**Ministry of Higher Education and Scientific Research**
**Scientific Supervision and Evaluation Bodies**
**Department of Quality Assurance and Academic Accreditation**
**Accreditation Division**

# Academic Program and Course Description Guide for the Department of Life Sciences for the Year 2026-2025

# Introduction

## Introduction to the Academic Program

The Department of Life Sciences at Ibn Khaldun University College is an academic scientific program committed to preparing graduates who possess specialized scientific knowledge, practical skills, and research competencies in various fields of Life Sciences. These qualifications enable graduates to contribute effectively to community service and meet the needs of educational, research, laboratory, and environmental institutions in accordance with the requirements of contemporary scientific and technological advancement.

The program provides comprehensive academic education that integrates theoretical knowledge with practical applications through modern curricula covering the fundamental disciplines of Life Sciences, including Cell Biology, Microbiology, Zoology, Botany, Genetics, Ecology, Physiology, and Biotechnology. The program also emphasizes the development of students' laboratory and analytical skills, fostering their scientific and critical thinking abilities, problem-solving skills, and capacity to conduct scientific research in accordance with established methodological and ethical standards.

The program is guided by a scientific and educational vision aimed at achieving academic excellence and promoting a culture of quality assurance and continuous improvement. This is pursued through curriculum development, the modernization of teaching and assessment methods, and the integration of modern educational and laboratory technologies, in alignment with the quality assurance and academic accreditation standards adopted by Iraqi higher education institutions.

Furthermore, the program places particular emphasis on raising environmental awareness, conserving biodiversity and natural resources, encouraging scientific research and innovation, and developing students' self-learning, teamwork, and scientific communication skills. It also seeks to instill the principles of academic integrity, professional responsibility, and research ethics.

The Department of Life Sciences is committed to aligning the program's objectives and learning outcomes with community needs and national development requirements, while ensuring consistency with the United Nations Sustainable Development Goals (SDGs). These include, in particular, **Goal 3: Good Health and Well-being; Goal 4: Quality Education; Goal 6: Clean Water and Sanitation; Goal 12: Responsible Consumption and Production; Goal 13: Climate Action; and Goal 15: Life on Land.**

Through these fundamental principles, the program seeks to graduate qualified scientific professionals equipped with the knowledge, skills, and professional values necessary to contribute effectively to scientific advancement, community service, environmental sustainability, and national development.

**Program Objectives:**
Program Objectives are statements describing what the academic program intends to achieve within a specified period. These objectives should be measurable and observable.

**Curriculum Structure:**
The Curriculum Structure encompasses all courses and subjects included in the academic program in accordance with the adopted learning system (semester-based, annual, or Bologna Process system). It includes courses required by the Ministry, university, college, and academic department, together with the number of academic credits allocated to each course.

**Learning Outcomes:**
Learning Outcomes are a set of integrated knowledge, skills, and values acquired by students upon successful completion of the academic program. The learning outcomes of each course must be clearly specified in a manner that contributes to achieving the objectives of the academic program.

**Teaching and Learning Strategies:**
Teaching and Learning Strategies are the approaches adopted by faculty members to enhance student teaching and learning. They consist of planned methods and procedures followed to achieve learning objectives. These strategies describe all classroom and extracurricular activities designed to achieve the intended learning outcomes of the academic program.

## Academic Program Description Template

**Name of the College/Institute:**
Ibn Khaldun University College (Private)

**Scientific Department:**
Department of Life Sciences

**Name of the Academic or Professional Program:**
Bachelor's Degree in Life Sciences

**Name of the Final Award:**
Bachelor of Science in Life Sciences

**Study System:**
Bologna Process

**Date of Preparation of the Description:**
21 July 2026

**Date of Form Completion:**
21 July 2026

**Signature:** _____

**Name of the Assistant Dean for Scientific Affairs:**
_____

**Signature:** _____

**Name of the Head of Department:**
Assis. prof Dr-majeed M.A-Ali

**Date:** _____

**Reviewed by:**
Quality Assurance and University Performance Division

**Name of the Director of the Quality Assurance and University Performance Division:**
Asst. Prof. Dr. Mohsen Abdulridha Al-Humairi

**Date:** _____

**Signature:** _____

**Approved by the Dean**

## 1- Program Vision

To establish the Department of Life Sciences as a leading and distinguished model at the local and regional levels in academic education, applied scientific research, and community service in the fields of Life Sciences and environmental sciences, in a manner that supports the achievement of the Sustainable Development Goals (SDGs).

## 2 -Program Mission

" To provide high-quality, contemporary education in Life Sciences that integrates theoretical knowledge with advanced practical and laboratory skills; promote innovation and scientific research aimed at addressing environmental and health challenges facing the labor market and society; and uphold environmental sustainability standards while contributing to an improved quality of life.

## 2- Program Objectives

**First: Knowledge Objectives**

The academic program aims to enable students to acquire fundamental and specialized scientific knowledge in Life Sciences through the following objectives:

1. To provide students with scientific knowledge of the fundamental concepts, principles, and theories of Life Sciences.
2. To familiarize students with the structure and functions of living cells and the biological processes that regulate the activities of living organisms.
3. To enable students to understand biodiversity, the classification of living organisms, and their structural and functional characteristics.
4. To provide students with fundamental knowledge in Genetics, Microbiology, Zoology, Botany, Ecology, and Physiology.
5. To explain the scientific principles of biotechnology and its applications in biological and environmental fields.
6. To develop students' ability to interpret biological phenomena and processes based on scientific principles and experimental evidence.
7. To familiarize students with the principles and methodologies of scientific research, including data collection, analysis, and interpretation.

8. To enhance students' understanding of biodiversity, environmental sustainability, and the biological impacts of environmental changes.

## Second: Skills Objectives

The academic program aims to develop students' scientific, practical, and research skills through the following objectives:

1. To equip students with the skills required to use microscopes, laboratory equipment, and instruments employed in Life Sciences experiments.
2. To train students in the preparation and examination of biological specimens and the identification of their characteristics in accordance with established scientific principles.
3. To develop students' skills in conducting laboratory experiments and implementing scientific procedures accurately and systematically.
4. To enhance students' ability to collect, classify, analyze, and interpret biological data and experimental findings.
5. To develop students' skills in using scientific resources and digital databases to retrieve reliable biological information.
6. To train students in preparing scientific reports, writing research papers, and presenting findings in a clear and systematic manner.
7. To develop students' critical thinking, scientific problem-solving, and evidence-based decision-making skills.
8. To strengthen students' scientific communication, presentation, and teamwork skills through laboratory and research activities.
9. To equip students with the skills necessary to implement laboratory safety and biosafety procedures and to handle biological specimens and laboratory waste appropriately.
10. To develop students' ability to employ modern technologies and appropriate software in the study of biological phenomena and data.

