study with digital humanities and comparative approaches for professional versatility. Graduates are empowered to articulate nuanced arguments and navigate diverse career paths in education, research, publishing, and cultural institutions. Ultimately, the mission fosters thoughtful global citizens who leverage literature to promote empathy, cultural understanding, and intellectual integrity.

3. Program Objectives

The program develops advanced analytical competencies, enabling students to deconstruct complex texts through diverse theoretical, historical, and philosophical frameworks. It cultivates exceptional communication skills, ensuring graduates articulate sophisticated arguments via rigorous written discourse and mastered research methodologies. The curriculum emphasizes global literacy and interdisciplinary connections, fostering empathy and cross-cultural competence through engagement with diverse world literature. Finally, it produces ethical professionals prepared for varied careers by honing critical thinking and creative adaptability through collaborative scholarly practice.

4. Program Accreditation

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

5. Other external influences

The academic program of the above course is influenced by and adopts the demands of the labor market, including innovations in education, the outputs of schools and educational institutions in

the country, and the impact of modern technologies such as artificial intelligence, leading to periodic modifications of its programs and curricula as mentioned.

6. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Department Requirements	24	26	%68	
Other				

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

7. Expected learning outcomes of the program	
Knowledge	
Cognitive goals	The program ensures comprehensive mastery of literary history, canon, and critical theory within diverse cultural and contextual frameworks. It further cultivates the ability to analyze interdisciplinary intersections between literature and fields such as history, philosophy, and psychology.
Skills	
Skills objectives that are related to this program	The program cultivates advanced proficiency in close reading, academic writing, and independent research methodology, ensuring rigorous adherence to scholarly standards. It further enhances oral communication and creative criticality, enabling students to articulate complex ideas and synthesize insights through diverse expressive mediums.
Ethics	
	The program upholds intellectual integrity and cultural sensitivity, ensuring respectful engagement with diverse perspectives and strict adherence to academic honesty. It fosters empathy and ethical reflection through literary study, promoting inclusive dialogue and constructive discourse within the academic community.

8. Teaching and Learning Strategies

The program employs student-centered seminars, close reading, and contextual immersion to foster deep analytical thinking and interdisciplinary synthesis. It further enhances scholarly competence through process-oriented writing and peer review, cultivating rigorous argumentation and collaborative academic discourse.

9. Evaluation methods

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

10. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof. Dr. Sherine Shehab Hamad	English Language	Literature			Staff	
Prof. Dr. Azhar Hamid Munkhi	English Language	Literature			Staff	
Prof. Ikhlas Muhammad Nati	English Language	Literature			Staff	
Asst. Prof. Dr. Thamer Rashid Shial Al-Zubaidi	English Language	Literature			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.

11. Acceptance Criterion

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

12. The most important sources of information about the program

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

13. Program Development Plan

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

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-LIT-MA-A- 501	Elizabethan Drama			✓		✓		✓	✓	✓				✓
	UWA26 - EDH- ENG-LIT-MA-A- 502	Victorian Novel			✓			✓	✓	✓	✓		✓	✓	✓
	UWA26 - EDH- ENG-LIT-MA-A- 503	Romantic & Victorian Poetry			✓	✓	✓			✓	✓				✓
	UWA26 - EDH- ENG-LIT-MA-A- 504	Methods of Research & Plagiarism			✓	✓	✓	✓	✓	✓	✓			✓	✓
	UWA26 - EDH- ENG-LIT-MA-A- 505	Literary Criticism		✓	✓	✓	✓	✓	✓	✓	✓				✓
2nd course 2026	UWA26 - EDH- ENG-LIT-MA-B- 501	Modern Drama			✓		✓		✓	✓	✓				✓
	UWA26 - EDH- ENG-LIT-MA-B- 502	Modern Novel			✓			✓	✓	✓	✓		✓	✓	✓
	UWA26 - EDH- ENG-LIT-MA-B- 503	Modern Poetry			✓	✓	✓			✓	✓				✓
	UWA26 - EDH- ENG-LIT-MA-B- 504	Theories of Literary Criticism			✓	✓	✓	✓	✓	✓	✓			✓	✓
	UWA26 - EDH- ENG-LIT-MA-B- 505	Seminar		✓	✓	✓	✓	✓	✓	✓	✓				✓

