



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

**Academic Program and Course
Description Guide for the
Academic Year ٢٠٢٥-٢٠٢٦
University of Al-Qadisiyah -
College of Archaeology -
Department of Cuneiform
Studies**

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

Academic Program Description Form

University: Qadisiyah
College/Institute : Archaeology
Department : Uniforms Studies
Date of File Completion :

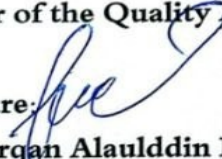
Signature: 
Head of Department Name:
Prof. Anmar Abduljabbar Jassim

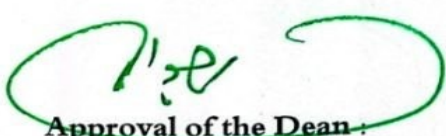
Date: ٢٠/٩/٢٠٢٥

Signature: 
Scientific Associate Name:
PHD: Haidar Aqeel Abd

Date: ٢٠/٩/٢٠٢٥

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:

Date:
Signature: 
PHD: Furqan Alaulddin Badr


Approval of the Dean :

٢٠/٩/٢٠٢٥

١. Program Vision

The Bachelor's Program in the Department of Cuneiform Studies seeks to achieve academic and research leadership and excellence in the field of ancient Iraqi languages and cuneiform writings, by preparing specialized scientific cadres who possess theoretical knowledge and applied skills in reading, analyzing, and interpreting cuneiform texts according to the latest scientific methods. The program also aims to contribute to the preservation and documentation of the Iraqi cultural heritage, and to enhance the university's position as a leading scientific center in cuneiform studies at the local and regional levels, while adhering to quality standards Academic accreditation and meeting the requirements of sustainable development and the labor market.

٢. Program Mission

The program provides a distinguished university education in cuneiform studies, combining theoretical knowledge with practical application in Sumerian, Akkadian and Aramaic languages, and preparing graduates with scientific, research and professional competence to work in academic and cultural institutions, museums, and bodies concerned with heritage and archaeology.

The program is also keen to develop critical thinking and scientific research skills, and to encourage students to use modern techniques in the study of cuneiform texts, in a way that contributes to serving the community and preserving the cultural heritage of Mesopotamia.

٣. Program Objectives

The program of the Department of Cuneiform Studies aims to achieve the following:

- ١. Preparing scientific cadres specialized in cuneiform studies and ancient Iraqi languages.**
- ٢. Enable students to master reading, writing, and translating Sumerian, Akkadian and Aramaic texts.**
- ٣. Developing the skills of analyzing cuneiform texts and deriving historical, cultural and linguistic information from them.**
- ٤. To provide students with knowledge of the history and civilization of ancient Iraq and the ancient Near East.**
- ٥. Developing research skills in the field of linguistic and archaeological studies.**
- ٦. Training students to reproduce cuneiform texts using modern scientific methods.**
- ٧. Developing the ability to employ digital means, databases, and modern cuneiform projects in scientific research.**
- ٨. Preparing students to conduct scientific research, write reports, and academic studies.**
- ٩. Promoting professional and ethical values in dealing with cultural heritage and historical sources.**
- ١٠. Providing state institutions with qualified cadres to work in universities, museums, the General Authority for Antiquities and Heritage, and research centers.**
- ١١. Encouraging scientific research and publication in the field of cuneiform studies and ancient languages.**
- ١٢. Develop communication skills, teamwork, and continuous learning in line with the requirements of the labor market.**

٤. Program Accreditation

The department seeks to apply the program accreditation standards issued by the Ministry of Higher Education and Scientific Research, and work to develop the academic program in accordance with the national quality standards and the National Qualifications Framework, in line with the Bologna System (ECTS).

