

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

Academic Program and Course Description Guide

2025 – 2026

Academic program description form

University name: University of Diyala

College/Institute: College of Administration and Economics

Scientific Department: Department of statistics

Name of the academic or professional program: Bachelor of Economics

Name of final degree: Bachelor of Economics

Academic system: first and second semester of the 2025-2026 academic year

Description preparation date: 11/9/2025

Date of filling the file: 11 /9 / 2025

Signature:



Name of department head:

Asst prof . Dr Sami Abdullah Abdul

Date: 11/9/2025

Signature:



Name of scientific assistant:

prof . Dr ALYAA HUSSIN KHALAF

Date: 11/9/2025

Check the file before

Division of Quality Assurance and University Performance

Signature:



Name of the Director of the Quality Assurance and University Performance

Division: Assistant Teacher Amal Hadi Rashid

the date: 11/9/2025



Authentication of the Dean

Assist. Prof. Dr Nazar M. Abdulkareem

11/9/2025

University of Diyala
Management and Economic College



*First Cycle – Bachelor's Degree (B.Sc.) – **Statistic Science***



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1. Mission & Vision Statement

Vision Statement

The department is a university-based scientific organization that combines : Vision education and training to raise the scientific and skill-based efficiency of its members, taking into account the nature of reality and future aspirations, while ensuring high quality and academic accreditation to contribute to improving education and learning at different educational levels

Mission statement

Graduating students with a high level of scientific knowledge that keeps pace with global statistical developments, and instilling a spirit of teamwork and leadership in the field Their specialization lies in fostering a continuous national spirit by providing scientific advice for sound decision-making in various scientific fields.

2. Program specifications

programming code	Bachelor's – Statistic Science	European Credit Transfer System (ECTS)	240
period	Four levels, eight semesters	How to attend	time Full-

This program typically provides students with a solid foundation in statistics and aims to prepare them for careers in diverse fields, including data analysis design and At the first level, students are introduced to the principles . conducting field surveys of statistics and differential calculus. The program also usually includes general coursework in areas such as English and human rights

This program provides students with a comprehensive education that qualifies them to assume leadership positions in various fields and industries

3.Program Objectives

1. Graduating statisticians who have the ability to use modern and contemporary statistical methods (including computers and software) to serve government departments and the private sector.
2. Qualifying students after graduation to use and apply modern statistical sciences, provide statistical consultations, and strengthen relations and cooperation with other specializations.
3. Supporting scientific research to raise its level in the theoretical and applied field directed to serve the community.
4. Following up on contemporary international and Arab developments in the field of statistics and operations research

4. Student Learning Outcomes

The college is committed to working according to a scientific methodology and institutional efforts within clear plans to achieve lofty goals in the academic and training fields, in accordance with the requirements of quality assurance and

academic accreditation, so that its outputs in the field of statistics are more . competitive and ambitious by providing knowledge, information and skills

5. Academic Staff

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6. Credits, Grading and GPA

Credits

Diyala University is following the Bologna Process with the European Credit Transfer System (ECTS) credit system. The total degree program number of ECTS is 240, 30 ECTS per semester. 1 ECTS is equivalent to 25 hrs. student workload, including structured and unstructured workload.

Grading

Before the evaluation, the results are divided into two subgroups: pass and fail. Therefore, the results are independent of the students who failed a course. The grading system is defined as follows

GRADING SCHEME				
Grade chart				
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 - Under processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required
Note:				
Note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole mark, while those less than 0.5 are rounded down to the next lower whole mark (e.g. , 54.5 is rounded up to 55 , while 54.4 is rounded up to 54). The university has a zero - tolerance policy for near-failures ; therefore , the only adjustment made to the marks awarded by the original examiner (s) is the automatic rounding process described above.				

Calculation of the Cumulative Grade Point Average (CGPA)

- The CGPA is calculated by the summation of each module score multiplied by its ECTS, all are divided by the program total ECTS.

CGPA of a 4-year B.Sc. degree:

$$\text{CGPA} = [(1^{\text{st}} \text{ module score} \times \text{ECTS}) + (2^{\text{nd}} \text{ module score} \times \text{ECTS}) + \dots] / 240$$

7. Curriculum /Modules Study units Curricula

Level 1: First Semester | Credit Units 30 | Credit Unit 1=Hours25

T	The symbol	Material	SSWL	USSWL	European Credit Transfer System (ECTS)	Type	Pre-request
1	ST1101	Principles of Statistics	78	122	8	C	
2	ST1102	Differentiation	78	122	8	C	
3	ST1103	Principles of Business Management	63	87	6	B	
4	ST1104	Principles of Economics	63	87	6	B	
5	UD11	English language 1	33	17	2	B	

.Level 1 :Second Semester | Credit Uni 30 | Credit Unit 1 =Hours25

J	The symbol	Material	SSWL	USSWL	European Credit Transfer System (ECTS)	Type	Pre-request
1	ST1201	Statistics	78	122	8	C	
2	ST1202	Integration	78	122	8	C	
3	ST1203	Principles of Accounting	63	87	6	B	
4	UD1 3	Computer 1	48	52	4	B	
5	UD12	Arabic language1	33	17	2	B	
6	UD 04	Democracy and Human rights	33	17	2	B	

Level Two :First Semester | Credit Units 30 | Credit Unit 1 = 25 Hours

T	The symbol	Material	SSWL	USSWL	European Credit Transfer System (ECTS)	Type	Pre-request
1	STAT2301	Principles of Probability	78	122	8	C	
2	STAT2302	Surveys and sampling methods	63	112	7	B	
3	STAT2303	linear algebra	63	112	7	B	
4	UD23	Computer 2	48	52	4	B	
5	UD24	Crimes of the defunct Baath Party	33	17	2	B	
6	UD21	English Language 2	33	17	2	B	

Level Two : Second Semester | Credit Units 30 | Credit Unit 1= 25 Hours

J	The symbol	Material	SSWL	USSWL	European Credit Transfer System(ECTS)	Type	Pre-request
1	STAT2401	Probability distributions	78	122	8	C	
2	STAT2402	Differential equations	63	112	8	B	
3	STAT2403	language proraming MATLAB or R	63	37	6	B	
4	STAT2404	Economic statistics	48	77	4	B	
5	STAT2405	Big data analysis	48	52	2	B	
6	U D22	Arabic language 2	33	17	2	B	

8 — Responsible

: Department Manager

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: Department Head

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Statistics Department

Level one

First Semester

2025 - 2026

MODULE DESCRIPTION FORM

Module Information			
Course Information			
Module Title	Principles of Statistics		Module Delivery
Module Type	C		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar
Module Code	ST1101		
ECTS Credits	8		
SWL (hr/sem)	200		
Module Level	1	Semester of Delivery	
Department	Statistics	College	College of Administration and Economics
Module Leader	Omar Adel Abdel Wahab	e-mail	omersta@uodiyala.edu.iq
Module Leader's Acad. Title	Assistant Professor .Dr.	Module Leader's Qualification	PhD
Module Tutor	Name (if available)	e-mail	Email
Peer Reviewer Name	Name	e-mail	Email
Scientific Committee Approval Date	9/11/2025	Version Number	1.0
Relation with other Modules Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	
Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content			
Module Objectives Course Objectives	1. Introducing students to the science of statistics and its importance : Understanding the role of statistics in data analysis and scientific and practical decision-making. 2. Developing data collection and classification skills : Enabling students to use different data collection methods and classify data accurately.		

	- Teaching students how to review and categorize data : Enhancing students' skills in reviewing, classifying, and presenting data in an organized manner. - Teaching students how to calculate measures of central tendency : enabling students to calculate the arithmetic mean, mode, and median. - Teaching students tabular and geometric presentation methods of data : Developing students' ability to present data in a tabular and geometric format for ease of analysis. - Teaching students how to calculate fractional measures : enabling them to calculate quartiles and deciles and interpret them in statistical analysis. - Understanding the relationship between measures of central tendency : Teaching students how to link different measures of central tendency. - Preparing students to pass theoretical and practical exams : Enabling students to prepare for exams by reviewing and applying basic concepts .
Module Learning Outcomes Learning outcomes for the subject	- Understanding statistics : The student will be able to define statistics and understand its importance in data analysis. - Using data collection methods : The student will learn how to use data collection methods and avoid common errors in collecting them. - Data tabulation and classification : The student will be able to review and classify data according to its types. - Understanding random variables : The student will be able to identify random variables and represent them in tabular and geometric representations. - Calculating measures of central tendency : The student will be able to calculate the arithmetic mean, median, and mode. - Application of fractional measures : The student will learn how to calculate quartiles and decimals and use them in analysis. - Geometric presentation of data : The student will be able to present data using geometric and graphical representations. - Understanding the relationship between measures of central tendency : The student will be able to link the median, mode, and arithmetic mean . in the analysis
Indicative Contents Guideline Contents	Part 1 - Basic Concepts in Statistics Definition of the science of statistics and its importance: Studying the concept of the science of statistics and its development over time, and understanding its importance in data analysis and scientific decision-making. Data collection methods: Identifying data collection methods and how to avoid common errors that may occur during data collection.

	Data classification and categorization: Learn how to review, classify, and categorize data in an organized way to facilitate its analysis. Random variables: Understanding random variables and representing them in statistical tables. Duration of Part 1: 18 hours Part Two - Measures of Central Tendency and Dispersion Measures of Central Tendency: Learn how to calculate the arithmetic mean, median, and mode and use them in data analysis. Measures of dispersion: Studying measures of dispersion such as variance and standard deviation to understand the extent of data variability and distribution. The relationship between measures of central tendency: analyzing the relationship between the arithmetic mean, median, and mode in interpreting data. Duration of Part Two: 15 hours Part Three - Data Presentation and Analysis Tabular presentation of data: A study of tabular presentation methods for data and how to use tables to interpret results. Geometric data presentation: Learn how to use geometric and graphical representations to display data in a visually easy-to-understand way. Weighted, geometric and harmonic arithmetic means: Understanding and interpreting different methods of calculating and interpreting means. Skewnesses and Distributions: Understanding and Applying the Concepts of Skewness and Phocytosis to Analyze Data Distributions. Duration of Part 3: 24 hours Review and solve problems Review sessions: A comprehensive review of basic concepts and measures of central tendency and dispersion, as well as solving practical problems related to data presentation and analysis. Review time: 6 hours
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Learning and Teaching Strategies

Learning and teaching strategies

Strategies

1. Learning:
Using group discussions and active participation between students and teachers to encourage students to think critically and apply theoretical concepts in practical contexts.
2. based learning:
Presenting real-life problems that require students to analyze them and apply acquired knowledge to solve them, thus enhancing analytical and creative thinking skills.
3. Collaborative Learning:
Encouraging teamwork by forming small groups in which students collaborate to solve problems or carry out projects, thus enhancing cooperation and communication skills.
4. Presentations:
Assigning students the task of preparing and presenting topics related to the course material helps them develop their research, presentation, and communication skills.
5. Learning:
Giving students the opportunity for practical application through experiments or small projects related to the theoretical concepts they are studying contributes to enhancing deep understanding.
6. learning:
Encouraging students to seek out information and learn new skills independently, which enhances self-learning and critical thinking skills.
7. Using technology in education(Technology-Enhanced Learning):
Integrating technological tools such as e-presentations, educational applications, and interactive platforms to support the learning process and increase interaction between students and the subject matter.
8. Continuous Assessment:
Using continuous assessment tools such as quizzes, classroom activities, and homework to monitor student progress and identify their strengths and weaknesses to ensure learning objectives are met.

Student Workload (SWL)

.The student's academic workload is calculated for 15 weeks

Structured SWL (h/sem) Regular academic workload for the student during the semester	78	Structured SWL (h/w) Student's regular weekly study load	5.2
Unstructured SWL (h/sem) Irregular student workload during the semester	122	Unstructured SWL (h/w) Irregular weekly study load for the student	8.13
Total SWL (h/sem)	200		

The student's total academic workload during the semester					
Module Evaluation Course Material Assessment					
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 # 1to # 11
Summative assessment	Midterm Exam	2 hr	10% (10)	9	LO # 1- # 9
	Final Exam	3 hr	50% (50)	16	All
Total assessment			100% (100 Marks)		
Delivery Plan (Weekly Syllabus) Weekly theoretical curriculum					
	Material Covered				
Week 1	Definition of statistics and its importance				
Week 2	All data methods, all data means, sampling methods, common data collection errors				
Week 3	Reviewing, classifying, and categorizing data				
Week 4	Random variables and tabular presentation of data				
Week 5	Tabular presentation of data				
Week 6	Tabular presentation of data				
Week 7	Geometric presentation of data				
Week 8	Geometric presentation of data				
Week 9	Measures of central tendency, arithmetic mean				
Week 10	Mid-term Exam				
Week 11	Weighted arithmetic mean, harmonic mean				
Week 12	Squared mean, geometric mean				
Week 13	Mode, median				

Week 14	Fractional scales, quartiles, deciles			
Week 15	The relationship between measures of central tendency			
Week 16	The preparatory week before the final exam			
Delivery Plan (Weekly Lab. Syllabus)				
Weekly laboratory schedule				
	Material Covered			
Week 1				
Week 2				
Week 3				
Learning and Teaching Resources				
Learning and teaching resources				
	Text			Available in the Library?
Required Texts	Mahmoud Al-Mashhadani, Amir Hanna Hormuz , Principles of Statistics, 1989 The narrator , humble Mahmoud , Introduction to Statistics , 1989			Yes
Recommended Texts				No
Websites				
Grading Scheme				
Grade chart				
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 (under (processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required

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Note:

Note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole mark, while those less than are rounded down to the next lower whole mark (e.g. , 54.5 is rounded up to 55 , while 54.4 is rounded up to 54). 0.5 The university has a zero - tolerance policy for near - failures ; therefore , the only adjustment made to the marks awarded by the original examiner (s) is the automatic rounding process described above

MODULE DESCRIPTION FORM

Module Information

Course Information

Module Title	differentiation		Module Delivery	
Module Type	C		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar	
Module Code	ST1102			
ECTS Credits	8			
SWL (hr/sem)	200			
Module Level	1	Semester of Delivery	1	
Department	Statistics	College	College of Administration and Economics	
Module Leader	Huda Mahdi Ahmed	e-mail	hudasta@uodiyala.edu.iq	
Module Leader's Acad. Title	Assistant Professor .Dr.	Module Leader's Qualification	PhD	
Module Tutor		e-mail	Email	
Peer Reviewer Name		e-mail	Email	
Scientific Committee Approval Date	9/11/2025	Version Number	1.0	
Relation with other Modules Relationship with other study subjects				
Prerequisite module	None	Semester		
Co-requisites module	None	Semester		
Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance 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 Learning outcomes for the subject	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. 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 Guideline 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]
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Learning and Teaching Strategies

Learning and teaching strategies

Strategies	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. 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. 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. 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. 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.
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Student Workload (SWL)

.The student's academic workload is calculated for 15 weeks

Structured SWL (h/sem) Regular academic workload for the student during the semester	78	Structured SWL (h/w) Student's regular weekly study load	5.2
Unstructured SWL (h/sem) Irregular student workload during the semester	122	Unstructured SWL (h/w) Irregular weekly study load for the student	8.13
Total SWL (h/sem)	200		

The student's total academic workload during the semester					
Module Evaluation Course Material Assessment					
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 hr	10% (10)	8	LO #1 - #7
	Final Exam	3 hr	50% (50)	16	All
Total assessment			100% (100 Marks)		
Delivery Plan (Weekly Syllabus) Weekly theoretical 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 laboratory schedule

	Material Covered
Week 1	Non
Week 2	Non

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	The book (Differential and Integral Calculus) , Al-Gharabi, Salim Ismail, Al-Jasim, Sabah Hadi, 1994.	Yes
Recommend ed Texts	Calculus I, Qutaiba N. Nayef Al-Qazaz, Eman Hassan Alani, Nabila Abdul-Alhadi Alsharif, 2018	Yes
Websites		

Grading Scheme

Grade chart

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
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Note:

Note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole mark, while those less than 0.5 are rounded down to the next lower whole mark (e.g. , 54.5 is rounded up to 55 , while 54.4 is rounded up to 54). The university has a zero - tolerance policy for near - failures ; therefore , the only adjustment made to the marks awarded by the original examiner (s) is the automatic rounding process described above

MODULE DESCRIPTION FORM

Module Information			
Course Information			
Module Title	Principles of Business Management		Module Delivery
Module Type	B		☒ Theory ☐ Lecture ☐ Lab ☒ Tutorial ☐ Practical ☐ Seminar
Module Code	ST1103		
ECTS Credits	6		
SWL (hr/sem)	150		
Module Level	1	Semester of Delivery	1
Department	Statistics	College	College of Administration and Economics
Module Leader	Rahman Mahmoud Shahada	e-mail	rahman@uodiyala.edu.iq
Module Leader's Acad. Title	Assistant Professor .Dr.	Module Leader's Qualification	PhD
Module Tutor	Name (if available)	e-mail	Email
Peer Reviewer Name	Name	e-mail	Email
Scientific Committee Approval Date	9/11/2025	Version Number	1.0
Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content			
Module Objectives Course Objectives	Understanding the Origins and Concept of Management: Providing a comprehensive overview of the concept of management and its evolution throughout history, and its importance in achieving organizational goals. Understanding the role of the manager in organizations: Analyzing the various roles and responsibilities of the manager in the contemporary work environment. Exploring the components of the environment surrounding the organization: Studying the internal and external factors affecting organizational performance.		

