Scientific And research High education ministry
Scientific and the calendar Supervision device
academic And accreditation Quality a guarantee circle
Accreditation to divide

Academic Program and Course Description Guide

2024- 2025

:the introduction

The educational program is a coordinated and organized package of courses that include procedures and experiences organized into study program is to build and refine the skills of modules. The primary purpose of the graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit .ramprocedures and programs, such as the External Examiner Prog

The academic program description provides a brief summary of the program's main features and courses, indicating the skills students are expected to acquire based on the program's objectives. The importance of this description presents the cornerstone for obtaining program is evident in that it re accreditation. It is written by faculty members under the supervision of the .academic committees in the academic departments

This guide, in its second edition, includes a description of the academic am after updating the vocabulary and paragraphs of the previous guide in progr light of the new developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form n to adopting the description of the academic annual, semester) in additio) TTM program circulated pursuant to the letter of the Department of Studies dated 5/3/2023 with regard to programs that adopt the Bologna 2906/3 .process as the basis for their work

t emphasize the importance of writing descriptions In this context, we cannot bu ning of the to ensure the smooth run of academic programs and courses educational process

:Concepts and terms

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

: Description Course Provides a concise summary of the course's key features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It is derived from the program description.

:Program Vision An ambitious vision for the future of the academic program to be an advanced, inspiring, motivating, realistic, and applicable program.

:Program message It briefly explains the objectives and the activities required to achieve them, and it also identifies the paths and directions of the program's development.

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

:Curriculum structure All courses/subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether required by ministry, university, college, or scientific department), along with the number of academic units.

:Learning outcomes A consistent set of knowledge, skills, and values acquired by a student after successfully completing the academic program. Learning outcomes for each course must be defined in a manner that achieves the program's objectives.

: and learning strategies Teaching It is the strategies used by a faculty member to develop student teaching and learning. It is a plan followed to achieve learning objectives. It describes all classroom activities and extracurricular activities. And to achieve the program learning outcomes.

Academic Program Description Form

of Diyala University name: University

of Management and Economics College/Institute: College

of Statistics Scientific Department: Department

Public Name of academic or professional program: Bachelor of Administration

Science in Public Administration Final Degree Name: Bachelor of

Semester :Academic system

preparation date Description: 3/11/2024

Filecompletion : date3/11/2024

the signature :

Name of the Department Head:

Prof. Sami Abdullah Abdul,

Date: 3/11/2024

the signature :

Name of the Scientific Assistant

Prof. Alia Hussein Khalaf

Date: 3/11/2024

Accurate The file from before :

DepartmentQuality Assurance and University Performance

nameDirector of the Quality Assurance and University Performance Division:M. Younis Kazem Hamid

Date: 3/11/2024

Approval of the Dean

Nizar Maan Abdul Karim

Date: 3/11/2024

Academic program description

1. **vision Program**
all And in and our organizations Our life in continuous impact For management Integrated Cognitive community to Access to We look forward to So ,times Diyala governorate in Administratively

2. **Program message**
And its application Administrative the sciences In various graduates Enrichment Cognitive community to To reach ,Generally works environment any in practically partial) Individual Level on Governorate in Administrative By works Doing on able (total) and societal (

3. **objectives Program**
• Adopting a scientific methodology in the academic and training fields in accordance with the requirements of quality assurance and academic .programs in Iraq accreditation • Striving to make the department's outputs in administrative sciences .more competitive by providing knowledge, skills, and expertise • Transforming teaching and learning processes in administrative sciences .tribute to building an advanced societyinto effective practices that con • Empowering individuals to manage their businesses efficiently and provide useful and productive knowledge to public organizations and .society • addresses administrative problems Conducting scientific research that .public organizations and society cingfa • Providing consulting and designing advanced systems that address the .problems of public organizations and society • Providing government organizations with highly qualified, ethical and

.professional staff

- workforce prepared to work in the government sector and Preparing a capable of contributing to the implementation of human development .plans for the governorate and the country
- Developing and enhancing government agencies in the field of local and administration, general budgets, and government central government .policies through specialized personnel
- Working to adopt administrative technologies and automate administrative work in government departments and agencies of all iency and effectiveness of kinds, ensuring the improvement of the effic .these agencies

4. Program accreditation

?Is the program accredited? By which authority

both

5. Other external influences

?Is there a sponsor for the program

both

6. Program structure

Program structure	Number of courses	unit Study	percentage	* comments
Institutional requirements	5	16	%13	
College requirements	4	12	%10	
Department requirements	56	99	%75	
Summer training	1	2	%2	
Other				

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

7. Program description

Credit hours		Course name	Course code	Year/Level
practical	theoretical			
1	4	business principles		First
1	3	management		
1	3	accounting principles		
1	3	Statistics principles		
	2	Differentiation		
	2	Arabic language		
		English language		
1	4	Integration		First / Second
1	3	accounting		
1	3	count		
1	3	computer		
1	2	and man rights		
	2	democracy		
		Arabic language		
		English language		

8. Expected learning outcomes of the program

knowledge	
Administrative Concepts Applies that Learning Outcomes Statement 1 Academic And cases Realism With examples	Familiarity Learning Outcomes 1 and concepts With principles

	Public Management
Skills	
to analyze administrative concepts and the relationships between them	Ability Learning Outcomes Statement 2 on Ability Learning Outcomes 2 Theories Diagnosis and its Administrative realism applications
Administrative (b knowledge The concepts appropriate for use in different fields	3 Learning Outcomes Statement Ability to .3 Learning outcomes Information and analysis collect administration Concepts on How to humanity Resources administration in Use it Organizations
values	
The ability to criticize, distinguish, .between the topics presented and choose	Learning Outcomes Statement 4 on Ability Learning Outcomes 4 and evaluation to examine The proposed Topics
Ability to examine and evaluate the topics presented	Learning Outcomes Statement 5 on Ability Learning Outcomes 5 Topics And discrimination cash And the choice The proposed Among them

9. Teaching and learning strategies

.and methods adopted in implementing the program in general strategies

mental Storm road

The best alternative To test Decisions to make use

Presentation the offer

10. Evaluation methods

.Implementing it in all stages of the program in general

(ultimate ,quarterly ,monthly ,daily) Varied Tests

Oral Tests

Duties

11. Faculty

Faculty members

numbers Faculty		Special if) requirements/skills (any		Specialization		Academic rank
lecturer	angel			private	general	
nothing						Mr
	9				general	assistant professor
	3				general	teacher
	5				general	Assistant Professor

Professional development

Orientation of new faculty members

time faculty –time, and part–Briefly describes the process used to orient new, visiting, full
.departmental levels members at the institutional and
Through frequent meetings and encounters

Professional development for faculty members

Briefly describes the plan and arrangements for academic and professional development of assessment of learning outcomes, ,faculty members such as teaching and learning strategies
.professional development, etc
Faculty members' participation in training and development courses

12. Acceptance criteria

Establishing regulations related to admission to the college or institute, whether central)
(other mentioned or admission

Determining a special admission rate for all graduates of preparatory studies, both
.scientific and literary branches

13. The most important sources of information about the program

.Remember briefly prestigious colleges Corresponding departments in
14. Program Development Plan
Shift to the Bologna Process

Program Skills Map															
Required learning outcomes of the program															
values				Skills				knowledge				or Essential ?optional	Course name	Course code	Year/Level
A4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	essential	The principle of statistics		First
√	√	√	√	√	√	√	√	√	√	√	√	essential	Accounting principles		
√	√	√	√	√	√	√	√	√	√	√	√	essential	count		t / SecondFirs
√	√	√	√	√	√	√	√	√	√	√	√	essential	accounting		

- .boxes corresponding to the individual learning outcomes of the programme being assessed the Please tick

Department Statistics

year First

1 Level

2025–2024

Module Information

Course information					
Module Title	**Principles of Statistics**			**Module Delivery**	
Module Type	**Core**			☒ **Theory** ☐ **Lecture** ☐ **Lab** ☐ **Tutorial** ☒ **Practical** ☐ **Seminar**	
Module Code	**ST1101**				
ECTS Credits	**8**				
SWL (hr / sem)	**200**				
Module Level		1	**Semester of Delivery**		1
Statistics Department		Statistics	**College**	College of Administration and Economics	
Module Leader	Name: Arshad Hameed Hasan		**e-mail**	arshadhameed@uodiyala.edu.iq	
Module Leader's Acad. Title		Assistant Lecturer	**Module Leader's Qualification**		Master
Module Tutor	Name (if available)		**e-mail**	Email	
Peer Reviewer Name		Name	**e-mail**	Email	
Scientific Committee Approval Date		3/11/2024	**Version Number**		1.0

Relation with other Modules

Relationship with other subjects			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guiding content	
Module Objectives Course objectives	1. Introducing students to statistics and its importance: Understanding the role of statistics in analyzing data and making scientific and practical decisions. 2. Developing data collection and classification skills: Enabling students to use different data collection methods and classify them accurately. 3. Teaching students how to review and tabulate data: Enhancing esenting data in an students' skills in reviewing, categorizing, and pr organized manner. 4. Teaching students how to calculate measures of central tendency: Enable students to calculate the mean, mode, and median. 5. Teaching students tabular and geometric data presentation methods: y to present data in tabular and geometric Developing students' abilit forms for easy analysis. 6. Teaching students how to calculate moduli: enabling them to calculate and interpret quartiles and deciles in statistical analysis. 7. ral Understanding the Relationship Between Measures of Cent Tendency: Teach students how to relate different measures of central tendency. 8. Preparing students for theoretical and practical exams: Enabling students to prepare for exams by reviewing and applying basic .concepts
Module Learning Outcomes outcomes for Learning the subject	1. Understanding Statistics: The student will be able to define statistics and understand its importance in data analysis. 2. Using data collection methods: The student will learn how to use data a collection errorscollection methods and avoid common dat. 3. Data tabulation and classification: The student will be able to review data and classify it according to its types. 4. Understanding Random Variables: The student will be able to

	and recognize random variables and represent them in tabular geometric presentation. 5. Calculating measures of central tendency: The student will be able to calculate the mean, median, and mode. 6. Applying partial measures: The student will learn how to calculate quartiles and deciles and use them in analysis. 7. Geometric presentation of data: The student will be able to present data using graphs and geometric diagrams. 8. Understanding the relationship between measures of central tendency: The student will be able to relate the median, mode, and .mean in analysis
Indicative Contents Guidance contents	**Basic Concepts in Statistics -Part One** Definition of statistics and its importance: Studying the concept of statistics and its development over time, and understanding its importance in analyzing data and making scientific decisions. and how to Data Collection Methods: Learn about data collection methods avoid common mistakes that may occur during data collection. Data Classification and Tabulation: Learn how to review, classify, and tabulate data in an organized manner to facilitate analysis. and representing them Random Variables: Understanding random variables in statistical tables. Duration of the first part: 18 hours **Measures of Central Tendency and Dispersion -Part Two** Measures of Central Tendency: Learn how to calculate the mean, median, and mode and use them in data analysis. es of dispersion: Study measures of dispersion such as variance and Measur standard deviation to understand how varied and distributed the data is. The relationship between measures of central tendency: Analyzing the ian, and mode in relationship between the arithmetic mean, med interpreting data. Duration of the second part: 15 hours

	Data Presentation and Analysis -Part Three
Learning and Teaching Strategies Learning and teaching strategies	
Strategies	1. Learning: Use group discussions and active participation between students and teachers to motivate students to think critically and apply theoretical concepts in practical contexts. 2. Based Learning: life problems that require students to analyze and apply -Presenting real acquired knowledge to solve them, which enhances analytical and creative thinking skills. 3. Collaborative Learning: Encourage teamwork by forming small groups in which students work ogether to solve problems or carry out projects, which enhances t cooperation and communication skills. 4. Presentations: Assigning students to prepare and present topics related to the course nd material, which helps them develop their research, presentation, a communication skills. 5. Hands-on Learning : Giving students the opportunity to apply the concepts they are studying through small experiments or projects, which contributes to enhancing their understanding. 6. Self-Directed Learning : research information and learn new skills Encourage students to learning and critical thinking skills-independently, which enhances self. 7. Learning: Integrating technological tools such as electronic presentations, educational t the learning process and applications, and interactive platforms to suppor increase interaction between students and the course material. 8. Assessment: Continuous assessment tools such as quizzes, classroom activities, and homework will be used to monitor students' progress and identify their and weaknesses to ensure learning objectives are met strengths.

a Presentation: Learn how to use graphs and charts to Geometric Dat understand way-to-present data in a visual and easy.