M A in Literature
1st Course
Academic Program and Course Description Guide

1. Course Name:					
Elizabethan Drama					
2. Course Code: ENG.LIT.AM.501					
UWA26 - EDH- ENG- LIT-MA-A- 501					
3. Semester / Year:					
First Semester 2025-2026					
4. Description Preparation Date:					
1-09-2025					
5. Available Attendance Forms:					
Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30H					
7. Course administrator's name (mention all, if more than one name)					
Name: Professor Ikhlas Muhammed Nati Alabidi					
Email: inati@uowasit.edu.iq					
8. Course Objectives					
This curriculum aims to introduce graduate students to the essence of Elizabethan theater, or English Renaissance theater (1558-1625). It is a group of dramatic plays written during the reign of Elizabeth I of England (reigned 1558-1603), especially the work of William Shakespeare (1564-1616).). In fact, scholars have generally concluded that the Elizabethan era was extended to include the reign of James I, who died in 1625, after which the "Jacobin theatre" was spoken of and beyond, including by his successor, Carlos I, until the closing of the theaters in 1642 due to the arrival of the Civil War. Carolina Theater. The fact that it extends beyond the reign of Queen Elizabeth I makes the drama written between the Anglican Reformation and the closing of theaters in 1642 and dominated by English Renaissance theatre. Also, introducing them to the most important playwrights of that period by reading and analyzing their most important theatrical writings, as well as watching films of those plays such as Marlowe and Shakespeare, and enabling students to master critical and literary analysis.					
9. Teaching and Learning Strategies					
1. Discussion learning strategy 2. Teaching strategy brainstorming. 3. Panorama education strategy. 4. Education strategy collaborative concept planning. 5. Education strategy one minute paper. 6. Education strategy real-time feedback 7. Education strategy notes series					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Critical analysis and and thinking	Introduction about Elizabethan Drama	Questions and discussion.	Questions And Exams.
2	3	of literary texts.			Questions

3	3	critical analysis and and thinking of literary texts	<i>Gorboduc</i> by Thomas Norton and Thomas Scaville.	Questions And discussion.	And Exams. Questions And Exams.
4	3	critical analysis and and thinking of literary texts		Questions And discussion	Questions And Exams.
5	3	critical analysis and and thinking of literary texts	<i>The Spanish Tragedy</i> by Thomas Kyd.	Questions And discussion.	Questions And Exams.
6	3	critical analysis and and thinking of literary texts	Edward II by Christopher Marlowe .	Questions And Discussion.	Questions And Exams.
7	3	critical analysis and and thinking of literary texts	The Jew of Malta by Christopher Marlowe.	Questions And Discussion..	Questions And Exams.
8	3	critical analysis and and thinking of literary texts	Macbeth By William Shakespeare. King Lear By William Shakespeare.	Questions And And Discussion.	Questions And Exams .
9	3	critical analysis and and thinking of literary texts	The Taming of the Shrew- The Tempest By Shakespeare.	Questions And and Discussion.	Questions And Exams.
10	3	critical analysis and and thinking of literary texts	Richard III-The Winter's Tale by Shakespeare.	Questions And and Discussion	Questions And Exams.
11	3	critical analysis and and thinking of literary texts	Mid-Course Exam.	Questions And and Discussion	Questions And Exams.
12	3	critical analysis and and thinking of literary texts	The Shoemaker's Holiday By Thomas Decker. Everyman in his Humor by Ben Jonson.	Questions And and Discussion	Questions And Exams.
13	3	critical analysis and and thinking of literary texts			
14	3	critical analysis and and thinking of literary texts			
15	3	critical analysis and and thinking of literary texts			

		critical analysis and and thinking of literary texts	The Revenger's Tragedy by Thomas Middelton. The Duchess of Malfi By John Webster.	Questions And and Discussion. Questions And and Discussion	Questions And Exams. Discussion.
11. Course Evaluation					
1. Term paper: (5 marks) 2. Mid-term exam: (20 marks) 3. Assignments: (5 marks) 4. Final exam: (70 marks)					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			All The Texts of The Plays.		
Main references (sources)			The texts of the plays.		
Recommended books and references (scientific journals, reports...)			Elizabethan Drama (Bloom's Period Studies) Paperback – February 1, 2004 by Harold Bloom Editor, introduction) Alwes, Derek B., "'I would faine serve' John Lyl Career at Court" in Comparative Drama, Vol. 34 No. 4, Winter 2000. Bald, R. C., Introduction, in Six Elizabethan Play Houghton Mifflin, 1963, pp. vii–xvii. Bentley, Gerald Eades, "Regulation and Censorship," in The Profession of Dramatist in Shakespeare's Time, 1590–1642, Princeton University Press, 1971, pp. 145–96. Bradbrook, Muriel C., John Webster, Citizen Dramatist, Weidenfeld and Nicolson, 1980. Brockett, Oscar G., "English Theatre from Middle Ages to 1642," in History of the Theatre 3rd ed., Allyn and Bacon, 1977, pp. 161–88.		

