

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

Academic Program and Course Description Guide

2025/2026

Academic Program Description Template

University Name: University of Uruk

College / Institute: College of Arts

Academic Department: Department of English Language

Academic or Professional Program Name: Bachelor of Arts in English

Final Degree Name: Bachelor's Degree in English Language

Study System: Semester-based

Date of Description Preparation:

Date of Completing the File: 25 Sept 2026

Signature: **Signature:**

Head of Department: Dr. Sahira M. Saddam **Assistant Dean for Scientific Affairs:**

Date: 29 Sept 2026 **Date:**

File Verified By

Quality Assurance and University Performance Division

Name of the Director of the Quality Assurance and University Performance Division: Kamal H. Jawad

Date: 28 Sept 2026

Signature: KAMAL HASAN

Approval of the Dean

Dr. Sahira M. Saddam
Head of the Dep of English

Introduction:

An educational program is a coordinated and organized package of courses that includes procedures and experiences arranged in the form of course syllabi, whose primary purpose is to build and refine graduates' skills so that they are qualified to meet labor market requirements. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the External Examiner program.

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

This guide, in its second edition, includes a description of the academic program after updating the items and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included the description of the academic program in its traditional form (annual or semester system), in addition to adopting the generalized academic program description pursuant to the letter of the Department of Studies No. T M 3/2906 dated 3/5/2023, for programs that adopt the Bologna Process as the basis of their work.

In this regard, we can only stress the importance of writing the descriptions of academic programs and courses to ensure the proper conduct of the educational process.

Concepts and Terminology:

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

Course Description: It provides a concise summary of the most important characteristics of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture of the future of the academic program, so that it becomes an advanced, inspiring, motivating, realistic and applicable program.

Program Mission: It briefly sets out the objectives and the activities needed to achieve them, and defines the paths and directions of the program's development.

Program Objectives: Statements describing what the academic program intends to achieve within a specified period of time, which are measurable and observable.

Curriculum Structure: All the courses / subjects included in the academic program according to the adopted learning system (semester, annual,) Bologna Process (whether a requirement) ministry, university, college and academic department, with the number of credit units.

Learning Outcomes: A consistent set of knowledge, skills and values that the student has acquired after successfully completing the academic program. The learning outcomes of each course must be defined in a way that achieves the objectives of the program.

Teaching and Learning Strategies: These are the strategies used by the faculty member to develop student teaching and learning, and are plans followed to reach the learning objectives; that is, they describe all in-class and extracurricular activities used to achieve the learning outcomes of the program.

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1. Program Vision

- **Enriching Scientific Knowledge:** Keeping pace with the latest developments in knowledge by advancing skills in advanced reading, academic writing, and the methodical ability to solve problems.
- **Building Critical Thinking:** Refining students' analytical and critical abilities to move beyond traditional passive reception to conscious and informed analysis.
- **Professional and Academic Empowerment:** Equipping students with an arsenal of linguistic and leadership skills that pave the way for them to achieve their future ambitions with high efficiency.
- **Consolidating a Culture of Rigorous Research:** Encouraging precise and conscious scientific research, and supporting careful, high-quality research methodologies.
- **Institutional Harmony:** Understanding the work procedures adopted within the department and committing to developing them to ensure the sustainability and quality of the educational process.

2. Program Mission

The Department of English was established in 1949 and has seen the graduation of a distinguished elite of academics, researchers, artists, politicians, and prestigious interpreters. The department offers diverse academic programs that include undergraduate and postgraduate studies:

- **Bachelor's Stage:** It offers a program in English language and literature (for both morning and evening studies), and aims to develop students' educational and cognitive abilities in the fields of literature and language.
- **Master's Stage:** It focuses on deepening and enriching specialized cognitive skills in the fields of language and literature.
- **Doctoral Stage:** The department awards a Doctorate in Arts in the specializations of language or literature, with a focus on research depth and precise specialization in one of them.