	Building the organization's vision, mission, and goals: Developing skills in formulating the vision and mission and setting clear goals that enhance the organization's success. Preparing and implementing strategic plans: Training students to prepare organizational plans at the level of the organization and its various departments. Understanding job design and organizational structure: Introducing students to methods of job design and building an organizational structure that suits the organization's needs. Analysis of leadership and control styles: Providing a detailed study of leadership types and the importance of control as a tool for achieving goals.
Module Learning Outcomes Learning outcomes for the subject	- The ability to explain the origin and concept of management: The student will be able to explain the importance of management and its development throughout the ages. - Understanding the roles of the manager: The student will be able to analyze the different roles and responsibilities of the manager in the work environment. - Identifying the components of the environment surrounding the organization: The student will gain the ability to analyze the internal and external factors that affect the organization's performance. - Developing a clear vision, mission, and goals: The student will be able to formulate a vision, mission, and goals that align with the organization's strategy. - Preparing effective organizational plans: The student will gain the ability to prepare strategic plans that meet the needs of the organization and its departments. - Understanding functional design and organizational structure: The student will be able to design functions and an organizational structure that promotes efficiency. - Identifying types of leadership and control: The student will be able to analyze leadership styles and control tools and use them effectively to achieve the organization's goals.
Indicative Contents Guideline Contents	Part 1 - Basic Concepts The origin 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: A study of the concept of the manager, leadership styles, and an analysis of the basic roles of the manager such as planning, organizing, directing, and controlling. Components of the organization's surrounding environment: Identifying the internal and external environment surrounding the

organization and how it affects the manager's decisions and organizational processes.

Duration of Part 1: 18 hours

Part Two - Strategic Planning and Organization

- **Building an organization's vision, mission, and goals:** Learn how to formulate a clear vision for the organization, develop a mission that reflects its values, and set strategic goals to enhance its success.
- **Preparing plans at the organizational and departmental level:** Studying the strategic planning process and how to develop short- and long-term plans to implement the organization's goals.
- **Job design and organizational structure building:** Analyzing the steps of job design in the organization and building an organizational structure that aligns with the organization's needs and objectives.

Duration of Part Two: 15 hours

Part Three - Leadership and Control

- **Identifying the most important types of leadership:** Studying the different leadership styles and their impact on organizational effectiveness, and how to promote positive leadership within the organization.
- **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 becoming familiar with the tools used in control such as budgets, financial analysis, and reports.
- **Understanding the types and methods of control in the organization:** Learning 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 of basic concepts, planning, organizing, leading and controlling, with a focus on solving real-world problems that a manager may face in the workplace.

Review time: 6 hours

Learning and Teaching Strategies

Learning and teaching strategies

Strategies

1. Interactive lectures:

Strategy Description: The course introduces fundamental concepts such as the origins of management, the role of the manager, and the importance of the organizational environment through structured and planned lectures. The lectures are divided into short segments, with students actively participating in discussions and asking questions throughout.

Suitable topics:

- a. The origin and concept of management.
- b. The roles of the manager.
- c. Components of the environment surrounding the organization.

2. Based Learning(PBL):

Strategy Description: Presenting 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.

Suitable topics:

- a. Building the organization's vision, mission, and goals.
- b. Preparing strategic plans.
- c. Job design and organizational structure building.

3. Case Study:

Strategy Description: Using real or hypothetical cases of successful and unsuccessful organizations to apply learned concepts. Students are tasked with analyzing a specific case and suggesting what managers can do to improve organizational performance.

Suitable topics:

- a. Preparing plans at the organizational level.
- b. Job design and organizational structure building.
- c. Types of leadership and control.

4. Group projects:

Strategy Description: Students are assigned group projects in which they develop a complete strategic plan for a hypothetical or existing company. This includes formulating a vision and mission, designing an organizational structure, and creating a control plan.

Suitable topics:

	a. Preparing strategic plans. b. Building the organizational structure. c. Setting up control tools. 5. E-learning and digital tools: Strategy description: Using e-learning platforms such as Moodle or Blackboard to deliver supplementary materials, quizzes, and educational videos. Collaboration tools such as Google 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.
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Student Workload (SWL)

.The student's academic workload is calculated for 15 weeks

Structured SWL (h/sem) Regular academic workload for the student during the semester	63	Structured SWL (h/w) Student's regular weekly study load	4.2
Unstructured SWL (h/sem) Irregular student workload during the semester	87	Unstructured SWL (h/w) Irregular weekly study load for the student	5.8
Total SWL (h/sem) The student's total academic workload during the semester	150		

Module Evaluation

Course Material Assessment

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 hr	10% (10)	8	LO #1 - #7
	Final Exam	3 hr	50% (50)	16	All

Total assessment		100% (100 Marks)		
Delivery Plan (Weekly Syllabus)				
Weekly theoretical curriculum				
	Material Covered			
Week 1	The origins of management : concept and importance			
Week 2	The concept of a manager, his roles			
Week 3	Identifying the most important components of the organization's surrounding environment			
Week 4	Identifying the most important components of the organization's surrounding environment			
Week 5	Identifying the most important components of the organization's surrounding environment			
Week 6	Building the organization's vision, mission, and goals			
Week 7	Preparing plans at the organizational and departmental levels			
Week 8	Understanding job design and organizational structure			
Week 9	- Mid term exam			
Week 10	Understanding job design and organizational structure			
Week 11	Identifying the most important types of leadership			
Week 12	Identifying the most important types of leadership			
Week 13	Understanding the concept of censorship and its most important tools			
Week 14	Understanding the types and methods of control within the organization			
Week 15	Identifying effective control systems, how they work, and their results			
Week 16	The preparatory week before the final exam			
Delivery Plan (Weekly Lab. Syllabus)				
Weekly laboratory schedule				
	Material Covered			
Week 1	Non			
Week 2	Non			
Week 3	Non			
Learning and Teaching Resources				
Learning and teaching resources				

	Text	Available in the Library?
Required Texts		Yes
Recommended Texts		NO
Websites		

Grading Scheme

Grade chart

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 (under (processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required

Note:

note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than 0.5 are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a score of is rounded up to 54). The university follows a **54.4zero tolerance policy-** " Regarding cases of " near-passing failure therefore, the only adjustment made to the grades awarded by the original examiner (or examiners) is the automatic ; rounding process described above.

MODULE DESCRIPTION FORM

Module Information			
Course Information			
Module Title	Principles of Economics		Module Delivery
Module Type	B		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar
Module Code	ST1104		
ECTS Credits	6		
SWL (hr/sem)	150		
Module Level	1	Semester of Delivery	
Department	Statistics	College	College of Administration and Economics
Module Leader	Yasser Ghanem Yahya	e-mail	Dr.yaser@uodiyala.edu.iq
Module Leader's Acad. Title	Lecturer.Dr	Module Leader's Qualification	PhD
Module Tutor	Name (if available)	e-mail	Email
Peer Reviewer Name	Name	e-mail	Email
Scientific Committee Approval Date	9/11/2025	Version Number	1.0
Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content			
Module Objectives Course Objectives	1. Introducing students to the science of economics: Understanding the basic concepts of economics and applying them to solving economic problems. 2. Developing supply and demand analysis skills: Enabling students to understand the theory of supply and demand and its impact on prices and markets. 3. Understanding production theory: Learning how to analyze the production process and use resources to achieve efficiency. 4. Teaching utility theory: Understanding how consumers make decisions based on maximizing the utility of goods and services. 5. Cost and Market Analysis: Teaching students how to calculate costs and study their impact on prices in different types of markets.		

	- Introducing macroeconomic concepts: Developing students' understanding of macroeconomic markets and the impact of factors such as GDP, unemployment, and inflation. - Applying economic theories in practical life: Linking theoretical concepts to the reality of markets and macroeconomics. - Preparing students to pass theoretical and practical exams: Enhancing their theoretical and practical understanding by preparing them for exams such as the midterm exam
Module Learning Outcomes Learning outcomes for the subject	- Understanding basic economic concepts: The student will be able to define economics and the economic problem and understand the basics. - Supply and demand analysis: The student will learn how to analyze the movement of supply and demand in the markets and predict its impact on prices. - Understanding the production process: The student will be able to understand how to organize resources and production efficiently. - Understanding consumer decisions based on utility theory: The student will be able to interpret consumption decisions based on consumer preferences and utility. - Cost and Market Analysis: The student will be able to calculate different costs and study their impact on markets such as perfect competition and oligopoly. - Analyzing macroeconomic concepts: The student will be able to understand the major factors that affect the macroeconomy, such as inflation, unemployment, and economic growth. - Applying economic theories to practical situations: The student will be able to use economic concepts to analyze real-world situations. - Preparing for midterm and end-of-term exams: The student will be ready to pass the exams by enhancing analytical skills and theoretical understanding
Indicative Contents Guideline Contents	Part One - Basic Concepts in Economics and the Economic Problem Definition of Economics and its importance : The study of economics and the basic economic problems that individuals and societies face. The economic problem : analyzing the scarcity of resources and how to allocate them to achieve maximum benefit. Duration of Part 1 : 10 hours Part Two - Supply and Demand Theory Supply and demand : A study of the law of supply and demand and how they affect prices in the markets.

	Market equilibrium : Understanding how prices are determined through the balance between supply and demand. Duration of Part Two : 12 hours Part Three - Theory of Production and Utility Production theory : Analyzing the production process and the factors affecting it, and understanding how to improve productivity and efficiency. Utility theory : Understanding how consumers make decisions based on their preferences and maximizing utility. Duration of Part 3 : 15 hours Mid-term Exam Exam duration : 2 hours Part Four - Cost and Market Theory Cost theory : Learn how to calculate different costs such as fixed and variable costs, and study their impact on the production process. Markets : A study of market types such as perfect competition and oligopoly and their impact on prices and production. Duration of Part Four : 16 hours Part Five - Macroeconomics Macroeconomic concepts : Studying major concepts such as gross domestic product (GDP), unemployment, and inflation, and understanding their impact on the national economy. Economic policies : Learn how monetary and fiscal policies affect the macroeconomy. Duration of Part 5 : 18 hours Review and solve problems
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	Review sessions : A comprehensive review of basic concepts and economic analysis, with a focus on solving real-world problems that managers and economists may encounter. Review time : 6 hours
Learning and Teaching Strategies Learning and teaching strategies	
Strategies	1. Learning: relies on classroom discussions and active participation between students and teachers, fostering understanding through dialogue and the exchange of ideas . It encourages students to think critically and engage with the material. 2. based learning: Presenting real-world problems that students must solve enhances their ability to apply economic theories and concepts to real-life situations . This approach helps develop problem-solving and reasoning skills. 3. Collaborative Learning: Dividing students into small groups to work on specific projects or tasks encourages collaboration and the sharing of ideas and efforts . This approach helps to enhance social skills and teamwork. 4. Lectures: Using lectures to present basic economic concepts and theories systematically, with an emphasis on illustrative examples and practical applications. 5. Learning: Providing practical exercises and case studies, where students can apply economic concepts such as supply and demand analysis, cost accounting, and market analysis. 6. Presentations: Encouraging students to prepare and present topics related to the subject matter enhances their ability to research and analyze, and develops their communication and expression skills. 7. Using technology in education(Technology-Enhanced Learning): Utilize technological tools such as interactive presentations, educational software, and online learning platforms to enhance student understanding and facilitate learning. 8. Continuous Assessment: Use continuous assessment tools such as quizzes, homework, classroom activities, and discussions to assess student progress and . ensure their understanding of concepts throughout the semester
Student Workload (SWL) .The student's academic workload is calculated for 15 weeks	

Structured SWL (h/sem) Regular academic workload for the student during the semester	63	Structured SWL (h/w) Student's regular weekly study load	4.2
Unstructured SWL (h/sem) Irregular student workload during the semester	87	Unstructured SWL (h/w) Irregular weekly study load for the student	5.8
Total SWL (h/sem) The student's total academic workload during the semester	150		

Module Evaluation
Course Material Assessment

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 hr	10% (10)	8	LO #1 - #7
	Final Exam	3 hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)
Weekly theoretical 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 13-2	Cost and Market Theory
Week 14-15	Macroeconomics
Week 16	The preparatory week before the exam

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

	Material Covered
Week 1	Non
Week 2	Non
Week 3	Non

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	1. Al-Hasnawi, Karim Mahdi (2011), Principles of Economics 2. Ali, Abdul-Moneim Al-Sayed (1984), Introduction to Economics (Microeconomics) 3. Ali, Abdul-Moneim Al-Sayed (1984), Introduction to Economics (Macroeconomics)	Yes
Recommended Texts	nothing	NO
Websites	-	

Grading Scheme

Grade chart

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 (under (processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required

Note:

note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than 0.5 are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a score of 54.4 is rounded up to 54). The university follows **azero tolerance - policy**. Regarding cases of " near-passing failure " ; therefore, the only adjustment made to the grades awarded by the original examiner (or examiners) is the automatic rounding process described above.

MODULE DESCRIPTION FORM

Module Information				
information Material Study				
Module Title	English Language 1		Module Delivery	
Module Type	B		☐ Theory ☒ Lecture ☐ Lab ☐ L Tutorial ☐ Practical ☐ Seminar	
Module Code	UD11			
ECTS Credits	2			
SWL (hr/sem)	50			
Module Level	1	Semester(s) offered		1
Department	Statistics	College	College of Administration and Economics	
Module Leader	Baraa Rahim Yassin		e-mail	baraamanj@uodiyala.edu.iq
Module Leader's Acad. Title	Assistant.Lecturer	Module Leader's Qualification	Master's	
Module Tutor		e-mail		
Peer Reviewer Name		e-mail		
Scientific Committee Approval Date	9/11/2025	Version Number	1.0	
Relation with Other Modules				
Relationship with other study subjects				
Prerequisite module	None	Semester		
Co-requisites module	None	Semester		
Module Aims, Learning Outcomes, Indicative Contents and Brief Description				
Course objectives, learning outcomes, and guidelines with a brief description				
Module Aims Course Objectives	The module aims to develop the students' English skills in reading, writing, listening and speaking.			
Module Learning Outcomes	1. Read and understand simple texts in English. 2. Answer simple comprehension questions and match sentences about texts. 3. Reconstruct texts by reordering sentences.			

Learning outcomes for the subject	4. Understand the main idea of a text. 5. Identify specific information in a text. 6. Writing and paraphrasing paragraphs.
Indicative Contents Guideline 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.

Learning and Teaching Strategies

Learning and teaching strategies

Strategies	Headway's trusted methodology combines solid grammar and practice, vocabulary development, and integrated skills with communication role-plays and personalization. Authentic material from a variety of sources enables students to see new language in context, and a range of comprehension tasks, language and vocabulary exercises, and extension activities practice the four skills. 'Everyday English' and 'Spoken grammar' sections practice real-world speaking skills, and a writing section for each unit at the back of the book provides models for students to analyze and imitate.
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Student Workload (SWL)

Pregnancy Academic For the student calculated for 15 week

Structured SWL (h/sem) Regular academic workload for the student during the semester	33	Structured SWL (h/w) weekly study load	2.2
Unstructured SWL (h/sem) Irregular student workload during the semester	17	Structured SWL (h/w) Student's regular weekly study load	1.1
Total SWL (h/sem) The student's total academic workload during the semester	50		

Module Evaluation					
Course Material Assessment					
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 hr	10% (10)	8	LO #1 - #7
	Final Exam	3 hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical 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 from 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.

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	

GRADING SCHEME

Grade chart

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	Precipitate	(0-44)	Considerable amount of work requested

Note:				

note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than 0.5 are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a score of 54.4 is rounded up to 54). The university follows **azero tolerance - policy**. Regarding cases of " near-passing failure " ; therefore, the only adjustment made to the grades awarded by the original examiner (or examiners) is the automatic rounding process described above.

Statistics Department
Level One
Second semester
2025 – 2026

MODULE DESCRIPTION FORM

Module Information			
Course Information			
Module Title	Statistics		Module Delivery
Module Type	C		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar
Module Code	ST1201		
ECTS Credits	8		
SWL (hr/sem)	200		
Module Level	1	Semester of Delivery	
Department	Statistics	College	College of Administration and Economics
Module Leader	Omar Adel Abdel Wahab	e-mail	omersta@uodiyala.edu.iq
Module Leader's Acad. Title	Assistant .Professor. Dr	Module Leader's Qualification	PhD
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	9/11/2025	Version Number	1.0
Relation with other Modules Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	
Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content			
Module Objectives Course Objectives	1- Understanding measures of dispersion : Enabling the student to understand how to calculate and analyze measures of dispersion such as the range, interquartile . range, and standard deviation to understand the diversity of data 2- Understanding the coefficient of dispersion : Teaching students how to use parameters such as the range-based coefficient of dispersion, interquartile		

	. deviation, and mean deviation to understand data distributions 3- The ability to calculate moments : Enabling the student to calculate moments (such as first, second, and third moments) and analyze their use to understand . data behavior 4- Understanding and Analyzing Skewness : Learn how to measure and interpret . skewness (asymmetrical distribution) of data 5- Occurrence analysis : Teaching students how to determine kohlrahi (degree of . data concentration) using measures such as standard deviation 6- Using correlation coefficients : Enabling students to calculate and analyze different types of correlation coefficients (simple, partial, and multiple) to . understand data relationships 7- Understanding and applying simple linear regression : Teaching students how to use simple linear regression to predict values based on independent variables . 8- Developing statistical analysis skills : Improving students' ability to use . statistical methods to analyze data and interpret results effectively
Module Learning Outcomes Learning outcomes for the subject	1- Understanding measures of dispersion : Recognizing the concept of dispersion in data and the importance of measuring it using the range, . interquartile deviation, and standard deviation 2- Analysis of dispersion coefficients : Application of the dispersion coefficient based on the range, interquartile deviation, and mean deviation, . in addition to the coefficient of variation and standard score 3- Understanding Moments and Statistical Properties : The ability to calculate . moments and understand their use in analyzing data distributions 4- Skewness and squatness analysis : Interpreting skewness and squatness to measure the shape of the data distribution compared to the normal . distribution 5- Applying correlation coefficients : Understanding and using simple, partial, and multiple correlation coefficients to measure the relationship between . variables 6- Rank correlation and concordance assessment : Spearman's rank correlation coefficient, concordance coefficient, and concordance coefficient are used . to identify nonlinear and classificatory relationships between data 7- Understanding and applying simple linear regression : Analyzing the relationship between two variables using a simple linear regression model . and predicting the dependent variable 8- Preparing for exams and final assessment : Developing the skills necessary . to pass exams and practical application of acquired statistical concepts
Indicative Contents Guideline Contents	Part 1 - Measures of Dispersion Measures of dispersion: Studying measures of dispersion such as variance and standard deviation to understand the extent of data variability and distribution.