## Third: Behavioral and Ethical Objectives

The academic program seeks to instill responsible academic conduct and professional and ethical values in students through the following objectives:

1. To promote adherence to academic integrity and scientific honesty and to prevent cheating and plagiarism in academic and research activities.
2. To establish respect for research ethics and ensure compliance with approved regulations when handling living organisms and biological specimens.
3. To develop a sense of individual and collective responsibility and commitment to academic duties and specified deadlines.
4. To promote cooperation, teamwork, respect for others' opinions, and acceptance of scientific differences in viewpoints.
5. To foster respect for the environment, biodiversity conservation, and the responsible use of natural resources.
6. To promote compliance with laboratory safety and biosafety instructions and the prevention of occupational hazards.
7. To cultivate accuracy, objectivity, and transparency in recording, analyzing, and presenting scientific results.

8. To promote respect for intellectual property rights and the proper citation of scientific sources in accordance with established standards.
9. To encourage initiative, creativity, lifelong learning, and keeping pace with scientific and technological developments.
10. To instill the values of citizenship and social responsibility and encourage participation in scientific and environmental activities that serve the community.
11. To promote respect for biological, cultural, and human diversity and adherence to the principles of justice and equal opportunities.
12. To develop responsible professional conduct in interactions with colleagues, faculty members, scientific institutions, and the wider community.

| **Programmatic Accreditation** |
|---|
| **Not Available** |

| **. Other External Influencing Factors** |
|---|
| Training and assessment courses, seminars, field visits, hosting specialists in the relevant field, workshops, and scientific conferences. |

| **Program Structure** | | | | |
|---|---|---|---|---|
| **Percentage * Notes** | **Percentage** | **Study unit** | **First Semester** | **Program Structure** |
| | | | | **College Requirements** |
| | %100 | 30 | 6 | **Department Requirements** / First Semester / First Year |
| | %100 | 30 | 6 | **Department Requirements / Second Semester / Second Year** |
| | | | | **Summer Training** |
| | | | | **Other Requirements** |

* The notes may include information on whether a course is core or elective.

| 7 -Program Description | | | | |
|---|---|---|---|---|
| Credit Hours | | Course Name | Course Code | Year / Leve |
| | 8 | Zoology | MU010401101 | First / First Semester |
| | 8 | Analytical Chemistry | MU010401102 | First / First Semester |
| | 7 | Biophysics | MU010401103 | First / First Semester |
| | 3 | Computer Science | MU010401105 | First / First Semester |
| | 2 | Democracy and Human Rights | MU010401104 | First / First Semester |
| | 2 | Arabic Language | MU010401106 | First / First Semester |
| | 2 | English Language | MU010401206 | First Year / Second Semester |
| | 5 | Biosafety and Biosecurity | MU010401203 | First Year / Second Semester |
| | 6 | Botany | MU010401201 | First Year / Second Semester |
| | 5 | Radiation | MU010401204 | First Year / Second Semester |
| | 6 | Organic Chemistry | MU010401202 | First Year / Second Semester |
| | 6 | Biostatistics | MU010401205 | First Year / Second Semester |

| Expected Program Learning Outcomes .1 | |
|---|---|
| Knowledge | |
| | 1.Familiarity with fundamental and advanced concepts in the life sciences.<br>2. Understanding the mechanisms of cells, tissues, and biological systems.<br>.3. Knowledge of the principles of biotechnology and its medical and environmental applications |
| Skills | |
| | |

| | |
|---|---|
| | 1. Conducting laboratory experiments and accurately analyzing their results.<br>2 .Using laboratory equipment and modern biotechnological techniques.<br>3. Preparing scientific research and reports in a proper academic format. |
| Values: | |
| | 1 . Adherence to the ethics of scientific research.<br>2.Respect for and preservation of the environment.<br>3.Fostering a spirit of cooperation and teamwork |

| 2. | **Teaching and Learning Strategies** |
|---|---|
| • | Interactive theoretical lectures. |
| • | Practical laboratory experiments. |
| • | Problem-based learning (PBL). |
| • | Research projects. |
| • | E-learning. |
| • | Scientific seminars and workshops. |

| 3. | **Assessment Methods** |
|---|---|
| • | Daily, midterm, and final examinations. |
| • | Laboratory reports and research papers. |
| • | Oral and PowerPoint presentations. |
| • | Classroom participation. |
| • | Continuous assessment of practical performance. |

| **4. Academic Staff** |
|---|
| **Faculty Members** |

These graduates will be qualified to work in fields related to Life Sciences and will be capable of keeping pace with scientific developments, contributing to research and development, serving the community, and supporting sustainable development initiatives. This will enhance the standing of Ibn Khaldun University College and strengthen its role in fulfilling its educational, research, and community service mission.

The Academic Program Description provides a concise overview of the program's main characteristics and courses, highlighting the skills that students are expected to acquire in accordance with the objectives of the academic program. The importance of this description lies in its role as a fundamental cornerstone for obtaining programmatic accreditation. It is prepared collaboratively by the academic teaching staff under the supervision of the scientific committees within the academic departments.

This guide, in its second edition, presents the academic program description following the revision and updating of the components and sections of the previous edition in light of recent developments and changes in the Iraqi educational system. It includes the academic program description in its traditional format, as well as the Bologna Process system. Furthermore, it adopts the standardized academic program description issued pursuant to the letter of the Directorate of Studies, No. **T.M.3/2906, dated 3 May 2023**, concerning programs that have adopted the Bologna Process as the fundamental framework for their academic operations.

In this regard, we cannot overemphasize the importance of preparing comprehensive descriptions of academic programs and courses to ensure the effective and proper functioning of the educational process.

## Concepts and Terminology

### Academic Program Description:

The Academic Program Description provides a concise summary of the program's vision, mission, and objectives, including a precise description of the intended learning outcomes in accordance with specified learning strategies.

**Course Description:**

The Course Description provides a concise overview of the course's most important characteristics and the expected learning outcomes that students are required to achieve. It demonstrates whether students have made the most of the available learning opportunities. The Course Description is derived from the Academic Program Description.

**Program Vision:**

The Program Vision represents an ambitious outlook for the future of the academic program, aiming to make it advanced, inspiring, motivating, realistic, and achievable.