3. Program Objectives

The department works to equip the student with a set of core skills, including:

- **Critical and Creative Thinking:** Building a mindset capable of thinking in an intelligent, critical, and creative way about solutions and ideas.
- **Sustainable Learning:** Developing effective and successful long-term learning strategies, paving the way for the student to continue developing their abilities independently in the future.
- **Rigorous Scientific Research:** Conducting in-depth and impartial research based on rigorous scientific methodology.

4. **Program Accreditation**
None

5. **Other External Influences**
None

6. **Program Structure**				
Program Structure	Number of Courses	Credit Units	Percentage	Notes *
Institution Requirements	4	8	50%	Arabic + Human Rights + Computer + Ba'ath Crimes
College Requirements	None			
Department Requirements	63	155	41%	
Summer Training				None
Other				None

* Notes may include whether the course is core or elective.

7. **Program Description**				
Year / Level	**Course Code**	**Course Name**	**Credit Hours**	
			Theoretical	**Practical**
First Class	**En li 101**	**Literature**	**6**	
First Class	**En gr 102**	**Grammar**	**6**	
First Class	**En re 103**	**Reading**	**6**	
First Class	**En wr 104**	**Writing**	**2**	
First Class	**En pr 105**	**Pronunciation**	**6**	
First Class	**En ar 106**	**Arabic**	**2**	
First Class	**En sl 107**	**Second Language**	**2**	

7. Program Description				
Credit Hours		**Course Name**	**Course Code**	**Year / Level**
Pract.	**Th.**			
	2	**Human Rights**	**En hr 108**	**First Class**
2	**1**	**Computer**	**En co 109**	**First Class**
4	**4**	**Communication Skills**	**En cs 1010**	**First Class**
	6	**Reading & Writing**	**En rw 1011**	**Second Class**
	6	**Grammar**	**En gr 1012**	**Second Class**
	6	**Phonology & Phonetics**	**En ph 1013**	**Second Class**
	4	**Novel**	**En no 1014**	**Second Class**
	4	**Drama**	**En dr 1015**	**Second Class**
	4	**Poetry**	**En po 1016**	**Second Class**
	4	**Communication Skills**	**En cs 1017**	**Second Class**
	4	**Second Language**	**En sl 1018**	**Second Class**
	2	**Arabic**	**En ar 1019**	**Second Class**
2	**1**	**Computer**		**Second Class**
	2	**Ba'ath Crimes**		**Second Class**
	6	**Grammar**	**En gr 1020**	**Third Class**
	4	**Linguistics**	**En lin 1021**	**Third Class**
	4	**Translation**	**En tr 1022**	**Third Class**
	4	**Essay Writing & Research**	**En er 1023**	**Third Class**
	6	**Novel**	**En no 1024**	**Third Class**

	6	**Poetry**	**En po 1025**	**Third Class**
	6	**Drama**	**En dr 1026**	**Third Class**
	4	**Second Language**	**En sl 1027**	**Third Class**
	4	**Grammar**	**En gr 1028**	**Fourth Class**

7. Program Description

Credit Hours		**Course Name**	**Course Code**	**Year / Level**
Pract.	**Th.**			
	4	**Linguistics**	**En lin 1029**	**Fourth Class**
	4	**Translation**	**En tr 1030**	**Fourth Class**
	6	**Novel**	**En no 1031**	**Fourth Class**
	6	**Poetry**	**En po 1032**	**Fourth Class**
	6	**Drama**	**En dr 1033**	**Fourth Class**
	6	**Criticism**	**En cr 1034**	**Fourth Class**
	4	**Second Language**	**En sl 1035**	**Fourth Class**

8. Expected Program Learning Outcomes

Theoretical Knowledge

- **Comprehensive Language Proficiency:** Thorough command of the four English language skills (listening, reading, speaking, and writing).

  Literary Analysis: The ability to describe and analyze literary phenomena and characteristics across the various periods of English literature.

• **Phonetic and Grammatical Foundations**: Thorough command of the principles of phonetics and the basic rules of the English language.

• **Familiarity with Literary Production**: Acquaintance with the most prominent works and writings in the history of English literature.

