

**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**

**2025**

## **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 an academic programs and course description 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 Form**

**University Name:** University of Baghdad

**Faculty/Institute:** College of Arts

**Scientific Department:** English


**Academic or Professional Program Name:** English Language and Literature

**Final Certificate Name:** BA in English Language and Literature

**Academic System:** Courses

**Description Preparation Date:** 1-9-2024

**File Completion Date:** 1-9-2024

**Signature:** 

**Head of Department Name:**

**Date:**

**Signature:** 

**Scientific Associate Name:**

**Date:**

**The file is checked by:** 

**Department of Quality Assurance and University Performance**

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

**Date:**

**Signature:**



**Approval of the Dean**

### **1. Program Vision**

Enhancing awareness of the latest scientific developments through activating reading, writing, and problem-solving skills. Developing students' abilities in critical thinking and analysis. Equipping students with linguistic and leadership skills to achieve their professional and academic goals. Supporting and encouraging meticulous and rigorous scientific research. Considering and understanding the work contexts followed by the department in sustaining and adhering to the educational process.

### **2. Program Mission**

The English Language Department was established in 1949 and has witnessed the graduation of numerous distinguished academics, researchers, artists, politicians, and simultaneous interpreters. The department offers a variety of training programs for undergraduate and postgraduate studies. Specifically, there is a dedicated program designed to obtain a Bachelor's degree in English language and literature, which includes specialized lectures for both morning and evening classes. The program aims to enhance students' educational capabilities in literature and language. Regarding the Master's programs in the fields of literature and linguistics, they are tailored to enrich and deepen cognitive skills, providing the opportunity for specialization. Furthermore, the department also offers a Doctorate degree, focusing on either literature or linguistics as the central subject of study.

### **3. Program Objectives**

The department aims to equip students with a range of skills, including the ability to think critically, intelligently, and creatively. Additionally, the department strives to develop effective and sustainable teaching methods, with the goal of

empowering students to enhance their capabilities in the future. Deep and unbiased research is also encouraged to broaden knowledge and understanding.

#### 4. Program Accreditation

Does the program have program accreditation? And from which agency? **None**

#### 5. Other external influences

Is there a sponsor for the program? **None**

#### 6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	(Arabic , Ba'ath Crimes , Computer, Human Rights)
College Requirements	None			
Department Requirements	62	155	93%	
Summer Training	None			
Other	None			

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

#### 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	5	
First Class	En wr 104	Writing	2	
First Class	En pr 105	Pronunciation	4	4
First Class	En ar 106	Arabic	2	

## 7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			Theoretical	Practical
First Class	En sl 107	Second Language	2	
First Class	En hr 108	Human Rights	2	
First Class	En co 109	Computer	1	2
First Class	En cs 1010	Communication Skills	4	4
Second Class	En rw 1011	Reading & Writing	6	
Second Class	En gr 1012	Grammar	6	
Second Class	En ph 1013	Phonetics & Phonology	6	
Second Class	En no 1014	Novel	4	
Second Class	En dr 1015	Drama	4	
Second Class	En po 1016	Poetry	4	
Second Class	En cs 1017	Communication Skills	4	
Second Class	En sl 1018	Second Language	4	
Second Class	En ar 1019	Arabic	2	
Second Class		Computer	1	2
Second Class		Ba'ath Crimes	2	
Third Class	En gr 1020	Grammar	6	
Third Class	En lin 1021	Linguistics	4	
Third Class	En tr 1022	Translation	4	
Third Class	En er 1023	Essay Writing & Research	4	
Third Class	En no 1024	Novel	6	
Third Class	En po 1025	Poetry	6	
Third Class	En dr 1026	Drama	6	
Third Class	En sl 1027	Second Language	4	
Fourth Class	En gr 1028	Grammar	4	
Fourth Class	En lin 1029	Linguistics	4	

## 7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			Theoretical	Practical
Fourth Class	En tr 1030	Translation	4	
Fourth Class	En no 1031	Novel	6	
Fourth Class	En po 1032	Poetry	6	
Fourth Class	En dr 1033	Drama	6	
Fourth Class	En cr 1034	Criticism	6	
Fourth Class	En sl 1035	Second Language	4	

## 8. Expected learning outcomes of the program

### Theoretical Knowledge

Statement of Learning Outcomes 1.  
Knowing the origins of phonology of the English language, knowing its basic rules, and introducing the most prominent works in English literature