	———, "Theatre and Drama in the Late Middle Ages," in <i>History of the Theatre</i>, 3rd ed., Allyn & Bacon, 1977, pp. 117–21. ———, Madeleine, "Common Plots in Elizabethan Drama," in <i>Elizabethan Drama</i>, edited by Laura Eendolf, Greenhaven Press, 2000. Eendolf, Laura K., "A Historical Overview of Elizabethan Drama," in <i>Elizabethan Drama</i>, edited by Laura K. Eendolf, Greenhaven Press, 2000, pp. 1–22. Gassner, John, "Elizabethan Drama," in <i>Elizabethan Drama</i>, edited by John Gassner and William Green, Applause Theatre Books, 1967, pp. xi–xxii. Green, William, "The Spanish Tragedy," in <i>Elizabethan Drama</i>, edited by John Gassner and William Green, Applause Theatre Books, 1967, pp. 73–77. Hammond, Antony, "John Webster," in <i>Dictionary of Literary Biography</i>, Vol. 58, <i>Jacobean and Caroline Dramatists</i>, edited by Fredson Bowers, Gale Research, 1987. Honan, Park, <i>Christopher Marlowe: Poet & Scholar</i>, Oxford University Press, 2007. Ide, Arata, "The Jew of Malta and the Diabolical Power of Theatrics in the 1580s," in <i>Studies in English Literature 1500–1900</i>, Vol. 34, No. 4, Winter 2000, pp. 1–15.
Electronic References, Websites	All the available essays in websites.

M A in Literature
1st Course
Academic Program and Course Description Guide

1.Course Name:					
Victorian Novel					
2.Course Code:					
UWA26 - EDH- ENG- LIT-MA-A- 502					
3.Semester / Year:					
2025-2026					
4.Description Preparation Date:					
1-09-2025					
5.Available Forms:					
Attendance					
6.Number of Credit Hours (Total) / Number of Units (Total)					
45H					
7.Course administrator's name (mention all, if more than one name)					
Name: Professor Azhar Hameed Mankhi Email: Amankhi@uowasit.edu.iq					
8.Course Objectives					
• Improve their language skills • Learn different writing styles • Increase knowledge of other world cultures					
8.Teaching and Learning Strategies					
Increasing the student's vocabulary or teaching him the largest amount of linguistic and grammatical rules only, as well as raising his linguistic level as a whole and providing him with a set of skills (reading, writing, listening and speaking) that enable him to practice the language effectively and rely on it completely.					
10.Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week 1	3		Introduction to the Victorian Age		
Week2	3		Anthony Trollop's The Warden		
Week3	3		Willkie Collin's The Moonstone		
Week4	3		Emile Bronte's		
Week5	3		Wuthering Heights		

Week6	3		George Elliot's Middle march		
Week6	3		Charles Dickens's Bleak House		
Week7	3		Ann Bronte's Agnes Grey		
Week8	3		Thomas Hardy's Tess of D Uerville		
Week9	3		Joseph Conrad's Heart of Darkness		
Week10	3		Stevenson's Strange case of Dr. Jekyll and Mr. Hyde		
Week11	3		Elizabeth Gaskell's North and South		
Week12	3		William Thackeray's Vanity Fair		
Week13					
Week14			Charlotte Mary Young's The Heir of Redcliff		
			Joseph Conrad 's Heart of Darkness		
			Term Exam		

11.Course Evaluation

Distribution of the grade out of 100 as follows:

- 1- The annual effort grade is (30) degrees and is divided into (10) degrees of attendance, participation and activities and 15) degrees of monthly exams. And (5) degrees of term paper.
- 2- The final written exam grade is (70) degrees.

12.Learning and Teaching Resources

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

M A in Literature
1st Course
Academic Program and Course Description Guide

1.Course Name:	
Romantic and Victorian Poetry	
2.Course Code:	
UWA26 - EDH- ENG- LIT-MA-A- 503	
3.Semester / Year:	
1 st Semester - 2025-2026	
4.Description Preparation Date:	
01/09/ 2025	
5.Available Attendance Forms:	
In-Person	
6.Number of Credit Hours:	
(3) hours / Number of Units (3)	
7.Course administrator's name (mention all, if more than one name)	
Name: Prof. Shireen Shihab Hamad (PhD)	
Email: shhamad@uowasit.edu.iq	
8.Course Objectives	
Students, in this course, are expected to read specified works by selected Romantic and Victorian poets in detail; to show advanced knowledge of critical thinking; and to explore the poetic achievements of the selected poets. It is achieved through literary criticism based on different literary poetic visions of the selected poets and through comparison and connection between the works of the poets. These objectives will be met through the requirements that students undertake appropriate reading and writing for seminars and the feedback session, and through the assessment process.	
9.Teaching and Learning Strategies	
Strategy 1	TEACHER-CENTERED: • Contextual Lectures: Deliver high-density historicism on industrialization, evolution, and empire. • Textual Modeling: Demonstrate advanced close-reading, philology, and prosody out loud. • Theoretical Framing: Introduce postgraduate lenses like Marxian, psychoanalytic, or ecocritical theories. • Teachers model advanced close-reading and ask open-ended questions to challenge assumptions and expose conflicting historical or theoretical perspectives. In response, postgraduate learners lead seminars, debate opposing viewpoints, and validate evidence through archival research to critique canonical biases.
Strategy 2	STUDENT-CENTERED: • Seminar Facilitation: Students lead critical discussions on poems or theoretical texts. • Comparative Defense: Students debate Romantic individualism versus Victorian social anxiety. • Archival Exploration: Students research 19th-century periodicals for

	original reception histories. • Collaborative Annotation: Students co-write digital, line-by-line critical commentaries on poems.
--	---