Practical Skills	
• **Effective Communication:** Oral and written expression in accurate and correct English. • **Proofreading and Translation:** Linguistically reviewing and proofreading texts according to English rules, and the ability to translate various texts (literary, scientific, political, and others). • **Scientific Research:** Preparing and writing rigorous scientific research.	Competing and excelling in the labor market.

Behavioral Values Acquired by the Student After Graduation	
• **National Values and Culture:** Consolidating high ideals and the value system by using English as a means of strengthening national identity and culture. • **Linguistic Acculturation:** Promoting cultural exchange and acculturation (Cross-cultural dialogue) between the English and Arabic languages.	• **Competent Teaching:** Having the ability to teach English with high competence and complete professionalism. • **Professional Commitment:** Applying the highest ethical and professional standards in the practice of the teaching profession.

9. **Teaching and Learning Strategies**

• **Core Language Skills:** Focusing on listening, speaking, writing, and reading skills as the basic pillars of learning.

• **Interactive Learning Strategies:** Activating classroom activities based on direct and indirect language learning methods.

• **Collaborative Tasks and Activities:** Assigning students homework and research reports, and managing joint discussions inside classrooms.

• **Continuous and Comprehensive Assessment:** Measuring academic performance through regular daily and semester exams.

• **Technological Integration:** Using modern technologies to listen to academic English from native speakers, and to watch educational visual materials that support the objectives of the language and literature specialization.

10. Assessment Methods

- **Comprehensive Implementation Mechanisms:** Employing these activities across the various stages of the academic program in general.

- **Measurement and Interaction Tools:** These include homework, interactive classroom discussions, in addition to regular daily and monthly exams.

11. Teaching Staff

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if any)		Number of Teaching Staff	
	General	Special			Permanent Staff	Lecturer
	Lang. English Lang. & Lit.	Lang. Lit.			7	None

Professional Development

Orientation of New Faculty Members

The process used to orient new, visiting, full-time and part-time faculty members at the institution and department level includes classroom visits by the head of department or members of the scientific committee to supervise new instructors, as well as holding courses and workshops for them to develop teaching-method skills.

Professional Development of Faculty Members
• **Continuous Professional Development:** Implementing well-considered plans to improve the academic and professional performance of faculty members by holding training courses and specialized workshops. • **Classroom Leadership Skills:** Focusing on refining teaching skills and effectively managing and leading classrooms. • **Scientific and Research Activity:** Organizing and holding scientific conferences and seminars within the department in order to update and exchange teaching and learning strategies. • **Institutional Evaluation:** Holding periodic meetings of the teaching staff to analyze and evaluate learning outcomes and review professional development opportunities.

12. **Admission Criteria**
Students are admitted to morning studies through central admission, as well as evening admission, in addition to parallel admission.

13. **Main Sources of Information about the Program**
Through the college’s official website and also through publications or books published about the college

14. Program Development Plan

Academic Program Development Plan for the Department of English

Vision:

The plan seeks to elevate the academic program of the Department of English to keep pace with the latest global developments in literature, linguistics, and translation, and to respond effectively to students' aspirations and labor market requirements.

Main Objectives:

- Raising the quality of the curricula to suit global academic and research developments.
- Refining students' linguistic, literary, research, and translation skills.
- Developing the professional competence of faculty members and keeping pace with modern educational technologies.
- Developing the infrastructure and technology to support the educational and research environment.
- Building a network of cooperation and training partnerships with local and international institutions.

Key Pillars of the Plan:

First: Curriculum Development

1. **Comprehensive Evaluation and Assessment**:

1. **Comprehensive Evaluation and Assessment:**

    - Reviewing current courses to measure how well they meet the needs of students and society.
    - Surveying the views of students and faculty members to develop academic content.

2. **Updating Courses and Introducing New Ones:**

    - Introducing advanced courses such as: Contemporary Literature, Computational Linguistics, Specialized Translation, Creative Writing, and Cultural Studies.
    - Enriching courses in teaching English as a second language (TESOL) and preparing future teachers.

3. **Focusing on Practical Language Skills:**

    - Focusing on writing, speaking, and research proficiency through applied courses.
    - Intensifying communication and public speaking courses to strengthen students' confidence and public speaking skills.