	Duration of Part 2: 18 hours Part Two - Torsion Measurements Display of torsion and flattening measurements and their types Duration of Part 3: 15 hours Part Three: Correlation and Regression Measures Presenting the most important measures of simple and multiple correlation and simple regression Duration of each part: 24 hours Review and solve problems Review sessions: A comprehensive review of basic concepts and distractions, as well as solving practical problems related to data presentation and analysis. Review time: 6 hours
Learning and Teaching Strategies Learning and teaching strategies	
Strategies	1- Learning: Using group discussions and active participation between students and teachers to encourage students to think critically and apply theoretical concepts in practical contexts. 2- Based Learning: Presenting real-world problems that require students to analyze them and apply acquired knowledge to solve them, thereby enhancing analytical and creative thinking skills. 3- Collaborative Learning: Encouraging teamwork by forming small groups in which students collaborate to solve problems or carry out projects, thus enhancing cooperation and communication skills. 4- Presentations: Assigning students to prepare and present topics related to the course material, which helps them develop research, presentation, and communication skills. 5- Learning: Giving students the opportunity for practical application through experiments or small projects related to the theoretical concepts they are studying, which contributes to enhancing deep understanding. 6- Self-Directed Learning: Encouraging students to seek out information and learn new skills independently, which enhances self-learning and critical thinking skills. 7- Using technology in education (Technology-Enhanced Learning): Integrating technological tools such as e-presentations, educational applications, and interactive platforms to support the learning process and increase interaction between students and the subject matter.

	8- Continuous Assessment: Using continuous assessment tools such as quizzes, classroom activities, and homework to monitor student progress and identify their strengths and weaknesses to ensure learning objectives are met.
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Student Workload (SWL)

.The student's academic workload is calculated for 15 weeks

Structured SWL (h/ sem) Regular academic workload for the student during the semester	78	Structured SWL (h/w) Student's regular weekly study load	5.2
Unstructured SWL (h/ sem) Irregular student workload during the semester	122	Unstructured SWL (h/w) Irregular weekly study load for the student	8.13
Total SWL (h/ sem) The student's total academic workload during the semester	200		

Module Evaluation

Course Material Assessment

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 # 1to # 11
Summative assessment	Midterm Exam	2 hr	10% (10)	9	LO # 1- # 9
	Final Exam	3 hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

	Material Covered
Week 1	Measures of dispersion : range, interquartile range
Week 2	Measures of dispersion : Standard deviation
Week 3	Dispersion coefficients : Range-based dispersion coefficient, Interquartile range-based dispersion coefficient, Mean-based dispersion coefficient

Week 4	Dispersion coefficients: coefficient of variation, standard score
Week 5	The determination
Week 6	twist
Week 7	Flattening
Week 8	Correlation coefficient : Simple correlation coefficient
Week 9	Partial correlation coefficient
Week 10	Mid-term Exam
Week 11	Multiple correlation coefficient
Week 12	Spearman's rank correlation coefficient
Week 13	Coefficient of coupling
Week 14	compatibility factor
Week 15	Simple linear regression
Week 16	Preparatory week before the final xam

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

	Material Covered
Week 1	Non
Week 2	Non

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	Mahmoud Al-Mashhadani, Amir Hanna Hormuz , Principles of Statistics, 1989 The narrator , humble Mahmoud , Introduction to Statistics , 1989	Yes
Recommended Texts		No
Websites		

Grading Scheme

Grade chart

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 (under (processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required

Note:

note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than 0.5 are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a score of 54.4 is rounded up to 54). The university follows **azero tolerance policy-**. Regarding cases of " near-passing failure " ; therefore, the only adjustment made to the grades awarded by the original examiner (or examiners) is the automatic rounding process described above.

MODULE DESCRIPTION FORM

Module Information			
Course Information			
Module Title	Integration		Module Delivery
Module Type	C		☒ Theory ☒ Lecture ☒ Lab ☐ Tutorial ☐ Practical ☐ Seminar
Module Code	ST1202		
ECTS Credits	8		
SWL (hr/sem)	200		
Module Level	1	Semester of Delivery	
Department	Statistics	College	College of Administration and Economics
Module Leader	Huda Mahdi Ahmed	e-mail	hudasta@uodiyala.edu.iq
Module Leader's Acad. Title	Assistant .Professor. Dr	Module Leader's Qualification	PhD
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	9/11/2025	Version Number	1.0
Relation with other Modules Relationship with other study subjects			
Prerequisite module	None		Semester
Co-requisites module	None		Semester
Module Aims, Learning Outcomes and Indicative Contents Goals Material Study and results Learning Contents Guidance			
Module Aims	The goal is to provide the integration material that the student will need in studying the theory		

Goals Material Study	- 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 - That the student appreciates the role of integration in life - That the student appreciates the role of Arab scientists in mathematics - That the student solves homework exercises - That the student is keen to attend the integration lecture - 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 Study	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. 2- Using decision-making to test the best alternative . 3- Presentation. 4- Evaluation methods 5- Various tests (daily, monthly, semester, final) 6- Oral tests 4- Assignments- General and transferable qualification skills (other skills related to employability and personal development). Skills of collecting and analyzing information about integration concepts and how to use them in the fields of statistics Training and personal development skills on how to apply integration methods in different fields. 5-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
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	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)					
Student's academic workload					
Structured SWL (h/sem) Pregnancy Academic Regular For the student during the chapter		78	Structured SWL (h/w) Pregnancy Academic Regular For the student weekly		5.2
Unstructured SWL (h/sem) Pregnancy Academic not Regular For the student during the chapter		122	Unstructured SWL (h/w) Pregnancy Academic not Regular For the student weekly		8.13
Total SWL (h/sem) Pregnancy Academic The whole For the student during the chapter		200			
Module Evaluation					
Course Material Assessment					
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 hr	10% (10)	8	All LO # 1,2,3
	Final Exam	3 hr	50%	16	All
Total assessment			100% (100 Marks)		
Delivery Plan (Weekly Syllabus)					
Weekly theoretical 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 laboratory 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?
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Required Texts	H.Anton: Calculus with Analytic Geometry, 5th ^{ed} , JohnWiely & Sons, New York, 1995.	Yes
Recommended Texts		Yes

Grading Scheme				
Grade chart				
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	Precipitate	(0-44)	Considerable amount of work required
Note:				
note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a 0.5 score of 54.4 is rounded up to 54). The university follows azero tolerance policy- . of " near-passing Regarding cases failure " ; therefore, the only adjustment made to the grades awarded by the original examiner (or examiners) is the automatic rounding process described above.				

MODULE DESCRIPTION FORM

Module Information				
Course Information				
Module Title	Principles of Accounting		Module Delivery	
Module Type	B		☒ Theory ☒ Lecture ☒ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	UDPA 103			
ECTS Credits	4			
SWL (hr/sem)	50 1			
Module Level	1	Semester of Delivery		
Department	Statistics	College	College of Administration and Economics	
Module Leader	Faisal Sarhan Aboud	e-mail	faisal@uodiyala.edu.iq	
Module Leader's Acad. Title	Assistant .Professor. Dr	Module Leader's Qualification	PhD	
Module Tutor		e-mail		
Peer Reviewer Name		e-mail		
Scientific Committee Approval Date	2025/9/11	Version Number	1.0	
Relation with other Modules				
Relationship with other study subjects				
Prerequisite module	None		Semester	
Co-requisites module	None		Semester	
Module Aims, Learning Outcomes and Indicative Contents				
Course objectives, learning outcomes, and guidance content				
Module Objectives	Understanding what financial accounting is, methods of dealing in the market -1			
Course Objectives	.including buying and selling, how to discount, and how to calculate costs merchandise Sold			

	Knowledge of how to handle personal withdrawals and methods of -2 processing them, in addition to the practical method of making accounting . entries Understanding how to analyze accounting operations through recording, -3 posting, balancing, and preparing financial statements
Module Learning Outcomes Learning outcomes for the subject	1- To enable the student to apply the acquired skills in the accounting work environment, including preparing financial statements and analysis Operations and how to document sales and purchase transactions To enable the student to acquire accounting skills in analyzing all accounting -2 operations and how to benefit from them Accounting information Enabling the student to think about ways of calculating loans, expenses, -3 revenues , and discounts
Indicative Contents Guideline Contents	.The student must apply the examples

Learning and Teaching Strategies

Learning and teaching strategies

Strategies	1. Learning: Using group discussions and active participation between students and teachers to encourage students to think critically and apply theoretical concepts in practical contexts. 2. based learning: Presenting real-life problems that require students to analyze them and apply acquired knowledge to solve them, thus enhancing analytical and creative thinking skills. 3. Collaborative Learning: Encouraging teamwork by forming small groups in which students collaborate to solve problems or carry out projects, thus enhancing cooperation and communication skills. 4. Presentations: Assigning students the task of preparing and presenting topics related to the course material helps them develop their research, presentation, and communication skills. 5. Learning:
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	Giving students the opportunity for practical application through experiments or small projects related to the theoretical concepts they are studying contributes to enhancing deep understanding. 6. Self-directed learning
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Student Workload (SWL)			
.The student's academic workload is calculated for 15 weeks			
Structured SWL (h/sem) Regular academic workload for the student during the semester	63	Structured SWL (h/w) Student's regular weekly study load	4.2
Unstructured SWL (h/sem) Irregular student workload during the semester	87	Unstructured SWL (h/w) Irregular weekly study load for the student	5.8
Total SWL (h/sem) The student's total academic workload during the semester	150		
Delivery Plan (Weekly Syllabus)			
Weekly theoretical curriculum			
	Material Covered		
Week 1	History of accounting and its development		
Week 2	accounting system		
Week 3	Double-constraint theory		
Week 4	capital operations		
Week 5	Financial operations		
Week 6	cash operations		
Week 7	Accounting treatment of goods		

Week 8	opponent
Week 9	Commercial papers
Week 10	trial balance
Week 11	Fixed assets
Week 12	Inventory adjustments
Week 13	Error correction
Week 14	accounting records
Week 15	Final accounts

Module Evaluation

Course Material Assessment

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	20% (10)	5 and 10	LO #1, #2 and #10, #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	2hr	10% (10)	7	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

	Material Covered
Week 1	
Week 2	

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	Principles of Financial Accounting / Safaa Ahmed Mohamed	Yes
Recommended Texts	Accounting books in the college library	Yes
Websites		

Grading Scheme

Grade chart

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 (under processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required

Note:

note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than 0.5 are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a score of 54.4 is rounded up to 54). The university follows **azero tolerance policy**-. Regarding cases of " near-passing failure " ; therefore, the only adjustment made to the grades awarded by the original examiner (or examiners) is the automatic rounding process described above.

MODULE DESCRIPTION FORM

Module Information			
information Material Study			
Module Title	Computer 1		Module Delivery
Module Type	B		☒ Theory ☐ Lecture ☒ Lab ☐ L Tutorial ☐ Practical ☐ Seminar
Module Code	UD13		
ECTS Credits	3		
SWL (hr/sem)	75		
Module Level	1	Semester (s) Offered	
Department	Statistics	College	College of Administration and Economics
Module Leader	Laith Talib Rashid	e- mail	laith88 @udiyala.edu.iq
Module Leader's Acad. Title	Assistant .professor	Module Leader's Qualification	Master's
Module Tutor		e- mail	
Peer Reviewer Name		e- mail	
Scientific Committee Approval Date	2025/11/9	Version Number	1.1

Relation with Other Modules			
relationship with Materials Study The other			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes, Indicative Contents and Brief Description

Goals Material Study and results Learning Contents Guidance with a description Summary

Module Aims Goals Material Study	1. Training students on the basics of using the computer and providing them with the necessary skills to deal with the computer with high efficiency. 2. Assisting the student in distinguishing and developing his scientific and artistic abilities. 3. Enriching the student's skills to be able to deal with the computer with high efficiency. 4. Providing students with a way to use other modern technologies related to the educational process.
Module Learning Outcomes outputs Learning For the material Study	1. Utilize the computer for fundamental tasks. 2. Identify and discuss the hardware components of the computer system. 3. Creating documents using a Word processor and creating presentations. 4. Conducting research on the Internet.
Indicative Contents Contents Guidance	Indicative content includes the following. 1. Course Introduction to Computer Computer Components, and Personal Computer. 2. Working with Operating Systems and Graphical User Interface (GUI). 3. Microsoft Office Word, Excel, and PowerPoint. 4. Working with the Internet and Web browser 5. Working with Email and Computer troubleshooting
Course Description	Introduction to Computer: Concepts of Hardware and Software with their components; Concept of Computing, Data and Information; Applications of Information Electronics and Communication Technology (IECT); Connecting input/output devices, and peripherals to CPU. Computer Components: Computer Ports, Hardware Parts, I/O Units, Memory Types, Basic CPU Components, Computer Ports, Personal Computer, Personal Computer (Features and Types). Operating System and Graphical User Interface (GUI): Operating System; Basics of Common Operating Systems; The User Interface, Using Mouse Techniques; Use of Common Icons, Status Bar, Using Menu and Menu-selection, Concept of Folders and Directories, Opening and closing of different Windows; Creating Shortcuts. Word Processing: Word Processing Basics; Opening and Closing of documents; Text creation and Manipulation; Formatting of text; Table handling; Spell check, language setting, and thesaurus; Printing of word document. Spreadsheet: Basics of Spreadsheet; Manipulation of cells; Formulas and Functions; Editing of Spreadsheet, printing of Spreadsheet. Presentation Software: Basics of presentation software; Creating Presentation; Preparation and Presentation of Slides; Slide Show; Taking printouts of presentation/handouts.

Learning and Teaching Strategies

Strategies Learning Education

Strategies	• In this course, students are guided by: • Using different examples. • Using different styles of discussion that aim to Connect the Theoretical and practical aspects. • Asking questions and giving exercises that require analysis and conclusions related to lectures. • Encourage students to participant in discussions and do practical work. • Encourage students to work in groups.
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Student Workload (SWL)			
Pregnancy Academic For the student			
Structured SWL (h/sem) Pregnancy Academic Regular For the student during the chapter	48	Structured SWL (h/w) Pregnancy Academic Regular For the student weekly	3.2
Unstructured SWL (h/sem) Pregnancy Academic not Regular For the student during the chapter	27	Unstructured SWL (h/w) Pregnancy Academic not Regular For the student weekly	1.8
Total SWL (h/sem) Pregnancy Academic The whole For the student during the chapter	75		

Module Evaluation					
Course Material Assessment					
		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	2hr	10% (10)	7	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
Curriculum Weekly Theory	
	Material Covered

Week 1	Introduction to Computer: Concepts of Hardware and Software with their components; Concept of Computing, Data and Information: Connecting input/output devices, and peripherals to CPU.
Week 2	Computer Components: Computer Portions, Hardware Parts, I/O Units, Memory Types.
Week 3	Computer Components (Cont.): Basic CPU Components, Computer Ports, Personal Computer, Personal Computer (Features and Types).
Week 4	Operating System and Graphical User Interface GUI: Operating System; Basics of Common Operating Systems; The User Interface, Using Mouse Techniques.
Week 5	Operating System and Graphical User Interface GUI (Cont.): Use of Common Icons, Status Bar, Using Menu and Menu-selection, Concept of Folders and Directories, Opening and closing of different Windows; Creating short cuts.
Week 6	Word Processing: Word Processing Basics; Basic Features of Word Processors, Opening and Closing of documents Text creation and Manipulation; Formatting Text and Paragraphs, Using Templates for Document Creation.
Week 7	Word Processing (Cont.): Creating and Managing Tables, Utilizing Styles and Themes, Spell Check and Grammar Tools, Using Headers and Footers.
Week 8	Spread Sheet: Introduction to Spreadsheet Software, Creating and Formatting Worksheets. Sorting and Filtering Data, Using Formulas and Functions.
Week 9	Spread Sheet (Cont.): Using Formulas and Functions, Using Pivot Tables for Data Analysis, Data Validation and Error Checking, Data Visualization: Creating Charts and Graphs.
Week 10	Presentation Software: Introduction to Presentation Software, Overview of Popular Presentation Tools, creating a New Presentation, Using Templates and Themes, Inserting And Formatting Text and Images, Transition and Animation Effects.
Week 11	Presentation Software (Cont.): Using Speaker Notes and Timers,, Advanced Features: Hyperlinks and Action Buttons, Troubleshooting Common Presentation Issues, Future Trends in Presentation Technology.
Week 12	Introduction to Internet and Web Browsers: Computer networks Basic; LAN, WAN; Concept of Internet and its Applications; connecting to internet.
Week 13	Introduction to Internet and Web Browsers (Cont.): World Wide Web; Web Browsing software's, Search Engines; Understanding URL; Domain name: IP Address.
Week 14	Communications and Emails: Basics of electronic mail; Getting an email account; Sending and receiving emails; Accessing sent emails; UsingEmails; Documentcollaboration.
Week 15	Introduction to Cloud Computing and Services: Definition of Cloud Computing and its concept, Cloud-Based Office Suites (Office 365 and Google Workspace), Google Docs, Google Sheets, Google Drive, Google Meet.

Delivery Plan (Weekly Lab. Syllabus)

Curriculum Weekly For the laboratory

	Material Covered
Week 1	Introduction to the lab and get started with use of computer Introduction to Connecting input/output devices and peripherals to CPU.
Week 2	Computer Portions, Hardware Parts, I/O Units, Memory Types.

Week 3	Basic CPU Components, Computer Ports, Personal Computer Personal Computer.
Week 4	Operating System; Basics of Common Operating Systems; The User Interface, Using Mouse Techniques.
Week 5	Use of Common Icons, Status Bar, Using Menu and Menu-selection, Concept of Folders and Directories, Opening and closing of different Windows; Creating Short cuts.
Week 6	Opening and Closing of documents Text creation and Manipulation; Formatting Text and Paragraphs, Using Templates for Document Creation.
Week 7	Creating and Managing Tables, Utilizing Styles and Themes, Spell Check and Grammar Tools, Using Headers and Footers.
Week 8	Creating and Formatting Worksheets. Sorting and Filtering Data, Using Formulas and Functions.
Week 9	Using Formulas and Functions, Using Pivot Tables for Data Analysis, Data Validation and Error Checking, Data Visualization: Creating Charts and Graphs.
Week 10	Overview of Popular Presentation Tools creating a New Presentation, Using Templates and Themes, Inserting and Formatting Text and Images, Transition and Animation Effects.
Week 11	Using Speaker Notes and Timers, Advanced Features: Hyperlinks and Action Buttons, Troubleshooting Common Presentation Issues Future Trends in Presentation Technology.
Week 12	Computer networks Basic; LAN, WAN; Concept of Internet and its Applications; Connecting to internet.
Week 13	Learn World Wide Web; Web Browsing software's, Search Engines; Understanding URL; Domain name: IP Address.
Week 14	Basics of electronic mail; getting an email account; Sending and receiving emails; Accessing sent emails; Using Emails; Document collaboration.
Week 15	Definition of Cloud Computing and its concept, Cloud-Based Office Suites (Office 365 and Google Workspace), Google Docs, Google Sheets, Google Drive, Google Meet.