10.Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	By examining how Romanticism emerged as a radical philosophical reaction against Enlightenment rationalism and industrialization, postgraduate learners will formulate critical definitions of the sublime, creative imagination, and individual subjectivity. This establishes a rigorous, theoretically-informed foundation for analyzing subsequent 19th-century texts.	Introducing Romanticism and Romantic Poetry	In-Person Lecture	Oral Discussion
2	3	Evaluate how dialectical tensions between innocence and experience critique 18th-century industrialization and institutional religion.	William Blake	In-Person Lecture	
3	3	Analyze how memory, sensory perception, and the sublime shape the philosophical relationship between nature and the self.	William Wordsworth	In-Person Lecture	Quiz
4	3	Critique the psychological boundaries of human imagination through supernatural elements and conversational poetic forms.	S.T. Coleridge		
5	3	Critique the psychological boundaries of human imagination through supernatural elements and conversational poetic forms.	S.T. Coleridge	In-Person Lecture	Oral Discussion
6	3	Synthesize radical political idealism and philosophical skepticism to assess the transience of human power and art.	B. P Shelley	In-Person Lecture	Quiz
7	3	Examine how aesthetic paradoxes, negative capability,	John Keats	In-Person Lecture	Oral Discussion

		and mortality intersect with intense, fleeting sensory experiences.			
8	3	Deconstruct the brooding, individualistic "Byronic hero" archetype within the frameworks of political satire and liberty.	Lord Byron	In-Person Lecture	Oral Discussion
9	3		Mid-term exam	In-Person Lecture	Written exam
10	3	By examining how Victorian poetry adapted to the destabilizing impacts of industrialization, scientific advancement, and imperial expansion, postgraduate learners will define core period concepts like the crisis of faith, the dramatic monologue, and domestic ideology. This establishes a critical framework for evaluating the aesthetic transition from Romantic individualism to Victorian cultural anxieties.	Introduction to Victorian Poetry	In-Person Lecture	Quiz
11	3	Evaluate how elegiac form and melancholic verse negotiate deep cultural anxieties regarding faith, science, and empire.	Alfred, Lord Tennyson	In-Person Lecture	Oral Discussion
12	3	Analyze human psychology and moral ambiguity by decoding the complex persona of the Victorian dramatic monologue.	Robert Browning,	In-Person Lecture	Oral Discussion
13	3	Critique Victorian alienation, cultural disillusionment, and spiritual doubt amid the rising tide of secular modernity.	Matthew Arnold	In-Person Lecture	Quiz
14	3	Synthesize Victorian gender politics, social justice, and emotional intimacy through innovative lyric and epic structures.	Elizabeth Barrett Browning,	In-Person Lecture	Quiz
15	3	Evaluate the fusion of medieval revivalism and intense visual symbolism as a critique of industrial materialism.	Pre-Raphaelite poets: a selection	In-Person Lecture	Oral Discussion

11.Course Evaluation	
• Weekly papers: Written papers about the weekly assignments to improve the students research writing - (5 M) • Mid-Term Exam: (20 M) • Class Participation: Student engagement in seminar discussions directly impacts final grading evaluations. Regular formative quizzes will track textual comprehension, offering timely feedback to guide ongoing performance and academic development – (5 M)	
12.Learning and Teaching Resources	
Required textbooks (curriculum books, if any)	The Norton Anthology of English Literature, edited by Stephen Greenblatt et al., 11th ed., vol. [D or E], W. W. Norton, 2024.
Main references (sources)	In addition to a number of books and articles surveyed by the students there are many references about Romantic and Victorian poetry. <u>Examples</u> are: 1- M.H. Abrams, The Mirror and the Lamp: Romantic Theory and the Critical Tradition (1958) 2- Iain McCalman (gen. ed.), An Oxford Companion to the Romantic Age: British Culture 1776–1832 (1999), 3- Stuart Curran (ed.), The Cambridge Companion to British Romanticism (1992) 4- Frank Jordan (ed.), The English Romantic Poets (1985 5- Christopher John Murray (ed.), Encyclopedia of the Romantic Era, 1760–1850 (2 vols., 2004) 6- Michael O'Neill (ed.), Literature of the Romantic Period (1998 7- Nicholas Roe (ed.), Romanticism: An Oxford Guide (2005) 8- Duncan Wu (ed.), Romanticism: A Critical Reader (1995) 9- Faverty, Frederick, ed. The Victorian Poets: A Guide to Research. (1968), 2nd ed. 10- Ricks, Christopher, ed., The New Oxford Book of Victorian Verse. New York: Oxford University Press, 1987. 11- Harding, Ellen, ed. Re-framing the Pre-Raphaelites: Historical and Theoretical Essays. Aldershop, England: Scholar Press; Brookfield, VT: Ashgate Publishing Co., 1996. 12- Harrison, Anthony H. Victorian Poets and Romantic Poems: Intertextuality and Ideology. Charlottesville: UP of Virginia. 1990. 13- Houghton, Walter. The Victorian Frame of Mind: 1830-1870. (1957). 14- Leighton, Angela. Victorian Women Poets: Writing Against the Heart. UP of Virginia; London: Harvester, 1992. 15- Christ, Carol. The Finer Optic: The Aesthetic of Particularity in Victorian Poetry. New Haven: Yale University Press, 1975.