4. **Integrating Technology and Modern Techniques:**

    - Activating e-learning platforms and smart learning applications.

- Providing interactive software and tools for language training, analysis, and machine translation.

Second: Faculty Development

1. **Continuous Professional Training:**

    - Holding periodic training programs on the latest strategies for teaching languages and literature.
    - Supporting the professional development track in scientific research skills and academic paper writing.

2. **Encouraging Scientific Research and Knowledge Production:**

    - Encouraging active participation in international conferences and forums.
    - Allocating funds to support research and finance the publication of studies in peer-reviewed journals.

Third: Strengthening Infrastructure and Academic Resources

1. **Updating Classrooms:**

    - Equipping classrooms with the latest interactive tools such as smart boards and digital display systems.
    - Establishing and equipping advanced language laboratories to support listening and speaking skills.

2. **Developing the Library and Learning Resources:**

    - Supplying the print library with the latest publications and references in the fields of linguistics, literature, and translation.
    - Launching an integrated digital library that ensures easy access to international periodicals and articles.

Fourth: Academic Partnerships and Practical Training

1. **International Cooperation:**

    - Concluding strategic partnerships with international universities for student and faculty exchange programs.
    - Expanding the scope of cultural and academic exchange to benefit from global expertise.

2. **Field Training Opportunities:**

    - Cooperating with media institutions, cultural centers, and translation companies to provide training opportunities for students.

- Integrating practical training programs in the fields of simultaneous interpreting, journalism, and professional writing.

Fifth: Continuous Evaluation and Quality Assurance

1. **Advanced Evaluation Mechanisms:**

    - Applying a periodic and comprehensive evaluation system for curricula, student performance, and teaching efficiency.
    - Relying on graduation projects and practical applications alongside traditional tests.

2. **Quality Assurance Standards:**

    - Establishing clear quality assurance standards aimed at raising the department's operational efficiency.
    - Conducting regular program reviews in accordance with the best global academic practices.

Sixth: Student Support and Extracurricular Activities

1. **Academic and Career Guidance:**

    - Establishing specialized centers to help students develop writing and analytical skills.
    - Providing consultation and career guidance for future opportunities.

2. **Enrichment Activities and Events:**

    - Organizing workshops in the fields of creative writing, criticism, and specialized translation.
    - Giving students the opportunity to participate in research activities and academic events.

Implementation Timeline

- **Year One:**

    - Conducting a comprehensive evaluation of the current curricula and distributing measurement questionnaires.
    - Beginning to update some core courses and introducing pilot courses.
    - Launching the first training courses for faculty members.

- **Year Two:**

    - Full implementation of the updated curricula.
    - Launching the digital library and providing up-to-date references.

- Activating practical training programs and academic partnerships.

- **Year Three:**

    - Evaluating the effectiveness of the quality assurance system and developing measurement mechanisms.
    - Expanding student exchange and international partnerships.
    - Launching enrichment programs and advanced workshops for students.

Conclusion

This plan constitutes an integrated roadmap to enable the Department of English to achieve academic excellence, by developing curricula, raising the capabilities of the teaching staff, and modernizing the infrastructure, in addition to providing a supportive and motivating environment for students that ensures their competitiveness in the labor market.

Program Skills Outline

Year / Level	Course Code	Course Name	Core or Elective	Required Program Learning Outcomes											
				Knowledge				Skills				Values			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First Class	En gr 102	Grammar	Core	*	*	*		*	*	*		*	*	*	*
First Class	En re 103	Reading	Core	*	*	*		*	*	*		*	*	*	*
First Class	En wr 104	Writing	Core	*	*	*		*	*	*		*	*	*	*
First Class	En pr 105	Pronunciation	Core	*	*	*		*	*	*		*	*	*	*
First Class	En ar 106	Arabic	Core	*	*	*		*	*	*		*	*	*	*
First Class	En sl 107	Second Language	Core	*	*	*		*	*	*		*	*	*	*
First Class	En hr 108	Human Rights	Core	*	*	*		*	*	*		*	*	*	*
First Class	En co 109	Computer	Core	*	*	*		*	*	*		*	*	*	*
First Class	En cs 1010	Communication Skills	Core	*	*	*		*	*	*		*	*	*	*
Second Class	En rw 1011	Reading & Writing	Core	*	*	*		*	*	*		*	*	*	*
Second Class	En gr 1012	Grammar	Core	*	*	*		*	*	*		*	*	*	*