٥. External Influences

- ١. Requirements of the Ministry of Higher Education and Scientific Research.**
- ٢. Recommendations of the Sectoral Committee of Archaeology Faculties.**
- ٣. Scientific developments in the field of cuneiform studies and ancient languages.**
- ٤. The needs of academic, cultural and research institutions.**
- ٥. Local and regional labor market requirements.**
- ٦. Technical development in digital databases of cuneiform texts.**

٧. Program Structure

Program Structure	Number of Courses	Modules	Percentage	Notes
Enterprise Requirements	(٦٤)	١٨٦ Units	—	Course (Main - Basic - Support)
College Requirements	yes	—	—	
Department Requirements	yes	—	—	

Summer Training	None	—	—	
Other	—	—	—	

Λ. Program Description

The Bachelor of Cuneiform Studies program aims to prepare a graduate who possesses the knowledge and skill in reading, writing, analyzing, and translating cuneiform texts of all kinds, with familiarity with the history and civilization of Mesopotamia and the ancient Near East, and employing modern techniques in linguistic and archaeological studies, in line with the requirements of the labor market, quality standards, and academic accreditation. The program is based on the following study plan:

Curriculum for the academic year ٢٠٢٥-٢٠٢٦ / Second Stage / Academic System : Semester

Chapter One

Number of Units	Course Name	t
٣	Sumerian Grammar (Actual Sentence)	١
٣	Akkadian grammar (verb)	٢
٣	Ancient Iraq Civilization (Physical Foundations)	٣
٣	Cuneiform (seals, bricks, hooks, border stones)	٤
٢	Ancient Cities and Archaeological Sites	٥
٢	Reproduction of cuneiform writings (from the third and second millennium BC)	٦
٢	Introduction to Semitic Languages	٧
٢	The crimes of the Baath regime in Iraq	٨
٢	Anthropology	٩
٢٢		Total Units

Chapter Two

Number of Units	Course Name	t
٣	Sumerian Language (Grammatical Applications)	١
٣	Akkadian language (grammatical applications)	٢
٣	Ancient Iraqi Civilization	٣
٣	Cuneiform writing (figurines, cones, mace heads)	٤
٢	Islamic Sites and Cities	٥
٢	Reproduction of cuneiform texts (first millennium BC)	٦
٢	Geology	٧
٢	English	٨
٢	Computer	٩
٢	Arabic Language	١٠
٢٤		Total Units

**Curriculum for the academic year ٢٠٢٥-٢٠٢٦ / Third Stage / Academic
System : Semester**

Chapter One

Number of Units	Course Name	t
٣	Sumerian (economic) texts	١
٣	Akkadian texts (Old Akkadians)	٢
٣	Maintenance and Restoration (Archaeological Buildings)	٣
٣	Survey and Engineering Drawing	٤
٢	Reproduction of cuneiform writings (from the Neo-Babylonian (period BCE	٥
٢	History of the Ancient Near East (Iran)	٦
٢	Archaeological Environmental Sciences	٧
٢	Archaeological Texts in English	٨
٢٠		Total Units

Chapter Two

Number of Units	Course Name	t
٣	Sumerian texts (administrative)	١
٣	Akkadian (Old Babylonian) texts	٢
٣	Maintenance and restoration (archaeological finds)	٣
٣	Geographic Information Systems (GIS)	٤
٢	Reproduction of cuneiform writings (from the Neo-Assyrian period BC	٥
٢	History of the Ancient Near East (Egypt, Anatolia)	٦
٢	Research Methodology	٧
٢	Archaeological Texts in English	٨
٢٠		Total Units

Curriculum for the academic year ٢٠٢٥-٢٠٢٦ / Fourth Stage / Academic System : Semester

Chapter One

Number of Units	Course Name	t
٣	Akkadian texts (Middle and Neo-Babylonian)	١
٣	Sumerian Texts (Historical)	٢
٢	Assyrian grammar	٣
٢	Introduction to Aramaic	٤
٢	Methods of Archaeological Techniques (Techniques)	٥
٢	Professional Ethics	٦
٢	Archaeological Tourism	٧
٢	Archaeological Texts in English	٨
١٨		Total Units

Chapter Two

Number of Units	Course Name	t
٣	Akkadian texts (Late Babylonian)	١
٣	Sumerian Texts (Literary)	٢
٢	Assyrian texts	٣
٢	Aramaic Texts	٤
٢	Methods of Archaeological Techniques (Applications)	٥
٢	Archaeological Survey	٦
٢	Linguistic Dictionaries and Modern Cuneiform Projects	٧
٢	Archaeological Texts in English	٨
٤	Graduation Research	٩
٢٢		Total Units

٩. Learning Outcomes

After completing the Bachelor's program in Cuneiform Studies, the graduate will be able to:

- ١. Master the basics of Sumerian, Akkadian and Aramaic languages and read cuneiform texts.**
- ٢. Translation and analysis of cuneiform texts according to scientific methods.**
- ٣. Interpreting historical, economic, literary and religious texts and linking them to the civilizational context of Mesopotamia.**
- ٤. Reproduction of cuneiform writings using approved scientific methods.**
- ٥. Employing Geographic Information Systems (GIS) and digital technologies in archaeological and cuneiform studies.**
- ٦. Applying the principles of maintenance and restoration in dealing with mud finds and numbers.**
- ٧. Preparing scientific research according to the foundations of academic research.**
- ٨. Commitment to professional ethics and preservation of cultural heritage.**
- ٩. Working in a team and effective scientific communication in Arabic and English.**

١٠. Teaching and Learning Strategies

The program is based on a set of strategies, including:

- Theoretical lectures.**
- Practical lessons in Sumerian, Akkadian and Aramaic languages.**

- **Cuneiform reproduction training.**
- **Scientific Discussions and Seminars.**
- **Problem-based learning.**
- **E-learning and the use of digital databases.**
- **Field visits to museums and archaeological sites.**
- **Preparing scientific research and reports.**
- **GIS training .**

١١. Evaluation Methods

The evaluation process is based on the following:

- **Daily exams.**
- **Semester exams.**
- **Final Exams.**
- **Practical tests.**
- **Evaluating practical applications in cuneiform reproduction.**
- **Scientific Reports and Research.**
- **Seminar presentations .**
- **Classroom participation.**
- **Graduation Project Evaluation and Research**

١٢. Faculty

t	Teaching Name	General Specialization	Specific Specialization	Certification	Scientific Title
١	Mohamed Kamel Rokan	Effects	Ancient Antiquities	PhD	Professor
٢	Star Jabbar Abdul Hassan	Sublime languages	Ancient Hebrew and Aramaic languages	PhD	Professor
٣	Anmar Abdul-Jabbar Jassim	Sublime languages	Jurisprudence and civilization of ancient Semitic languages	PhD	Professor
٤	Walaa Sadiq Abd Ali	Ancient Antiquities	Cuneiform Studies	PhD	Assistant Professor
٥	Haidar Aqeel Abd	Ancient Antiquities	Cuneiform Studies	PhD	Assistant Professor
٦	Muhannad Ashour Shenawa	Ancient Antiquities	Cuneiform Studies	PhD	Assistant Professor
٧	Jassim Abd El , Amir Jassim	Ancient Antiquities	Cuneiform Studies	PhD	Assistant Professor
٨	Amir Najm Abd	Ancient Antiquities	Art & Architecture	PhD	Assistant Professor
٩	Jassim Shahed Wahd	History	Ancient history	PhD	Assistant Professor
١٠	Karrar Diab Abd	Political Science	International Politics	PhD	Assistant Lecturer

١١	Haidar Naeem Hamza	Persian Language and Literature	Persian language	PhD	Assistant Lecturer
١٢	Ameer Hamid Saffah	Effects	Ancient Antiquities	Master	Assistant Lecturer
١٣	Mustafa Kamel Falih	Effects	Ancient Antiquities	Master	Assistant Lecturer
١٤	Shaima Yousef Issa	Ancient Antiquities	Cuneiform Studies	Master	Assistant Lecturer
١٥	Nawar Abbas Abd El , Amir	Physical Education	Sport	Master	Lecturer
١٦	Sura Fadel Issa	Arabic Language and Literature	Arabic Language	Master	Assistant Lecturer
١٧	Saifuddin Jabbar Ghulam	Management and Economics	Accounting Sciences	Master	Assistant Lecturer

١٣. Professional Development

The department is keen on continuous professional development through:

- **Participation in scientific conferences and seminars.**
- **Holding training workshops in cuneiform studies.**
- **Developing the skills of teachers in modern teaching methods.**
- **Training in the use of digital technologies and cuneiform databases.**
- **Encouraging scientific research and publication in reputable journals.**
- **Scientific cooperation with universities and research institutions.**

١٤. Admission Criteria

Students are admitted to the Faculty of Archaeology / University of Al-Qadisiyyah from the graduates of the preparatory study in its scientific, literary, and professional branches (Applied Arts Branch), in addition to the graduates of the preparatory schools of the Shiite Islamic Waqf, in accordance with the central admission regulations issued by the Ministry of Higher Education and Scientific Research.