**Program Mission:**

The Program Mission briefly outlines the objectives and activities required to achieve them, while identifying the program's development pathways and future directions.

| Number of Faculty Members | | Specific Requirements / Skills (if any) | | Specialization | | Academic Rank |
|---|---|---|---|---|---|---|
| Lecturer | Permanent Staff | | | Specific | General | |
| | Permanent Staff | | | Biochemistry | Biochemistry and Nutrition | 1. Prof. Dr. Majeed Mahmoud Abd |
| | Permanent Staff | | | Physiology | Zoology | 2. Assist. Lect. Marwa Thamer Mohammed |
| | Permanent Staff | | | Biochemistry | Chemistry | 3. Assist. Lect. Mohammed Faleh |
| Lecturer | | | | Molecular Biology | Life Sciences / Microbiology | 4. Assist. Lect. Alaa Kazim |

| Professional Development |
|---|
| Orientation of New Faculty Members |
| 1. Adoption of Modern Teaching Methods: Encourage new faculty members to adopt modern teaching methods by incorporating contemporary approaches, advanced technologies, and modern learning tools to deliver scientific content effectively. Use diverse assessment methods, including final, monthly, and daily examinations, seminars, brainstorming sessions, and discussions.<br>2. Design of Training Programs: Develop and organize training workshops covering curriculum design, teaching strategies, the use of technology in education, and student assessment methods.<br>3. Academic Research Training: Provide training courses on |

conducting academic research, writing research papers, and publishing in scientific journals.

4. Development of Communication Skills: Enhance effective communication skills with students and colleagues, as well as classroom management skills.

5. Encouraging Participation in Community Activities: Provide opportunities for new faculty members to participate in community activities and services to strengthen their engagement with the local community.

**Professional Development of Faculty Members**

Professional development of faculty members aims to enhance their teaching, research, and administrative capabilities in accordance with quality assurance and academic accreditation standards. This includes training in modern teaching methods, such as active learning and blended learning, the effective use of assessment and evaluation tools, and the development of digital and technological skills required for teaching and research.

## 4. Admission Criteria

Applicants must hold a preparatory school certificate (Scientific Branch – Biological or Applied Sciences) or an equivalent qualification, with a grade that qualifies them for admission in accordance with the regulations and instructions of the Ministry of Higher Education and Scientific Research.

## Key Sources of Information About the Program

1. Approved academic curricula.
2. International academic websites.
3. Scientific databases (Google Scholar, PubMed, and Scopus).
4. University libraries.
5. Peer-reviewed scientific journals.

## Program Development Plan

The program aims to continuously update academic curricula, strengthen practical training, develop students' research skills, and expand scientific partnerships with local and international institutions. These efforts are intended to improve the quality of educational outcomes and ensure alignment with the latest scientific developments.

| Program Skills Matrix | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Values | | | | Skills | | | | Knowledge | | | Core or Elective | Course Title | Course Code | > Academic Year / Level | |
| c4 | c3 | c2 | c1 | b 4 | b3 | b2 | a 4 | 3 a | a 2 | a 1 | | | | | |
| √ | | | | √ | | | | √ | | | Core Course | Zoology | MU010401101 | First Year / First Semester | |
| | √ | | | | √ | | | | √ | | Core Course | Analytical Chemistry | MU010401102 | First Year / First Semester | |
| | √ | | | | √ | | | | √ | | Core Course | Biophysics | MU010401103 | First Year / First Semester | |
| √ | | | | √ | | | | √ | | | Supporting Course | Computer Science | MU010401105 | First Year / First Semester | |
| √ | | | | √ | | | | √ | | | Supporting Course | Democracy and Human Rights | MU010401 104 | First Year / First Semester | |
| √ | | | | √ | | | | √ | | | Supporting Course | Arabic Language | MU010401 106 | First Year / First Semester | |
| √ | | | | √ | | | | √ | | | Supporting Course | English Language | MU010401 206 | First Year / Second Semester | |
| √ | | | | √ | | | | √ | | | Core Course | Biosafety and Biosecurity | MU010401 203 | First Year / Second Semester | |
| √ | | | | √ | | | | √ | | | Core Course | Botany | MU010401 201 | First Year / Second Semester | |
| | √ | | | | √ | | | | √ | | Core Course | Radiation | MU010401 204 | First Year / Second Semester | |
| | √ | | | | √ | | | | √ | | Core Course | Organic Chemistry | MU010401 202 | First Year / Second Semester | |
| √ | | | | √ | | | | √ | | | Core Course | Biostatistics | MU010401 205 | First Year / Second Semester | |

**Please place a check mark in the boxes corresponding to the individual program learning outcomes being assessed √.**

## Program Skills Matrix

| Program Learning Outcomes | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Values | | | | Skills | | | | Knowledge | | | | Core or Elective | Course Title | Course Code | Academic Year / Level |
| a1 | c4 | c3 | c2 | c1 | b4 | b3 | b2 | a 4 | 3a | a 2 | a1 | | | | |
| 4 | | | | 4 | | | | 4 | | | | Core | Zoology | MU0104011 01 | First Year / First Semester |
| | 3 | | | | 3 | | | | 3 | | | Core | Analytical Chemistry | MU0104011 02 | First Year / First Semester |
| | 3 | | | | 3 | | | | 3 | | | Core | Biophysics | MU0104011 03 | First Year / First Semester |
| 4 | | | | 4 | | | | 4 | | | | Supporting | Computer Science | MU0104011 05 | First Year / First Semester |
| 4 | | | | 4 | | | | 4 | | | | Supporting | Democracy and Human Rights | MU0104011 04 | First Year / First Semester |
| 4 | | | | 4 | | | | 4 | | | | Supporting | Arabic Language | MU0104011 06 | First Year / First Semester |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | | | | 4 | | | | 4 | | | | **Supporting** | English Language | MU0104012 06 | **First Year / Second Semester** |
| 4 | | | | 4 | | | | 4 | | | | **Core** | Biosafety and Biosecurity | MU0104012 03 | **First Year / Second Semester** |
| 4 | | | | 4 | | | | 4 | | | | **Core** | Botany | MU0104012 01 | **First Year / Second Semester** |
| | 3 | | | | 3 | | | | 3 | | | **Core** | Radiation | MU0104012 04 | **First Year / Second Semester** |
| | 3 | | | | 3 | | | | 3 | | | **Core** | Organic Chemistry | MU0104012 02 | **First Year / Second Semester** |
| 4 | | | | 4 | | | | 4 | | | | **Core** | Biostatistics | MU0104012 05 | **First Year / Second Semester** |
| 4 | | | | 4 | | | | 4 | | | | **Core** | Zoology | MU0104011 01 | **First Year / Second Semester** |
| | 3 | | | | 3 | | | | 3 | | | **Core** | Analytical Chemistry | MU0104011 02 | **First Year / Second Semester** |
| | 3 | | | | 3 | | | | 3 | | | **Core** | Biophysics | MU0104011 03 | **First Year / Second Semester** |
| 4 | | | | 4 | | | | 4 | | | | **Supporting** | Computer Science | MU0104011 05 | **First Year / Second Semester** |