Program Skills Outline

Year / Level	Course Code	Course Name	Core or Elective	Required Program Learning Outcomes											
				Knowledge				Skills				Values			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Second Class	En ph 1013	Phonology & Phonetics	Core	*	*	*		*	*	*		*	*	*	*
Second Class	En no 1014	Novel	Core	*	*	*		*	*	*		*	*	*	*
Second Class	En dr 1015	Drama	Core	*	*	*		*	*	*		*	*	*	*
Second Class	En po 1016	Poetry	Core	*	*	*		*	*	*		*	*	*	*
Second Class	En cs 1017	Communication Skills	Core	*	*	*		*	*	*		*	*	*	*
Second Class	En sl 1018	Second Language	Core	*	*	*		*	*	*		*	*	*	*
Second Class	En ar 1019	Arabic	Core	*	*	*		*	*	*		*	*	*	*
Second Class		Computer	Core	*	*	*		*	*	*		*	*	*	*
Second Class		Ba'ath Crimes	Core	*	*	*		*	*	*		*	*	*	*
Third Class	En gr 1020	Grammar	Core	*	*	*		*	*	*		*	*	*	*
Third Class	En lin 1021	Linguistics	Core	*	*	*		*	*	*		*	*	*	*
Third Class	En tr 1022	Translation	Core	*	*	*		*	*	*		*	*	*	*

Program Skills Outline

Year / Level	Course Code	Course Name	Core or Elective	Required Program Learning Outcomes											
				Knowledge				Skills				Values			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Third Class	En er 1023	Essay Writing & Research	Core	*	*	*		*	*	*		*	*	*	*
Third Class	En no 1024	Novel	Core	*	*	*		*	*	*		*	*	*	*
Third Class	En po 1025	Poetry	Core	*	*	*		*	*	*		*	*	*	*
Third Class	En dr 1026	Drama	Core	*	*	*		*	*	*		*	*	*	*
Third Class	En sl 1027	Second Language	Core	*	*	*		*	*	*		*	*	*	*
Fourth Class	En gr 1028	Grammar	Core	*	*	*		*	*	*		*	*	*	*
Fourth Class	En lin 1029	Linguistics	Core	*	*	*		*	*	*		*	*	*	*
Fourth Class	En tr 1030	Translation	Core	*	*	*		*	*	*		*	*	*	*
Fourth Class	En no 1031	Novel	Core	*	*	*		*	*	*		*	*	*	*
Fourth Class	En po 1032	Poetry	Core	*	*	*		*	*	*		*	*	*	*
Fourth Class	En dr 1033	Drama	Core	*	*	*		*	*	*		*	*	*	*
Fourth Class	En cr 1034	Criticism	Core	*	*	*		*	*	*		*	*	*	*

Program Skills Outline																
				Required Program Learning Outcomes												
Year / Level	Course Code	Course Name	Core or Elective	Knowledge				Skills				Values				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	
Fourth Class	En sl 1035	Second Language	Core	*	*	*		*	*	*		*	*	*	*	

Please tick the boxes corresponding to the individual program learning outcomes being assessed

Course Description Template

1. Course Name
2. Course Code
3. Semester / Year
4. Date of Preparation of this Description
5. Available Forms of Attendance
6. Number of Study Hours (Total) / Number of Units (Total)
7. Course Coordinator Name (if more than one name, list them)
Name: Email :

8. Course Objectives	
....	Course Objectives

9. Teaching and Learning Strategies	
	Strategy

10. Course Structure					
Assessment Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week

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

12. Learning and Teaching Resources	
	Required textbooks (curricular, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references and websites