١٥. Sources of information

The program relies on a variety of sources, including:

- **Sources approved by the university and the sectoral committee of the faculties and departments of archaeology.**
- **External resources and various books in the college and university**

library.

- **The World Wide Web (Internet) and electronic libraries.**
- **Higher Directives.**

١٦. Program Development Plan

- **Developing the annual curriculum in cooperation with the Ministry and the competent scientific authorities.**
- **Creating postgraduate studies.**
- **Developing the reality of the department by seeking to raise the level of educational outcomes.**
- **Business development and institutional efficiency.**
- **Developing knowledge materials and continuing to update them to achieve a distinguished level for students.**
- **Teamwork: Working within the group effectively and actively.**
- **Time management: Effectively manage time and set priorities.**

Program Skills Outline

Year/Level	Course Code	Course Name	Basic/Optional	Knowledge					Skills				Values			
				ا	ا	ا	ا		ب	ب	ب	ب	ج	ج	ج	ج
Phase I ٢٠٢٥ ٢٠٢٦	CUN١١٠١	Introduction to Sumerian Language (Nominal Sentence)	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	CUN١١٠٣	History of Mesopotamia	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phase II ٢٠٢٥ ٢٠٢٦	CUN٢١٠١	Sumerian Grammar (Actual Sentence)	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	CUN٢١٠٣	Ancient Iraqi Civilization	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third Stage ٢٠٢٥ ٢٠٢٦	CUN٣١٠١	Sumerian (economic) texts	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	CUN٣١٠٣	Maintenance & Restoration	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth Stage ٢٠٢٥ ٢٠٢٦	CUN٤١٠١	Akkadian texts (Middle and Neo-Babylonian)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	CUN٤١٠٩	Assyrian texts	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information					
معلومات المادة الدراسية					
Module Title	Introduction to the Sumerian language (Nominal Sentence)		Module Delivery		
Module Type	Core Learning Activities		✓ Theory Lecture Lab Tutorial Practical ✓ seminal		
Module Code	Cun1101				
ECTS Credits	٦				
SWL (hr/sem)	١٥٠				
Module Level		١ ١	Semester of Delivery		١
Administering Department		Al-Qadisiyah	College	Archaeology	
Module Leader	Hayder Aqeel Alqaragholi		e-mail	Hayder.alqaragholi@qu.edu.iq	
Module Leader's Acad. Title		Assistant Professor	Module Leader's Qualification		Ph.D
Module Tutor	None		e-mail	None	
Peer Reviewer Name		None	e-mail	None	
Scientific Committee Approval Date		٠١/٠٩/٢٠٢٥	Version Number	١,٠	

Relation with other Modules			
العلاقة مع المواد الدراسية الأخرى			
Prerequisite module	None		Semester None
Co-requisites module	None		Semester None

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	1. Understanding the Basics of the Sumerian Language: Gaining knowledge of the basic grammatical and morphological principles of the Sumerian language. 2. Mastering the Sumerian Nominal Sentence: Understanding the structure and function of the nominal sentence in the Sumerian language and its various applications. 3. Practical Application of Sumerian Texts: The ability to analyze and interpret nominal sentences within authentic Sumerian texts (inscriptions, documents, literary texts). 4. Enhancing Translation Skills: Developing the ability to translate simple Sumerian sentences and texts that include nominal sentences. 5. Understanding the Importance of the Sumerian Language: Realizing the historical and civilizational role of the Sumerian language as the oldest known written language.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	1. Identify and analyze the structure and components of Sumerian nominal sentences in various texts. 2. Translate and interpret basic Sumerian nominal sentences, demonstrating an understanding of their grammatical features. 3. Apply knowledge of Sumerian nominal morphology (nouns, adjective, pronouns, case markers) to practical translation and analysis exercises. 4. Utilize fundamental resources (e.g., grammars, sign lists) to aid in the understanding and application of Sumerian nominal constructions. 5. Construct grammatically correct simple Sumerian nominal sentences.
Indicative Contents المحتويات الإرشادية	1. A Quick Introduction to the Sumerian Language: 2. A brief overview of the history and importance of the Sumerian language. 3. The cuneiform writing system (an overview of the basic signs needed for reading texts). 4. The basic features of Sumerian grammar (focus on the nominal sentence). 5. The structure of the nominal sentence in Sumerian: 6. Nouns: Their types (singular, plural) and their inflections (genitive, genitive). 7. Pronouns: Personal and possessive pronouns and their forms. 8. Adjectives: How to describe nouns and the positions of adjectives in a sentence. 9. Basic Cases (Nominative): Focus on the most common cases associated with the nominative sentence (such as the nominative, genitive).