Learning and Teaching Resources

sources Learning and teaching

	Text	Available in the Library?
Required Texts	1. Graham Brown, David Watson, "Cambridge IGCSE Information and Communication Technology", 3rd Edition (2020). 2. Alan Evans, Kendall Martin, Mary Anne Poatsy, "Technology In Action Complete", 16th Edition (2020). 3. Microsoft Office 2019 Step by Step 1st Edition by Curtis Frye & Joan Lambert	Yes

Recommended Texts	4. Michael Miller, ABSOLUTE BEGINNER'S GUIDE TO COMPUTER 5. BASICS, 5th Edition, QUE Indianapolis, Indiana 46240, 2010. 6. Paul McFedries, TEACH YOURSELF VISUALLY MICROSOFT WINDOWS 10, ANNIVERSARY	
Websites	Microsoft Help, https://support.microsoft.com/en-us/products Learn Microsoft Office https://www.goskills.com/Microsoft-Office	

GRADING SCHEME a plan Grades				
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 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	acceptable By decision	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required
Note:				

note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than 0.5 are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a score of 54.4 is rounded up to 54). The university follows **azero tolerance policy-**. Regarding cases of " near-passing failure " ; therefore, the only adjustment made to the grades awarded by the original examiner (or examiners) is the automatic rounding process described above.

MODULE DESCRIPTION FORM

Module Information				
Course Information				
Module Title	Arabic language 1		Module Delivery	
Module Type	B		☒ Theory ☒ Lecture ☒ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	UD12			
ECTS Credits	2			
SWL (hr/sem)	50			
Module Level	1	Semester of Delivery		2
Department	Statistics	College	College of Administration and Economics	
Module Leader	Marwa Mahdi Saleh		e-mail	mryamhademana@uodiyala.edu.iq
Module Leader's Acad. Title	Lecturer.Dr	Module Leader's Qualification	PhD	
Module Tutor		e-mail		
Peer Reviewer Name		e-mail		
Scientific Committee Approval Date	9/11/2025	Version Number	1.0	
Relation with other Modules Relationship with other study subjects				
Prerequisite module	None		Semester	
Co-requisites module	None		Semester	
Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content				
Module Objectives	This material aims to:			
Course Objectives	Developing linguistic and rhetorical understanding of Qur'anic texts			

	By analyzing verses from Surah Al-Hajj linguistically and rhetorically, and extracting the meanings and rhetorical styles therein. Deepening the understanding of the noble Prophetic Hadith By studying the hadith “The best of you are those who learn the Qur’an and teach it” and analyzing it linguistically and rhetorically, and deducing the educational values it contains. Getting to know Arabic literature and its development By studying the life of the poet Ibn al-Rumi and analyzing examples of his poetry, and understanding his artistic and intellectual characteristics. Understanding human values in pre-Islamic poetry Such as generosity, courage, loyalty, and an analysis of their presence in poetic texts. Understanding the relationship between Islam and poetry And explaining Islam’s position on poetry and its impact on guiding meanings and values. Mastering the fundamentals of Arabic grammar Through study: Parts of Speech Definite and indefinite Subject and predicate The abrogating agents The subject and its substitute Developing the ability to analyze grammar Applying the rules correctly to Arabic sentences. Understanding Arabic rhetoric and its importance In terms of its definition and divisions (meanings, rhetoric, eloquence) and its relationship to language. Understanding the aesthetics of the Arabic style Through the study of rhetoric and figures of speech, and the analysis of rhetorical images and embellishments. Developing sound language expression skills
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	By avoiding common linguistic and spelling mistakes. Enhancing critical reading and analytical skills For literary and religious texts in a systematic scientific style. Developing the student's literary and linguistic taste .And enabling him to appreciate the beauty of the Arabic language and its styles
Module Learning Outcomes Learning outcomes for the subject	- :By the end of this course, the student is expected to be able to - Linguistic and rhetorical analysis of Qur'anic texts - By interpreting the vocabulary, explaining the structures, and extracting .the rhetorical devices in verses from Surah Al-Hajj - Understanding and analyzing the Prophetic Hadith - Linguistically and rhetorically, while deriving educational values from ".the hadith "The best of you are those who learn the Qur'an and teach it - Getting acquainted with classical Arabic literature - By becoming familiar with Ibn al-Rumi's life, the characteristics of his .poetry, and analyzing examples of it - Interpretation of human values in pre-Islamic poetry - Analyzing its presence in texts and linking it to the cultural and social .environment - Statement on the influence of Islam on Arabic poetry - .Clarifying the relationship between Islamic values and poetic expression - Distinguishing between parts of speech in the Arabic language - .(Noun, verb, particle) with the ability to apply them in various examples - Distinguishing between definite and indefinite nouns - .Identifying the types of each and using them correctly in sentences - Analysis of the nominal sentence - By identifying the subject and predicate and adjusting their grammatical .structure - Applying the rules of the copulas - (Kana and its sisters, Inna and its sisters) and understanding their effect .on the sentence - Identifying the subject and the passive subject - .And distinguishing them in different linguistic structures - Understanding Arabic rhetoric and its divisions - (The science of meanings, rhetoric, and figures of speech) and .understanding their role in improving style - Analysis of rhetorical images - .Using concepts of rhetoric such as simile, metaphor, and metonymy - Identifying rhetorical devices - .And distinguishing it in literary texts - Correcting common linguistic and spelling errors

	- .And to use the Arabic language in writing correctly - Developing critical thinking and analytical skills - .In dealing with religious and literary texts - Producing grammatically correct texts - It reflects a correct understanding of grammatical and rhetorical rules.
Indicative Contents Guideline Contents	First: The Holy Quran Studying selected verses from Surah Al-Hajj. Explaining the vocabulary and its meanings. Grammatical analysis of Qur'anic structures. Rhetorical analysis (styles, figurative language, semantics) Extracting educational and social values from the verses. Second: The Noble Prophetic Hadith The text of the hadith: “The best among you are those who learn the Quran and ”.teach it Explanation of vocabulary and general meanings. Linguistic analysis (grammar and morphology) Rhetorical and stylistic analysis. Deriving educational values and moral guidelines. Third: Arabic Literature 1. Ibn al-Rumi: His Life and Poetry An introduction to his life and era. Characteristics of his poetry (style, themes, psychological tendencies) Analysis of selected examples of his poetry. 2. Human values in pre-Islamic poetry The concept of human values. Key values (generosity, courage, loyalty) Analysis of selected poetic texts. 3. Islam and Poetry

	Islam's stance on poetry.
	The influence of Islamic values on the direction of poetry.
	Poetic examples from the early Islamic period.
	Fourth: Arabic Grammar
	Parts of speech (noun, verb, particle)
	Definite and indefinite nouns (their definitions and types)
	The subject, the predicate, and their rulings.
	The abrogating verbs (kana and its sisters, inna and its sisters)
	The subject and the object (their definition and rules)
	Various grammatical applications.
	Fifth: Arabic rhetoric
	Definition of rhetoric and its importance.
	The branches of rhetoric (the science of meanings, the science of expression, the science of figures of speech)
	The science of rhetoric: simile, metaphor, metonymy.
	The science of rhetoric: verbal and semantic embellishments.
	The relationship of rhetoric to the Arabic language and its impact on improving style.
	Sixth: Language skills
	Common linguistic errors.
	Common spelling mistakes.
	Rules for correct writing.
	Practical exercises in linguistic correction.
	Developing writing skills.
Learning and Teaching Strategies	
Learning and teaching strategies	
Strategies	- .Lecture and participation

	- .Discussion and dialogue - .Brainstorming - .Writing reports on the topic - Question and answer.
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Student Workload (SWL)

.The student's academic workload is calculated for 15 weeks

Structured SWL (h/sem) Regular academic workload for the student during the semester	33	Structured SWL (h/w) Student's regular weekly study load	2.2
Unstructured SWL (h/sem) Irregular student workload during the semester	17	Unstructured SWL (h/w) Irregular weekly study load for the student	1.13
Total SWL (h/sem) The student's total academic workload during the semester	50		

Module Evaluation

Course Material Assessment

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	20% (10)	5 and 10	LO #1, #2 and #10, #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	2hr	10% (10)	7	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

	Material Covered
Week 1	The Holy Quran (Noble Verses from Surah Al-Hajj): A Linguistic and Rhetorical Analysis
Week 2	The Prophetic Hadith (The best among you are those who learn the Quran and teach it): A linguistic and rhetorical analysis
Week 3	Arabic Literature: Ibn al-Rumi (His Life and Poetry)
Week 4	Human values in pre-Islamic poetry
Week 5	Islam and poetry
Week 6	Arabic Grammar: Parts of Speech
Week 7	Definite and indefinite nouns in Arabic
Week 8	Subject and predicate in an Arabic sentence
Week 9	The particles that modify Arabic grammar
Week 10	The subject and its substitute
Week 11	Arabic rhetoric: its definition and divisions
Week 12	The science of rhetoric
Week 13	The relationship of rhetoric to the Arabic language
Week 14	The science of rhetoric in Arabic rhetoric
Week 15	Common linguistic and spelling mistakes

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

	Material Covered
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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	- General Arabic Language Textbook for Non-Specialization Colleges - Ibn Aqil's explanation - - Comprehensive collection of Arabic lessons - Clear grammar - The Jewels of Eloquence in Meanings, Expression, and Figures of Speech	Yes
Recommended Texts		
Websites		

Grading Scheme

Grade chart

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 (under (processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required

Note:

. **note:** Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a 0.5 score of 54.4 is rounded up to 54). The university follows **azero tolerance policy-**. Regarding cases of " near-failure therefore, the only adjustment made to the grades awarded by the original examiner (or examiners) is the ; " automatic rounding process described above.

MODULE DESCRIPTION FORM

Module Information					
Course Information					
Module Title	Human Right and Democracy		Module Delivery		
Module Type	B		☒ Theory ☒ Lecture ☐ Lab ☐ L Tutorial ☐ Practical ☐ Seminar		
Module Code	UD12				
ECTS Credits	2				
SWL (hr/sem)	50				
Module Level		1	Semester of Delivery		2
Department		Statistics	College	College of Administration and Economics	
Module Leader	Mohammed Saleh Mahdi		e-mail	mohammedmanag@udiyala.edu.iq	
Module Leader's Acad. Title		Lecturer .Dr	Module Leader's Qualification		PhD
Module Tutor			e-mail		
Peer Reviewer Name			e-mail		
Scientific Committee Approval Date		9/11/2025	Version Number	1.0	
Module Aims, Learning Outcomes and Indicative Contents					
Course objectives, learning outcomes, and guidance content					
Module Objectives Course Objectives		1. During the academic year, the student learns the basics of human rights and democracy, what his rights are, how to defend them through legal means, and .what their internal and international guarantees are 2. Acquiring knowledge in the field of democracy, its types and systems, and its .impact on human rights 3. Developing the student's personality and enhancing their awareness of democratic political systems, their details, how to apply them in practice, and the importance of being active in society by respecting the rights of others and knowing that rights and freedoms end where their rights and freedoms begin, .and performing their duties instead of just acquiring rights 4. .Promoting a culture of peace based on justice and equality			
Module Learning Outcomes		1. Enabling the student to know the basics of defending his rights and the rights of others after knowing them and knowing their importance to him and to society .in general, and also knowing the limits of each person's rights and freedom			

Learning outcomes for the subject	2. Empowering the student to participate politically by making him aware of the importance of his participation in elections and the impact of this participation .on the course of elections and the formation of authority afterward 3. The student should know the guarantees of his rights and freedoms and what .their sources are 4. .Understanding the difference between rights and freedoms 5. To enable the student to understand the scientific concept of democracy, its .roots, types, and forms 6. The student learns how the democratic system affects human rights and what the .relationship is between them 7. The student must realize the necessity of being an active citizen in society, and also know the conditions of the voter and the conditions of the candidate for .elections 8. .Understanding election systems and which is best 9. The student should understand international human rights law and also have a brief knowledge of international organizations and their working mechanisms, .such as the United Nations, the Red Cross, and others
Indicative Contents Guideline Contents	- Part One Definition of human rights and human rights in ancient civilizations Defining rights, defining humanity, understanding the importance of human rights for) individuals and society, and also studying human rights in civilizations such as Egyptian, Iraqi, Greek, and Roman civilizations) (4 hours(Part Two: Understanding Human Rights in the Abrahamic Religions, Most Importantly Islam (2 hours) Human rights sources include (international sources such as the Universal Declaration of Human Rights and the two International Covenants, and regional sources that include regional agreements such as the European and American Conventions and the Constitution) (2 hours(Human rights guarantees (such as constitutional and legal guarantees) (2 hours) International and regional human rights agreements (2 hours) Public freedoms, their types, and a comparison between them (2 hours) The future of human rights, globalization and human rights (2 hours) Definition, History and Types of Democracy (A study of the definition, origin and development of democracy, its principles and types such as direct and indirect democracy, presidential and parliamentary systems) (6 hours(Definition of elections, their conditions, types of electoral systems, and definition of the parliamentary council (6 hours) The relationship between democracy and human rights (2 hours) .
Learning and Teaching Strategies	

Learning and teaching strategies

Strategies

1. Increasing students' awareness of the importance of knowing their rights and duties towards society and the relationship between human rights and the .democratic system
2. General knowledge in a range of fields, including legal, political, and social fields, and boosting the student's self-confidence by linking theoretical material .to practical reality

Student Workload (SWL)

.The student's academic workload is calculated for 15 weeks

Structured SWL (h/sem) Regular academic workload for the student during the semester	33	Structured SWL (h/w) Student's regular weekly study load	2.2
Unstructured SWL (h/sem) Irregular student workload during the semester	17	Unstructured SWL (h/w) Irregular weekly study load for the student	1.1
Total SWL (h/sem) The student's total academic workload during the semester	50		

Module Evaluation

Course Material Assessment

		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	2hr	10% (10)	7	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

Material Covered

Week 1	.An introductory lecture about the subject and its importance
Week 2	Definition of right and human being, human rights and the importance of human rights, human rights .in the Islamic religion and ancient civilizations
Week 3	.International, regional and local human rights sources
Week 4	.Constitutional and legal guarantees of human rights and international guarantees of human rights
Week 5	Guarantees of human rights in Islam
Week 6	.The role of regional organizations in protecting human rights
Week 7	Characteristics of human rights, definition of public freedoms and their types, and comparison .between 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	.Definition of democracy, its historical development and principles .Democracy between universality and particularity .Forms of democracy / Direct democracy
Week 11	Semi-direct democracy and representative democracy / Pillars of the representative system / Forms .of the representative system
Week 12	.Parliament and its types / Election and its conditions / Voters' body
Week 13	Organizing the election process / Determining electoral districts / Electoral lists / Candidates / .Election campaign / Voting
Week 14	.Organize the elections
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's Rights, and Democracy/ by Maher Saleh Alawi, Riyadh Aziz Hadi, Ali Abdul Razzaq Muhammad, and others Al-Atik / Beirut / 2009 /	Yes
Recommended Texts	Abbas Al-Dulaimi / Human Rights: Thought and Practice Fakhri Rashid, Salah Yassin / International Organizations / Al-Atik Book Industry / Baghdad	no

	Essam Al-Attiyah / Public International Law / Legal Library / Baghdad / 2012	
Websites		

Grading Scheme

Grade chart

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 (under (processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required

Note:

note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than 0.5 are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a score of is rounded up to 54). The university follows a **54.4zero tolerance policy-**. Regarding cases of " near-passing failure " ; therefore, the only adjustment made to the grades awarded by the original examiner (or examiners) is the automatic rounding process described above.

Statistics Department

Level Two

First Semester

2025 – 2026

MODULE DESCRIPTION FORM

Module Information				
Course Information				
Module Title	Principles of Probability		Module Delivery	
Module Type	C		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar	
Module Code	STAT2301			
ECTS Credits	8			
SWL (hr/sem)	200			
Module Level	2	Semester of Delivery		1
Department	Statistics	College	College of Administration and Economics	
Module Leader	Arshad Hamid Hassan		e-mail	arshadhameed@uodiyala.edu.iq
Module Leader's Acad. Title	Assistant .Lecturer	Module Leader's Qualification	Master's	
Module Tutor		e-mail		
Peer Reviewer Name		e-mail		
Scientific Committee Approval Date	11/9/2025	Version Number	1.0	
Relation with other Modules Relationship with other study subjects				
Prerequisite module	None	Semester		
Co-requisites module	None	Semester		
Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content				
Module Objectives Course Objectives	- To introduce students to the fundamental principles of probability and statistics . - To develop the ability to apply statistical reasoning in solving real-world problems . - To equip students with the knowledge of probability rules, random			

	variables, and related statistical functions . To provide a solid foundation for advanced courses in probability, statistics, and data analysis .
Module Learning Outcomes Learning outcomes for the subject	By the end of this module, students should be able to: 1. Explain and apply the basic concepts of arrangements, permutations, and combinations. 2. Understand and use probability axioms in different contexts. 3. Identify and analyze sample spaces and events, including mutually exclusive and independent events. 4. Apply the Law of Total Probability and Bayes' Rule to solve problems. 5. Define random variables and distinguish between discrete and continuous types. 6. Compute and interpret cumulative distribution functions (CDF), probability density functions (PDF), and probability mass functions (PMF). 7. Understand and apply related functions such as hazard function, survivor function, and reverse hazard function.
Indicative Contents Guideline Contents	Part I – Fundamental Concepts in Statistics (18 hours) 1. Definition and Importance of Statistics: Understanding the concept of statistics, its historical development, and its significance in data analysis and scientific decision-making. 2. Data Collection Methods: Exploring techniques for collecting data and learning how to avoid common errors in the data collection process. 3. Classification and Tabulation of Data: Reviewing, classifying, and organizing data systematically to facilitate analysis. 4. Random Variables: Understanding random variables and their representation in statistical tables. Part II – Measures of Central Tendency and Dispersion (15 hours) 1. Measures of Central Tendency: Learning how to compute and apply the arithmetic mean, mean, and mode in data analysis. 2. Measures of Dispersion: Studying measures such as variance and standard deviation to understand data variability and distribution. 3. Relationships among Central Tendency Measures: Analyzing the relationship between mean, median, and mode in interpreting datasets. Part III – Data Presentation and Analysis (24 hours) 1. Tabular Presentation of Data: Methods of presenting data in tables for clear interpretation. 2. Graphical Presentation of Data: Using charts, graphs, and diagrams for effective visual representation of data. 3. Weighted, Geometric, and Harmonic Means: Learning different approaches to calculating averages and their interpretations.