Learning Outcomes:

1. Familiarize yourself with the four English language skill: listening, reading, speaking, writing and describing literary phenomena and qualities in the different eras of English literature

### Practical Skills

Statement of learning outcomes: competition and excellence in the labor market

Learning Outcomes:

1. Oral and written express on in sound language.
2. Proofreading linguistic texts according to the rules of the English language, and translating various texts, whether literary, scientific, political, etc.
3. Writing scientific research

Learning Outcomes Statement 3

Learning Outcomes 3

### Behavioral values acquired by the student after graduation

Statement of Learning Outcomes: Teaching English efficiently in accordance with ethical and professional standards

Learning Outcomes:

1. Consolidating the ideals and value system by employing the English language in promoting the national culture.
2. Promoting culture between English and Arabic.



## 9. Teaching and Learning Strategies

1. Listening + speaking; writing and reading
  2. Classroom activities based on direct and indirect language learning strategies.
  3. Homework, reports and class discussions
  4. Daily and quarterly exams.
- \* Using technology to listen to the academic language from native speakers and watch educational videos related to the objectives of English language and literature.

## 10. Evaluation methods

Implemented at all stages of the program in general, including homework, class discussion, and daily and monthly exams.

## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	English Language and Literature	Language Literature			41	N/A

## Professional Development

### Mentoring new faculty members

The process used to orient new, visiting, full-time and part-time faculty members at the institutional and department levels includes classroom visits by the department head or members of the academic committee to supervise new faculty members, as well as through holding courses and workshops for them to develop teaching methods skills.

### Professional development of faculty members

The plan and arrangements for academic and professional development of faculty members include holding courses and workshops to develop their teaching and classroom leadership skills, holding scientific conferences and seminars for them and by them within the department to develop their teaching and learning strategies, and holding faculty meetings to evaluate learning outcomes and professional development.

## **12. Acceptance Criterion**

Admission of students for morning study according to central admission, evening admission, in addition to parallel admission.

## **13. The most important 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**

English Department Academic Program Development Plan

Vision:

The plan seeks to develop the English Department academic program to keep pace with global developments in the fields of language, literature, translation, and linguistics, in addition to better meeting the needs of students and labor market.

Main objectives:

1. Improve the quality of curricula to keep pace with global academic and research developments.
2. Develop students' capabilities in English, literature, translation, and scientific research.
3. Enhance the skills of faculty members and update teaching methods in line with modern educational technologies.
4. Develop the infrastructure to support the educational and research process.
5. Expand opportunities for academic and training cooperation with local and international universities and institutions.

### **Main axes of the plan**

#### **First: Curriculum development**

1. Comprehensive evaluation of current curricula:
  - Review current materials and courses to determine their suitability for needs of students and society.
  - Survey the opinions of students and faculty members regarding the content and academic level.
2. Update curricula and introduce new courses:
  - Add modern courses covering areas such as: contemporary literature, computational linguistics, specialized translation, creative writing, and cultural studies.
  - Strengthening courses related to learning English as a second language, and teaching language teaching methods to future generations.

3. developing practical language curricula:

- focusing on developing writing, oral, and research skills through practical and applied courses.
- Increasing the number of courses related to communication and oral communication to improve students' ability to speak in front of an audience.

4. Integrating technology:

- Using e-learning technologies and smart learning applications to enhance the learning experience.
- Providing interactive tools such as language training applications, and software, for linguistic analysis and translation.

**Second: Developing faculty members**

1. Continuous training:

- Organizing training courses on the latest methods in teaching language and literature.
- Providing professional development programs in the fields of scientific research and writing research papers.

2. Encouraging scientific research:

- Supporting the participation of faculty members in international scientific conferences and seminars.
- Establish funds to finance scientific research and produce new scientific materials to be published in peer-reviewed journals.

**Third: Strengthening the infrastructure**

1. Modernizing classroom:

- Equipping classrooms with the latest interactive technologies such as smart screens and digital display systems.
- Providing language labs equipped with interactive teaching tools to improve oral and listening skills.

2. Improving libraries and academic resources:

- Updating the library with modern references and books in the fields of literature, linguistics and translation.
- Establishing an electronic library that provides access to digital resources such as academic articles and journals.