يرجى وضع اشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقييم

| | |
|---|---|
| 1. اسم المقرر | |
| اللغة العربية Arabic Language | |
| 2. رمز المقرر | |
| Mu010411 | |
| 3. الفصل / السنة | |
| الاول /2025-2026 | |
| 4. تاريخ إعداد هذا الوصف | |
| 2025 | |
| 5. أشكال الحضور المتاحة | |
| نظري Theory | |
| 6. عدد الساعات الدراسية (الكلي)/ عدد الوحدات (الكلي) | |
| 2 /50 | |
| 7. اسم مسؤول المقرر الدراسي ( اذا اكثر من اسم يذكر) | |
| م. د رافد جودة خضير | |
| 8. اهداف المقرر | |
| اهداف المادة الدراسية | 1- تعلم مهارات الكتابة والاملاء والتعبير الصحيح خلال تطبيق قواعد اللغة العربية بشكل مفصل وتطبيقي على نصوص عربية.<br>2- لفهم الجمع وأنواع الاسماء وكيفية التعامل معها.<br>3- لفهم العدد واستعماله بشكل صحيح من حيث المطابقة والمخالفة للتفريق بين الضاد والظاء<br>4- للتفريق ومعرفة استعمال التاء المربوطة والتاء الطويلة.<br>5-التمييز بين العالمات الاصلية والفرعية.<br>6- تعلم استعمال الادوات وعمل كل أداة ومعناها في التعبير. |
| | |
| الاستراتيجية | كتب شيئًا مثل: الاستراتيجية الرئيسية التي سيتم تبنيها في تقديم هذه الوحدة هي تشجيع الطالب على المشاركة في التمارين، مع تحسين مهارات التفكير النقدي وتوسيعها في نفس الوقت. سيتم تحقيق ذلك من خلال الفصول والبرامج التعليمية التفاعلية ومن خلال النظر في أنواع التجارب البسيطة التي تتضمن بعض أنشطة أخذ العينات التي تهم الطالب . |
| | |

| الأسبوع | الساعات | مخرجات التعلم المطلوبة | اسم الوحدة او الموضوع | طريقة التعلم | |
|---|---|---|---|---|---|
| الاسبوع 1 | 2 | الدراسة والمعرفة | همزة الوصل | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع 2 | 2 | الدراسة والمعرفة | علامات الترقيم | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع 3 | 2 | الدراسة والمعرفة | التاء المبسوطة والتاء المربوطة | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع 4 | 2 | الدراسة والمعرفة | علامات الاعراب | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع 5 | 2 | الدراسة والمعرفة | الممنوع من الصرف | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع 6 | 2 | الدراسة والمعرفة | العدد | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع 7 | 2 | الدراسة والمعرفة | المعجم | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع 8 | 2 | **Mid Exam** | | | |
| الاسبوع 9 | 2 | الدراسة والمعرفة | قصيدة عمرو بن كلثوم | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع 10 | 2 | الدراسة والمعرفة | قصيدة جميل بثينة | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع 11 | 2 | الدراسة والمعرفة | العالمات الأصلية والعالمات الفرعية | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع 12 | 2 | الدراسة والمعرفة | اعالم عراقيون بدر شاكر السياب والجواهري | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع 13 | 2 | الدراسة والمعرفة | العطف | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع 14 | 2 | الدراسة والمعرفة | حروف الجر | محاضرات بأستخدام السبورة | أختبارات يومية وأختبارات شهرية |
| الاسبوع15 | 2 | الدراسة والمعرفة | **أسبوع تحضيري قبل الامتحان النهائي** | | |
| تقييم المقرر | | | | | |
| توزيع الدرجة من 100 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير .... الخ | | | | | |

| | |
|---|---|
| 1- امتحانات يومية بأسئلة عملية وعلمية .<br>2- درجات مشاركة لأسئلة المنافسة الصعبة بين الطلاب.<br>3- وضع درجات للواجبات البيئية والتقارير المكلفة بهم.<br><br>امتحانات فصلية للمنهج الدراسي اضافة الى امتحان النهائي. | |
| 9. مصادر التعلم والتدريس | |
| الكتب المقررة المطلوبة ( المنهجية أن وجدت ) | جامع الدروس شرح أبن عقيل |
| المراجع الرئيسة ( المصادر) | |
| الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير.... ) | |
| المراجع الإلكترونية ، مواقع الانترنيت | |

| | |
|---|---|
| **9. Course Title** | |
| **English language** | |
| **10. Course Code** | |
| **MU0104012** | |
| **11. Semester / Academic Year** | |
| **First Year 2026-2025/** | |
| **12. Date of Preparation of This Description** | |
| **2026** | |
| **13. Available Forms of Attendance** | |
| **Theory** | |
| **14. Total Credit Hours / Total Units** | |
| **2 /50** | |
| **15. Course Coordinator** | |
| **Assist. Lect. Nasser Saleh Abdullah** | |
| **16. Course Objectives** | |
| New Headway Beginner Plus is a Beginner course in English intended to provide students with the fundamentals of the language and a foundation atFirst Year students / college of science, moving towards a higher level of proficiency at this stage.<br>1. Listening Objectives:<br>• Understand and respond to basic greetings, introductions, and simple instructions. | **Course Learning Objectives** |

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| • Comprehend and extract information from short, simple spoken passages related to everyday topics.<br>• Identify and understand common vocabulary and expressions in spokenEnglish.<br>2. Speaking Objectives:<br>• Engage in basic conversations using simple greetings, introductions,and expressions related to personal information.<br>• Ask and answer simple questions about personal details, daily routines,and familiar topics.<br>• Participate in short dialogues and role-plays to practice communicationskills.<br>3. Reading Objectives:<br>• Read and comprehend simple texts, such as signs, labels, shortpassages, and dialogues.<br>New Headway Beginner Plus is a Beginner course in English intended to provide students with the fundamentals of the language and a foundation atFirst Year students / college of science, moving towards a higher level of proficiency at this stage.<br>1. Listening Objectives:<br>• Understand and respond to basic greetings, introductions, and simple instructions.<br>• Comprehend and extract information from short, simple spoken passages related to everyday topics.<br>• Identify and understand common vocabulary and expressions in spokenEnglish.<br>2. Speaking Objectives:<br>• Engage in basic conversations using simple greetings, introductions,and expressions related to personal information.<br>• Ask and answer simple questions about personal details, daily routines,and familiar topics.<br>• Participate in short dialogues and role-plays to practice communicationskills.<br>3. Reading Objectives:<br>• Read and comprehend | |