	4. Skewness and Kurtosis: Understanding and applying measures of skewness and Kurtosis in analyzing data distributions. Review and Problem Solving (6 hours) Comprehensive Review: Revisiting fundamental concepts, central tendency, and dispersion measures. Problem-Solving Sessions: Practical exercises on data presentation, analysis, and interpretation .		
Learning and Teaching Strategies			
Learning and teaching strategies			
Strategies	Lectures : To introduce theoretical foundations, concepts, and statistical principles. Interactive Discussions : Engaging students in class discussions to reinforce understanding and encourage critical thinking. Practical Exercises : Solving numerical problems and case studies to apply statistical methods to real-world situations. Workshops / Tutorials : Focused small-group sessions for deeper exploration of complex topics. Use of Technology : Applying statistical software (eg, Excel, SPSS, R) for data analysis, visualization, and interpretation. Collaborative Learning : Group projects and peer activities to promote teamwork and knowledge sharing. Problem-Based Learning: Encouraging students to analyze datasets and find solutions using appropriate statistical techniques. Review and Feedback Sessions : Structured revision and feedback opportunities to identify learning gaps and strengthen problem-solving skills		
Student Workload (SWL)			
.The student's academic workload is calculated for the student			
Structured SWL (h/sem) Regular academic workload for the student during the semester	78	Structured SWL (h/w) Student's regular weekly study load	5.2
Unstructured SWL (h/sem) Irregular student workload during the semester	122	Unstructured SWL (h/w) Irregular weekly study load for the student	8.13
Total SWL (h/sem) The student's total academic workload during the semester	200		
Module Evaluation			

Course Material Assessment					
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 # 1to # 11
Summative assessment	Midterm Exam	2 hr	10% (10)	9	LO # 1- # 9
	Final Exam	3 hr	50% (50)	16	All
Total assessment			100% (100 Marks)		
Delivery Plan (Weekly Syllabus) Weekly theoretical curriculum					
	Material Covered				
Week 1	Arrangements				
Week 2	Permutations, Combinations				
Week 3	Probability Axioms				
Week 4	Sample spaces, Events				
Week 5	Mutually Exclusive Events				
Week 6	Law of Total Probability				
Week 7	Midterm Exam				
Week 8	Conditional Probability				
Week 9	Independent Events				
Week 10	Bayes Rule				
Week 11	Definition of a Random Variable				
Week 12	Cumulative Distribution Functions				
Week 13	Probability Density Functions and Probability mass functions				
Week 14	Other Related functions: Hazard function, Survivor function,				

Week 15	Reverse Hazard function			
Week 16	Preparatory week before the final exam			
Delivery Plan (Weekly Lab. Syllabus)				
Weekly laboratory schedule				
	Material Covered			
Week 1	Non			
Learning and Teaching Resources				
Learning and teaching resources				
	Text	Available in the Library?		
Required Texts	Fundamentals of Probability Saeed Ghahramani	Yes		
Recommended Texts	• Main references (sources) • Schaum's Outline of Probability Summaries • references (scientific journals, reports....) • Electronic references, Internet sites	No		
Websites				
Grading Scheme				
Grade chart				
Group	Grade	Appreciation	Marks %	Definition
Success Group (50 - 100)	A - Excellent	privilege	90 - 100	Outstanding Performance
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	E - Sufficient	acceptable	50-59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	Precipitate (under (processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required
Note:				

. **note:** Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than 0.5 are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a score of 54.4 is rounded up to 54). The university follows **azero tolerance policy**-. Regarding cases of " near-failure " ; therefore, the only adjustment made to the grades awarded by the original examiner (or examiners is the automatic rounding process described above (.

MODULE DESCRIPTION FORM

Module Information

Course Information

Module Title	Surveys and inspection methods		Module Delivery	
Module Type	C		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar	
Module Code	STAT2302			
ECTS Credits	8			
SWL (hr/sem)	185			
Module Level	2	Semester of Delivery	1	
Department	Statistics	College	College of Administration and Economics	
Module Leader	Ghaida Ibrahim Shehab	e-mail	gh.ghadaa@uodiyala.edu.iq	
Module Leader's Acad. Title	Assistant.Lecturer	Module Leader's Qualification	Master's	
Module Tutor		e-mail		
Peer Reviewer Name		e-mail		
Scientific Committee Approval Date	9/11/2025	Version Number	1.0	
Relation with other Modules Relationship with other study subjects				
Prerequisite module	None		Semester	
Co-requisites module	None		Semester	
Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content				

Module Objectives Goals Study material	Main objectives of the Sampling Methods course Sampling Methods course primarily aims to equip students with the knowledge and skills necessary to select a representative sample from a statistical population in order to collect and analyze data accurately and reliably . The main objectives of the course can be summarized as follows: 1. Understanding basic concepts The course introduces the student to basic statistical concepts such as the statistical .population(which includes all the elements that the researcher wishes to study) , and the sample(It is a part of this population that is selected for study) , the sampling .unit , and the statistical framework(The complete list of preview units). Understanding these concepts is the cornerstone of any successful preview process. 2. Mastering different inspection techniques The student learns about the various types of sampling methods, both probabilistic and non-probabilistic. Probabilistic methods include: • Simple random sampling: where every member of the community has the same chance of selection. • Stratified sampling: Dividing the population into homogeneous strata and then selecting a sample from each stratum. • Cluster sampling: Dividing the population into clusters or groups and selecting some of them for study. • Systematic sampling: Regularly selecting sample members from an ordered list. Non-probability methods include: • Participant inspection • Deliberate inspection • Available preview 3. Ability to design a preview plan The student becomes able to design an integrated sampling plan that is appropriate to the research objectives, by determining the appropriate sample size, choosing the optimal method for collecting data, and estimating the necessary resources. 4. Assessing and minimizing errors This course explains how to estimate sampling errors , which are errors that occur when studying a sample rather than the entire population . Students learn how to calculate these errors and how to minimize them as much as possible to ensure that the results obtained from the sample are accurate and representative of the original population. 5. Applying sampling in practical fields The course provides the student with the skills necessary to apply sampling methods in various fields such as marketing research , social surveys , medical studies , and quality control , enabling him to collect reliable data for sound decision-making.
Module Learning Outcomes	• : To enable the student to • What is meant by D? Sample design, its characteristics , and the basic steps for sample design • Inspection methods • Estimating sample size

Learning outcomes for the subject	• Estimates of proportions for all sampling methods • Course skills objectives • .Enabling the preparation and design of samples for all inspection methods • Enabling the estimation of sample sizes • Empowerment through appreciation • Teaching and learning methods • . The lecture • Discussion and dialogue • Enrichment questions • direct interrogation • Evaluation methods • Clarification questions -1 • True or false questions -2 • Duties -3 • Self-assessment • .Tests (daily , monthly , termly , final) • Affective and value-based goals • . The ability to examine and evaluate the topics presented • The ability to critique and distinguish between the topics presented and to choose . among them • The ability to generate new ideas • Teaching and learning methods • Brainstorming method • Using decision-making to test the best alternative • . The presentation • Evaluation methods • Various types of tests (daily , monthly , termly , final) • oral tests • Duties • General and transferable skills (other skills related to employability and personal .(development • Skills for distinguishing between types of inspection • skills for conducting sampling • Skills in determining sample size based on the type of sampling
Indicative Contents Guideline Contents	Introduction to Sampling Theory • Basic concepts: Definition of the statistical population, the sample, the sampling unit, and the sampling frame. • Reasons for sampling: Why do we use samples instead of studying the entire .population? (e.g., saving time and effort, reducing cost) • Stages of the sampling process: from defining the research objectives to collecting and analyzing data.

- **Types of scanning errors:** Distinguishing between a preview error and a non-preview error.

Probabilistic sampling methods

These methods are the most common in scientific research because they allow for accurate statistical estimation of errors.

- **Simple Random Sampling(SRS)** : Selection methods, estimation of mean and proportion, and estimation of sample size.
- **Systematic random sampling:** how to apply it, its advantages and disadvantages.
- **Stratified sampling:** how to divide the population into strata, and distribute the sample size across the different strata (such as proportional distribution and .(optimal distribution
- **Cluster sampling (single-stage and multi-stage)** : The concept, estimates of the mean and ratio, and comparison with stratified sampling.
- **Multi-stage inspection:** An introduction to its design and applications.

Non-probability sampling methods

These methods do not rely on random selection and are usually used in exploratory studies or when it is difficult to apply probabilistic methods.

- **Partial inspection.**
- **Intentional inspection.**
- **Available examination (psoriasis) .**
- **Snowball sampling.**

Estimating sample size

- **Factors affecting sample size:** such as confidence level, margin of error, and population homogeneity.
- **Sample size calculation formulas:** for estimates of averages and ratios.

applications Practical

- **Survey form design:** How to formulate questions correctly.
- **Conducting the field survey:** Supervising data collection.
- **Data analysis:** Using statistical software (such asSPSS, R) to analyze the data collected from the sample.

Learning and Teaching Strategies

Learning and teaching strategies

Strategies

1. Learning:
Using group discussions and active participation between students and teachers to encourage students to think critically and apply theoretical concepts in practical contexts.
2. based learning:
Presenting real-life problems that require students to analyze them and apply acquired knowledge to solve them, thus enhancing analytical and creative thinking skills.
3. Collaborative Learning:
Encouraging teamwork by forming small groups in which students collaborate to solve problems or carry out projects, thus enhancing cooperation and communication skills.
4. Presentations:
Assigning students the task of preparing and presenting topics related to the course material helps them develop their research, presentation, and communication skills.
5. Learning:
Giving students the opportunity for practical application through experiments or small projects related to the theoretical concepts they are studying contributes to enhancing deep understanding.
6. learning:
Encouraging students to seek out information and learn new skills independently, which enhances self-learning and critical thinking skills.
7. Using technology in education(Technology-Enhanced Learning):
Integrating technological tools such as e-presentations, educational applications, and interactive platforms to support the learning process and increase interaction between students and the subject matter.
8. Continuous Assessment:
Using continuous assessment tools such as quizzes, classroom activities, and homework to monitor student progress and identify their strengths and weaknesses to ensure learning objectives are met.

Student Workload (SWL)

.The student's academic workload is calculated for 15 weeks

Structured SWL (h/sem) Regular academic workload for the student during the semester	63	Structured SWL (h/w) Student's regular weekly study load	4.2
Unstructured SWL (h/sem) Irregular student workload during the semester	122	Unstructured SWL (h/w) Irregular weekly study load for the student	8.13
Total SWL (h/sem) The student's total academic workload during the semester	185		

Module Evaluation
Course Material Assessment

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	3	20% (20)	4, 7 and 10	LO #2, #3, #4, #5 and #7, #8, #9
	Projects / Lab. Report				
Summative assessment	Midterm Exam	2 hr	10% (10)	9	LO #1 - #7
	Final Exam	3 hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

	Material Covered
Week 1	How to choose a simple random sample
Week 2	Estimating the average and total population
Week 3	Estimating the variance of the population mean and total
Week 4	Confidence limits for the average and total population
Week 5	Stratified sampling; sample weights in stratified sampling
Week 6	How to select a systematic sample
Week 7	Geometric presentation of data: Estimating the population mean and sum
Week 8	Estimating the variance of the arithmetic mean and the population sum
Week 9	Basic concepts of overall results and sampling
Week 10	Mid-term Exam
Week 11	Data sources
Week 12	Basic steps in sample design
Week 13	Inspection framework and inspection units

Week 14	Types of family surveys
Week 15	Sampling methods in household surveys
Week 16	Second semester exam

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

	Material Covered
Week 1	Non

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	Dr. Jalal Mustafa Al-Sayyad 1990 Prof. Dr. Abdul Wahid Abu Hamda 2000	Yes
Recommended Texts	• Main references (sources) • Recommended supporting books and references (scientific journals, reports....) • Electronic references, Internet sites	No
Websites		

Grading Scheme

Grade chart

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 (under (processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required

Note:

. **note:** Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a score 0.5 of 54.4 is rounded up to 54). The university follows **azero tolerance policy**-. Regarding cases of " near-failure " ; therefore, the only adjustment made to the grades awarded by the original examiner (or examiners) is the automatic rounding process described above.

MODULE DESCRIPTION FORM

Module Information				
Course Information				
Module Title	linear algebra		Module Delivery	
Module Type	B		☒ Theory ☒ Lecture ☒ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	STAT2303			
ECTS Credits	7			
SWL (hr/sem)	185			
Module Level	2	Semester of Delivery	1	
Department	Statistics	College	College of Administration and Economics	
Module Leader	Huda Mahdi Ahmed	e-mail	hudasta@uodiyala.edu.iq	
Module Leader's Acad. Title	Assistant .Professor. Dr	Module Leader's Qualification	PhD	
Module Tutor		e-mail		
Peer Reviewer Name		e-mail		
Scientific Committee Approval Date	9/11/2025	Version Number	1.0	
Relation with other Modules				
Relationship with other study subjects				
Prerequisite module	None		Semester	
Co-requisites module	None		Semester	
Module Aims, Learning Outcomes and Indicative Contents				
Goals Material Study and results Learning Contents Guidance				

Module Aims Goals Material Study	Introducing the student to the basic concepts of matrices and .1 their types . 2. Elementary operations on matrices and finding . determinants To give a general idea of linear algebra - 3 Various examples supported by practical applications in - 4 statistics Logical thinking in finding solutions - 5
Module Learning Outcomes outputs Learning For the material Study	Understanding the fundamental principles and concepts of linear algebra and its methods. Expressing opinions on linear algebra concepts and their .application through real-world examples and case studies :Course skill objectives Interactive skills: Possessing the ability to communicate with the professor -1 .and colleagues Diagnostic skills: The ability to utilize methods for finding solutions to -2 .linear equations .Scientific reports -3 :Teaching and learning methods Managing the lecture in an applied manner related to the reality of daily -1 life in order to attract the student to the subject of the lesson without deviating from its essence, so that the material is flexible and understandable .and analyzable .Discussion and dialogue -2 .Enrichment questions -3 .Direct interrogation -4 :Evaluation methods -5 .Clarification questions -1 .True or false questions -2 .Homework .3 .Self-assessment -4 .Tests (daily, monthly, termly, final) -5 Emotional and value-based goals Simple thinking: (Analyzing the problem statistically and mathematically -1 (.and finding solutions based on the expected results Critical thinking: (The ability to critique, distinguish, and choose between -2 (.the topics presented .Creative thinking: (The ability to produce new ideas and solutions) -3 Teaching and learning methods

	Brainstorming technique -1 .Using the decision-making process to test the best alternatives -2 .The presentation -3 Evaluation methods -4 .Various tests (daily, monthly, termly, final) -5 .Oral tests -6 .Duties .7 General and transferable qualification skills (other skills related to -8 .(employment and personal development
Indicative Contents Contents Guidance	• Principal operations and equivalent matrices. • Solving linear equations. • vectors. • Vectors in binary space. • Vectors in three-dimensional space. • Linear models. • Regression Analysis. • Second Semester Exam.
Learning and Teaching Strategies Learning and teaching strategies	
Strategies	Teaching strategies: Course outcomes, teaching, learning and assessment methods Cognitive objectives : To enable the student to: To understand the most important basic principles and concepts in integration and its methods, to express an opinion on the concepts of linear algebra, and to apply them with real-world examples and case studies. Course skill objectives: 1. Interactive skills : The ability to communicate with the course instructor and his colleagues. 2 Diagnostic skills : The ability to utilize multiple resources to find - solutions to some complex systems. 3. Preparing 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's attention to the subject of the lesson without deviating from its essence, so that the material is flexible and understandable and analyzable. 2. Discussion and Dialogue 3 enrichment questions

	4a Direct interrogation - 5- Assessment Methods 1. Clarification Questions 2 True/False Questions 3. Duties 4. Self-assessment 6- Tests (daily, monthly, termly, final). Emotional and value-based goals -1 Simple thinking : (Analyzing the problem statistically and (mathematically, and finding solutions based on the expected results. Critical thinking : (The ability to critique, distinguish, and choose -2 (between the topics presented. Creative thinking : (The ability to generate new ideas and solutions) -3 Teaching and learning methods Brainstorming technique -1 Using the decision-making process to test the best alternatives -2. 3- . Presentation . Evaluation methods Various tests (daily, monthly, termly, final) -1 -2 oral tests -3 Duties
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Student Workload (SWL)

Student's academic workload

Structured SWL (h/sem) Pregnancy Academic Regular For the student during the chapter	63	Structured SWL (h/w) Pregnancy Academic Regular For the student weekly	4.2
Unstructured SWL (h/sem) Pregnancy Academic not Regular For the student during the chapter	122	Unstructured SWL (h/w) Pregnancy Academic not Regular For the student weekly	8.13
Total SWL (h/sem) Pregnancy Academic The whole For the student during the chapter	185		

Module Evaluation

Course Material Assessment

As	Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
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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 hr	10% (10)	8	All LO # 1,2,3
	Final Exam	3 hr	50%	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

Week	Material Covered
Week 1	Elementary operations and equivalent matrices
Week 2	elementary operations and equivalent matrices
Week 3	Solving linear equations
Week 4	Solving linear equations
Week 5	vectors
Week 6	vectors
Week 7	vectors in the plane
Week 8	vectors in the plane
Week 9	Vectors in three-dimensional space
Week 10	Vectors in three-dimensional space
Week 11	Linear models
Week 12	Linear models
Week 13	linear regression
Week 14	linear regression
Week 15	Semester exam

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory 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	Linear Algebra / Lamia Baqir Jawad	Yes
Recommended Texts	Linear Algebra / Professor Dr. Abdul Majeed Hamza Al-Nasser	No

Grading Scheme

Grade chart

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	Sediment under) (processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required

Note:

note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than 0.5 are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a score of 54.4 is rounded up to 54). The university follows **azero tolerance policy-**. Regarding cases of " near-failure " ; therefore, the only adjustment made to the grades awarded by the original examiner (or examiners is the automatic rounding process described above (.