Recommended books and references (scientific journals, reports...)	<i>Victorian Poetry</i> (Johns Hopkins University Press) – Premier journal for formal and theoretical 19th-century studies. <i>Studies in Romanticism</i> (Boston University) – Flagship publication for critical theorization of the Romantic era.
Electronic References, Websites	Victoria Research Web (VRW): Explicitly designed to help 19th-century scholars navigate practical archival catalogues, sample syllabi, book reviews, and research planning. [1] Romanticism on the Net (RoN): An open-access, international journal containing back-catalogue issues under its expanded interdisciplinary name (<i>Romanticism and Victorianism on the Net</i>)

M A in Literature
1st Course
Academic Program and Course Description Guide

1.Course Name:					
METHODS OF RESEARCH & PLAGIARISM					
2.Course Code:					
UWA26 - EDH- ENG- LIT-MA-A- 504					
3.Semester / Year:					
1 st Semester - 2025-2026					
4.Description Preparation Date:					
01/09/ 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: Asst. Prof. Thamir R. S. Az-Zubaidy (PhD)					
Email: thrashid@uowasit.edu.iq					
8.Course Objectives					
This course is designed to introduce MA students in literature to the principles and practices of academic research, with a particular focus on methods of inquiry in the study of literature and literary texts. 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 qualitative methodology commonly used in literature, including data collection, analysis, and interpretation. The course also aims to strengthen students' understanding of ethical considerations in literary 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 literature.			
Strategy 2		STUDENT-CENTERED: Workshops and Independent Research Practice. Students will develop practical skills by formulating research questions, collecting and analyzing data, and applying appropriate methods, with opportunities for peer collaboration and feedback.			
10.Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Overview of research, and its importance.	APA Ch. 1.	In-Person Lecture	Oral Discussion
2	2	Papers Elements and Format: the elements of a paper,	APA Ch. 2. (pp. 64-130)	In-Person	

		including how to structure, format, and organize them.		Lecture	
3	2	Research Questions and Hypotheses Problems and Questions. Topic selection, narrowing, forming questions/hypotheses.	Creswell, Ch. 7	In-Person Lecture	Quiz
4	2	General Guidelines of Citation, Plagiarism and Referencing, and Paraphrasing APA in-text citations, reference list, paraphrasing.	APA Chs. 8–9.		
5	2	Reviewing Literature: Synthesis vs summarizing, plagiarism.	Creswell Ch. 2 & APA Chs. 8–9.	In-Person Lecture	Oral Discussion
6	2	Research Design and Sampling: Design types, sampling methods.	Bryman and Bell Ch. 7 & APA Ch. 3.10–3.15.	In-Person Lecture	Quiz
7	2	Qualitative Research; Qualitative Use of Theory	Bryman and Bell, Ch. 9, 10, 11; Creswell Ch. 3 and 6 APA Ch. 3.7–3.9.	In-Person Lecture	Oral Discussion
8	2	Data Analysis (Qualitative, Descriptive & inferential statistics, tables/figures; coding, thematic/critical discourse analysis	Bryman and Bell Ch. 13 & APA Chs. 6–7.	In-Person Lecture	Oral Discussion
9	2	WRITTEN EXAM	MID- TERM EXAM	In-Person Lecture	Written exam
10	2	Writing Style and Grammar	APA Ch. 4.	In-Person Lecture	Quiz
11	2	Writing the Research Proposal structure: strategies and ethical considerations.	Creswell Ch. 4 & APA Ch. 3.3–3.4, 3.13 – 3.17.	In-Person Lecture	Oral Discussion
12	2	General guidelines for citation Understanding Plagiarism & Fair Use of AI Types of plagiarism; fair vs unethical AI use.	APA Ch. 8.	In-Person Lecture	Oral Discussion

13	2	Bias-Free language guidelines Conducting a Research Project	APA Ch. 5 & Bryman and Bell, Ch. 16.	In- Person Lecture	Quiz
14	2	Publishing Process & Term Paper Submission.	Ch. 12.	In- Person Lecture	Quiz
15	2	Feedback; course wrap-up Final Presentations	Closing Lecture	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)	I.APA, A. P. (2020). Publication Manual of the American Psychological Association (7th ed.). II.Creswell, J. W, and J. D. Creswell. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6 th ed.). III.Leavy, Patricia. (2023). Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches (2 nd ed.).
Recommended books and references (scientific journals, reports...)	I.Bryman, Alan and Edward Bell. (2019). Social Research Methods (5 th ed.).
Electronic References, Websites	1. The APA Blog: https://apastyle.apa.org/blog