Weighted, geometric, and harmonic means: Learn how to calculate and interpret different means.

ng the concept of Skewness and Distributions: Understanding and applyi skewness and kurtosis to analyze data distribution.

Duration of Part 3: 24 hours

Review and solve problems

Review Sessions: A comprehensive review of basic concepts and measures tical problems of central tendency and dispersion, as well as solving prac related to data presentation and analysis.

Review duration: 6 hours

Student Workload (SWL) .The student's academic load is calculated as 15 weeks			
Structured SWL (h/ sem) Regular student load during the semester	**78**	**Structured SWL (h/w)** workload Regular weekly student	**5.2**
Unstructured SWL (h/ sem) Irregular student load during the semester	**122**	**Unstructured SWL (h/w)** Irregular student study load per week	**8.13**
Total SWL (h/ sem) The student's total academic load during the semester	**200**		

Module Evaluation Course material evaluation					
As		**Time/Number**	**Weight (Marks)**	**Week Due**	**Relevant Learning Outcome**
Formative assessment	**Quizzes**	**2**	**20**% (**10**)	6 and 12	LO #1 to #4 and #6 to #8
	Assignments	**2**	**10**% (**10**)	4 and 10	LO #2, #3, #4, #5 and #7, #8, #9
	Projects / Lab.	**0**	**0**		
	Report	1	10% (10)	**12**	LO # **1**to # **11**
Summative assessment	**Midterm Exam**	2 hours	10% (10)	9	LO # **1**- # **9**
	Final Exam	3 hours	50% (50)	16	All
Total assessment			**100% (100 Marks)**		

Delivery Plan (Weekly Syllabus) curriculum Theoretical weekly	
	Material Covered
Week 1	**Definition of statistics and its importance**
Week 2	**All data method, all data means, sampling method, common errors in data collection**
Week 3	**Review, classify and tabulate data**
Week 4	**presentation of data Random variables and tabular**
Week 5	**Tabular presentation of data**
Week 6	**Tabular presentation of data**
Week 7	**Engineering data presentation**
Week 8	**Engineering data presentation**
Week 9	**Measures of central tendency, arithmetic mean**
Week 10	**Mid-term Exam**
Week 11	**weighted arithmetic mean, harmonic mean**
Week 12	**square mean, geometric mean**
Week 13	**loom, medium**
Week 14	**Fractional scales, quartiles, deciles**
Week 15	**The relationship between measures of central tendency**
Week 16	**Preparatory week before the final exam**

Delivery Plan (Weekly Lab. Syllabus) Weekly lab schedule	
	Material Covered
Week 1	No
Week 2	No
Week 3	No
Week 4	No

Week 5	No
Week 6	No

Learning and Teaching Resources Learning and teaching resources		
	Text	**Available in the Library?**
Required Texts	, Mashhadani , Amir Hanna Hormuz-Mahmoud Al 1989 ,Principles of Statistics To input The , Mahmoud humble , narrator The 1989 . Statistics	Yes
Recommended Texts	• Main references (sources) • Recommended supporting books and • references (scientific journals, reports....) • Electronic references, Internet sites	No
Websites		

Grading Scheme Grading scheme				
Group	**Grade**	Appreciation	**Marks %**	**Definition**
Success Group (50 - 100)	**A -** Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	Precipitate (in (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Module Information Course information					
Module Title	**Differentiation**			**Module Delivery**	
Module Type	**Core**			☒ **Theory** ☐ **Lecture** ☐ **Lab** ☐ **Tutorial** ☒ **Practical** ☐ **Seminar**	
Module Code	**ST1102**				
ECTS Credits	**8**				
SWL (hr / sem)	**200**				
Module Level	1		**Semester of Delivery**	1	
Statistics Department	Statistics		**College**	College of Administration and Economics	
Module Leader	Name: Noor Kareem Assi		**e-mail**	norkreemmang@uodiyala.edu.iq	
Module Leader's Acad. Title	Assistant Lecturer		**Module Leader's Qualification**	Master	
Module Tutor	Name (if available)		**e-mail**	Email	
Peer Reviewer Name	Name		**e-mail**	Email	
Scientific Committee Approval Date	3/11/2024		**Version Number**	1.0	

Relation with other Modules Relationship with other subjects			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guiding content	
Module Objectives Course objectives	1. Introduce students to basic concepts in differentiation: Enable students to understand and apply key concepts such as function, domain, co-domain, and range. 2. Teach students various types of functions: Equip students with knowledge of different types of functions, such as algebraic, trigonometric, and exponential functions, and their applications. 3. Train students in differentiation: Develop students' skills in computing derivatives of functions using various differentiation techniques. 4. Teach fundamental differentiation rules: Enable students to apply the chain rule, implicit differentiation, and higher-order derivatives. 5. Apply derivatives in mathematical economics: Teach students how to use derivatives to analyze economic problems such as profit maximization and cost minimization. 6. Analyze the behavior of functions: Train students to identify critical points, such as maximum, minimum, and inflection points, and understand intervals of increase, decrease, concavity, and convexity. 7. Introduce functions of multiple variables: Enable students to work with functions of two or more variables and apply partial derivatives. 8. Develop curve sketching and analysis skills: Teach students how to sketch and analyze curves using derivatives.
Module Learning Outcomes	1. Students will be able to identify and correctly apply basic concepts of functions. 2. Students will master the differentiation of various types of functions, including algebraic, trigonometric, and exponential functions.

for Learning outcomes the subject	3. Students will be proficient in using differentiation techniques, such as the chain rule, implicit differentiation, and higher-order derivatives. 4. Students will be able to apply derivatives to solve economic problems such as profit maximization and cost minimization. 5. Students will analyze the behavior of functions, including finding maximum, minimum, and inflection points, and understanding intervals of increase and decrease. 6. Students will be skilled in using partial derivatives to analyze functions of multiple variables. 7. Students will understand how to sketch and analyze curves to apply in mathematical and economic contexts.
Indicative Contents Guidance contents	1. Basic Concepts: Function, domain, co-domain, range. [6 hours] 2. Types of Functions: Understanding algebraic, trigonometric, and exponential functions and their applications. [6 hours] 3. Differentiation and Techniques: Calculating function derivatives using differentiation rules, the chain rule, and implicit differentiation. [10 hours] 4. Higher Derivatives: Learning how to calculate higher-order derivatives of functions. [4 hours] 5. Applications of Derivatives in Economics: Profit maximization, cost minimization, and analysis maximum and minimum points. [8 hours] 6. Analyzing Function Behavior: Identifying maximum, minimum, and inflection points, and understanding intervals of concavity and convexity. [6 hours] 7. Curve Sketching and Analysis: Learning how to sketch and analyze curves using derivatives. [6 hours] 8. Partial Differentiation: Learning how to work with functions of two or more variables using partial derivatives and their applications. [8 hours]

Learning and Teaching Strategies Learning and teaching strategies	
Strategies	1. **Interactive Lectures** : Use interactive lectures to explain key concepts such as functions, derivatives, and their applications. This approach encourages student participation and active engagement with the material. 2. **Problem-Based Learning (PBL)** : Engage students in solving real-world economic problems using differentiation techniques. This method promotes critical thinking and helps students apply mathematical concepts in practical scenarios.

	3. **Group Work and Collaborative Learning** : Facilitate group activities where students work together to solve differentiation problems, analyze functions, and sketch curves. Collaborative learning fosters teamwork and enhances understanding through peer discussion. 4. **Use of Technology** : Incorporate tools like graphing calculators or software (eg, MATLAB, GeoGebra) to visualize functions, derivatives, and curves. This enhances students' understanding of abstract concepts through visual representation. 5. **Formative Assessment** : Conduct regular quizzes, in-class exercises, and feedback sessions to assess students' understanding of key topics and adjust teaching methods accordingly. This strategy ensures continuous improvement in students' learning.

Student Workload (SWL) .The student's academic load is calculated as 15 weeks			
Structured SWL (h/ sem) Regular student load during the semester	**78**	**Structured SWL (h/w)** Regular weekly student workload	**5.2**
Unstructured SWL (h/ sem) Irregular student load during the semester	**122**	**Unstructured SWL (h/w)** Irregular student study load per week	**8.13**
Total SWL (h/ sem) The student's total academic load semester during the	**200**		

Module Evaluation Course material evaluation					
As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	20% (20)	6 and 12	LO #1 to #4 and #6 to #8
	Assignments	**2**	**10**% (**10**)	4, 7 and 10	LO #2, #3, #4, #5 and #7, #8, #9
	Projects / Lab.				
	Report	**1**	**10**% (**10**)	**12**	LO #1 - # **11**
Summative assessment	Midterm Exam	2 hours	10% (10)	8	LO #1 - #7
	Final Exam	3 hours	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus) Theoretical weekly curriculum	
	Material Covered
Week 1	**Basic concepts (function, domain, co-domain and range)**
Week 2	**Some kinds of functions**
Week 3	**The derivative of functions**
Week 4	**Techniques of differentiation**
Week 5	**The chain rule**
Week 6	**Implicit differentiation**
Week 7	**Higher derivatives**
Week 8	**Mid-term Exam**
Week 9	**Derivatives of algebraic trigonometric and exponential functions and their inverses**
Week 10	**Hyperbolic functions and their derivatives**

Week 11	**Application of derivative in mathematical economics**
Week 12	**Minimum, Maximum, and inflection points, increasing, decreasing, concave, and concave down intervals**
Week 13	**Curve sketching, the function of two or more variables with examples**
Week 14	**Partial derivatives and total Partial derivatives**
Week 15	**The chain rule, applications**
Week 16	**Preparatory week before the final exam**

Delivery Plan (Weekly Lab. Syllabus) Weekly lab schedule	
	Material Covered
Week 1	No
Week 2	No
Week 3	No
Week 4	No
Week 5	No
Week 6	No
Week 7	No

Learning and Teaching Resources Learning and teaching resources		
	Text	**Available in the Library?**
Required Texts	Gharabi , -The book (Differential and Integral Calculus), Al Hadi, 1994 Jassim, Sabah-Salim Ismail, Al.	Yes
Recommended Texts	Calculus I, Qutaiba N. Nayef Al- Qazaz , Eman Hassan Alani , Nabila Abdul- Alhadi Alsharif , 2018	Yes
Websites		

Grading Scheme Grading scheme				
Group	**Grade**	Appreciation	**Marks %**	**Definition**
Success Group (50 - 100)	**A –** Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C – Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	Precipitate (in (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Module Information Course information					
Module Title	**Principles of Business Management**			**Module Delivery**	
Module Type	**Basic**			☒ **Theory** ☐ **Lecture** ☐ **Lab** ☒ **Tutorial** ☐ **Practical** ☐ **Seminar**	
Module Code	**ST1103**				
ECTS Credits	**6**				
SWL (hr / sem)	**150**				
Module Level		1	**Semester of Delivery**		1
Statistics Department		Statistics	**College**	College of Administration and Economics	
Module Leader	Name: Firas Ali Mohammed		**e-mail**	Firas@uodiyala.edu.iq	
Module Leader's Acad. Title		Assistant Professor	**Module Leader's Qualification**		Master
Module Tutor	Name (if available)		**e-mail**	Email	
Peer Reviewer Name		Name	**e-mail**	Email	
Scientific Committee Approval Date		3/11/2024	**Version Number**		1.0

Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guiding content	
Module Objectives Course objectives	1. **Understanding the origins and concept of management**: Providing a comprehensive overview of the concept of management and its development throughout history, and its importance in achieving organizational goals. 2. **Understanding the role of the manager in organizations**: Analyzing sibilities of the manager in the the different roles and respon contemporary work environment. 3. **Exploring the components of the organization's environment**: studying the internal and external factors that affect organizational performance. 4. **d goalsBuilding the organization's vision, mission an**: Developing skills to formulate the vision and mission and setting clear goals that enhance the organization's success. 5. **Preparing and implementing strategic plans**: Training students to n and its prepare organizational plans at the level of the organizatio various departments. 6. **Understanding job design and building organizational structure**: Introducing students to methods of job design and building an organizational structure that suits the needs of the organization. 7. **Analysis of leadership and control methods**: Providing a detailed study of the types of leadership and the importance of control as a tool for achieving goals.
Module Learning Outcomes Learning outcomes for the subject	1. The ability to explain the origins and concept of management: The student will be able to explain the importance of management and its development over the ages. 2. Understanding the roles of a manager: The student will be able to analyze the different roles and responsibilities of a manager in the work environment. 3. Identifying the components of the organization's environment: The student will acquire the ability to analyze the internal and external tors that affect the organization's performancefac. 4. Developing a clear vision, mission and objectives: The student will be able to formulate a vision, mission and objectives that are in line with the organization's strategy. 5. Preparing effective organizational plans: The student will acquire the

	ability to prepare strategic plans that meet the needs of the organization and its departments. 6. Understanding job design and organizational structure: The student will ign jobs and an organizational structure that enhances be able to des efficiency. 7. Identifying the types of leadership and control: The student will be able to analyze leadership methods and control tools and use them effectively to achieve the organization's goals.
Indicative Contents Guidance contents	**Basic Concepts -Part One** • **The origins and concept of management**: defining management and its stages of development over time, and understanding its importance in organizing and coordinating the efforts of individuals to achieve common goals. • **The concept of the manager and his roles**: studying the concept of leadership styles, and analyzing the basic roles of the ,the manager manager such as planning, organizing, directing, and controlling. • **Components of the organization's environment**: Identifying the internal and external environment surrounding the organization and ow it affects the manager's decisions and organizational processesh. **Duration of the first part: 18 hours** **Strategic Planning and Organization -Part Two** • **Building an organization's vision, mission, and goals**: Learn how to rganization, develop a mission that formulate a clear vision for the o reflects its values, and set strategic goals to enhance its success. • **Preparing plans at the level of the organization and its departments** : and -studying the strategic planning process and how to develop short plans to implement the organization's goals term-long. • **Job design and organizational structure building**: Analyzing the steps of job design in the organization and building an organizational structure that is in line with the organization's needs and goals. **ion of the second part: 15 hoursDurat** **Leadership and Control -Part Three** • **Identify the most important types of leadership**: Study the different leadership styles and their impact on organizational effectiveness, and organization how to promote positive leadership within the. • **Understanding the concept of control and its most important tools**:

	Understanding the concept of control as a tool to ensure the achievement of organizational goals, and learning about the tools used in control, such as budgets, financial analysis, and reports. • **Knowing the types and methods of control in the organization**: Learn the different types of control, such as preventive and corrective control, and how to apply them to improve performance and achieve goals. **Duration of Part 3: 24 hours** **Review and solve problems** • Review sessions on basic concepts, planning, organizing, leadership and life problems that a manager may -control, with a focus on solving real face in the workplace. **Review duration: 6 hours**

Learning and Teaching Strategies teaching strategies Learning and	
Strategies	**1. Interactive lectures:** **Strategy Description**: Introducing basic concepts such as the origins of management, the role of the manager, and the importance of the lectures. organizational environment through structured and planned The lecture is divided into short segments, engaging students in discussions and questions throughout. **Suitable topics**: a. The origins of management and its concept. b. Manager roles.

	c. Components of the environment surrounding the organization. **2. ed LearningBas(PBL):** **Strategy Description**: Present realistic scenarios or problems faced by managers within organizations, such as how to formulate a vision and mission or how to deal with a change in the organization's environment. Students are asked to work in groups to solve these problems. **table topicsSui**: a. Building the organization's vision, mission and goals. b. Preparing strategic plans. c. Job design and organizational structure building. **3. Study:** **Strategy Description**: Using real or hypothetical cases of successful ns to apply the concepts learned. Students and unsuccessful organizatio are tasked with analyzing a particular case and making suggestions about what managers can do to improve organizational performance. **Suitable topics**: a. Preparing plans at the organizational level. b. organizational structure Job design and. c. Types of leadership and control. **4. Group projects:** **Strategy Description**: Students are assigned group projects where they develop a complete strategic plan for a hypothetical or existing company. This includes formulating a vision and mission, designing an organizational structure, and developing a control plan. **Suitable topics**: a. Preparing strategic plans. b. Building the organizational structure. c. Putting in place control tools. **5. E-Learning and Digital Tools:** **Strategy description**: learning platforms such as-Use eMoodle or Blackboard d educational to provide additional materials, quizzes, an videos. Collaboration tools such asGoogle Docs are also used for group assignments. **Suitable topics**: a. Components of the environment surrounding the organization.

	b. Types of leadership. c. Types and methods of control.

Student Workload (SWL) .The student's academic load is calculated as 15 weeks			
Structured SWL (h/ sem) Regular student load during the semester	**63**	**Structured SWL (h/w)** Regular weekly student workload	**1.4**
Unstructured SWL (h/ sem) Irregular student load during the semester	**87**	**Unstructured SWL (h/w)** Irregular student study load per week	**5.8**
Total SWL (h/ sem) The student's total academic load during the semester	**150**		

Module Evaluation Course material evaluation					
As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	20% (20)	6 and 12	LO #1 to #4 and #6 to #8
	Assignments	**2**	**10**% (**10**)	4, 7 and 10	LO #2, #3, #4, #5 and #7, #8, #9
	Projects / Lab.				
	Report	**1**	10% (10)	**12**	LO #1 - # **11**
Summative assessment	Midterm Exam	2 hours	10% (10)	8	LO #1 - #7
	Final Exam	3 hours	50% (50)	16	All
Total assessment			**100% (100 Marks)**		

Delivery Plan (Weekly Syllabus) Theoretical weekly curriculum	
	Material Covered
Week 1	importance ,concept The origin of management
Week 2	his roles ,the manager The concept of
Week 3	Identify the most important components of the organization's environment
Week 4	Identify the most important components of the organization's environment
Week 5	important components of the organization's environment Identify the most
Week 6	Building the organization's vision, strategy and goals
Week 7	Preparing plans at the level of the organization and its departments
Week 8	.structure Learn about job design and organizational
Week 9	**Mid -term Exam**
Week 10	.Learn about job design and organizational structure
Week 11	Learn about the most important types of leadership
Week 12	Learn about the most important types of leadership
Week 13	of control and its most important tools Learn about the concept

Learning and Teaching Resources Learning and teaching resources			
		Text	**Available in the Library?**
Week 15	.Lear		
Required Texts	**aratory week before the final exam**	Anzi Saad Ali (2016) Principles of Business -Al Administration, Adnan Book House for Publishing .and Distribution, Baghdad, Iraq	Yes

Delivery Plan (Weekly Lab. Syllabus) Weekly lab schedule	
	Material Covered
Week 1	No
Week 2	No
Week 3	No
Week 4	No
Week 5	No
Week 6	No
Week 7	No

Recommended Texts	Shamaa Khalil Muhammad (2009) Principles of -Al Management with a Focus on Business Masirah Publishing House, -Administration, Dar Al Amman, Jordan.	NO
Websites		

Grading Scheme				
Grading scheme				
Group	**Grade**	Appreciation	**Marks %**	**Definition**
Success Group (50 - 100)	**A -** Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	Precipitate (in (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone “near-pass fails” so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Module Information Course information					
Module Title	**Principles of Economics**			**Module Delivery**	
Module Type	**Basic**			☒ **Theory** ☐ **Lecture** ☐ **Lab** ☐ **Tutorial** ☒ **Practical** ☐ **Seminar**	
Module Code	**ST1104**				
ECTS Credits	**6**				
SWL (hr / sem)	**150**				
Module Level		1	**Semester of Delivery**		1
Statistics Department		Statistics	**College**	College of Administration and Economics	
Module Leader	Name: Yasser Ghanem Yahya		**e-mail**	Dr.yaser@uodiyala.edu.iq	
Module Leader's Acad. Title		Assistant Lecturer	**Module Leader's Qualification**		Master
Module Tutor	Name (if available)		**e-mail**	Email	
Peer Reviewer Name		Name	**e-mail**	Email	
Scientific Committee Approval Date		3/11/2024	**Version Number**		1.0

Relation with other Modules Relationship with other subjects			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents outcomes, and guiding content Course objectives, learning	
Module Objectives Course objectives	1. Introducing students to economics: Understanding the basic concepts of economics and applying them to solve economic problems. 2. Developing supply and demand analysis skills: Enable students to understand the theory of supply and demand and its impact on prices and markets. 3. Understanding Production Theory: Learn how to analyze the production process and use resources to achieve efficiency. 4. Teaching Utility Theory: Understanding how consumers make decisions based on maximizing utility from goods and services. 5. Analysis: Teaching students how to calculate costs and Cost and Market study their impact on prices in different types of markets. 6. Introducing Macroeconomic Concepts: Developing students' understanding of macroeconomic markets and the impact of factors ployment, and inflationsuch as GDP, unem. 7. Applying economic theories to practical life: linking theoretical concepts to the reality of markets and the macroeconomy. 8. Preparing students for theoretical and practical exams: Enhancing their nding by preparing them for exams theoretical and practical understa .such as the midterm exam
Module Learning Outcomes Learning outcomes for the subject	1. Understanding basic economic concepts: The student will be able to define economics and the economic problem and understand the basics. 2. Supply and Demand Analysis: The student will learn how to analyze the movement of supply and demand in the markets and predict their impact on prices. 3. Understanding the production process: The student will be able to and produce efficiently understand how to organize resources. 4. Understanding consumer decisions based on utility theory: The student will be able to explain consumption decisions based on consumer preferences and utility. 5. Cost and Market Analysis: The student will be able to calculate ent costs and study their impact in markets such as perfect differ competition and oligopoly. 6. Analysis of macroeconomic concepts: The student will be able to understand the major factors that affect the macroeconomy such as growth inflation, unemployment, and economic. 7. Applying economic theories to practical situations: The student will be life situations-able to use economic concepts to analyze real. 8. Preparing for midterm and final exams: The student will be prepared to ytical skills and theoretical pass the exams by strengthening his anal .understanding

Indicative Contents Guidance contents	**Basic Concepts in Economics and the Economic Problem -Part One** Definition of economics and its importance: The study of economics and the basic economic problems facing individuals and societies. Economic problem: analysis of the scarcity of resources and how to allocate them to achieve maximum benefit. the first part: 10 hours Duration of **The Theory of Supply and Demand -Part Two** Supply and Demand: Study of the law of supply and demand and how they affect prices in markets. Market Equilibrium: Understanding how prices are determined by the nd demandbalance between supply a. Duration of the second part: 12 hours **The Theory of Production and Utility -Part Three** Production Theory: Analyzing the production process and the factors affecting it, and understanding how to improve productivity and efficiency. ory: Understanding how consumers make decisions based on Utility The their preferences and maximize utility. Duration of Part 3: 15 hours **Mid-term Exam** Exam duration: 2 hours **Cost Theory and Markets -Part Four** as fixed and Cost Theory: Learn how to calculate different costs such variable costs, and study their impact on the production process. Markets: Study of types of markets such as perfect competition and

	oligopoly and their impact on prices and production. Duration of Part Four: 16 hours **Macroeconomics - Part Five** Macroeconomics Concepts: Study major concepts such as GDP, unemployment, and inflation, and understand their impact on the national economy. Economic Policies: Learn how monetary and fiscal policies affect the macroeconomy. t 5: 18 hoursDuration of Par **Review and solve problems** Review Sessions: A comprehensive review of basic concepts and economic world problems that managers -analysis, with an emphasis on solving real and economists may face. Review duration: 6 hours