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| simple texts, such as signs, labels, shortpassages, and dialogues.<br>• Recognize and understand basic vocabulary words and phrases incontext.<br>• Extract information from texts related to everyday situations and topics.<br>4. Writing Objectives:<br>• Write short sentences and paragraphs about personal information, experiences, and familiar topics.<br>• Fill out basic forms with personal details, such as name, age, and nationality.<br>• Write simple messages, notes, and emails related to everyday situations.<br>5. Vocabulary and Grammar Objectives:<br>New Headway Beginner Plus is a Beginner course in English intended to provide students with the fundamentals of the language and a foundation atFirst Year students / college of science, moving towards a higher level of proficiency at this stage.<br>1. Listening Objectives:<br>• Understand and respond to basic greetings, introductions, and simple instructions.<br>• Comprehend and extract information from short, simple spoken passages related to everyday topics.<br>• Identify and understand common vocabulary and expressions in spokenEnglish.<br>2. Speaking Objectives:<br>• Engage in basic conversations using simple greetings, introductions,and expressions related to personal information.<br>• Ask and answer simple questions about personal details, daily routines,and familiar topics.<br>• Participate in short dialogues and role-plays to practice communicationskills.<br>3. Reading Objectives:<br>• Read and comprehend simple texts, such as signs, labels, shortpassages, and dialogues.<br>• Recognize and understand basic | |

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| details, such as name, age, and nationality.<br>Write simple messages, notes, and emails related to everyday situations.<br>5. Vocabulary and Grammar Objectives:<br>Acquire a basic vocabulary related to common topics, such as greetings,numbers, time, family, food, and everyday objects.<br>Understand and use basic grammatical structures, including presentsimple, present continuous, simple past, and basic question forms.<br>Recognize and use common prepositions, articles, and basic sentencestructures.<br>6. Cultural Awareness Objectives:<br>Develop an understanding of cultural customs and practices related to greetings, social norms, and everyday interactions in English-speakingcountries.<br>Gain exposure to cultural elements through reading or listening to textsabout customs, traditions, and holidays.Acquire a basic vocabulary related to common topics, such as greetings,numbers, time, family, food, and everyday objects.<br>• Understand and use basic grammatical structures, including present simple, present continuous, simple past, and basic question forms.<br>• Recognize and use common prepositions, articles, and basic sentence structures.<br>6. Cultural Awareness Objectives:<br>• Develop an understanding of cultural customs and practices related to greetings, social norms, and everyday interactions in English-speakingcountries.<br>• Gain exposure to cultural elements through reading or listening to textsabout customs, traditions, and holidays.Acquire a basic vocabulary related to common topics, such as greetings,numbers, time, family, food, and everyday objects.<br>• Understand and use basic grammatical structures, including present simple, present continuous, simple past, and basic question forms. | |

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| | **Strategy** |
| 1. Communicative Approach: Emphasize communicative activities that promote interaction among students. Encourage pair and group work, role-plays, and discussions to practice language skills in meaningful contexts.<br>2. Integrated Skills: Integrate the four language skills (speaking, listening, reading, and writing) in lessons to create a balanced approach to language learning. Provide opportunities for students to use and develop these skills simultaneously.<br>3. Vocabulary Expansion: Incorporate vocabulary-building exercises and activities throughout the course. Use real-life contexts, visuals, and practical examples to help students learn and remember new words.<br>4. Grammar Focus: Teach and reinforce grammar structures in a systematic and progressive manner. Provide clear explanations, examples, and practice exercises to ensure students understand and can apply the grammar rules correctly.<br>5. Authentic Materials: Include authentic texts, such as articles, newspaper clippings, songs, and videos, to expose students to real-world language usage. This helps developtheir reading and listening comprehension skills and exposes them to cultural aspectsof English-speaking countries.<br>6. Cultural Awareness: Integrate cultural topics and discussions into the lessons to foster cultural awareness and sensitivity. Encourage students to share their own cultural backgrounds and experiences to promote understanding and appreciation of diverse perspectives.<br>7. Error Correction: Provide constructive feedback and error correction during speakingand writing activities. Help students identify and correct their mistakes, focusing on accuracy while encouraging fluency and self-expression.<br>8. Technology Integration: Utilize technology tools, such as interactive whiteboards, online resources, and language learning apps, to engage students and enhance their language learning experience. Incorporate multimedia materials for listening andspeaking practice. | |

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| 9. Regular Assessment: Assess students' progress regularly through quizzes, tests, and assignments. Provide timely feedback to guide their learning and address areas that need improvement.<br>10. Individualization: Cater to the individual needs and learning styles of students. Offer differentiated tasks and activities to ensure all learners are appropriately challenged and supported.<br>11. Cooperative Learning: Promote collaboration and teamwork among students through pair work, group projects, and peer feedback. This encourages active participation and a supportive learning environment.<br>Review and Revision: Schedule regular review sessions to consolidate previously learned material. Encourage students to revise and practice independently, providing resources for self-study and additional practice. | |

| | Teaching Method | Unit or Topic Title | Required Learning Outcomes | Hours | Week |
|---|---|---|---|---|---|
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | Hello!<br>p6<br>***am/are/is, my/your*** | | 2 | Week 1 |
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | Your world<br>p12***he/she/they, his/her*** | | 2 | Week 2 |
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | All about you<br>p18<br>***am/are/is***<br>*We're all singers.* p20<br>Negatives<br>*She isn't a nurse.* p18 | | 2 | Week 3 |
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | Family and friends<br>p24<br>**Possessive adjectives**<br>*my, your, our, their* p24 | | 2 | Week 4 |
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | The way I live<br>p32<br>**Present Simple**<br>***I/you/we/they*** | | 2 | Week 5 |

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| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | Every day<br>p40<br>**Present Simple *he/she*** | | 2 | Week 6 |
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | My favourites<br>p48<br>**Question words**<br>*who, where, why, how*<br>p48 | | 2 | Week 7 |
| **Mid Exam** | | | | 2 | Week 8 |
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | Where I live<br>p56<br>***There is/are ...***<br>*There's an old sofa. Are there any armchairs? There are some books.* p57 | | 2 | Week 9 |
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | Times past<br>p64<br>***was/were born***<br>*When were you born? I was born in 1996.* p65 | | 2 | Week 10 |
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | We had a great time!<br>p72<br>**Past Simple – regular and irregular***played, got, watched, did* p72 | | 2 | Week 11 |
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | I can do that!<br>p80<br>***can/can't*** | | 2 | Week 12 |
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | Please and thank you<br>p88<br>***I'd like ...***<br>*I'd like some ham.* | | 2 | Week 13 |