M A in Literature
1st Course
Academic Program and Course Description Guide

M A in Literature
2nd Course
Academic Program and Course Description Guide

1. Course Name:	Modern Drama
2. Course Code:	UWA26 - EDH- ENG- LIT-MA-B- 501
3. Semester / Year: Second Semester	2025-2026
4. Description Preparation Date:	1-09-2025
5.Available Attendance Forms:	Attendance
6.Number of Credit Hours (Total) / Number of Units (Total)	30 hours
7.Course administrator's name (mention all, if more than one name)	Name: Professor Ikhlas Muhammed Nati Alabidi Email: inati@uowasit.edu.iq
8.Course Objectives	Modern Drama surveys dramatic literature (plays) from the 19th century to the present .This era is considered a “golden age” of the theater, as the genre developed as a major voice analyzing social issues of class, race, and gender and the major political and aesthetic movements of the period. The course will focus on the connection between the cultural and literary histories as well as how the means of production(advances in technical theater and eventually film) affected the structure and subject matter of plays. In this course ,we will explore a range of drama coming out of Europe and the United States as part of this modernist phenomenon: naturalism ,symbolism ,Dada, constructivism, epic theatre, theatre of cruelty, and the theatre of the absurd. We will be limiting the number of plays we read so that we will also be able to consider changes in architecture , lighting and sound technologies and theories of acting ,directing and design for the stage that influenced innovations in dramatic literature. We will also place the plays in conversation with parallel developments in painting, photography, film, poetry and the novel. As a part of the course , we will see most of the plays to help us make sense of dramas both a literary document and a live event that take place under a specific set of historical conditions .Written assignments will include a critical essay as well as exploratory writing and research mini-assignments that will culminate in the presentation of a collaborative performance project at the end of the semester generated from one of the texts that we read.
9.Teaching and Learning Strategies	1. Discussion learning strategy 2. Teaching strategy brainstorming. 3. Panorama education strategy. 4. Education strategy collaborative concept planning. 5. Education strategy one minute paper. 6. Education strategy real-time feedback 7. Education strategy notes series
10.Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	critical analysis and and thinking of literary texts.	Introduction about Modern Drama	Questions and discussion.	Questions And Exams.
2	3		Henrik Ibsen's <i>A Doll's House</i> .	Questions And discussion.	Questions And Exams.
3	3		Anton Chekov's <i>The Cherry Orchard</i> .	Questions And discussion.	Questions And Exams.
4	3			Questions And discussion	Questions And Exams.
5	3			Questions And discussion.	Questions And Exams.
6	3	critical analysis and and thinking of literary texts	Bertlot Brecht's <i>Mother Courage and Her children</i> .	Questions And discussion.	Questions And Exams.
7	3		Arthur Miller's <i>The Crucible</i> .	Questions And Discussion.	Questions And Exams.
8	3		Eugene O'Neill 's <i>The Iceman Cometh</i> .	Questions And Discussion..	Questions And Exams .
9	3		Bernard Shaw's <i>Candida</i> .	Questions	Questions And Exams.
10	3		August Strindberg's <i>Miss Julie</i> .	Questions And and Discussion.	Questions And Exams.
11	3	critical analysis and and thinking of literary texts	Mid-term Exam		
12	3			Questions And and Discussion	Questions And Exams.
13	3		T.S. Eliot's <i>Murder in The Cathedral</i> .		Questions And Exams.
14	3		Tennessee Williams ' <i>A Street Named Desire</i> .	Questions And and Discussion	
15	3				

	literary texts				Questions And Exams.
	critical analysis and thinking of literary texts	<i>Edward Elbee's The Zoo Story.</i>		Questions And and Discussion.	
	critical analysis and thinking of literary texts	John Osborn 's <i>Look Back in Anger.</i>			Discussion.
	critical analysis and thinking of literary texts	The Absurd Theatre/Characteristics of the Absurd Theater/ Beckett' <i>Waiting For Godot</i> / Pinter's <i>The Room.</i>		Questions And and Discussion	
	critical analysis and thinking of literary texts	General Review			

11.Course Evaluation

1. Term paper: (5 marks)
2. Mid-term exam: (20 marks)
3. Assignments: (5 marks)
4. Final exam: (70 marks)

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	All The Texts of The Plays.
Main references (sources)	The texts of the plays.
Recommended books and references (scientific journals, reports...)	1. Actions: The Actors' Thesaurus By Marina Caldarone and Maggie Lloyd-William 2. AQA Drama and Theatre: A Level and AS by Su Fielder 3. Actioning and how to do it Nick Moseley 4. The Actor and the Target By Declan Donnellay 5. The Frantic Assembly book of devising theatre, Graham, S, 6. Taking Stock: The Theatre of Max Stafford-Clark By Max Stafford-Clark and Philip Roberts 7. Theatre in Practice A Student's Handbook By Nick O'Brien, Annie

	Sutton 8. The Warner Loughlin Technique: An Acting Revolution (Paperback) 9. The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama (Paperback) 10. The Theatre of Revolt: An Approach to Modern Drama (Paperback) 11. My Life in Art By Konstantin Stanislavski 12. An Actor Prepares by Konstantin Stanislavski 13. Theatre of the Oppressed by Augusto Boal by Ide 14. Honan, Park, Christopher Marlowe: Poet & Spy, Oxford University Press, 2007. 15. Ide, Arata, "The Jew of Malta and the Diabolic Power of Theatrics in the 1580s," in Studies in English Literature 1500–1900,
Electronic References, Websites	All the available essays in websites.