Learning and Teaching Strategies Learning and teaching strategies	
Strategies	1. Learning: Relying on classroom discussions and active participation between students and teachers, understanding is enhanced through dialogue and the exchange of ideas. This approach encourages students to think critically and engage with the material. 2. ngBased Learni: Presenting students with realistic problems that require solution, this approach enhances their ability to apply economic theories and -life situations. This approach helps develop problem-concepts to real solving and reasoning skills. 3. earningCollaborative L: Dividing students into small groups to work on specific projects or tasks encourages collaboration and sharing of ideas and efforts. This

Student Workload (SWL) .as 15 weeks The student's academic load is calculated			
Structured SWL (h/ sem) Regular student load during the semester	**63**	**Structured SWL (h/w)** Regular weekly student workload	**1.4**
Unstructured SWL (h/ sem) Irregular student load during the semester	**87**	**Unstructured SWL (h/w)** study load per week Irregular student	**5.8**
Total SWL (h/ sem) The student's total academic load during the semester	**150**		
	7. Learning: Leverage technological tools such as interactive presentations, educational software, and online learning platforms to enhance student understanding and facilitate learning. 8. Assessment: ontinuous assessment tools such as quizzes, homework, Use c classroom activities, and discussions to assess students' progress and .ensure their understanding of concepts throughout the semester		

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Module Evaluation Course material evaluation					
As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	20% (20)	6 and 12	LO #1 to #4 and #6 to #8
	Assignments	**2**	**10**% (**10**)	4, 7 and 10	LO #2, #3, #4, #5 and #7, #8, #9
	Projects / Lab.				
	Report	**1**	**10**% (**10**)	**12**	LO #1 - # **11**
Summative assessment	Midterm Exam	2 hours	10% (10)	8	LO #1 - #7
	Final Exam	3 hours	50% (50)	16	All
Total assessment			**100% (100 Marks)**		

Delivery Plan (Weekly Syllabus) Theoretical weekly curriculum	
	Material Covered
Week 1-2	Introduction to Economics and the Economic Problem
Week 3-4	supply and demand theory
Week 5-7	production theory
Week 8-10	utility theory
Week 11	Mid -term Exam
Week 1 2-13	Cost and Market Theory
Week 14-15	Macroeconomics
Week 16	Preparatory week before the final exam

Delivery Plan (Weekly Lab. Syllabus) Weekly lab schedule	
	Material Covered
Week 1	No
Week 2	No
Week 3	No
Week 4	No
Week 5	No
Week 6	No
Week 7	No

Learning and Teaching Resources Learning and teaching resources		
	Text	**Available in the Library?**
Required Texts	1. Hasnawi, Karim Mahdi (2011), Principles of -Al Economics 2. Sayed (1984), -Ali, Abdel Moneim El (Introduction to Economics (Microeconomics 3. Sayed (1984), -Ali, Abdel Moneim El (Introduction to Economics (Macroeconomics	Yes
Recommended Texts	nothing	NO
Websites		

Grading Scheme Grading scheme				
Group	**Grade**	Appreciation	**Marks %**	**Definition**
Success Group (50 - 100)	**A -** Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	Precipitate (in (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the

automatic rounding outlined above.

Module Information Course information					
Module Title	**English language 1**			**Module Delivery**	
Module Type	**Basic learning activities**			☐ **Theory** ☒ **Lecture** ☐ **Lab** ☐ **L Tutorial** ☐ **Practical** ☐ **Seminar**	
Module Code	**UD11**				
ECTS Credits	**2**				
SWL (hr / sem)	**50**				
Module Level	UGI		**Semester(s) offered**	1	
Administration Department	Statistics		**College**	College of Administration and Economics	
Module Leader	Name: Baraa Rahim Yasin		**e-mail**	baraamanj@uodiyala.edu.iq	
Module Leader's Acad. Title	Assistant Lecturer		**Module Leader's Qualification**	Master	
Module Tutor	Name		**e-mail**	Email	
Peer Reviewer Name			**e-mail**	Email	
Scientific Committee Approval Date	3/11/2024		**Version Number**	1.0	

Relation with Other Modules Relationship with other subjects			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes, Indicative Contents and Brief Description guiding content with a brief description Course objectives, learning outcomes, and	
Module Aims Course objectives	The module aims to develop the students' English skills in reading, writing, listening and speaking.
Module Learning **Outcomes** Learning outcomes for the subject	1. Read and understand simple texts in English. 2. Answer simple comprehension questions and match sentences about texts. 3. Reconstruct texts by reordering sentences. 4. Understand the main idea of a text. 5. Identify specific information in a text. 6. Writing and paraphrasing paragraphs.
Indicative Contents Guidance contents	Indicative content includes the following. i) Grammar has a core place in language teaching and learning. ii) A wide variety of practice tasks in all the four skills are essential to language learning. iii) Everyday expressions, particularly of spoken English, also need a place in the syllabus. These can be functional, social, situational or idiomatic.
Course Description	Each unit is organized to enhance students' basic knowledge of vocabulary and grammar through reading texts. The students will learn how to form simple sentences and use them in real life situations as well as in writing different assignments. By the end of the course, students will be able to produce basic sentences and communicate in simple real-life situations.

Student Workload (SWL)

Student's academic load

Learning and Teaching Strategies Learning and teaching strategies		
Strategies		
	Structured SWL (h/ sem) Regular student load during the semester **In class lectures 2** 6 **In class tests 5** **Seminars** 2	**33**
	Unstructured SWL (h/ sem) Irregular student load during the semester	**17**

	Library, dorm, home memorizing 5 **Preparation for tests 8** **Homework 4**	
	Total SWL (h/ sem) The student's total academic load during the semester	**50**

Module Evaluation Course material evaluation					
		Time/Number	**Weight (Marks)**	**Week Due**	**Relevant Learning Outcome**
Formative assessment	**Quizzes**	**4**	**20% (5)**	**3, 5, 8, 11**	**LO # 1, 3, 5 to 11**
	Assignments	**2**	**10% (5)**	**2, 4, 6, 8, 10**	**LO # 3, 4 and 6, 7**
	Report	**1**	**10% (10)**	**13**	**LO #5, #8 and #10**
Summative assessment	**Midterm Exam**	**1h**	**10% (10)**	**7**	**LO #1-7**
	Final Exam	**2h**	**50% (50)**	**16**	**All**
Total assessment			**100% (100 Marks)**		

Delivery Plan (Weekly Syllabus) Theoretical weekly curriculum	
	Material Covered
Week 1	Course Introduction (Course material and objectives, learning outcomes, lessons and assessment discussed with the learners).
Week 2	**Unit 1. Hello** Vocabulary: People, introduce each other – ways of greetings, Numbers 1-10 and plurals. Reading: Introduction dialogues, Everyday English dialogues. Listening: People meet each other and introduce someone else. How are you? What's this in English? Speaking: Introductions, Good morning! Practicing introduction dialogues- Information gap. Writing: Complete the conversations. Grammar: Verb to be with subject, Possessive adjectives, This is …….
Week 3	**Unit 2. Your World** Vocabulary: A set of cities and countries: Brazil, Spain…. ., Adjectives: awful, really good, fantastic, Nouns: center, hospital, building, park. Numbers 10-20 Reading: Two people are on holiday in New York. Listening: listening to a conversation about Claude and Holly. Speaking: Talking about where people are from. Writing: Complete the conversations, countries, cities, adjectives, nouns, and numbers. Grammar: Subject verb agreement, possessive pronouns, questions (what, where...?).
Week 4	Unit 3. All About You Vocabulary: Jobs (police officer, nurse..), Personal information (surname, first name, address...). Reading: 'Hello! We're on A Mountain' about different students from different countries. Listening: Interview on a mountain. Speaking: Practice the interview. Writing: Social expressions (I am sorry, that's ok .... .) Grammar: Subject pronoun (negatives and questions), Possessive adjectives.
Week 5	Unit 4. Family and friends Vocabulary: Family members (mother, son,….), Describing friend (very clever, funny,…), Alphabet. Reading: 'The Walk' An Interview with students on a walk.4 Listening: Listen and identify the people 'Fatima Al Zamil ', 'Paddy McNab and his family' Speaking: Talking about family and friends. Writing: Write about a good friend, his/her family, job, favorite shop, and sport, extra…. .

	Grammar: Possessive adjectives. Possessive's. Has/ have Adjective + noun Irregular Plurals.
Week 6	Assessment Test 1. Feedback and Remedial Work
Week 7	Unit 5. The way I live? Vocabulary: The lexical set of sports/food/drinks. Verbs (live, work), Languages and nationalities. Reading: 'Colin Brodie from Dundee' Listening: Listen to the context of likes and dislikes. At a party: Flavia and Terry are at a party in London, At dinner: two people meet and talk. Speaking: Role play: Practice the conversation in different situations. Writing: Write sentences, questions, make notes. Grammar: Present Simple :(I/you/we/they),Indefinite article(a/an),Adjective + noun(a German car)
Week 8	Unit 6. Everyday Vocabulary: The time, Words that go together: watch TV, get up early, Days of the week. Reading: 'Lois Maddox' Talking about daily routines. Listening: Lifestyle questionnaire, Listening a phone conversation between Lois and Elliot. Speaking: Asking and answering questions about daily routines. Writing: Write the correct preposition, complete the questions. Grammar: Present Simple: He/she Question and negatives, Adverbs of frequency Prepositions of time.
Week 9	Unit 7. My Favorites Vocabulary: Adjectives: lovely, terrible, comfortable, friendly…, Opposite adjectives: new/old, big/small Places: chemistry, post office Reading: 'The Famous International Footballer', An email from San Francisco, Listening: Listening to the requests with Can I……..? A holiday postcard. Describing lifestyles, preferences and places Speaking: Role play: conversations in town. Writing: Writing an email to a friend. Grammar: Question words, Subject pronouns, Object pronouns, Possessive pronouns.
Week 10	Unit 8. Where I live Vocabulary: Rooms and furniture: living room, bedroom, in and out of town: beach,

	mountain, sailing,… Reading: 'Vancouver- a great city'. Listening: My home town, Steve talks about living in Vancouver, Listen to the directions. Speaking: Talking and asking about rooms and furniture, Giving directions to places. Writing: Write about a town you know. Grammar: There is /are , Prepositions: in, on, under, next to
Week 11	Assessment Test 2. Feedback and Remedial Work
Week 12	Unit 9. Times Past Vocabulary: Saying years, people and jobs, Irregular verbs Have, do, go: have lunch, do homework, go shopping Reading: 'Two Saudi boys find an antiquity vasa' Listening: 'Magalia Dromard ': Magalia talks about her family. Speaking: Telling a story form pictures. Writing: complete the sentences, write the words in correct form. Grammar: Was/were born, Past simple: irregular verbs (It's a Jackson Pollock).
Week 13	Unit 10. We had a great time! Vocabulary: Time expressions: on Monday, last night…, Sports and leisure: tennis, skiing, windsurfing… Play or go: play tennis, go skiing, Seasons: winter, summer…. Listening: 'Jack and Millie Parker's holiday', A couple talk about their holidays. Speaking: A questionnaire, Asking about holiday, My last holiday. Making conversations 5 Writing: Write about your favorite holiday. Grammar: Past simple: regular and irregular, Questions/Negatives, Ago Dialogues with simple past
Week 14	Unit 11. I can do that! Vocabulary: Verbs: (draw, run, drive), Verb+noun : (Listen to the radio, chat to friends), Adjective+noun : (fast car, busy city, dangerous sport), Opposite adjectives: dangerous/ safe, old/modern. Reading: 'The Internet' Listening: 'Five people talk about what they do on the internet' Grammar: Can / can't, Adverbs, Adjective + noun, Requests and offers.
Week 15	Unit 12. Please and thank you

	Vocabulary: Shopping: (bread, milk, fruit), Food: (cereal, salad, pasta, fish), In a restaurant: (menu, starter, desert, soup, salmon) Reading: People different parts of the world. Listening: 'Conversation with Adam', 'After my exam'. Speaking: Describe what they eat? Discussion-what is a good diet? Grammar: I'd like, Some and Any, Like and would like.