MODULE DESCRIPTION FORM

Module Information				
information Material Study				
Module Title	Computer 2		Module Delivery	
Module Type	B		☒ Theory ☐ Lecture ☒ Lab ☐ L Tutorial ☐ Practical ☐ Seminar	
Module Code	UD23			
ECTS Credits	3			
SWL (hr/sem)	75			
Module Level	2	Semester (s) Offered		
Department	Statistics	College	College of Administration and Economics	
Module Leader	Laith Talib Rashid	e- mail	laith88 @udiyala.edu.iq	
Module Leader's Acad. Title	Assistant .professor	Module Leader's Qualification	Master's	
Module Tutor		e- mail		
Peer Reviewer Name		e- mail		
Scientific Committee Approval Date	2025/11/9	Version Number	1.1	
Relation with Other Modules				
relationship with Materials Study The other				
Prerequisite module	None	Semester		
Co-requisites module	None	Semester		
Module Aims, Learning Outcomes, Indicative Contents and Brief Description				
Goals Material Study and results Learning Contents Guidance with a description Summary				
Module Aims Goals Material Study	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 outputs Learning For the material Study	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 societal changes brought by AI technology. 8. Students will analyze the role of ethics in guiding the development and application of AI. 9. Students will evaluate potential future applications of AI and consider their societal and technological implications
Indicative Contents Contents Guidance	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 ociety, 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 Strategies Learning Education	

Strategies	• In this course, students are guided by: • Using different examples. • Using different styles of discussion that aim to Connect the Theoretical and practical aspects. • Asking questions and giving exercises that require analysis and conclusions related to lectures. • Encourage students to participant in discussions and do practical work. • Encourage students to work in groups.
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Student Workload (SWL)

Pregnancy Academic For the student

Structured SWL (h/sem) Pregnancy Academic Regular For the student during the chapter	48	Structured SWL (h/w) Pregnancy Academic Regular For the student weekly	4.2
Unstructured SWL (h/sem) Pregnancy Academic not Regular For the student during the chapter	27	Unstructured SWL (h/w) Pregnancy Academic not Regular For the student weekly	1.8
Total SWL (h/sem) Pregnancy Academic The whole For the student during the chapter	75		

Module Evaluation

Course Material Assessment

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 hr	10% (10)	8	All LO # 1,2,3
	Final Exam	3 hr	50%	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Curriculum Weekly Theory

	Material Covered
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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)

Curriculum Weekly For the laboratory

	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: <code>ipconfig</code> . • 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 diagnosing 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 integrating networking e-commerce, troubleshooting or AI.

Learning and Teaching Resources

sources Learning and teaching

	Text	Available in the Library?
Required Texts	- William Stallings, Network Security Essentials: Applications and Standards, 6th Edition, 2020. - Kenneth Laudon and Carol Guercio Traver, <i>E-Commerce 2024: Business, Technology and Society</i> , 18th Edition, 2024 - Melanie Mitchell, <i>Artificial Intelligence: A Guide for Thinking Humans</i> , 1st Edition, 2019. - Stuart Russell and Peter Norvig, <i>Artificial Intelligence: A Modern Approach</i> , 4th Edition, 2020.	No

Recommended Texts	• Wendell Odom, <i>CCNA 200-301 Official Cert Guide</i> 1st Edition, 2019. • Mark Miller, <i>Digital Banking Tips and Solutions</i> , 1st Edition, 2021. • Dan Gookin, <i>Troubleshooting and Maintaining Your PC All-in-One For Dummies</i> , 3rd Edition, 2021. • Max Tegmark, <i>Life 3.0: Being Human in the Age of Artificial Intelligence</i> 1st Edition, 2017. • Wendell Wallach, <i>The Ethics of Artificial Intelligence and Robotics</i> 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 a plan Grades				
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 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	acceptable By decision	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required
Note:				
note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than 0.5 are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a score of 54.4 is rounded up to 54). The university follows azero tolerance policy-. Regarding cases of " near-passing failure " ; therefore, the only adjustment made to the grades awarded by the original examiner (or examiners) is the automatic rounding process described above.				

MODULE DESCRIPTION FORM

Module Information					
Course Information					
Module Title	Crimes of the defunct Ba'ath Party			Module Delivery	
Module Type	B			☒ Theory ☒ Lecture ☒ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	UD24				
ECTS Credits	2				
SWL (hr/sem)	50				
Module Level	2		Semester of Delivery	1	
Department	Statistics		College	College of Administration and Economics	
Module Leader	Omar Jabbar Ahmed		e-mail	omarjabar@uodiyala.edu.iq	
Module Leader's Acad. Title	Lecturer.Dr		Module Leader's Qualification	PhD	
Module Tutor			e-mail		
Peer Reviewer Name			e-mail		
Scientific Committee Approval Date	9/11/2025		Version Number	0.1	
Relation with other Modules					
Relationship with other study subjects					
Prerequisite module	None			Semester	
Co-requisites module	None			Semester	
Module Aims, Learning Outcomes and Indicative Contents					
Goals Material Study and results Learning Contents Guidance					

Module Aims Goals Material Study	1- Introducing the student to the crimes of the Ba'ath Party .during their control of the government 2- The student's studies will familiarize him with the difference .between a dictatorial and a democratic system 3- To familiarize the student with the crimes committed and .their effects on society and the lives of individuals		
Module Learning Outcomes outputs Learning For the material Study	Understanding and comprehending those crimes and the human rights violations perpetrated by the Ba'athist regime		
Indicative Contents Contents Guidance	The student must follow all the topics covered in the course .material		
Learning and Teaching Strategies Learning and teaching strategies			
Strategies	Learning strategies: Interactive skills : The ability to communicate with the subject -1 . teacher and colleagues Programming skills : The ability to diagnose management -2 . theories and their practical applications Analytical skills : The ability to analyze administrative concepts -3 . and their components : Teaching strategies . The lecture -1 . Discussion and dialogue -2 . Enrichment questions -3 . Thorough questioning -4		
Student Workload (SWL) Student's academic workload			
Structured SWL (h/sem) Pregnancy Academic Regular For the student during the chapter	33	Structured SWL (h/w) Pregnancy Academic Regular For the student weekly	2.2
Unstructured SWL (h/sem) Pregnancy Academic not Regular For the student during the chapter	17	Unstructured SWL (h/w) Pregnancy Academic not Regular For the student weekly	1.13
Total SWL (h/sem)	50		

Pregnancy Academic The whole For the student during the chapter					
Module Evaluation Course Material Assessment					
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 hr	10% (10)	8	All LO # 1,2,3
	Final Exam	3 hr	50%	16	All
Total assessment			100% (100 Marks)		
Delivery Plan (Weekly Syllabus) Weekly theoretical curriculum					
Week	Material Covered				
Week 1	The concept of crime and its categories				
Week 2	Types of international crimes				
Week 3	Supreme Criminal Court decisions				
Week 4	Psychological crimes				
Week 5	Mechanisms of psychological crimes				
Week 6	Effects of psychological crimes				
Week 7	First exam				
Week 8	social crimes				
Week 9	The regime's stance on religion				
Week 10	Violations of Iraqi laws				
Week 11	Images of abuses and crimes committed by the authorities				

Week 12	places prisons and detention
Week 13	Environmental crimes such as wartime and radioactive pollution
Week 14	Crimes of draining the marshes and bulldozing orchards, crops, and palm trees
Week 15	Mass grave crimes Its chronological classification
Week 16	Second exam

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

Week	Material Covered
Week 1,2	None

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	The curriculum on Ba'athist crimes in Iraq, approved by the Ministry of Higher Education and Scientific Research in 2023	
Recommended Texts		

GRADING SCHEME

a plan Grades

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 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	Sediment (under processing)	(45-49)	More work required but credit awarded
	F - Fail	Precipitate	(0-44)	Considerable amount of work required

Note:				
note: Decimals equal to or greater than 0.5 are rounded up to the next higher whole number, while those less than 0.5 are rounded down to the next lower whole number (for example , a score of 54.5 is rounded up to 55 , while a score of 54.4 is rounded up to 54). The university follows azero tolerance policy-. Regarding cases of " near-passing failure " ; therefore, the only adjustment made to the grades awarded by the original examiner (or examiners) is the automatic rounding process described above.				

MODULE DESCRIPTION FORM

Module Information			
Course Information			
Module Title	English Language2		Module Delivery
Module Type	B		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar
Module Code	UD11		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	2	Semester of Delivery	
Department	Statistics	College	College of Administration and Economics
Module Leader	Baraa Rahim Yassin	e-mail	baraamanj@uodiyala.edu.iq
Module Leader's Acad. Title	Assistant.Lecturer	Module Leader's Qualification	Master's
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	9/11/2025	Version Number	1.0
Relation with other Modules Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	
Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content			
Module Objectives Course Objectives	The module aims at enabling students to learn and understand the written and spoken form of English. It also aims at teaching functional English to learners and improving their reading, writing and listening skills.		

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. Writing and paraphrasing paragraphs.		
IndicativeContent	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 the language learning. iii) Everyday expressions, particularly of spoken English, also need a place in the syllabus. These can be functional, social, situational or idiomatic.		
Learning and Teaching Strategies Learning and teaching strategies			
Strategies	Headway's trusted methodology combines solid grammar and practice, vocabulary development, and integrated skills with communication role-plays and personalization. Authentic material from a variety of sources enables students to see new language in context, and a range of comprehension tasks, language and vocabulary exercises, and extension activities practice the four skills. 'Everyday English' and 'Spoken grammar' sections practice real-world speaking skills, and a writing section for each unit at the back of the book provides models for students to analyze and imitate.		
Student Workload (SWL) Student's academic workload			
Structured SWL (h/sem) Pregnancy Academic Regular For the student during the chapter	33	Structured SWL (h/w) Pregnancy Academic Regular For the student weekly	2.2
Unstructured SWL (h/sem) Pregnancy Academic not Regular For the student during the chapter	17	Unstructured SWL (h/w)	1.1

			Pregnancy Academic not Regular For the student weekly		
Total SWL (h/sem)		50			
Pregnancy Academic The whole For the student during the chapter					
Module Evaluation					
Course Material Assessment					
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 hr	10% (10)	8	All LO # 1,2,3
	Final Exam	3 hr	50%	16	All
Total assessment			100% (100 Marks)		
Delivery Plan (Weekly Syllabus)					
Weekly theoretical curriculum					
Week	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, 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 .
Week 6	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 7	Assessment Test 1. Feedback and Remedial Work
Week 8	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 9	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 to 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 10	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 11	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 hometown, 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 12	Assessment Test 2. Feedback and Remedial Work
Week 13	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 in picture form . Writing: complete the sentences, write the words in correct form . Grammar: Was/were born, Past simple: irregular verbs (It's a Jackson Pollock)
Week 14	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
Week 15	Writing: Write about your favorite holiday . Grammar: Past simple: regular and irregular, Questions/Negatives, Ago Dialogues w
Week 16	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

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

Week	Material Covered
Week 1,2	None
Week 3, 4	None

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts		Yes
Recommended Texts		no
Websites		

Grading Scheme

Grade chart

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	Precipitate	(0-44)	Considerable amount of work required
Note:				
Note: Decimal marks greater than or less than0.5 will be rounded up or down to the nearest whole mark(,e.g 54.5 will be rounded up to55 while ,54.4 will be rounded up to0.54) The university has a zero-tolerance policy . for decimal marks. " Failed close pass"Therefore, the only modification to the marks awarded by the original mark(s) will be the automatic rounding shown above.				

Statistics Department

Level Two

Second Semester

2025 – 2026

MODULE DESCRIPTION FORM

Module Information			
Course Information			
Module Title	Probability distributions		Module Delivery
Module Type	C		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☐ Seminar
Module Code	STAT2401		
ECTS Credits	8		
SWL (hr/sem)	200		
Module Level	2	Semester of Delivery	
Department	Statistics	College	College of Administration and Economics
Module Leader	Arshad Hamid Hassan	e-mail	arshadhameed@uodiyala.edu.iq
Module Leader's Acad. Title	Assistant.Lecturer	Module Leader's Qualification	Master's
Module Tutor		e-mail	
Peer Reviewer Name	Name	e-mail	
Scientific Committee Approval Date	11 /9/2025	Version Number	1.0
Relation with other Modules Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	
Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content			
Module Objectives Course Objectives	- To provide students with a comprehensive understanding of discrete and continuous probability distributions and their theoretical foundations. - To develop students' ability to derive, interpret, and apply probability distribution models in practical statistical contexts. - To enhance students' skills in working with common distributions such as Binomial, Poisson, Normal, Exponential, and Gamma distributions, including		

	their properties and applications. To prepare students for advanced study in statistical inference, stochastic processes, survival analysis, and applied data modeling.
Module Learning Outcomes Learning outcomes for the subject	By the end of this module, students should be able to: - Classify probability distributions into discrete and continuous types and explain their fundamental properties. - Derive and interpret probability mass functions (PMF) and probability density functions (PDF) for common statistical distributions. - Compute and analyze cumulative distribution functions (CDF) and use them to determine probabilities and quantities. - Calculate and interpret key distribution measures such as expectation, variance, moment generating functions, skewness, and kurtosis. - Apply standard discrete distributions (eg, Binomial, Poisson, Geometric) and continuous distributions (eg, Normal, Exponential, Gamma, Weibull) in practical problem-solving contexts. - Evaluate relationships between distributions, including transformations and standardization techniques. - Utilize distributional concepts in modeling real-world phenomena in fields such as economics, engineering, medical statistics, and data analysis.
Indicative Contents Guideline Contents	Part I – Foundations of Probability Distributions (18 hours) Basic Probability Review : Brief revision of probability concepts, sample spaces, events, and probability rules relevant to distribution theory. Discrete and Continuous Random Variables : Definition, properties, and differences between discrete and continuous random variables. Probability Functions : Introduction to Probability Mass Function (PMF), Probability Density Function (PDF), and Cumulative Distribution Function (CDF), including their properties and interpretation. Expectation and Moments : Mean, variance, higher moments, moment generating functions (MGF), and their statistical significance. Part II – Discrete Probability Distributions (15 hours) Bernoulli and Binomial Distributions : Definitions, properties, mean and variance, and practical applications. Poisson Distribution : Derivation, characteristics, relationship with Binomial distribution, and real-life modeling. Geometric and Negative Binomial Distributions : Concepts, memoryless property, and applications. Hypergeometric Distribution : Sampling without replacement and comparison with Binomial distribution. Part III – Continuous Probability Distributions (24 hours) Uniform and Exponential Distributions : Definitions, properties, memoryless property, and applications in reliability analysis. Normal Distribution : Properties, standardization, Z-scores, and applications in statistical modeling.

	3. Gamma and Weibull Distributions : Shape characteristics, parameter interpretation, and applications in survival and reliability analysis. 4. Transformations of Random Variables : Linear transformations, functions of random variables, and derived distributions. 5. Joint Distributions : Joint, marginal, and conditional distributions; Covariance and correlation. Review and Problem Solving (6 hours) • Comprehensive Review : Revision of discrete and continuous distributions and their properties. • Problem-Solving Sessions : Practical exercises involving derivations, parameter calculations, and real-world modeling applications.
Learning and Teaching Strategies Learning and teaching strategies	
Strategies	Lectures: Presenting the theoretical foundations of probability distributions, including discrete and continuous models, their properties, and mathematical derivations . Interactive Discussions: Engaging students in conceptual discussions about distributional assumptions, parameter interpretation, and real-world modeling applications. Problem-Solving Sessions: Solving structured exercises involving PMF, PDF, CDF, expectation, variance, and transformations of random variables. Tutorials / Workshops: Small-group sessions focused on derivations of major distributions (Binomial, Poisson, Normal, Gamma, Weibull) and their practical interpretations. Use of Statistical Software: Applying tools such as R, Excel, or SPSS to simulate probability distributions, visualize density and distribution functions, and compute distribution-related probabilities. Distribution Modeling Projects: Assigning tasks where students select appropriate probability distributions to model real-life phenomena (eg, reliability analysis, queueing systems, risk modeling). Comparative Analysis Activities: Encouraging students to compare different distributions, examine their assumptions, and evaluate suitability for specific datasets. Review and Analytical Feedback Sessions: Structured revision focusing on theoretical derivations, parameter estimation concepts, and interpretation of distributional results.
Student Workload (SWL)	

. The student's academic workload is calculated per week

Structured SWL (h/sem) Regular academic workload for the student during the semester	78	Structured SWL (h/w) Student's regular weekly study load	5.2
Unstructured SWL (h/sem) Irregular student workload during the semester	122	Unstructured SWL (h/w) Irregular weekly study load for the student	8.13
Total SWL (h/sem) The student's total academic workload during the semester	200		

Module Evaluation Course Material Assessment

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 # 1to # 11
Summative assessment	Midterm Exam	2 hr	10% (10)	9	LO # 1- # 9
	Final Exam	3 hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

	Material Covered
Week 1	Introduction to Probability Distributions
Week 2	Discrete and Continuous Random Variables
Week 3	Probability Mass Function (PMF)
Week 4	Probability Density Function (PDF)
Week 5	Cumulative Distribution Function (CDF)
Week 6	Mathematical Expectation and Variance
Week 7	Moment Generating Function (MGF)
Week 8	Bernoulli and Binomial Distributions

Week 9	Poisson Distribution
Week 10	Geometric and Negative Binomial Distributions
Week 11	Hypergeometric Distribution
Week 12	Midterm Exam
Week 13	Uniform Distribution (Discrete and Continuous)
Week 14	Normal Distribution and Standardization
Week 15	Exponential Distribution
Week 16	Gamma Distribution

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

	Material Covered
Week 1	Non
Week 2	Non

Learning and Teaching Resources

Learning and teaching resources

	Text	Available in the Library?
Required Texts	<i>Fundamentals of Probability</i> Saeed Ghahramani	Yes
Recommended Texts	• Main references (sources) • Schaum's Outline of Probability Summaries • references (scientific journals, reports....) • Electronic references, Internet sites	No
Websites		

Grading Scheme

Grade chart

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 (under (processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required

Note

Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (,e.g 54.5 will be rounded up to 55 while ,54.4 will be rounded up to 0.54) The university has a zero-tolerance policy . for decimal marks. " Failed close pass" Therefore, the only modification to the marks awarded by the original mark(s) will be the automatic rounding shown above.