#### **Fourth: Enhancing academic partnerships and practical training**

##### **1. International Cooperation:**

- Establishing partnerships with international universities to exchange students and faculty members.
- Enhancing cultural and academic exchange programs to improve the level of learning through international experiences.

##### **2. Practical training opportunities:**

- Cooperating with media institutions, cultural centers, and translation companies to provide practical training opportunities for students.
- Introducing training programs that include working in office for simultaneous translation, journalism, and literary writing.

#### **Fifth: Continuous evaluation and quality assurance**

##### **1. Effective evaluation mechanisms:**

- Implementing a periodic evaluation system for curricula and the performance of students and faculty members.
- Using modern evaluation tools such as graduation projects and practical applications instead of relying on traditional tests only.

##### **2. Quality assurance system:**

- Developing clear standards to ensure academic quality that focus on improving the overall performance of the department.
- Conducting periodic reviews of educational programs in line with international academic best practices.

#### **Sixth: Supporting students and extracurricular activities**

##### **1. Academic advising centers:**

- Establishing centers to support students in developing their academic skills, such as writing and literary analysis.
- Providing advice on academic opportunities and career guidance.

##### **2. Workshops and training courses:**

- Organizing workshop on creative writing, literary criticism, specialized translation, and other areas related to program.
- Providing opportunities for students to participate in research activities and academic conferences.

**Implementation schedule:****1. First year:**

- Evaluating current curricula and conducting surveys for students and faculty members.
- Start updating some core courses and adding new experimental courses.
- Organizing the first training course for faculty members on modern teaching methods.

**2. Second year:**

- Fully implementing updated curricula.
- Developing a digital library and providing new scientific resources.
- Starting practical training programs and academic partnerships with local and international institutions.

**3. Third year:**

- Comprehensive evaluation of the quality assurance system and improving evaluation mechanisms.
- Expand student exchange opportunities and international partnerships.
- Develop student enrichment workshops and programs.

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**Conclusion:**

Through this plan, the English Department seeks to achieve academic excellence by updating curricula, developing faculty skills, enhancing infrastructure, ensuring quality, and providing comprehensive support to students.

## 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
First Class	En gr 102	Grammar	Basic	*	*	*		*	*	*		*	*	*	*
First Class	En re 103	Reading	Basic	*	*	*		*	*	*		*	*	*	*
First Class	En wr 104	Writing	Basic	*	*	*		*	*	*		*	*	*	*
First Class	En pr 105	Pronunciation	Basic	*	*	*		*	*	*		*	*	*	*
First Class	En ar 106	Arabic	Basic	*	*	*		*	*	*		*	*	*	*
First Class	En sl 107	Second Language	Basic	*	*	*		*	*	*		*	*	*	*
First Class	En hr 108	Human Rights	Basic	*	*	*		*	*	*		*	*	*	*
First Class	En co 109	Computer	Basic	*	*	*		*	*	*		*	*	*	*
First Class	En cs 1010	Communication Skills	Basic	*	*	*		*	*	*		*	*	*	*
Second Class	En rw 1011	Reading & Writing	Basic	*	*	*		*	*	*		*	*	*	*
Second Class	En gr 1012	Grammar	Basic	*	*	*		*	*	*		*	*	*	*

<b>Second Class</b>	<b>En ph 1013</b>	<b>Phonetics &amp; Phonology</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Second Class</b>	<b>En no 1014</b>	<b>Novel</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Second Class</b>	<b>En dr 1015</b>	<b>Drama</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Second Class</b>	<b>En po 1016</b>	<b>Poetry</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Second Class</b>	<b>En cs 1017</b>	<b>Communication Skills</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Second Class</b>	<b>En sl 1018</b>	<b>Second Language</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Second Class</b>	<b>En ar 1019</b>	<b>Arabic</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Second Class</b>		<b>Computer</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Second Class</b>		<b>Ba'ath Crimes</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Third Class</b>	<b>En gr 1020</b>	<b>Grammar</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Third Class</b>	<b>En lin 1021</b>	<b>Linguistics</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Third Class</b>	<b>En tr 1022</b>	<b>Translation</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Third Class</b>	<b>En er 1023</b>	<b>Essay Writing &amp; Research</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Third Class</b>	<b>En no 1024</b>	<b>Novel</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Third Class</b>	<b>En po 1025</b>	<b>Poetry</b>	<b>Basic</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