Delivery Plan (Weekly Lab. Syllabus)

GRADING SCHEME

scheme Grading

Group	**Grade**	Appreciation	**Marks (%)**	**Definition**
Success Group (50 - 100)	**A -** Excellent	privilege	90-100	Outstanding Performance
	B - Very Good	very good	80-89	Above average with some errors
	C - Good	good	70-79	Sound works with notable errors
	D - Satisfactory	middle	60-69	Fair but with major shortcomings
	E - Sufficient	acceptable	50-59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	Accepted by decision	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note:

NB Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone “near-pass fails” so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Weekly lab schedule

	Material Covered
Week 1	
Week 2	
Week 3	

Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources Learning and teaching resources		
	Text	**Available in the Library?**
Required Texts	New Headway Pre-Intermediate by:John and Liz Soars. Oxford University Press	Yes
Websites	https://www.scribd.com/document/510746145/New-Headway-Plus-Beginner-Student-s-book	

Department Statistics

year First

2 Level

2025–2024

model a description The material Academic

Module Information Course information				
Module Title	accounting principles		**Module Delivery**	
Module Type	B		• ☒ Theory • ☒ Lecture • ☒ Lab • ☐ Tutorial • ☐ Practical • ☐ Seminar	
Module Code	ST1103			
ECTS Credits	6			
SWL (hr / sem)	75			
Module Level	UGI	**Semester of Delivery**	1	
Statistics Department	CV101	**College**	College of Management and Economics	
Module Leader	Luay qays abdulh	**e-mail**	ad.luayabdullh@uodiyala.edu.iq	
Module Leader's Acad. Title	Assistant Professor	**Module Leader's Qualification**	Master's	
Module Tutor	Luay qays abdulh	**e-mail**	ad.luayabdullh@uodiyala.edu.iq	
Peer Reviewer Name	Name	**e-mail**	Email	
Scientific Committee Approval Date	3/11/2024	**Version Number**	1.0	

Relation with other Modules Relationship with other subjects			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents Goals The material Academic And results learning and contents Guidance	
Module Aims **Goals The material Academic**	• Introducing the student to the most important foundations and principles of accounting science. • Introducing the student to the main administrative functions and the main and secondary functions of the organization. • Explaining the development of accounting sciences and their historical sequence. • Clarifying the importance of management science and its role in organizations. • Providing the student with various topics about accounting that form a knowledge base for him about accounting and its applications in organizations.
Module Learning Outcomes **Outputs learning For the material Academic**	1. Students should know the most important accounting principles and concepts . 2 Students identify the main functions of accounting , and the main and secondary functions of the organization. 3. Students can explain accounting concepts. 4. Students apply accounting concepts with real-life examples and case studies. 5. Students can analyze the validity of administrative theories with practical reality. 6. Students express their opinions on accounting concepts.
Indicative Contents **Contents Guidance**	First 2 hours Introduction to Financial Accounting Second 3 hours Introduction to Financial Accounting Third 3 hours Fundamentals of Financial Transactions Analysis Fourth 3 hours Fundamentals of Financial Transactions Analysis Fifth 3 hours Capital and Financing Transactions Sixth 3 hours Capital and Financing Transactions Seventh 3 hours Merchandise Transactions (Buying and Selling) Eighth 3 hours Merchandise Transactions (Buying and Selling)

	Ninth 3 hours Commercial Papers Tenth 3 hours Commercial Papers Eleventh 3 hours Fixed Assets Twelfth 3 hours Fixed Assets Thirteenth 3 hours Final Accounts and Financial Statements Fourteenth 3 hours Final Accounts and Financial Statements Fifteenth 3 hours Correcting Errors and Settlement Entries
Learning and Teaching Strategies **Learning and teaching strategies**	
Strategies	**Learning Strategies:** -1Interactive skills: the ability to communicate with the subject teacher and colleagues . -2Programming skills: the ability to diagnose administrative theories and practical applications . 3- Analytical skills: the ability to analyze administrative concepts and their parts. **Teaching Strategies:** 1- Lecture . 2- Discussion and dialogue . 3- Enrichment questions . 4- Accurate interrogation.

Student Workload (SWL) **Student's academic load**			
Structured SWL (h/ sem) Pregnancy Academic Regular For students during the chapter	**78**	**Structured SWL (h/w) Pregnancy Academic Regular For students weekly**	**5.2**
Unstructured SWL (h/ sem) Pregnancy Academic not Regular For students during the chapter	**72**	**Unstructured SWL (h/w) Pregnancy Academic not Regular For students weekly**	**4.8**
Total SWL (h/ sem) Pregnancy Academic kidney For students during the chapter	**150**		

Module Evaluation

Course material evaluation

As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative Assessment	Quizzes	5	25% (25)	3, ,10	LO #1,3
	Assignments (HW)	2	5% (5)	2, 12	LO # 2.5
	Report				
	Activities	1	4% (4)		
	Lab	1	6% (6)	All	All
Summative Assessment	Midterm Exam	2 hours	10% (10)	8	All LO # 1,2,3
	Final Exam	3 hours	50%	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

Week	Material Covered
Week 1	Introduction to Financial Accounting
Week 2	Introduction to Financial Accounting
Week 3	Fundamentals of Financial Transactions Analysis
Week 4	Fundamentals of Financial Transactions Analysis
Week 5	Capital and Financing Transactions
Week 6	Capital and Financing Transactions

Week 7	Merchandise Transactions (Buying and Selling)
Week 8	Merchandise Transactions (Buying and Selling)
Week 9	Commercial Papers
Week 10	Commercial Papers
Week 11	Fixed Assets
Week 12	Fixed Assets
Week 13	Final Accounts and Financial Statements
Week 14	Final Accounts and Financial Statements
Week 15	Correcting Errors and Settlement Entries
Week 16	Introduction to Financial Accounting

Delivery Plan (Weekly Lab. Syllabus)	
Weekly lab schedule	
Week	**Material Covered**
Week 1,2	None
Week 3,4	None
Week 5,6	None

Week 7,8	None
Week 9,10	None
Week 11,12	None
Week 13,14	None

Learning and Teaching Resources **Learning and teaching resources**		
	Text	**Available in the Library?**
Required Texts	Financial Accounting Principles Book	Yes
Recommended Texts	A Collection of External Reports	Yes

Grading Scheme Grading scheme				
Group	**Grade**	Appreciation	**Marks (%)**	**Definition**
Success Group (50 - 100)	**A -** Excellent	**privilege**	90 - 100	Outstanding Performance
	B - Very Good	**good very**	80 - 89	Above average with some errors
	C – Good	**good**	70 - 79	Sound works with notable errors
	D - Satisfactory	**middle**	60 - 69	Fair but with major shortcomings
	E - Sufficient	**acceptable**	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	**Failed((Registered Treatment**	(45-49)	More work required but credit awarded
	F – Fail	**Failed**	(0-44)	Considerable amount of work required
Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone “near-pass fails” so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.				

Module Information Course information					
Module Title	**Statistics**			**Module Delivery**	
Module Type	**Core**			☒ **Theory** ☐ **Lecture** ☐ **Lab** ☐ **Tutorial** ☒ **Practical** ☐ **Seminar**	
Module Code	**ST1201**				
ECTS Credits	**8**				
SWL (hr / sem)	**200**				
Module Level		2	**Semester of Delivery**		2
Statistics Department		Statistics	**College**	College of Administration and Economics	
Module Leader	Name: gheadaa Ibrahim Sheahe		**e-mail**	gh.gheadaa@uodiyala.edu.iq	
Module Leader's Acad. Title		Assistant Lecturer	**Module Leader's Qualification**		Master
Module Tutor	Name (if available)		**e-mail**	Email	
Peer Reviewer Name		Name	**e-mail**	Email	
Scientific Committee Approval Date		3/11/2024	**Version Number**		1.0

Relation with other Modules Relationship with other subjects			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guiding content	
Module Objectives Course objectives	9. Understanding Measures of Dispersion: Enable the student to understand how to calculate and analyze measures of dispersion such and standard deviation to understand ,as range, interquartile range .the variability of data

	10. Understanding Dispersion: Teach students how to use criteria such as based dispersion, interquartile range, and median deviation to -range .understand data distributions 11. moments: Enable the student to calculate moments Ability to calculate e.g., first, second, and third moments) and analyze their use to) .understand the behavior of data 12. Understanding and Analyzing Skewness: Learn how to measure and .ion) of datainterpret the skewness (asymmetric distribut 13. Kurtosis Analysis: Teach students how to determine kurtosis (the degree of concentricity of data) using measures such as standard .deviation 14. Using Correlation Coefficients: Enable students to calculate and tion coefficients (simple, partial, and analyze different types of correla .multiple) to understand data relationships 15. Understanding and Applying Simple Linear Regression: Teach students how to use simple linear regression to predict values based on .independent variables 16. cal analysis skills: Improve students' ability to use Develop statisti .statistical methods to analyze data and interpret results effectively
Module Learning Outcomes Learning outcomes for the subject	9. Understanding Measures of Dispersion: Learn about the concept of dispersion in data and the importance of measuring it using range, .interquartile range, and standard deviation 10. based dispersion coefficient, -Dispersion analysis: Apply range interquartile range, and mean deviation, in addition to the coefficient .ion and standard deviationof variat 11. Understanding Moments and Statistical Properties: The ability to calculate moments and understand their use in analyzing data .distributions 12. Skewness and kurtosis analysis: Interpret skewness and kurtosis to the data distribution compared to a normal measure the shape of .distribution 13. Applying Correlation Coefficients: Understanding and using simple, partial, and multiple correlation coefficients to measure the .relationship between variables

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	14. Assessment: Use Spearman's rank Rank Correlation and Concordance correlation coefficient , correlation coefficient, and concordance coefficient to identify nonlinear and categorical relationships between .data 15. Understanding and Applying Simple Linear Regression: Analyzing the between two variables using a simple linear regression relationship .model and predicting the dependent variable 16. Exam Preparation and Final Assessment: Develop the skills needed to .pass exams and apply the acquired statistical concepts in practice

Learning and Teaching Strategies Learning and teaching strategies	
Indicative Contents Guidance contents	**of Dispersion Measures - One Part** Measures of dispersion: Study measures of dispersion such as variance and standard deviation to understand how varied and distributed the data is. hours 8 Duration of the second part: 1 **Torsion Measures - Two Part** and their types Display of skewness and flatness measures hours 15 :Duration of Part 3 **Part Three: Correlation and Regression Measures** **Show the most important measures of simple and multiple correlation and simple regression** Part duration: 24 hours **Review and solve problems** Review Sessions: A comprehensive review of basic concepts and dispersion, as well as practical problem solving related to data presentation and analysis. Review duration: 6 hours
Strategies	9. Learning: Use group discussions and active participation between students and teachers to motivate students to think critically and apply theoretical concepts in practical contexts. 10. Based Learning: apply life problems that require students to analyze and-Presenting real acquired knowledge to solve them, which enhances analytical and creative thinking skills. 11. Collaborative Learning: Encourage teamwork by forming small groups in which students work together to solve problems or carry out projects, which enhances operation and communication skillsco. 12. Presentations:

	Assigning students to prepare and present topics related to the course material, which helps them develop their research, presentation, and communication skills. 13. Hands-on Learning : Giving students the opportunity to apply the concepts they are studying through small experiments or projects, which contributes to enhancing their understanding. 14. Self-Directed Learning : Encourage students to research information and learn new skills learning and critical thinking skills-ependently, which enhances selfind. 15. Learning: Integrating technological tools such as electronic presentations, educational applications, and interactive platforms to support the learning process and n between students and the course materialincrease interactio. 16. Assessment: Continuous assessment tools such as quizzes, classroom activities, and homework will be used to monitor students' progress and identify their re metstrengths and weaknesses to ensure learning objectives a.