MODULE DESCRIPTION FORM

Module Information			
Course Information			
Module Title	Differential equations		Module Delivery
Module Type	B		☒ Theory ☒ Lecture ☒ Lab ☐ Tutorial ☐ Practical ☐ Seminar
Module Code	STAT2402		
ECTS Credits	8		
SWL (hr/sem)	155		
Module Level	2	Semester of Delivery	2
Department	Statistics	College	College of Administration and Economics
Module Leader	Huda Mahdi Ahmed	e-mail	hudasta@uodiyala.edu.iq
Module Leader's Acad. Title	Assistant Professor .Dr	Module Leader's Qualification	PhD
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	9/11/2025	Version Number	1.0

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

Module Aims, Learning Outcomes and Indicative Contents Goals Material Study and results Learning Contents Guidance	
Module Aims Goals Material Study	of the course Objectives- Identifying its types equations Differential Enabling the student to solve equations student from Discrimination between Types equations Differential from Rank First and degree Empowerment . Enabling students to solve linear differential equations of order - $3n$ with constant coefficients. To enable the student to understand the applications of differential equations in the fields of statistics and how to benefit from them.
Module Learning Outcomes outputs Learning For the material Study	Course outcomes, teaching and learning methods, and assessment objectives : To enable the student to To know the most important basic principles and concepts in differential equations To identify the types of differential equations and how to solve them To express his opinion on the concepts of differential equations To apply the concepts of differential equations with real-life examples and case studies based objectives of the subject 1- Interactive skills: Possessing the ability to communicate with the course . instructor and colleagues 2- Diagnostic skills: The ability to diagnose differential equations and their . real-world applications 3- . Scientific reports Teaching and learning methods 1- The lecture should be delivered in a practical manner, linked to real-life situations, to engage the student with the lesson topic without straying .from the core subject, making the material flexible and understandable .And the analysis .Discussion and dialogue .Enrichment questions .Direct interrogation

	Evaluation methods Questions for clarification 2- .True or false questions 3- .Duties 4- .Self-assessment 5- .Tests (daily, monthly, final) Affective and value-based goals 1- Simple thinking: (Analyzing the problem statistically and mathematically .(and finding solutions based on the expected results 2- Critical thinking: (The ability to critique and distinguish between the topics presented and to choose between them) 3 - Creative thinking: (The ability to produce new ideas and methods of solving) .
Indicative Contents Contents Guidance	The concept of differential equations and their types Classification of differential equations General and special solutions to the differential equation Finding the differential equation from the general solution Methods for solving first-order differential equations Higher-order differential equations General solution for homogeneous linear differential equations of the second order General solution of a second-order non-homogeneous linear equation / Normal operator method General solution of a second-order non-homogeneous linear differential equation / Indeterminate coefficients method
Learning and Teaching Strategies Learning and teaching strategies	
Strategies	Teaching and learning methods 1- .Brainstorming method .Using decision-making to choose the best alternative . The presentation

	Evaluation methods Various tests (daily, monthly, term, final) .Oral tests 2- .Duties General and transferable skills (other skills related to employability and .(personal development Skills in collecting and analyzing information about the concepts of .differential equations and how to use them in the fields of statistics Training and personal development skills on how to apply the concepts of .differential equations in different fields Developing the student's ability to use the internet			
Student Workload (SWL)				
Student's academic workload				
Structured SWL (h/sem) Pregnancy Academic Regular For the student during the chapter	33	Structured SWL (h/w) Pregnancy Academic Regular For the student weekly	2.2	
Unstructured SWL (h/sem) Pregnancy Academic not Regular For the student during the chapter	122	Unstructured SWL (h/w) Pregnancy Academic not Regular For the student weekly	8.13	
Total SWL (h/sem) Pregnancy Academic The whole For the student during the chapter	155			
Module Evaluation				
Course Material Assessment				
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 hr	10% (10)	8	All LO # 1,2,3
	Final Exam	3 hr	50%	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

Week	Material Covered
Week 1	concept equations Differential And its types
Week 2	Rank and degree The equation Differential
Week 3	solution The equation Differential
Week 4	the solution Year The solution private For the equation Differential
Week 5	Finding The equation Differential from the solution Year
Week 6	First monthly exam
Week 7	road season Variables
Week 8	equations Differential homogeneous and other homogeneous
Week 9	equations Differential The complete and other The complete
Week 11	equations Differential linear from Ranks Upper
Week 12	General solution of a second-order homogeneous linear differential equation

Week 13	of a second-order non -homogeneous linear differential equation / Normal operator method
Week 14	of a second-order nonhomogeneous linear differential equation / Indeterminate coefficients method
Week 15	monthly exam

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

	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	Schaum's Outlines	Yes
Recommended Texts	Introduction to Ordinary Differential Equations	Yes

Grading Scheme

Grade chart

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 (under (processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required
Note				
Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark(,e.g 54.5 will be rounded up to 55 while ,54.4 will be rounded up to 0.54) The university has a zero-tolerance . policy for decimal marks. " Failed close pass" Therefore, the only modification to the marks awarded by the original mark(s) will be the automatic rounding shown above.				

MODULE DESCRIPTION FORM

Module Information				
Course Information				
Module Title	programming language MATLAB or R		Module Delivery	
Module Type	B		☒ Theory ☒ Lecture ☒ Lab ☒ Tutorial ☒ Practical ☒ Seminar	
Module Code	STAT2303			
ECTS Credits	6			
SWL (hr/sem)	100			
Module Level	2	Semester of Delivery		2
Department	Statistics	College	College of Administration and Economics	
Module Leader	Laith Talib Rashid	e-mail	laith88@uodiyala.edu.iq	
Module Leader's Acad. Title	Assistan.professor	Module Leader's Qualification		Master's
Module Tutor		e-mail		
Peer Reviewer Name		e-mail		
Scientific Committee Approval Date	9/11/2025	Version Number		1.0

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

Module Aims, Learning Outcomes and Indicative Contents

Goals Material Study and results Learning Contents Guidance

Module Aims Goals Material Study	Getting acquainted with the R language's working environment and its basic characteristics. Understanding data types(Vectors, Matrices, Data Frames, Lists) inR. Understanding basic programming concepts such as variables, conditional statements, loops, and functions. Understanding the fundamentals of applied statistics usingR. Understanding packagesand how to install and use them. Understanding the mechanism for importing and exporting data from different files (CSV, Excel).
Indicative Contents Contents Guidance	First: An Introduction to theR Language 1. R programming language and its uses in statistical analysis and data science 2. Download and installRStudio software 3. Components of the work environment(Console, Script, Environment, Plots) 4. File types inR Second: Programming fundamentals inR 1. Values andvariables 2. Data types(Numeric, Character, Logical, Factor) 3. Arithmetic and logical operations 4. Data entry and results output 5. Comments Third: SoftwareControl Structures 1. Conditional sentences - o if - o if...else - o switch 2. Iterative loops - o for - o while - o repeat 3. Control commands(break, next) Fourth: Graphical structures inR 1. Vectors 2. Matrices 3. Lists 4. DataFrames

5. Multidimensional arrays(Arrays)

:FifthFunctions

1. Definition of functions inR
 2. Passing transactions
 3. Reference values
 4. Ready-made functions inR
-

Sixth: Importing and exporting data

1. ReadingCSV andExcel files
2. UsingPackages
3. Install and download packages
4. Working with databases

Seventh: DataManipulation

1. Data sorting
2. Data filtering
3. Data merging
4. Dealing with lost values

Eighth: Graphs inR

1. BaseR Plotting
2. Using theggplot2 package
3. Creating column charts
4. Line charts
5. histogram
6. Boxplot

Ninth: Statistical analysis usingR

1. Measures of central tendency
2. Measures of dispersion
3. chi-square test
4. Correlation and regression analysis
5. Hypothesis testing

Tenth: Advanced Applications

1. Object-oriented programming inR
2. Writing complete scripts
3. Creating reports usingR Markdown
4. Introduction to Machine Learning usingR

Expected learning outcomes

By the end of the course, the student will be able to:

- WritingR programs efficiently

	• statistical analysis of data • Creating professional charts and graphs • Using different statistical packages • Implementing integrated data analysis projects Second semester exam
Learning and Teaching Strategies Learning and teaching strategies	
Strategies	Teaching strategies: Course outcomes, teaching, learning and assessment methods Cognitive objectives : To enable the student to: The course aims to enable the student to: First : Teaching strategies (from the teacher's perspective) -1 Problem-Based Learning • Presenting the problem of analyzing real data (e.g. , student data, sales, (health data. • Students are tasked with solving it using theR environment. • Example : Analyzing data using theggplot2 package and drawing graphs. Benefit: Developing analytical thinking skills and linking programming to real-world application. -2 Project-Based Learning • Assigning students a comprehensive project: • Import data • Data cleaning • Conducting statistical analysis • Show results • Using theRStudio environment to prepare a final report. Benefit: Building integrated skills in data analysis. -3 Cooperative learning • Divide the students into small groups. • Each group works on a part of the project (data cleaning, analysis, (graphical representation. • Display the results in front of the class. -4 Flipped Classroom Strategy • Students are required to watch an explanation of the basics of R before the lecture. • Allocate lecture time for practical application and problem-solving. -5 Scaffolding (gradual learning • Starting with the basics:

- Variables
- vectors
- Data Frames
- Then move on to:
 - Functions
 - Episodes
 - Statistical analysis
 - graphic representation

-6 real-world data-driven education

- Using real data from:
 - health
 - Economy
 - education
- Training students on analysis using R statistical functions.

Second : Learning strategies (from the student's perspective)

-1 Learning by doing

- Writing code daily.
- Conduct practical examples after each lecture.

-2 self-learning

- Use the official documentation for the R language.
- Solve additional exercises outside the curriculum.

-3 Discovery learning

- Experiment with modifying the code to see the effect of the change.
- Testing more than one way to solve the same problem.

-4 Building a portfolio

- Save all projects and exercises.
- Preparing data analysis reports using R Markdown.

Third : Assessment Strategies

◇ Formative assessment

- Weekly short tests (quizzes) .
- Live classroom exercises.
- Evaluate the code in terms of:
 - health
 - Efficiency
 - organization

◇ Final Calendar

- Final project for data analysis.
- A practical computer test.
- A presentation of the analysis results.

	Fourth : Tools to help in teachingR • Development environment: RStudio • Data analysis packages: • dplyr • tidyr • ggplot2 Fifth : Sample lesson plan (example) the topic: Data analysis usinggggplot2 : Objective: To enable the student to draw a bar chart and a line chart. Activities: 1. Brief theoretical explanation (20 minutes) 2. A live practical application (40 minutes) 3. Group activity (30 minutes) 4. Homework : Analyze real data and draw 3 different charts.				
Student Workload (SWL) Student's academic workload					
Structured SWL (h/sem) Pregnancy Academic Regular For the student during the chapter		63	Structured SWL (h/w) Pregnancy Academic Regular For the student weekly	4.2	
Unstructured SWL (h/sem) Pregnancy Academic not Regular For the student during the chapter		37	Unstructured SWL (h/w) Pregnancy Academic not Regular For the student weekly	2.46	
Total SWL (h/sem) Pregnancy Academic The whole For the student during the chapter		100			
Module Evaluation Course Material Assessment					
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	1	5(5%)		
Summative Assessment	Midterm Exam	2 hr	10% (10)	8	All LO # 1,2,3
	Final Exam	3 hr	50%	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

Week	Material Covered
Week 1	Introduction to the R language
Week 2	Vectors
Week 3	Vector manipulation
Week 4	Matrices– Part 1
Week 5	Matrices – Part Two
Week 6	Advanced algebraic operations on matrices
Week 7	Definition of lists(Lists)
Week 8	Data Frames
Week 9	Dealing with incomplete data
Week 10	Logical and conditional operations
Week 11	Loops
Week 12	Functions
Week 13	Operations on vectors and arrays using built-in functions
Week 14	Simple data graph
Week 15	Semester exam

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

Week	Material Covered
Week 1,2	Introduction to the work environment , variables, and data types
Week 3, 4	Conditional statements, loops, and functions
Week 5, 6	descriptive statistics and , Data import, processing

Week 7,8	Basic and advanced graphing usinggggplot2	
Week 9, 10	Working withdata frames correlation analysis, and simple regression ,	
Week 11, 12	Statistical testing, applied programming, and small projects	
Week 13, 14	Comprehensive review and final practical test	
Learning and Teaching Resources		
Learning and teaching resources		
	Text	Available in the Library?
Required Texts	Programming inR language bookM.M. Arshad Hameed Hassan	Yes
Recommended Texts		Yes

Grading Scheme

Grade chart

Grade	Appreciation	Marks %	Definition
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
FX – Fail	Precipitate (under (processing	(45-49)	More work required but credit awarded
F – Fail	Precipitate	(0-44)	Considerable amount of work required

Note

Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark(,e.g 54.5 will be rounded up to 55 while ,54.4 will be rounded up to 54) The university has a zero-tolerance policy . for decimal marks. " Failed close pass" Therefore, the only modification to the marks awarded by the original mark(s) will be the automatic rounding shown above.

MODULE DESCRIPTION FORM

Module Information				
Course Information				
Module Title	Economic statistics		Module Delivery	
Module Type	B		☒ Theory ☒ Lecture ☐ Lab ☒ Tutorial ☒ Practical ☒ Seminar	
Module Code	STAT2303			
ECTS Credits	6			
SWL (hr/sem)	125			
Module Level	2	Semester of Delivery	2	
Department	count	College	College of Administration and Economics	
Module Leader	Yasser Ghanem Yahya		e-mail	dr.yasser94@uodiyala.edu.iq
Module Leader's Acad. Title	Lecturer .Dr	Module Leader's Qualification	PhD	
Module Tutor		e-mail		
Peer Reviewer Name		e-mail		
Scientific Committee Approval Date	9/11/2025	Version Number	1.0	

Relation with other Modules			
For a relationship with other study subjects			
Prerequisite module		None	Semester
Co-requisites module		None	Semester

Module Aims, Learning Outcomes and Indicative Contents Goals Material Study and results Learning Contents Guidance	
Module Aims Goals Material Study	Introducing the student to the most important foundations and principles of economic statistics Explaining the concept of economic statistics Applying statistics to certain economic variables such as income, .domestic and foreign trade, and gross domestic product Study of economic statistics methods .The student should be able to categorize, collect, and describe data
Module Learning Outcomes outputs Learning For the material Study	
Indicative Contents Contents Guidance	:Introduction to Economic Statistics The concept of economic statistics, its importance, its applications in .economic analysis, and sources of statistical data :Economic statistical data types of data (cross-sectional, time-based, panel), methods of data collection, data organization and classification. :Basic statistical measures measures of central tendency, measures of dispersion, and their applications .in economic analysis .Index Numbers: Concept and Importance Definition of index numbers, their purposes, types, and uses in economic .analysis :Price indices Simple index, weighted index, Laspeyres, Pasche and Fischer indices, consumer and producer price index. Quantity indices measure changes in quantities; weighted quantity indices; economic applications

	Output and income indices GDP index; real and nominal output indices; use of deflation coefficient ; Domestic trade indices measure the development of the volume and value of domestic trade; sales and production indices. Foreign trade indices export and import indices, trade exchange figures, terms of trade ,. :Economic Time Series Analysis (Introductory Introduction) General trend, seasonal variations, use of index numbers in time analysis. :Practical applications of index numbers Applications to actual economic data, interpretation of economic results. Second semester exam
Learning and Teaching Strategies Learning and teaching strategies	
Strategies	Teaching strategies: Course outcomes, teaching, learning and assessment methods Cognitive objectives : To enable the student to: The course aims to enable the student to: 1. To understand the basic concepts and principles of economic statistics and their role in analyzing economic phenomena. 2. Understanding the statistical methods used to measure economic changes, particularly price, quantity, output and trade indices. 3. Interpreting statistical results and linking them to economic reality, and making a scientific opinion based on quantitative analysis. -4 Preparing 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's attention to the subject of the lesson without deviating from its essence, so that the material is flexible and understandable and analyzable. 2 Discussion and dialogue - 3 enrichment questions 4 Direct interrogation - –5 Assessment Methods 1. Clarification Questions 2 True or False Questions - 3. Duties 4. Self-assessment 5. Tests (daily, monthly, termly, final).