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| 16. أسم المقرر | |
| الديمقراطية وحقوق الأنسان | |
| 17. رمز المقرر | |
| MU01401104 | |
| 18. الفصل / السنة | |
| سنوي | |
| 19. تاريخ إعداد هذا الوصف | |
| 2026 | |
| 20. أشكال الحضور المتاحة | |
| اسبوعي | |
| 21. عدد الساعات الدراسية (الكلي)/ عدد الوحدات (الكلي) | |
| (عدد الوحدات2/ 1 : ع ) | |
| 22. اسم مسؤول المقرر الدراسي ( اذا اكثر من اسم يذكر) | |
| م.م حسين جواد | |
| 23. أهداف المقرر | |
| أهداف المادة الدراسية | - :في نهاية الفصلين الدراسيين الاول والثاني يجب على الطالب ان يكون ملما بما يأتي<br>1-الحرص على التركيز على الهوية الوطنية واحترامها والعمل على ترسيخ مبادئها.<br>2-ضرورة حب الوطن وابناء الوطن وزرع بذور التعايش السلمي والعيش بكرامة لكل المكونات.<br>3- ترسيخ مبادئ حقوق الانسان والديمقراطية واحترامها والعمل على تنضيجها<br>4-ثقافة قبول الاخر واحترام خصوصيته الدينية والسياسية والثقافية والاجتماعية - |
| | |
| Module Learning Outcomes<br>مخرجات التعلم للمادةالدراسية | 1- معرفة مبادئ الديمقراطية والعمل على انجاحها .<br>2- معرفة متطلبات الاستقرار الامني والسياسي في البلد .<br>3- ترسيخ دور المواطنة والحفاظ على الهوية الوطنية .<br>4- نشر ثقافة التعايش السلمي واحترام الخصوصيات الدينية والعرقية .<br>5- الاشتراك في تقويمها معرفة سياسات الدولة |
| Strategies<br>الاستراتيجية | |
| | محاضرة –شرح |

| الأسبوع | الساعات | مخرجات التعلم المطلوبة | اسم الوحدة او الموضوع | طريقة التعلم | |
|---|---|---|---|---|---|
| 1 | 2 | تعريف طالب المرحلة الأولى بأهمية حقوق الانسان لبناء الديمقراطية في المجتمع | مفاهيم حقوق الانسان | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |

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| 2 | 2 | تعريف الطالب بتعدد التعريفات لمفهوم حقوق الانسان | تحديد مفهوم حقوق الانسان | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 3 | 2 | تعريف الطالب بخصائص الحقوق وهي ضمانات عالمية تحمي الافراد من الحكومات وإجراءاتها | خصائص لحقوق الانسان | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 4 | 2 | تعرف الطالب بالحقوق الاقتصادية والمدنية والسياسية والبيئية | فئات حقوق الانسان | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 5 | 2 | تعريف الطالب بحقوق الانسان في الاسلام والعصر الحديث | حقوق الانسان عبر العصور المختلفة | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 6 | 2 | تعريف الطالب بالمواثيق الدولية عام 1948 | الشرعية الدولية لحقوق الانسان | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 7 | 2 | تعريف الطالب بالواثيق المدنية والسياسية وحق تقرير المصير | حقوق الانسان في المواثيق الدولية | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 8 | 2 | تعريف الطالب على الاعلان العالمي لحقوق الانسان عام 1948 | المواثيق الدولية | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 9 | 2 | اطلاع الطالب على ملخص ديباجة الاعلان العالمي للحقوق | الاعلان العالمي لحقوق الانسان | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 10 | 2 | اطلاع الطالب المواد التي اقرها اعلان حقوق الانسان العالمي | ملخص مواد الاعلان العالمي لحقوق الانسان | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 11 | 2 | تعريف الطالب بالحقوق في الميثاق الاوربي والميثاق الامريكي والميثاق الافريقي | حقوق الانسان في بعض المواثيق الاقليمية | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |

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| 12 | 2 | تعريف الطالب بالاتفاقية الاوربية عام 1950 واتفاقية الامريكية عام 1969 | الاتفاقات الاقليمية | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 13 | 2 | اطلاع الطالب على الميثاق الافريقي للحقوق والميثاق العربي للحقوق عام 1985 | الاتفاقات الاقليمية | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 14 | 2 | اطلاع الطالاب اعلان حقوق الانسان للجمعية العامة للامم المتحدة عام 1948 | الوثائق العالمية | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 15 | 2 | امتحان فصلي | امتحان فصلي | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 16 | 2 | تعريف الطالب على مشروع الميثاق العربي وميثاق حق تقرير المصير | وثائق المجال العربي والاقليمي | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 17 | 2 | تعريف الطالب بالاعلان الاسلامي العالمي عام 1980 | الوثائق المعاصرة | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 18 | 2 | تعريف الطالب حقوق الانسان | حقوق الانسان في الفكر الاسلامي | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 19 | 2 | تعريف الطالب اهم المصطلحات الاسلامية التي قال بها المفكرين الاسلاميين | مفهوم حقوق الانسان في الفكر الاسلامي | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 20 | 2 | تعريف الطالب ضمانات حقوق الانسان | ضمانات حقوق الانسان | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 21 | | | حقوق الانسان في الدستور العراقي | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 22 | 2 | | مفهوم الديمقراطية | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 23 | | | البعد التاريخي للديمقراطية | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |

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| 24 | | | الديمقراطية في العصور الحديثة | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 25 | | | الديمقراطية في العصور الحديثة | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 26 | | | التعريف بالحريات العامة | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 27 | | | صور واشكال الديمقراطية | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 28 | | | الديمقراطية شبه المباشرة | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 29 | | | الديمقراطية المباشرة | المناقشة والمحاضرة | الاختبارات الذاتية الشفوية |
| 30 | | أمتحان فصلي | أمتحان فصلي | | الاختبارات الذاتية الشفوية |

24. تقييم المقرر

توزيع الدرجة من 100 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير .... الخ