Student Workload (SWL) .The student's academic load is calculated as 15 weeks			
Structured SWL (h/ sem) Regular student load during the semester	**78**	**Structured SWL (h/w)** Regular weekly student workload	**5.2**
Unstructured SWL (h/ sem) Irregular student load during the	**122**	**Unstructured SWL (h/w)** Irregular student study load per week	**8.13**

|

semester			
Total SWL (h/ sem) The student's total academic load during the semester	**200**		

Module Evaluation Course material evaluation					
As		**Time/Number**	**Weight (Marks)**	**Week Due**	**Relevant Learning Outcome**
Formative assessment	**Quizzes**	**2**	**20**% (**10**)	6 and 12	LO #1 to #4 and #6 to #8
	Assignments	**2**	**10**% (**10**)	4 and 10	LO #2, #3, #4, #5 and #7, #8, #9
	Projects / Lab.	**0**	**0**		
	Report	1	10% (10)	**12**	LO # **1**to # **11**
Summative assessment	**Midterm Exam**	2 hours	10% (10)	9	LO # **1**- # **9**
	Final Exam	3 hours	50% (50)	16	All
Total assessment			**100% (100 Marks)**		

Delivery Plan (Weekly Syllabus) Theoretical weekly curriculum	
	Material Covered
Week 1	**Measures of dispersion: range, interquartile range**
Week 2	**Measures of dispersion: standard deviation**
Week 3	**based -based dispersion coefficient, interquartile deviation-Dispersion coefficients: range dispersion coefficient based-dispersion coefficient, mean deviation**
Week 4	**Dispersion coefficients: coefficient of variation, standard deviation**
Week 5	**Determinations**
Week 6	**twisting**
Week 7	**Flattening**
Week 8	**Correlation coefficient: simple correlation coefficient**
Week 9	**coefficient partial correlation**
Week 10	**Mid-term Exam**
Week 11	**Multiple correlation coefficient**
Week 12	**Saberman's rank correlation coefficient**
Week 13	**Coupling coefficient**
Week 14	**coefficient of compatibility**
Week 15	**simple linear regression**
Week 16	**Preparatory week before the final exam**

Required Texts	, Mashhadani , Amir Hanna Hormuz-Mahmoud Al 1989 ,Principles of Statistics To input The , Mahmoud humble , narrator The 1989 . Statistics	Yes
Recommended Texts	• Main references (sources) • Recommended supporting books and • references (scientific journals, reports....) • Electronic references, Internet sites	No

Delivery Plan (Weekly Lab. Syllabus)

Weekly lab schedule

	Material Covered
Week 1	No
Week 2	No
Week 3	No
Week 4	No
Week 5	No
Week 6	No
Week 7	No

Grading Scheme Grading scheme				
Group	**Grade**	Appreciation	**Marks %**	**Definition**
Success Group (50 - 100)	**A -** Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	Precipitate (in (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone “near-pass fails” so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Module Information information Course					
Module Title	**Human Rights and Democracy**			**Module Delivery**	
Module Type	**Basic learning activities**			☒ **Theory** ☒ **Lecture** ☐ **Lab** ☐ **L Tutorial** ☐ **Practical** ☐ **Seminar**	
Module Code	**UD126**				
ECTS Credits	**2**				
SWL (hr / sem)	**50**				
Module Level	UGx11		**Semester of Delivery**		
Administration Department	All college departments		**College**	College of Administration and Economics	
Module Leader	Omar Habbar Ahmed		**e-mail**	omarjabar@uodiyala.edu.iq	
Module Leader's Acad. Title	teacher		**Module Leader's Qualification**	PhD	
Module Tutor			**e-mail**		
Peer Reviewer Name			**e-mail**		
Scientific Committee Approval Date	3/11/2024		**Version Number**	1.0	

Module Aims, Learning Outcomes and Indicative Contents objectives, learning outcomes, and guiding content Course	
Module Objectives Course objectives	1. During the academic year, students learn the basics of human rights and democracy, what their rights are, how to defend them legally, and what their .international guarantees are internal and 2. Gaining knowledge in the field of democracy, its types of systems, and its .impact on human rights 3. Developing the student's personality and enhancing their awareness of nd how to apply them on the democratic political systems, their details, a ground. It also highlights the importance of being effective in society by respecting the rights of others and knowing that rights and freedoms end where their own rights and freedoms begin. It also aims to fulfill one's duties .rather than simply acquiring rights 4. .Promoting a culture of peace based on justice and equality
Module Learning Outcomes Learning outcomes for the subject	1. Enabling the student to know the basics of defending his rights and the rights knowing them and knowing their importance to him and to of others after society in general, and also knowing each person's limits of his rights and .freedom 2. Empowering students to participate politically by making them aware of the ctions and the impact this participation importance of their participation in ele has on the course of the elections and the subsequent formation of .government 3. The student must know the guarantees of his rights and freedoms and their .sources 4. .Knowing the difference between rights and freedoms 5. nabling the student to understand the scientific concept of democracy, its E .roots, types and forms 6. The student learns how the democratic system affects human rights and what .the relationship is between them 7. g an active citizen in society, The student's awareness of the necessity of bein as well as knowing the conditions of the voter and the conditions of the .candidate for elections 8. .Knowing the electoral systems and which one is better 9. ef The student's understanding of international human rights law and a bri knowledge of international organizations and their working mechanisms, such .as the United Nations, the Red Cross, and others
Indicative Contents Guidance contents	**- Part One Definition of human rights and human rights in ancient civilizations** Defining rights, defining human beings, and knowing the importance of human rights)

	for humans and society, as well as studying human rights in civilizations such as the (Egyptian, Iraqi, Greek, and Roman civilizations) (4 hours **he Divine Religions, the Most Important of which is Part Two: Human Rights in t (Islam (2 hours** Sources of human rights include (international sources such as the Universal Declaration of Human Rights and the two international covenants and regional sources ements such as the European and American Conventions and that include regional agre (the Constitution) (2 hours (Human rights guarantees (such as constitutional and legal guarantees) (2 hours (International and regional human rights agreements (2 hours (and comparison between them (2 hours ,Public freedoms, their types (The Future of Human Rights, Globalization and Human Rights (2 hours Definition, history and types of democracy (study the definition, origin and indirect development of democracy, its principles and types such as direct and (democracy, presidential and parliamentary systems) (6 hours Definition of elections, their conditions, types of electoral systems, and definition of (the House of Representatives (6 hours (rsThe relationship between democracy and human rights (2 hou .
Learning and Teaching Strategies Learning and teaching strategies	
Strategies	1. Increasing student awareness of the importance of knowing their rights and duties towards society and the relationship between human rights and the .democratic system 2. General culture in a range of fields, including the legal, political and social confidence by linking theoretical material -fields, and raising the student's self .to practical reality

Student Workload (SWL) .weeks The student's academic load is calculated as 15			
Structured SWL (h/ sem)	**33**	**Structured SWL (h/w)**	**2**

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Regular student load during the semester		Regular weekly student workload	
Unstructured SWL (h/ sem) Irregular student load during the semester	**17**	**Unstructured SWL (h/w)** Irregular student study load per week	**1.1**
Total SWL (h/ sem) The student's total academic load during the semester	**50**		

Module Evaluation Course material evaluation					
		Time/Number	**Weight (Marks)**	**Week Due**	**Relevant Learning Outcome**
Formative assessment	**Quizzes**	**2**	**15% (7.5)**	**5 and 10**	**LO #1, #2 ,#3, and #6, #7, #8**
	Assignments	**2**	**10% (5)**	**2 and 12**	**LO #3, #4 and #6, #7**
	Projects / Lab.				
	Report	**1**	**15% (15)**	**13**	**LO #5, #8 and #9**
Summative assessment	**Midterm Exam**	**2 hours**	**10% (10)**	**7**	**LO #1 - #7**
	Final Exam	**3 hours**	**50% (50)**	**16**	**All**
Total assessment			**100% (100 Marks)**		

Delivery Plan (Weekly Syllabus) Theoretical weekly curriculum	
	Material Covered
Week 1	.An introductory lecture about the subject and its importance
Week 2	Definition of right, human, human rights, importance of human rights, human rights in the Islamic .religion and ancient civilizations
Week 3	.International, regional and local human rights sources
Week 4	guarantees and human rights guarantees at the international Constitutional and legal human rights .level
Week 5	Human rights guarantees in Islam
Week 6	.The role of regional organizations in protecting human rights
Week 7	their types, and comparison between ,Characteristics of human rights, definition of public freedoms them and rights .International human rights law, international humanitarian law, and the Red Cross
Week 8	.The future of human rights and ways to develop them
Week 9	.Globalization and human rights
Week 10	.of democracy, its historical development and principles Definition .Democracy between universality and privacy .Forms of democracy / direct democracy
Week 11	direct democracy and representative democracy / pillars of the representative system / forms of -Semi .representative system the
Week 12	.Parliament and its types / Election and its conditions / Electoral College
Week 13	Organizing the election process / Determining electoral districts / Electoral lists / Candidates / .Election campaign / Voting
Week 14	.Election systems
Week 15	The relationship between democracy and human rights and how they influence and are influenced by .each other
Week 16	Final exam

Learning and Teaching Resources Learning and teaching resources		
	Text	**Available in the Library?**
Required Texts	Human Rights, Children and Democracy/ Written by Maher Saleh Alawi, Riad Aziz Hadi, Ali Abdul Razzaq Muhammad and others / Atik / Beirut / 2009-Al	Yes
Recommended Texts	Dulaimi / Human Rights: Thought and Practice-Abbas Al Atik -Salah Yassin / International Organizations / Al ,Fakhri Rashid for Book Industry / Baghdad Attiyah / Public International Law / Legal Library / -Issam Al Baghdad / 2012	no
Websites		

Grading Scheme

Grading scheme

Group	Grade	Appreciation	Marks %	Definition
Success Group (50 - 100)	**A -** Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C - Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	in) Precipitate (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Academic The material a description model

Module Information Academic The material information					
Module Title	**Computer II**			**Module Delivery**	
Module Type	**Basic learning activities**			☒ **Theory** ☐ **Lecture** ☐ **Lab** ☐ **L Tutorial** ☒ **Practical** ☐ **Seminar**	
Module Code	**UD23**				
ECTS Credits	**3**				
SWL (hr / sem)	**75**				
Module Level	UGI		**Semester (s) offered**		
Administering Department	All Department		**College**	All College of The University	
Module Leader	**AM Laith Talib Rashid**		**e- mail**	**laith88@uodiyala.edu.iq**	
Module Leader's Acad. Title	Asst. Prof.		**Module Leader's Qualification**	PhD	
Module Tutor			**e- mail**	alnuaimi_bashar@uodiyala.edu.iq	
Peer Reviewer Name			**e- mail**		
Scientific Committee Approval Date	3/11/2024		**Version Number**	1.0	

Relation with Other Modules Other Academic Materials with relationship			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes, Indicative Contents and Brief Description Summary a description with Guidance contents and learning And results Academic The material Goals	
Module Aims Academic The material Goals	1. Training students on the fundamentals of computer networks. 2. Exploring the concept of e-commerce and electronic banking services. 3. Developing practical skills in computer troubleshooting. 4. Providing a foundational understanding of Artificial Intelligence (AI) . 5. Introducing various applications of AI across industries. 6. Analyzing the social implications of AI on society and international relations. 7. Addressing ethical challenges associated with AI technology 8. Exploring future trends and advancements in AI.
Module Learning Outcomes For the material learning Outputs Academic	1. Students can describe basic network components, explain their functions, and understand network security fundamentals. As well as diagnose and resolve common network issues. 2. Students will know the concepts of electronic banking services and identify different forms of online banking . 3. Students will be able to identify common hardware and software Problems encountered by computer users. 4. Students will describe various AI techniques and approaches, and discuss their applications. 5. Students will be able to analyze the impact of AI on daily tasks and interactions. 6. Students will identify and discuss AI applications in fields such as education, healthcare, finance, transportation, marketing, and advertising. 7. Students will reflect on the potential social changes brought by AI technology 8. Students will analyze the role of ethics in guiding the development and application of AI. 9. Students will e value potential future applications of AI and consider their social and technological implications
Indicative Contents Guidance Contents	Indicative content includes the following. 1. Course Introduction Security and Networking, Basic Network Components, and Network Security Basics. 2. Working with Concepts of electronic banking services. 3. Working with Computer Troubleshooting. 4. Introduction to AI, Techniques, Approaches, Challenges, Ethical Considerations and Applications 5. AI and Society, Ethical Challenges in AI and The Future of AI

Course Description	Security and Networking: What is a network? Types of networks. Basic network components. Network Security Basics. Understanding network threats. Network Troubleshooting E-Commerce: Concepts of electronic banking services, this includes online banking: ATM and debit card services, Phone banking, SMS banking, electronic alert, Mobile banking Computer Troubleshooting: Identifying and solving common hardware and software problems that computer users encounter. Basic troubleshooting techniques and tools for diagnosing and resolving issues. Introduction to AI: Definition of AI, History of AI, AI Techniques and Approaches, Challenges and Ethical Considerations. AI in Our Daily Lives: AI in smartphones and virtual assistants like Siri or Google Assistant. Applications of AI: Education, Healthcare, Finance, Transportation, Marketing and Advertising. AI and Society: (How AI affects social, AI and international relations, AI and the future of humanity). Ethical Challenges in AI: (AI ethics, privacy and surveillance, the impact of AI on the job market). The Future of AI: (Future trends in AI, recent research and emerging technologies).