	Emotional and value-based goals 1- Developing simple (analytical) thinking: Enabling the student to analyze economic problems using statistical and mathematical methods, interpret quantitative results, and arrive at logical solutions based on indicators and expected outcomes. 2- Developing critical thinking: Enhancing the student's ability to critique and analyze economic issues and topics, compare different statistical indicators, distinguish between them, and choose the most appropriate ones in interpreting economic phenomena. 3- Developing creative thinking: Encouraging students to innovate new ideas and methods in processing economic data, and to suggest unconventional methods of analysis that contribute to improving the understanding of economic phenomena and making decisions based on statistical analysis. Teaching and learning methods Brainstorming technique -1 Using the decision-making process to test the best alternatives -2. 3- . Presentation . Evaluation methods Various tests (daily , monthly, termly, final) -1 -2 oral tests -3 Duties General and transferable skills (other skills related to employment and personal (development. 1- Information Collection and Analysis Skills: Developing the student's ability to collect economic data and information from different sources, analyze it using appropriate statistical methods, and understand how to employ quantitative concepts in interpreting economic phenomena. 2- Personal Training and Development Skills: Enhancing the student's ability to develop their own skills through the practical application of economic statistics methods, and the use of statistical indicators in multiple fields such as measuring prices, output and trade. 3- Skills in using modern technologies and the Internet: Enabling the student to deal with the Internet and electronic databases to obtain economic data, and to use basic statistical software in analysis and presentation. .
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Student Workload (SWL)					
Student's academic workload					
Structured SWL (h/sem)		48	Structured SWL (h/w)		3.2
Pregnancy Academic Regular For the student during the chapter			Pregnancy Academic Regular For the student weekly		
Unstructured SWL (h/sem)		77	Unstructured SWL (h/w)		5.1
Pregnancy Academic not Regular For the student during the chapter			Pregnancy Academic not Regular For the student weekly		
Total SWL (h/sem)		125			
Pregnancy Academic The whole For the student during the chapter					
Module Evaluation					
Course Material Assessment					
As		Time/Num ber	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative Assessme nt	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				
Summativ e	Midterm Exam	2 hr	10% (10)	8	All LO # 1,2,3
	Final Exam	3 hr	50%	16	All

Assessment					
Total assessment			100% (100 Marks)		
Delivery Plan (Weekly Syllabus)					
Weekly theoretical curriculum					
Week	Material Covered				
Week 1	Definition and objectives of economic statistics and labor field statistics				
Week 2	Output statistics, prices, and price indices				
Week 3	Output statistics, prices, and indices				
Week 4	Output statistics, prices, and indices				
Week 5	Output statistics, prices, and indices				
Week 6	Labor force, working time and labor productivity statistics				
Week 7	Definition and objectives of agricultural statistics				
Week 8	Agricultural censuses and agricultural land statistics				
Week 9	Appropriate statistical data for cultivated land and statistical measures for change in yield per dunam				
Week 10	Applications of agricultural output statistics and statistics				
Week 11	Applications of agricultural output statistics and statistics				
Week 12	Applications of domestic trade statistics				
Week 13	Applications of domestic trade statistics				
Week 14	Applications of foreign trade statistics				
Week 15	Semester exam				

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

	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	Principles of Statistics by Dr. Dhafer Hussein Rashid	Yes
Recommended Texts		Yes
Web sites		

Grading Scheme

Grade chart

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 (under (processing	(45-49)	More work required but credit awarded
	F – Fail	Precipitate	(0-44)	Considerable amount of work required

Note

Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark(,e.g 54.5 will be rounded up to 55 while ,54.4 will be rounded up to 54) The university has a . zero-tolerance policy for decimal marks. " Failed close pass" Therefore, the only modification to the marks awarded by the original mark(s) will be the automatic rounding shown above.

MODULE DESCRIPTION FORM

Module Information				
Course Information				
Module Title	Big data analysis		Module Delivery	
Module Type	C		☒ Theory ☐ Lecture ☒ Lab ☐ Tutorial ☒ Practical ☐ Seminar	
Module Code	STAT2405			
ECTS Credits	4			
SWL (hr/sem)	100			
Module Level	2	Semester of Delivery		
Department	Statistics	College	College of Administration and Economics	
Module Leader	Omar Adel Abdel Wahab		e-mail	omersta@uodiyala.edu.iq
Module Leader's Acad. Title	Assistant Professor .Dr		Module Leader's Qualification	PhD
Module Tutor			e-mail	
Peer Reviewer Name	Name		e-mail	
Scientific Committee Approval Date	9/11/2025		Version Number	1.0
Relation with other Modules Relationship with other study subjects				
Prerequisite module	None		Semester	
Co-requisites module	None		Semester	
Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content				
Module Objectives	To provide students with a comprehensive understanding of big and connected data .1 analysisand its theoretical foundations.			
Course Objectives	Developing students' ability to deduce, interpret, and apply big data analysis in .2 practical statisticalcontexts .			

	Enhancing students .3' skills in dealing with Analyzing big data by identifying how relationships are built between variables. Preparing students to be able to analyze different types of big data for various .4 situations .
Module Learning Outcomes Learning outcomes for the subject	By the end of this unit, students should be able to: Distinguishing between regular data and big .1data . Knowing the methods that enable .2the student to analyze big data. Using Excel to handle data as if it were big .3data . Using statistical indicators such as measures of central tendency and measures of .4 dispersion on bigdata .
Indicative Contents Guideline Contents	Part 1 - ASAS Big data analysis (18 hours) Introduction to Big Data – Concept, Importance, Difference between Traditional and Big Data, The Five Features (5Vs).Sources of big data – government data, . censuses, health, education, the internet and social media. .3Data – types and structuresStructured, Semi-Structured, Unstructured and their .tabular organization Designing large databases in .4Excel – ,building tablesLong vs Wide Data variable , .coding Part Two – Dealing with Big Data (15 hours) 1. – Data input and importCSV ,file merging ,Text to Columns . 2. Data Cleaning– ,Missing values, duplicates, outliersData Validation . 3. – Data processing and transformation Sorting ,Filtering ,Conditional Formatting .Creating derived variables , Part Three – Descriptive Statistics (24 Hours) Statistical description – frequency tables, ratios, cross-sectional .1tables . Graphs – columns, lines, pie charts, simplified display panels .2. Measures .3of central tendency and dispersion and their application to large .datasets

	,Analyzing relationships – Correlation coefficient .4Scatter Plot , Correlation .matrix Simple regression and forecasting – Regression .5, Trendlines, Forecast Sheet . Data Segmentation .6– Age, Geographic, Economic and Comparison .Segmentation Part Three – Case Studies and Applications (24 hours) Studies -1 condition Applied Data ,The census ,education ,health . The markets .A comprehensive practical project + review and practical test -2
Learning and Teaching Strategies Learning and teaching strategies	
Strategies	First : Theoreticallectures Introducing the theoretical foundations of big data analysis, including: The concept of big data and its characteristics (5Vs). Data types (structured, semi-structured, unstructured). Principles of Data Cleaning. Concepts of transformation and processing(Data Transformation). Statistical principles used in characterizing big data. An introduction to trend analysis, correlation, and regression in the context of large-scale data. The theoretical aspect focuses on building conceptual understanding before moving on to practical application usingExcel . : SecondInteractive Discussions Engaging students in analytical discussions about: The differences between traditional data and big data. The assumptions behind the analysis are extensive. Interpreting statistical indicators in the context of large databases. Challenges related to the volume of data and the speed of its flow.

Real-life examples from the health, education, economy, and media sectors.

These discussions aim to promote critical thinking and the ability to evaluate the suitability of analytical methods

: Third Problem-Solving Sessions

Implementing structured exercises that include:

Organizing large databases.

Handling missing values and duplicates.

Calculating descriptive measures (mean, median, variance).

Creating recursive tables and cross-sectional tables.

Analyzing relationships using the correlation coefficient.

Applying simple regression and prediction.

The focus is on practical application using semi-realistic data to simulate actual work environments

Fourth : Practical workshops(Tutorials / Workshops)

Small group work sessions focusing on:

Designing databases using Excel.

Converting data from Long to Wide format and vice versa.

Using Pivot Tables tools to build interactive reports.

Analysis of real-world case studies.

Interpreting the results of statistical analysis in the context of decision-making.

. The workshops aim to enhance practical skills and direct interaction with data

: Fifth Use of Statistical Software

Applying data analysis tools using:

Excel (the core tool for the course)

The possibility of benefiting from support programs when needed

This includes:

Importing data(CSV).

Data cleaning.

Creating graphs.

Use Trendlines and Forecast Sheet.

Analyzing relationships and making predictions.

The programming aspect focuses on practical application without delving into programming.

Sixth : Data Modeling and Analysis Projects(Distribution Modeling Projects)

Assigning students practical projects that include:

Choosing a real or semi-real database.

Identify a clear analytical problem.

Cleaning and organizing data.

Applying the tools for characterization and analysis.

Interpreting the results and linking them to administrative or economic decisions.

Examples of projects:

Analysis of population census data.

Analyzing company sales data.

Health data analysis.

Studying audience interaction trends in social media

: Seventh Comparative Analysis Activities

Encouraging students to:

Comparing different methods of data cleaning.

Comparing the results of the analysis using more than one statistical method.

Evaluating the suitability of different analysis models for specific data.

Analyzing the impact of data quality on final results.

. The goal is to develop the ability to critically evaluate analytical results

Eighth : Review and Analytical Feedback Sessions

Scheduled review sessions:

Basic theoretical concepts.

Steps for cleaning and analyzing data.

Interpreting the statistical outputs.

Common mistakes in big data analysis.

Evaluate projects and provide systematic feedback.

These sessions focus on deepening understanding and correcting misconceptions
 . before the final exam

Student Workload (SWL)

. The student's academic workload is calculated per week

Structured SWL (h/sem) Regular academic workload for the student during the semester	48	Structured SWL (h/w) Student's regular weekly study load	3.2
Unstructured SWL (h/sem) Irregular student workload during the semester	52	Unstructured SWL (h/w) Irregular weekly study load for the student	3.46
Total SWL (h/sem) The student's total academic workload during the semester	100		

Module Evaluation

Course Material Assessment

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 hr	10% (10)	9	LO # 1- # 9
	Final Exam	3 hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

	Material Covered
Week 1	Introduction to Big Data – Concept, Importance, Difference Between Traditional and Big Data, The Five Features (5Vs).
Week 2	Sources of big data – government data, censuses, health, education, the internet and social media.
Week 3	Data types and structures– Structured, Semi-Structured, Unstructured and their tabular – organization.
Week 8	Statistical characterization – frequency tables, ratios, cross-sectional tables.
Week 9	The graph – columns, lines, circles, simplified display panels.
Week 10	Measures of central tendency and dispersion and their application to large datasets.
Week 11	,Relationship analysis – Correlation coefficientScatter Plot Correlation matrix ,.
Midterm Exam	
Week 1 2	Simple regression and forecasting– Regression ,Trendlines ,Forecast Sheet.
Week 1 3	Data Segmentation– Age, Geographic, Economic, and Comparison Segmentation
Week 1 4	Applied case studies – census data, education, health, markets.
Week 1 of 5	Comprehensive practical project + review and application test

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

	Material Covered
Week 4	Designing large databases inExcel – ,Building tablesLong vs Wide Data Variable coding ,.
Week 5	Data input and import– CSV ,file merging ,Text to Columns.
Week 6	Data Cleaning– ,Missing values, duplicates, anomalous valuesData Validation.

Week 7	Data processing and transformation– Sorting ,Filtering ,Conditional Formatting Creating derived , variables.	
Learning and Teaching Resources Learning and teaching resources		
	Text	Available in the Library?
Required Texts	<i>New Horizons for a Data-Driven Economy</i>	no
Recommended Texts	• Main references (sources) • References (scientific journals, reports....) • Electronic references, Internet sites	no
Websites		

Grading Scheme			
Grade chart			
Grade	Appreciation	Marks %	Definition
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
FX – Fail	Precipitate (under (processing	(45-49)	More work required but credit awarded
F – Fail	Precipitate	(0-44)	Considerable amount of work required
Note			
Note: Decimal marks greater than or less than0.5 will be rounded up or down to the nearest whole mark(,e.g 54.5 will be rounded up to55 while ,54.4 will be rounded up to0.54) The university has a zero-tolerance . policy for decimal marks. " Failed close pass"Therefore, the only modification to the marks awarded by the original mark(s) will be the automatic rounding shown above.			

MODULE DESCRIPTION FORM

Module Information			
Course Information			
Module Title	Arabic Language 2		Module Delivery
Module Type	B		☒ Theory ☒ Lecture ☒ Lab ☐ Tutorial ☐ Practical ☐ Seminar
Module Code	UD12		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	2	Semester of Delivery	
Department	Statistics	College	College of Administration and Economics
Module Leader	Marwa Mahdi Saleh	e-mail	mryamhademana@uodiyala.edu.iq
Module Leader's Acad. Title	Lectuerer.Dr	Module Leader's Qualification	PhD
Module Tutor	Name(if available)	e-mail	Email
Peer Reviewer Name	Name	e-mail	Email
Scientific Committee Approval Date	2025/9/11	Version Number	1.0
Relation with other Modules Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	
Module Aims, Learning Outcomes and Indicative Contents Course objectives, learning outcomes, and guidance content			
Module Objectives Course Objectives	1- This course aims to develop the student's linguistic and literary competencies by enabling him to understand and analyze selected Qur'anic texts from Surah Yusuf linguistically and socially, and to reveal their human and . educational implications		

	2- Understanding the meanings of the noble Prophetic Hadith and what it contains of high moral and behavioral values. 3- To become familiar with the poetic experiences of prominent figures in Arabic literature such as Al-Mutanabbi, Ibn Al-Farid, Mustafa Jamal Al-Din, and Muhammad Mahdi Al-Jawahiri, in terms of their lives and the characteristics of their artistic styles. 4- The aim is to equip the student with the ability to employ the basic rules of the Arabic language, including the conjugation of nouns, numbers, and modifiers, and to train him to use Arabic dictionaries such as Al-Muqayis Al-Lughah and Al-Sahah to understand the meanings of words accurately. 5- It is not known as rhetorical arts in the science of rhetoric, such as allusion, antithesis, contrast, and good reasoning, and it enables him to compare them and appreciate their aesthetics in texts. 6- Developing the student's critical analysis and comparative thinking skills, enhancing his ability to express himself correctly in writing and orally, while consolidating the moral values derived from religious and literary texts, and making him aware of common linguistic errors and correcting them, in a way that contributes to preparing a student who is able to use the Arabic language .correctly and consciously, combining linguistic accuracy and literary taste
Module Learning Outcomes Learning outcomes for the subject	- It interprets selected verses from Surah Yusuf in a linguistic and social .manner, highlighting the implications and meanings - The noble prophetic hadith explains “Do not envy one another and do not outbid one another...” and derives from it the moral and behavioral .values - It introduces the lives and literature of Al-Mutanabbi, Ibn Al-Farid, Mustafa Jamal Al-Din, and Muhammad Mahdi Al-Jawahiri, and .analyzes examples of their poetry in an artistic manner - He applies the rules of Arabic grammar related to (noun conjugation, .numbers, modifiers) in correct linguistic contexts - Arabic dictionaries such as Maqayis al-Lugha and Al-Sahah are used to .extract the meanings of words and understand their connotations - He distinguishes between the arts of rhetoric (pun, antithesis, contrast, .good reasoning) and analyzes them in texts - It compares different rhetorical styles and employs them in oral and .written expression - It detects and corrects common grammatical errors according to the .correct rules - .It employs critical thinking skills in analyzing religious and literary texts - He produces grammatically correct texts that express his understanding of the topics studied.
Indicative Contents	First: Religious texts

Guideline Contents	Selected verses from Surah Yusuf: Vocabulary explanation , linguistic analysis social and educational implications , Secondly: The noble Prophetic Hadith: “Do not envy one another and do not outbid one another...” Explanation of terms , general meanings , and derived moral values Second: Arabic Literature (Poets) Al-Mutanabbi: His Life, Characteristics of His Poetry, Analytical Models Ibn al-Farid: His Life, Sufi Tendencies, Poetic Examples Mustafa Jamal al-Din: His Life, Style, Selected Examples Muhammad Mahdi al-Jawahiri: His Life, Nationalist Movement, Analytical Models Third: Grammar Noun conjugation , number (its types and rules) Dependent elements (adjective, conjunction, emphasis, apposition) Fourth: Arabic dictionaries The concept and importance of a dictionary , Arabic dictionary methodologies , case studies:Language standards , Al-Sahah Dictionary usage training Fifth: Rhetoric (the science of figures of speech) The concepts of rhetoric , allegory , antithesis , contrast , affirming praise by .means of what resembles blame , and sound reasoning Comparison between the arts of rhetoric Sixth: Language skills Common linguistic errors , practical applications of linguistic correction , exercises in correct writing
Learning and Teaching Strategies Learning and teaching strategies	
Strategies	- .Lecture and participation

	- Discussion and dialogue - Brainstorming - Writing reports on the topic - Question and answer.
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Student Workload (SWL)

.The student's academic workload is calculated for 15 weeks

Structured SWL (h/sem) Regular academic workload for the student during the semester	33	Structured SWL (h/w) Student's regular weekly study load	2.2
Unstructured SWL (h/sem) Irregular student workload during the semester	17	Unstructured SWL (h/w) Irregular weekly study load for the student	1.13
Total SWL (h/sem) The student's total academic workload during the semester	50		

Module Evaluation

Course Material Assessment

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	20% (10)	5 and 10	LO #1, #2 and #10, #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	2hr	10% (10)	7	LO #1 - #7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

Weekly theoretical curriculum

	Material Covered
Week 1	The Holy Quran (Noble Verses from Surah Yusuf): A Linguistic and Social Analysis
Week 2	The noble Prophetic Hadith :Do not envy one another, do not quarrel, do not hate one another, do not befriend one another, and do not sell to one another's customers
Week 3	(Al-Mutanabbi (His Life and Poetry
Week 4	(Ibn al-Farid (His Life and Poetry
Week 5	(Mustafa Jamal al-Din (His Life and Poetry
Week 6	(Muhammad Mahdi al-Jawahiri (His Life and Poetry
Week 7	Conjugation of nouns in Arabic
Week 8	number
Week 9	Followers
Week 10	Arabic dictionaries
Week 11	The methodology of the two schools of Al-Maqayis and Al-Sahah
Week 12	The science of rhetoric / allegory and antithesis
Week 13	The contrast and confirmation of praise through what resembles criticism
Week 14	Good reasoning and comparison between all the arts of rhetoric
Week 15	Common linguistic errors

Delivery Plan (Weekly Lab. Syllabus)

Weekly laboratory schedule

	Material Covered
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Week 1			
Week 2			
Learning and Teaching Resources			
Learning and teaching resources			
	Text		Available in the Library?
Required Texts	1-General Arabic Language Textbook for Non-Specialization Colleges 2-Ibn Aqil's explanation 3-Comprehensive collection of Arabic lessons Clear grammar.		Yes
Recommended Texts			
Websites			
Grading Scheme			
Grade chart			
Grade	Appreciation	Marks %	Definition
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
FX – Fail	Precipitate (under (processing	(45-49)	More work required but credit awarded
F – Fail	Precipitate	(0-44)	Considerable amount of work required
Note			

Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (,e.g 54.5 will be rounded up to 55 while ,54.4 will be rounded up to 0.54) The university has a zero-tolerance policy for decimal marks. " Failed close pass" Therefore, the only modification to the marks awarded by the original mark(s) will be the automatic rounding shown above.