M A in Literature
2nd Course
Academic Program and Course Description Guide

1.Course Name:					
Modern Novel					
2.Course Code:					
UWA26 - EDH- ENG- LIT-MA-B- 502					
3.Semester / Year:					
2025-2026					
4.Description Preparation Date:					
1-09-2025					
5.Available Attendance Forms:					
Attendance					
6.Number of Credit Hours (Total) / Number of Units (Total)					
30Hours					
7.Course administrator's name (mention all, if more than one name)					
Name: Professor Azhar Hameed Mankhi Email: Amankhi@uowasit.edu.iq					
8.Course Objectives					
• Improve their language skills • Learn different writing styles • Increase knowledge of other world cultures					
9.Teaching and Learning Strategies					
Modern novels can be taught through close reading and thematic analysis to explore contemporary issues, interactive discussions and group projects to enhance critical thinking, and multimedia integration to connect literary themes with real-world contexts.					
10.Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week 1	3		James Joyce's A Portrait of the Artist as a Young Man		
Week2	3		Modernism/Stream-of-Consciousness		
Week3	3		William Faulkner – <i>The Sound and the Fury</i> (1929)		
Week4	3				
Week5	3		Albert Camus – <i>The Stranger</i> (1942)		
Week6	3		Ralph Ellison – <i>Invisible Man</i> (1952)		

Week6	3		Virginia Woolf's Mrs. Dalloway Trauma Theory		
Week7	3				
Week8	3		Toni Morrison – <i>Beloved</i> (1987)		
Week9	3		Gabriel García Márquez – <i>One Hundred Years of Solitude</i> (1967)		
Week10	3				
Week11	3		Margaret Atwood – <i>The Handmaid's Tale</i> (1985)		
Week12	3		Virginia Woolf's Mrs. Dalloway		
Week13			George Orwell's Nineteen Eighty-Four		
Week14			Kazuo Ishiguro – <i>Never Let Me Go</i> (2005)		
			Psychoanalytic Theory		
			Franz Kafka – <i>The Trial</i> (1925)		
			Colonialism,		

11.Course Evaluation

Distribution of the grade out of 100 as follows:

- 1- The annual effort grade is (30) degrees and is divided into (10) degrees of attendance, participation and activities and 15) degrees of monthly exams. And (5) degrees of term paper.
- 2- The final written exam grade is (70) degrees.

12.Learning and Teaching Resources

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

M.A. in Literature
2nd Course
Academic Program and Course Description Guide

1. Course Name:	Modern Poetry
2. Course Code:	UWA26 - EDH- ENG- LIT-MA-B- 503
3. Semester / Year:	2025-2026
4. Description Preparation Date:	1/09/2025
5. Available Attendance Forms:	In-person attendance
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	Name: Prof. Dr Shireen Shihab Hamad Email: shhamad@uowasit.edu.iq
8. Course Objectives	Course Objectives 1- Introducing students to the poetry of the 20th century through poetic texts belonging to different literary schools. 2- Focusing on how poets deal with language and how to adapt it to achieve the desired meaning. 3- Encouraging students to use the language through discussions concerned with analyzing texts. 4- Developing students' abilities to share, criticize and analyze ideas 5- Improving students' reading skills by reading selected texts. 6- Encouraging students to use language to express themselves and their opinions through discussing texts.
9. Teaching and Learning Strategies	
Strategy	Teacher-Centered: 1- Giving an introduction to the literary and cultural circumstances that gave birth to the poet and his school of poetry. 2- Reading the poetic text in the classroom or an audio recording of the poem to a reader in the mother tongue. 3- Clarifying the meanings of new words to understand the language and the general meaning of the poem. 4- Encouraging students to use constructive critical thinking as a basis for understanding literary text, and even beyond it as a general way of thinking in work and life. 5- Linking the literary text as a literary, cultural and artistic output of another civilization and culture to our own culture and civilization (religion, politics, folklore, society... etc.). This enhances communication and dialogue of civilizations.