25. مصادر التعلم والتدريس

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| المراجع الرئيسية ( المصادر | الحقيبة التعليمية | No |
| الكتب والمراجع التي يوصى بها , المجلات العالمية التقارير , .... | الكتب والمراجع والمجلات العلمية الاموصى بها من قبل وزارة التعليم العالي والبحث العلمي | No |
| المراجع الالكترونية, مواقع الانترنيت | أعتماد المواقع الالكترونية للجامعات العالمية الموصى بها | |
| خطة تطوير المقرر | 1.طلب تقارير من الطلبة تتعلق بحقوق الإنسان .<br>2.تحديث المادة المقررة بإضافة فقرة حقوق المرأة في الديانات القديمة وصولا الى الإسلام .<br>3.التركيز على جوانب حقوق المراة والطفل في العمل والبيت..<br>4.إضافة مواد للمقرر الدراسي مثل اراء ومواقف منظمات حقوق الانسان وتقييمها للتجربة الديمقراطية الفتية في البلاد<br>5.عقد ندوات تعريفية وتوعوية بموضوع حقوق الإنسان. | No |

| Course Name |
|---|
| **Biophysics** |

| Course Code |
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| MU010401103 |
| **Semester / Academic Year** |
| Second Semester / 2025–2026 |
| **Date of Preparation of This Course Description** |
| 2026 |
| **Available Forms of Attendance** |
| Theoretical and Practical |
| **Total Number of Credit Hours / Total Number of Units** |
| 2 |
| **Course Coordinator(s)** |
| **Name:** Assistant Lecturer Abdullah Mohammed |

| Course Objectives | |
|---|---|
| 1. To develop problem-solving skills and 1.understanding of Motion in a straight line and Rectilinear motion with constant acceleration<br>2. To understand Temperature and heat, the Kind of thermometers and the first law of thermodynamic.<br>3. This course deals with the basic concept of Heat transfer.<br>4. This is the basic subject for all Fluid properties and the flow of ideal fluids.<br>5. To understand the structure of the atom, Properties of electric charges.<br>6. To understand Gravitational Force, Coulomb's Low and Ohm's Law | **Module Aims, Learning Outcomes and Indicative Contents** |
| **Module Learning Outcomes**<br>1. Recognize how a particle moves in a straight line<br>2. Make a list of the different terms associated with speed, launch and acceleration.<br>3. Summarize what is meant by heat and its transmission methods.<br>4. Discuss the interaction of specific heat and heat capacity.<br>5. Description of the types of thermometers.<br>6. Determination of Ohm's Law. | **Module Learning Outcomes** |

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| 7. Learn about the law of universal gravitation and Coulomb's law.<br>8. Discuss the electric field.<br>9. Discuss Coulomb's law.<br>10. Explanation of wattage.<br>11. Identify the relationship between voltage and current. | |

**Teaching and Learning Strategies**

| Type something like: The main strategy that will be adopted in delivering this module is to encourage students' participation in the exercises, while at the same time refining and expanding their critical thinking skills. This will be achieved through classes, interactive tutorials and by considering types of simple experiments involving some sampling activities that are interesting to the students. | **Strategy** |
|---|---|

**Course Structure**

| Assessment Method | Learning Method | Unit or Topic Name | Required Learning Outcomes | Hours | Week |
|---|---|---|---|---|---|
| Daily tests + homework + monthly tests | Theoretical + Practical | Introduction - Motion in straight line | Knowledge-based study and practical application | | Week 1 |
| | | Lab 1: Determination of the Acceleration of Gravity by Means of Simple Pendulum | | 2 | |
| Daily tests + homework + monthly tests | Theoretical + Practical | Rectilinear motion with constant acceleration | Knowledge-based study and practical application | 2 | Week 2 |
| | | Lab 2: Restoring Torque of the Torsion Axle | | | |
| Daily tests + homework + monthly tests | Theoretical + Practical | Temperature and heat | Knowledge-based study and practical application | 2 | Week 3 |
| | | Lab 3: Equilibrium of Forces | | | |
| Daily tests + homework + monthly tests | Theoretical + Practical Theoretical + Practical | Kind of thermometers | Knowledge-based study and practical application | 2 | Week 4 |
| | | Lab 4: Hooke's Law | | | |

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|---|---|---|---|---|---|
| Daily tests + homework + monthly tests | Lectures are provided in PPT format Theoretical + Practical | Heat and the first law of thermodynamic<br>Lab 5: Determination of the Coefficient of Rigidity of a Rod Statically | Knowledge-based study and practical application | 2 | Week 5 |
| Daily tests + homework + monthly tests | Lectures are provided in PPT format Theoretical + Practical | Temperature and Heat<br>Lab 6: Mid-course exam | Knowledge-based study and practical application | 2 | Week 6 |
| Daily tests + homework + monthly tests | Lectures are provided in PPT format Theoretical + Practical | Heat transfer<br>Lab 7: Boyle's Law | Knowledge-based study and practical application | 2 | Week 7 |
| Daily tests + homework + monthly tests | Lectures are provided in PPT format Theoretical + Practical | Heat capacity and latent heat<br>Lab 8: Determination of Surface Tension of Liquid by Rising in a Capillary Tube | Knowledge-based study and practical application | 2 | Week 8 |
| Daily tests + homework + monthly tests | Lectures are provided in PPT format Theoretical + Practical | Fluid properties and The flow of ideal fluids<br>Lab 9: Determination of the Frequency of a Tuning-Fork Using a Sonometer 1 | Knowledge-based study and practical application | 2 | Week 9 |
| Daily tests + homework + monthly tests | Lectures are provided in PPT format Lectures are provided in PPT format | The triple point $P_{tp}$ Of a water<br>Lab 9: Determination of the Frequency of a Tuning-Fork Using a 2 Sonometer | Knowledge-based study and practical application | 2 | Week 10 |
| Daily tests + homework + monthly tests | Lectures are provided in PPT format Theoretical + Practical | The structure of the atom<br>Lab 10: Determination of | Knowledge-based study and practical application | 2 | Week 11 |

| | | | | | |
|---|---|---|---|---|---|
| | | Young's Modulus for a Metallic Wire | | | |
| Daily tests + homework + monthly tests | Lectures are provided in PPT format Theoretical + Practical | Properties of electric charges | Knowledge-based study and practical application | 2 | Week 12 |
| | | Lab 11: Determination of Young's Modulus for a Metallic Wire2 | | | |
| Daily tests + homework + monthly tests | Lectures are provided in PPT format Theoretical + Practical | Gravitational Force, Coulomb's Low and Ohm's Law | Knowledge-based study and practical application | 2 | Week 13 |
| | | Lab 12: Determination of Young's Modulus for a Metallic Wire3 | | | |
| Daily tests + homework + monthly tests | Theoretical + Practical Theoretical + Practical | Magnetism , Electric field, Magnetic field | Knowledge-based study and practical application | 2 | Week 14 |
| | | Lab 13: Finding an unknown resistance using the Wheatstone bridge | | | |
| Daily tests + homework + monthly tests | Lectures are provided in PPT format | Magnetic Fields and Forces, | Knowledge-based study and practical application | 2 | Week 15 |
| | | Lab 14 : End of course exam | | | |
| | | Preparatory week before the final Exam | Knowledge-based study and practical application | | Week 16 |
| 26. تقييم المقرر | | | | | |