Learning and Teaching Strategies and education learning Strategies	
Strategies	• In this course, students are guided by: • Using different examples. • Using different styles of discussion that aim to connect the theoretical and practical sides. • Asking questions and giving exercises that require analysis and conclusions related to lectures. • Encourage students to participate in discussions and do practical work. • Encourage students to work in groups.

Student Workload (SWL) For students Academic Pregnancy			
Structured SWL (h/ sem) he during For students Regular Academic Pregnancy chapter	**63**	**Structured SWL (h/w)** weekly For students Regular Academic Pregnancy	**4.2**
Unstructured SWL (h/ sem) he during For students Regular not Academic Pregnancy chapter	**12**	**Unstructured SWL (h/w)** For students Regular not Academic Pregnancy weekly	**0.8**
Total SWL (h/ sem) the chapter during For students kidney Academic Pregnancy	**75**		

Module Evaluation Academic The material evaluation					
		Time/ Number	**Weight (Marks)**	**Week Due**	**Relevant Learning Outcome**
Formative assessment	**Quizzes**	**2**	**10% (5)**	**6 and 12**	**All**
	Assignments	**2**	**10% (5)**	**2 and 13**	**LO #1 to #8**
	Projects / Lab.	**1**	**10% (10)**	**Continuous**	**All**
	Group Work	**2**	**10% (5)**	**13**	**LO #2, #4 and #6**
Summative assessment	**Midterm Exam**	**1hr**	**10% (10)**	**9**	**LO #1 - #5**
	Final Exam	**3 hours**	**50% (50)**	**16**	**All**
Total assessment			**100% (100 Marks)**		

Delivery Plan (Weekly Syllabus theoretical Weekly Curriculum	
	Material Covered
Week 1	Introduction Security and Networking
Week 2	E- Commerce
Week 3	Computer Troubleshooting
Week 4	Basic troubleshooting techniques and tools
Week 5	Introduction to AI
Week 6	AI Techniques and Approaches
Week 7	AI in Our Daily Lives
Week 8	AI and virtual assistants like Siri or Google Assistant
Week 9	Applications of AI: Education and Healthcare
Week 10	Applications of AI: Finance and Transportation
Week 11	Applications of AI: Marketing and Advertising
Week 12	AI and Society: AI and International Relations
Week 13	AI and Society: AI and the future of humanity
Week 14	Ethical Challenges in AI
Week 15	The Future of AI

Delivery Plan (Weekly Lab. Syllabus) For the laboratory Weekly Curriculum	
	Material Covered
Week 1	Introduction to Networking Tools and Setup • Lab Orientation: Introduction to networking equipment and basic networking tools. • Setup of a simple network, understanding network topologies.
Week 2	Basic Network Configuration • Configuring IP addresses, subnetting and basic router setup. • Ping and traceroute commands to test network connectivity.
Week 3	Network Security Basics • Hands-on with firewalls: Configuring basic firewall rules.

	• Understanding packet sniffing and analyzing network traffic with tools like Wireshark .
Week 4	Troubleshooting Network Issues • Common network troubleshooting commands: `ipconfig` • Diagnosing connectivity issues and network troubleshooting scenarios.
Week 5	Introduction to E-Commerce Platforms • Overview of popular e-commerce platforms and payment gateways • Setting up a demo e-commerce website and exploring payment options.
Week 6	Digital Banking Simulation • Simulating online banking transactions (ATM, debit card, mobile banking).
Week 7	Computer Troubleshooting (Hardware) • Identifying and diagnosis common hardware issues. • Practicing component replacement (eg, RAM, hard drive) and system optimization
Week 8	Computer Troubleshooting (Software) • Diagnosing and fixing common software issues (eg, system crashes, software conflicts). • Using system diagnostic tools and software repair utilities
Week 9	Introduction to AI Tools and Software • Exploring basic AI tools and platforms, such as Python libraries (NumPy , Pandas).
Week 10	AI in Daily Life: Virtual Assistants • Setting up and experimenting with virtual assistants like Siri , Google Assistant, or Alexa .
Week 11	AI in Various Industries • Case study labs focusing on AI applications in healthcare, finance, or marketing.
Week 12	AI and Society • Analyzing AI-driven social media algorithms. • Experimenting with recommendation systems and discussing ethical concerns.
Week 13	Ethical AI and Privacy Using tools to analyze privacy and surveillance aspects of AI (eg, face recognition demo).
Week 14	Future Trends in AI • Hands-on session with generative AI models or recent AI advancements
Week 15	Capstone Lab Project and Review Students work on a mini-project integration networking, e-commerce, troubleshooting, or AI.

Learning and Teaching Resources and teaching learning sources		
	Text	**Available in the Library?**
Required Texts	• William Stallings, Network Security Essentials: Applications and Standards, 6th Edition, 2020. • Kenneth Laudon and Carol Guercio Traver , *E-Commerce 2024: Business, Technology, and Society* , 18th Edition, 2024 • Melanie Mitchell, *Artificial Intelligence: A Guide for Thinking Humans* , 1st Edition, 2019. • Stuart Russell and Peter Norvig , *Artificial Intelligence: A Modern Approach* , 4th Edition, 2020.	No
Recommended Texts	• Wendell Odom, *CCNA 200-301 Official Cert Guide* , 1st Edition, 2019. • Mark Miller, *Digital Banking Tips and Solutions* , 1st Edition, 2021. • Dan Gookin , *Troubleshooting and Maintaining Your PC All-in-One For Dummies* , 3rd Edition, 2021. • Max Tegmark , *Life 3.0: Being Human in the Age of Artificial Intelligence* 1st Edition, 2017. • Wendell Wallach, *The Ethics of Artificial Intelligence and Robotics* , 1st Edition, 2020.	
Websites	• Eli the Computer Guy (youtube.com/user/elithecomputerguy) • AI for Everyone by Andrew Ng (coursera.org) • Google AI Experiments (experiments.withgoogle.com/ai) • UNESCO AI and Society (unesco.org) • AI Ethics Lab (aiethicslab.com)	

GRADING SCHEME degrees a plan				
Group	**Grade**	Appreciation	**Marks (%)**	**Definition**
Success Group (50 - 100)	**A -** Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C- Good	good	70 - 79	Sound work with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E - Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX -** Fail	By acceptable decision	(45-49)	More work required but credit awarded
	F - Fail	Failed	(0-44)	Considerable amount of work required

Note:

NB Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Course Description Form

Module Information Course information					
Module Title	**Arabic Language I**			**Module Delivery**	
Module Type	**Basic**			☒ **Theory** ☒ **Lecture** ☒ **Lab** ☐ **Tutorial** ☐ **Practical** ☐ **Seminar**	
Module Code	**UD12**				
ECTS Credits	**2**				
SWL (hr / sem)	**50**				
Module Level	1		**Semester of Delivery**	2	
Administration Department	All Depts.		**College**	College of Administration and Economics	
Module Leader	Marwa Mahdi Saleh		**e-mail**	mryamhademana@uodiyala.edu.iq	
Module Leader's Acad. Title	Doctor teacher		**Module Leader's Qualification**		
Module Tutor	Name(if available)		**e-mail**	Email	
Peer Reviewer Name	Name		**e-mail**	Email	
Scientific Committee Approval Date	3/11/2024		**Version Number**	1.0	

Relation with other Modules Relationship with other subjects			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guiding content	
Module Objectives Course objectives	:departments The main objective of teaching Arabic to scientific - The student is taken to the magnificence of the expression of the Holy Quran and is certain that the Quranic expression is an intentional artistic expression, . every word and every letter is placed in an intended artistic position - the Arabic language and adopt classical Arabic in speech and To improve writing, and to increase the student's knowledge of literature and heritage by examining selected texts from different literary eras to increase the .tureknowledge of heritage and contemporary litera - Emphasizing the role of the student in monitoring and enriching knowledge of the Arabic language and its arts with special effort, if we establish the keys to the curriculum, then the student will be tasked with opening doors and sources of knowledge in making classical Arabic occupy a windows to the vast leading position and surpassing the colloquial in service of our sacred Arabic .language and preserving its strength and beauty - age are: It goes without saying that the objectives of teaching the Arabic langu it is the aspect that achieves unity, and the motives of loyalty oblige us to be .keen on it and preserve its essence
Module Learning Outcomes Learning outcomes for the subject	**-non The scientific outcomes of the General Arabic Language course for :specialization departments can be summarized as follows** - **The student will be able to recognize the characteristics of the Arabic language as a Semitic language, understand the common characteristics of Semitic languages, and understand the position of the Arabic language within this language family, which will enhance his or her understanding of its origins and development .throughout history** - **Analysis of the sounds of the Arabic language in terms of places between the and methods of pronunciation and distinguishing .different Arabic sounds** - **Addressing morphological issues, analyzing the structure of Arabic words, and understanding how they are formed and changed to convey different meanings, which develops his skills in forming and .ctlyformulating words corre** - **Identifying and using grammatical structures in the Arabic language correctly, which enhances the student's ability to .construct grammatically correct and clearly expressive sentences** - **Understanding semantic relationships such as synonymy,**

	and collocation between words, which expands one's ,antonymy understanding of the meaning of words and their use in different .contexts - **Following and applying correct spelling rules will help improve .your writing and ensure clarity and accuracy of meaning** - **Analyzing literary genres and employing rhetoric in expression, which enhances their understanding of literary texts and develops . their writing skills in an effective and rhetorical style**
Indicative Contents Guidance contents	1- language as part of the Semitic languages Introduction to the Arabic Introduction to the Arabic language, its origins and most important characteristics The status of the Arabic language within the Semitic language family and the history of its development ics of the Arabic language rooted in its Semitic rootsStudy of the characterist 2- Arabic Language Sounds: Pronunciation and Performance Introduction to phonetics and the importance of an accurate understanding of language sounds articulation: velar, labial, and Classification of sounds according to the place of alveolar sounds Study of pronunciation methods (such as plosives, fricatives, and scientific (applications of correct pronunciation 3- Morphological analysis of Arabic words ord and the importance of A basic explanation of the structure of the Arabic w .morphology in constructing meaning Study of word types in terms of structure, such as verbs, nouns, and .derivatives How to form roots and weights and understand the morphological forms used in the Arabic language basics of Arabic grammar and Arabic sentence rules Study the Recognizing verbal, nominal, and compound sentence structures Applications on sentence construction and correcting common grammatical errors Semantic relationships between words ings of words and the relationships between Defining the different mean .them, such as synonymy and antonymy Understand the meanings of words in different contexts and explain how meanings overlap Study different linguistic terms and ways of using them to achieve precision ionin express Correct spelling rules

	The importance of dictation in improving the quality of writing and ensuring .clarity of meaning Study the basic rules of spelling, such as the rules for writing the hamza, the .shortened and extended alif hetoric: Identifying the basic literary genres, such as Arabic Literature and R .poetry, prose, essays, and stories Study of rhetorical methods in Arabic literature and the most important rhetorical tools such as simile, metaphor, metonymy and allegory d employing rhetoric in writing to increase impact Analyzing literary texts an and power of expression