	6- Encouraging creative writing of poetry and reading some of students' written poems.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-12	3 each	Understanding each poet's poetic vision in relation to his era and poetry.	Selected modern Poets	Brainstorming Discussion Enquiring Concluding lecturing	Oral and written evaluation: quizzes
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 -The average (weekly assignment and a midterm exam): 30 marks -The final exam: 70 marks.					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Any book related is accepted		
Main references (sources)			No specific one		
Recommended books and references (scientific journals, reports...)			Different available anthologies		
Electronic References, Websites			Many are available		

M.A. in Literature
2nd Course
Academic Program and Course Description Guide

Academic Program and Course Description Card					
Course Name:					
Theories in Literary Criticism					
Course Code:					
UWA26 - EDH- ENG- LIT-MA-B- 504					
Semester / Year:					
2 nd Semester - 2025-2026					
Description Preparation Date:					
2025-9-1					
Available Attendance Forms:					
In-Person					
Number of Credit Hours:					
(2) hours / Number of Units (2) 2 × 15 = 30 hours					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Thamir R. S. Az-Zubaidy (PhD)					
Email: thrashid@uowasit.edu.iq					
Course Objectives					
This course, entitled “Theories in Criticism”, will investigate the major concepts, approaches and theories of modern literary criticism, incorporating consideration of their development within a historical context. The course will also include the application of these theories to specific literary texts. The students are expected to (a) explore the major modern trends and concepts in criticism, (b) understand the terminology associated with literary criticism, (c) negotiate the different ways in which various critical concepts can be applied to specific literary texts, and (d) develop the skills required to practise literary criticism by writing literary critical essays.					
Teaching and Learning Strategies					
Strategy 1		TEACHER-CENTERED: Improving students’ potential in reading relying on critical sources that are both updated and more engaging with literary movements and the theories of literary criticism.			
Strategy 2		STUDENT-CENTERED: Workshops and Independent Research Practice. Students will develop critical practical skills by applying appropriate literary knowledge in analyzing literary texts they cover in other subjects such as modern novels, modern drama, and Victorian and modern poetry.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introductory Lecture: Modernism		In-Person Lecture	Oral Discussion

2	2	Postmodernism		In-Person Lecture	Oral Discussion
3	2	Structuralism and Poststructuralism		In-Person Lecture	Quiz
4	2	Orientalism			Oral Discussion
5	2	Trauma Theory		In-Person Lecture	Oral Discussion
6	2	Postcolonialism and Postcolonial Literature		In-Person Lecture	Quiz
7	2	Feminism		In-Person Lecture	Oral Discussion
8	2	Psychoanalysis		In-Person Lecture	Oral Discussion
9	2	Eid Al-Fitr Holiday	Eid Al-Fitr Holiday	-----	-----
10	2	Holiday	Holiday	-----	-----
11	2	MID- TERM EXAM		In-Person Lecture	Written Exam
12	2	Existentialism		In-Person Lecture	Quiz
13	2	Absurdism		In-Person Lecture	Oral Discussion
14	2	Eco-Criticism		In-Person Lecture	Oral Discussion
15	2	Feedback; course wrap-up Final Presentations	Closing Lecture	In-Person Lecture	Oral Discussion
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) •					
Learning and Teaching Resources					
Required textbooks (curriculum books, if any)			Selden Raman, et al, (2017), <i>A Reader's Guide to Contemporary Literary Theory</i> .		

Main references (sources)	Pramod K. Nayar, <i>Contemporary Literary & Cultural Theory</i> (2010)
Recommended books and references (scientific journals, reports...)	- Ashcroft, Bill, et al. (1994). <i>The Empire Writes Back: Theory and Practice in Postcolonial Literature</i>. London and New York: Routledge. - Whitworth, Michael (ed.). (2007). <i>Modernism</i>. Blackwell Publishing. (Introduction, pp. 3-16) - Dillet Benoît et al. (eds) (2013). <i>The Edinburgh Companion to Poststructuralism</i>. Edinburgh University Press. - Caruth, Cathy. (1996). <i>Unclaimed Experience</i>. Baltimore and London: The Johns Hopkins University Press. - Fanon, Frantz. (1986). <i>Black Skin, White Masks</i>. London: Pluto Press. - Brettel, Caroline & James Hollifield. (2015). <i>Migration Theory: Talking Across Disciplines</i>. Routledge. - Johnson, Nuala C., et al (2013), <i>The Wiley-Blackwell Companion to Cultural Geography</i>. John Wiley & Sons. - Malpas, Simon and Paul Wake (2013), <i>The Routledge Companion to Critical and Cultural Theory</i>. London and New York: Routledge. - Said, Edward W. (1995) <i>Orientalism</i>. London: Penguin. - Smith, Anthony. (2010). <i>Nationalism</i>. Polity. (pp. 5-23) - Ward, Abigail. (2013). "Understanding Postcolonial Traumas", <i>Journal of Theoretical and Philosophical Psychology</i>, 33: 3, 170-184. - Lazarus, Neil. (ed.). (2007). <i>The Cambridge Companion to Postcolonial Literary Studies</i>. Cambridge. Nationalism and Postcolonial Studies, pp. 181-198.
Electronic References, Websites	https://lib.taftcollege.edu/literary-criticism/literary-theories https://iep.utm.edu/literary/