| Course Assessment |
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| The total grade is distributed out of 100 marks according to the tasks assigned to students, including daily preparation, daily and oral examinations, monthly written examinations, reports, and other academic activities.<br><br>1. **Daily Examinations:** Practical and theoretical questions.<br>2. **Participation Marks:** Awarded for participation in challenging academic competitions and answering difficult questions among students.<br>3. **Assignments and Reports:** Marks awarded for environmental assignments and assigned reports.<br>4. **Semester Examinations:** Examinations covering the prescribed course syllabus.<br><br>Distribution of grades out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written exams, reports, etc |

| **Learning and Teaching Resources** | |
|---|---|
| D.M.Burns and S.G.G. MacDonald. Physics for Biology<br>and Pre-Medical student 2nd | **Required Textbooks (if any)** |
| Addison – Wesley | **Main References (Sources)** |
| 1- https://byjus.com/physics/differences-between-acceleration-and-velocity/<br>2- https://www.britannica.com/science/Stefan-Boltzmann-law<br>https://byjus.com/jee/coulombs-law/) | **Electronic References and Websites** |

| **Course Name** |
|---|
| Botany |
| **Course Code** |
| **MU010401201** |
| **Semester / Academic Year** |
| Second Semester / 2025–2026 |
| **Date of Preparation of This Course Description** |
| 2026 |
| **Available Forms of Attendance** |
| Theoretical and Practical (Theory and Practice) |
| **Total Number of Credit Hours / Total Number of Units** |
| 2 |
| **Course Coordinator** |

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|---|---|
| **Name:** Assistant Lecturer Marwa Thamer Mohammed | |
| **Course Objectives** .27 | |
| A student completing the course is able to understand different banches of Botany such as<br>1. Cell biology of plant 2. Ecology of plants<br>3. To understand plant anatomy and types of plant tissues 4. To Knowledge of Anatomy of flowering plants, Cell the unit of life and cell cycle and cell division<br>5. To study Plant Metabolism<br>6. To understand reproduction, genetics and molecular biology of plants<br>7. Finally , recognize types of algae and lichens | **Module Aims, Learning Outcomes and Indicative Contents** |
| Important: Write at least 6 Learning Outcomes, better to be equal to the number of study weeks.<br>1. Cellular components of plant.<br>2. Types of Tissues<br>3. External plant parts: roots, leaves, stems, flowers, seed , fruits<br>4. Water in Plants, Plant Metabolism, 5. Growth , Meiosis and Alternation of Generations, Genetics 6. Plant Breeding and Propagation , Evolution 7. Plant Names and Classification, Introduction to the Plant Kingdom: Bryophytes<br>8. The Seedless Vascular Plants: Ferns and Their Relatives . Introduction to Seed Plants: Gymnosperms.<br>9.Seed Plants: Angiosperms , Flowering Plants and Civilization | **Module Learning Outcomes**<br>مخرجات التعلم للمادة الدراسية |
| **Learning and Teaching Strategies** | |
| The main strategy that will be adopted in delivering this module is to encourage students' participation in the exercises, while at the same time refining and expanding their critical thinking skills. This will be come true through classes, Group Work , reports , Concept Mapping and Charts , botanical gardens or herbaria . | Strategies |

| Course Structure | | | | | |
|---|---|---|---|---|---|
| **Assessment Method** | **Learning Method** | **Unit or Topic Name** | **Required Learning Outcomes** | **Hours** | **Week** |
| Daily tests + homework + monthly tests | Lectures are provided in PPT format Theoretical + Practical | Introduction, CELLULAR COMPONENTS | Knowledge-based study and practical application | | Week 1 |
| | | Lab 1: Introduction, CELLULAR COMPONENTS | | 2 | |
| Daily tests + homework + monthly tests | Lectures are provided in PPT format Theoretical + Practical | Tissues, MERISTEMATIC TISSUES, Simple Tissues: Parenchyma, Collenchyma, , Sclerenchyma, Fibers. Complex Tissues: Xylem, Phloem, Epidermis. | Knowledge-based study and practical application | 2 | Week 2 |
| | | Lab 2: Tissues, MERISTEMATIC TISSUES, Simple Tissues: Parenchyma, Collenchyma, Sclerenchyma, Fibers | | | |
| Daily tests + homework + monthly tests | Lectures are provided in PPT format | External plant parts: ROOT STRUCTURE (1) the root cap, (2) the region of cell division, (3) the region of elongation, and (4) the region of maturation (Fig. 5.2). ), modifications (Specialized Roots). SOILS, Parent Material, Climate, Living Organisms and Organic Composition | Knowledge-based study and practical application | 2 | Week 3 |
| | | Lab 3: Complex Tissues: Xylem, Phloem, Epidermis | | | |

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|---|---|---|---|---|---|
| | | *How much would you like?* p88 | | | |
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | Here and now<br>p96<br>**Present Continuous** | | 2 | 14<br>Week 15 |
| Daily Quizzes and Monthly Examinations | Lectures Using the Whiteboard | It's time to go!<br>p104<br>**Future plans** | | | |
| **Preparatory week before the final Exam** | | | Preparatory week before the final Exam | 2 | Week 16 |

**Course Assessment**

The total score of 100 points is distributed according to the tasks assigned to students, such as daily preparation, daily quizzes, oral examinations, monthly written examinations, reports, and other academic activities.

1. **Daily Examinations:** Daily quizzes consisting of practical and theoretical questions.
2. **Participation Marks:** Awarding marks for participation in challenging competitive questions among students.
3. **Assignments and Reports:** Allocating marks for assigned environmental activities and reports.
4. **Semester Examinations:** Conducting semester examinations covering the course syllabus, in addition to the final examination.

**16. Learning and Teaching Resource**

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| **Required Texts** | Soars, John and Liz, (2011), New Headway Plus, Special Edition, Beginner Level, Oxford University Press. |
| **RecommendedTexts** | New Headway Plus provides an integrated skills course witheach unit divided into grammar, vocabulary, skills work andeveryday English segments |
| **Websites** | Oxford University Press: The New Headway series is published by Oxford University Press. Visit their website at www.oup.com and search for "New Headway Plus, Special Edition, Beginner Level " or browse their English language teaching section for information on thecourse. |
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