Learning and Teaching Strategies Learning and teaching strategies	
Strategies	- Focus on strategies that lead to active learning, emphasize the learner's -1 .interest, and motivate him towards positive participation role, arouse his - .quality Arabic texts-Increase the use of high -2 - We prepare some reading passages that combine grammar lessons with -3 literature lessons. This helps develop the student's taste in understanding .and feeling for words, styles, and their use - Giving the teacher the freedom to choose pieces to read from literature -4 books and texts and from occasional literature published in newspapers and m him to magazines to correct the student's pronunciation and accusto .reading correctly, free of mistakes - The teacher has a basic duty, which is to supervise , evaluate and correct -5 . specialized departments-the teaching of the Arabic language to non - Activating the element of pride in the Arabic language in the student by -6 working to instill a love for the Arabic language as the mother tongue, the language of the Holy Quran, the language of miracles and verses, and by stories related to the Arab's keenness to presenting him with traditional .preserve his language and pride in it

Student Workload (SWL) .The student's academic load is calculated as 15 weeks			
Structured SWL (h/ sem)	33	**Structured SWL (h/w)**	2.2

Regular student load during the semester		Regular weekly student workload	
Unstructured SWL (h/ sem) Irregular student load during the semester	17	**Unstructured SWL (h/w)** Irregular student study load per week	1.1
Total SWL (h/ sem) The student's total academic load during the semester	**50**		

Module Evaluation

Course material evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	**Quizzes**	4	20% (5)	3 6 8 11	LO #1, #3 #4 #6, #7 #8 #9 #11
	Assignments	2	10% (5)	2 and 12	LO #3, #4 and #6, #7
	Report	1	10% (10)	13	LO #5, #8 and #10
Summative assessment	**Midterm Exam**	1hr	10% (10)	7	LO #1 - #7
	Final Exam	2 hours	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

	Material Covered
Week 1	**Kahf (the story of Moses and -A specific Quranic text from Surat Al : Quranic Expressio (Khidr, peace be upon them) from verse (60) to verse (10) (82-Al**
Week 2	**solar and lunar letters with texts to extract them :Language skills**
Week 3	**letters Dhad and Tha Writing the**
Week 4	**Writing the long and connected taa**
Week 5	**punctuation marks**

Week 6	Chapter Two: Sounds and the Arabic Lexicon Consonants and vowels
Week 7	and the (Types of dictionaries (dictionaries of words and dictionaries of meanings method of extracting from them
Week 8	Chapter Three: Grammar Rules (Types of words (noun, verb, and particle
Week 9	Singular, dual, plural and the case endings of each
Week 10	verbal sentence and nominal sentence
Week 11	attraction, tools of placing the present tense verb in the tools of :Grammatical tools accusative case, tools of placing the present tense verb in the jussive case
Week 12	.Chapter Four: Rhetoric and Literature: One of the rhetorical arts is simile
Week 13	Qais, and Islamic poetry = Hassan ibn Thabit-poetry = Imru' al Islamic-Texts from pre
Week 14	Mutanabbi, and Andalusian poetry = Muwashshahat-Texts from Abbasid poetry = Al
Week 15	(Ancient Arabic prose texts: (sermons, wills, and maqamat

Delivery Plan (Weekly Lab. Syllabus)

Weekly lab schedule

	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	1. Samarrai-Al Quranic Expression : Dr. Fadhel 2. : Majors-Arabic Language Curriculum for Non Written by a Group of Arabic Language Professors 3. The fragrance of knowledge in the art of Hamlawi-morphology: Dr. Ahmed Al 4. eloquence : Dr. Ahmed Matloub	Yes

Recommended Texts		
Websites		

Grading Scheme Grading scheme				
Group	**Grade**	Appreciation	**Marks %**	**Definition**
Success Group (50 - 100)	**A –** Excellent	privilege	90 - 100	Outstanding Performance
	B - Very Good	very good	80 - 89	Above average with some errors
	C – Good	good	70 - 79	Sound works with notable errors
	D - Satisfactory	middle	60 - 69	Fair but with major shortcomings
	E – Sufficient	acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	in) Precipitate (process	(45-49)	More work required but credit awarded
	F – Fail	Failed	(0-44)	Considerable amount of work required

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model a description The material Academic

Module Information Course information					
Module Title	Management principles			**Module Delivery**	
Module Type	B			• ☒ Theory • ☒ Lecture • ☒ Lab • ☐ Tutorial • ☐ Practical • ☐ Seminar	
Module Code	ST1202				
ECTS Credits	8				
SWL (hr / sem)	200				
Module Level	UGI		**Semester of Delivery**	1	
Statistics Department	ST1202	**College**	College of Management and Economics		
Module Leader		**e-mail**			
Module Leader's Acad. Title	Assist. Prof.	**Module Leader's Qualification**	PhD		
Module Tutor	Huda Mahdi Ahmed	**e-mail**	hudasta@uodiyala.edu.iq		
Peer Reviewer Name		**e-mail**			
Scientific Committee Approval Date	3/11/2024	**Version Number**	1.0		

Relation with other Modules Relationship with other subjects			
Prerequisite module	None	**Semester**	
Co-requisites module	None	**Semester**	

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Module Aims, Learning Outcomes and Indicative Contents Goals The material Academic And results learning and contents Guidance	
Module Aims **Goals The material Academic**	• The goal is to provide the integration material that the student will need in studying the theory • • Statistics, probability, mathematical statistics and inference because they all require • • Advanced mathematical material in integration. • • A- Cognitive objectives • • Scientific and mathematical knowledge that helps the student study statistics from an applied perspective and other computer programs • • B- Course-specific skill objectives • • Completing the program that the student studied in the preparatory stage by training him on a mathematical material related to integration and its applications, which deepens the student's understanding when moving to the advanced statistical stages • • C- Emotional and value objectives • 1 That the student appreciates the role of integration in life • • That the student appreciates the role of Arab scientists in mathematics • • 3 That the student solves homework exercises • • 4 That the student is keen to attend the integration lecture • 5 That the student tries to think about solving a mathematical problem • Teaching the student to develop and commit from all scientific and practical aspects
Module Learning Outcomes **Outputs learning For the material Academic**	To know the most important principles and basic concepts in integration and integration methods To express his opinion on the concepts of integration and to apply the concepts of integration with realistic examples and case studies Skill objectives for the course 1- - Interactive skills: Possessing the ability to communicate with the professor and colleagues 2- - Diagnostic skills: The ability to benefit from the many integration methods to find the integration of complex functions 3- Scientific reports. Teaching and learning methods 1- Managing the lecture in an applied manner related to the reality of daily life to attract the student to the subject of the lesson without straying from the core of the subject so that the material is flexible and capable of understanding and analysis 2- Discussion and dialogue 3- Enrichment questions 4- Direct interrogation Evaluation methods

	1- Clarification questions 2- True and false questions 3- Homework 4- Self-assessment 5- Tests (daily, monthly, semester, final). Emotional and value-based objectives 1- Simple thinking: (analyzing the problem in a statistical and mathematical way and finding solutions based on the expected results) 2- Critical thinking: (the ability to criticize and distinguish the topics presented and choose between them) 3-Creative thinking: (the ability to produce new ideas and methods of solution). Teaching and learning methods 1- Brainstorming method -2Using decision-making to test the best alternative -3Presentation. Evaluation methods -Various tests (daily, monthly, semester, final) -2Oral tests -3Assignments General and transferable qualification skills (other skills related to employability and personal development). -1Skills of collecting and analyzing information about integration concepts and how to use them in the fields of statistics -2Training and personal development skills on how to apply integration methods in different fields. 3- Developing the student's ability to deal with the Internet.
Indicative Contents **Contents Guidance**	Indicative content includes the following. **Chapter one** **Chapter Two** **Chapter Three** **Chapter Four** **Chapter Five** **Chapter Six** **Chapter Seven** **Chapter Eight**
Learning and Teaching Strategies **Learning and teaching strategies**	
Strategies	**Learning Strategies:** **Teaching Strategies:** Course Outcomes, Teaching, Learning and Evaluation Methods Cognitive Objectives:- To enable the student to

	Know the most important principles and basic concepts in integration and integration methods, to express his opinion on integration concepts and to apply integration concepts with realistic examples and case studies Skill Objectives for the Course 1- -Interactive Skills: Possessing the ability to communicate with the subject professor and colleagues 2- -Diagnostic Skills: The ability to benefit from the many integration methods to find the integration of complex functions 3- Scientific reports. Teaching and Learning Methods 1- Managing the lecture in an applied manner related to the reality of daily life to attract the student to the subject of the lesson without straying from the core of the subject so that the material is flexible and capable of understanding and analysis 2- Discussion and dialogue 3- Enrichment questions 4- Direct interrogation Evaluation Methods 1- Clarification Questions 2- True and False Questions 3- Assignments 4- Self-Evaluation 5- Tests (daily, monthly, semester, final). Emotional and value goals 1- Simple thinking: (analyzing the problem in a statistical and mathematical way and finding solutions based on the expected results) 2- Critical thinking: (the ability to criticize and distinguish the topics presented and choose between them) 3- Creative thinking: (the ability to produce new ideas and methods of solution). Teaching and learning methods 1- Brainstorming method 2- Using decision-making to test the best alternative 3- Presentation. Evaluation methods - Various tests (daily, monthly, semester, final) 2- Oral tests 3- Assignments General and transferable skills (other skills related to employability and personal development). 1- Skills for collecting and analyzing information about integration concepts and how to use them in the fields of statistics 2- Training and personal development skills on how to apply integration methods in different fields. 3- Developing the student’s ability to deal with the Internet.

Student Workload (SWL) academic load Student's			
Structured SWL (h/ sem) Pregnancy Academic Regular For students during the chapter	78	Structured SWL (h/w) Pregnancy Academic Regular For students weekly	5.2
Unstructured SWL (h/ sem) Pregnancy Academic not Regular For students during the chapter	22	Unstructured SWL (h/w) Pregnancy Academic not Regular For students weekly	1.4
Total SWL (h/ sem) Pregnancy Academic kidney For students during the chapter	200		

Module Evaluation

Course material evaluation

As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative Assessment	Quizzes	2	20% (20)	3, ,10	LO #1,3
	Assignments (HW)	2	5% (5)	2, 12	LO # 2.5
	Report	1	10%(10)		
	Activities	1	5(5%)		
	Lab				
Summative Assessment	Midterm Exam	2 hours	10% (10)	8	All LO # 1,2,3
	Final Exam	3 hours	50%	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Theoretical weekly curriculum

Week	Material Covered
Week 1	**Indefinite and definite integral integral**
Week 2	**Integrals involving Logarithmic and Exponential Functions**
Week 3	**Integrals involving Trigonometric and Inverse Trigonometric Functions**
Week 4	Direct integration (Integration in inverse operator of differentiation)
Week 5	Chapter Two: Methods of Integration (Integration by Parts)

Week 6	**Trigonometric Substitutions**
Week 7	Rational Functions Partial Fractions
Week 8	Mid Exam
Week 9	Applications: Area under the curve
Week 10	Area between two curves
Week 11	Double Integrals
Week 12	Area using double Integrals
Week 13	Area using double Integrals
Week 14	Applications
Week 15	Mid Exam

Delivery Plan (Weekly Lab. Syllabus) Weekly lab schedule	
Week	**Material Covered**
Week 1,2	None
Week 3,4	None
Week 5,6	None
Week 7,8	None
Week 9,10	None
Week 11,12	None
Week 13,14	None

Learning and Teaching Resources Learning and teaching resources		
	Text	**Available in the Library?**
Required Texts	H.Anton: Calculus with Analytic Geometry, 5th ^{ed}, JohnWiely & Sons, New York, 1995.	Yes
Recommended Texts		Yes

Grading Scheme Grading scheme				
Group	**Grade**	Appreciation	**Marks (%)**	**Definition**
Success Group (50 - 100)	**A –** Excellent	**privilege**	90-100	Outstanding Performance
	B - Very Good	**good very**	80-89	Above average with some errors
	C – Good	**good**	70-79	Sound works with notable errors
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	E – Sufficient	**acceptable**	50-59	Work meets minimum criteria
Fail Group (0 – 49)	**FX –** Fail	**Failed((Registered Treatment**	(45-49)	More work required but credit awarded
	F – Fail	**Failed**	(0-44)	Considerable amount of work required
Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone “near-pass fails” so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.				