	١٠. Identifying the components of the nominal sentence: Subject, object (indirect), nominal complements. ١١. Practical Applications on Sumerian Texts: ١٢. Analysis of Simple Nominal Sentences: Start with short, clear sentences to identify the nominal components. ١٣. Complex Nominal Sentence Structures: Study examples containing multiple nominal components and different inflections. ١٤. Selected Texts: Apply what has been learned to authentic Sumerian texts (short royal inscriptions, personal names and titles, simple inventories). ١٥. Translation and Analysis Exercises: Translate short Sumerian sentences into Arabic and vice versa, focusing on understanding the nominal sentence structure. ١٦. Study Aids: ١٧. Lists of basic Sumerian words (frequent terms). ١٨. Quick references to the most important cuneiform writing signs used. ١٩. Reliable websites and online resources for further research. ٢٠. Expected Learning Outcomes: ٢١. After completing this course, the student will be able to: ٢٢. Identify the basic components of a nominal sentence in the Sumerian language. ٢٣. Understand how nouns and pronouns are inflected within a sentence context. ٢٤. Read and analyze simple nominal sentences from authentic Sumerian texts. ٢٥. Translate short Sumerian sentences containing nominal structures.
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Learning and Teaching Strategies استراتيجيات التعلم والتعليم	
Strategies	١. Explicit Instruction: Directly explain the grammatical rules, structure and functions of Sumerian nominal sentences. ٢. Modeling: Provide clear examples of nominal sentences, demonstrating their formation and meaning. ٣. Structured Practice: Design exercises that guide students through constructing and identifying nominal sentences, progressing from simple to more complex structures. ٤. Comparative Analysis: Draw comparisons with nominal sentence structures in languages familiar to the students to highlight similarities and differences. ٥. Contextualization: Present nominal sentences within authentic or semi-authentic Sumerian texts to illustrate their usage in meaningful context. ٦. Feedback and Correction: Offer constructive feedback on student

	attempts at forming and translating nominal sentences, correcting error and explaining reasoning. ٧. Active Engagement: Students should actively participate in exercises, discussions, and translation tasks related to nominal sentences. ٨. Pattern Recognition: Encourage students to identify recurring patterns and rules in the formation of Sumerian nominal sentences. ٩. Repetition and Memorization: Utilize flashcards or other memorization techniques for key vocabulary and grammatical paradigms associated with nominal sentences. ١٠. Self-Assessment: Prompt students to evaluate their own understanding and progress in constructing and interpreting nominal sentences. ١١. Application: Encourage students to apply their knowledge by attempting to form new nominal sentences or translate previously unseen examples. ١٢. Collaborative Learning: Facilitate peer-to-peer learning through group exercises and discussions focused on nominal sentence structure. ---
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Student Workload (SWL)

الحمل الدراسي للطالب محسوب لـ ١٥ أسبوعا

Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	٦٣	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعيا	٤, ٢
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	٨٧	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعيا	٥, ٨
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	١٥٠		

Module Evaluation

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	٢	١٠٪	١ — ٧	LO ^١ , LO ^٢
	Assignments	٣	١٠٪	٨ — ١٠	LO ^٣ , LO ^٤

	Projects / Lab.	/	/	/	/
	Report	١	١٠٪	١١	LO ^٥ , LO ^٦ , L ^٧
Summative assessment	Midterm Exam	٢hr	٢٠٪	١٣	All
	Final Exam	٣ hr	٥٠٪	١٦	All
Total assessment			١٠٠٪ (١٠٠ Marks)		

Delivery Plan (Weekly Syllabus)

المناهج الاسبوعي النظري

	Material Covered
Week ١	Introduction to Sumerian and Cuneiform Basics Brief historical and cultural overview of Sumer. Introduction to cuneiform writing: basic principles and sign types (logograms, determinatives). Focus on signs relevant to introductory grammar.
Week ٢	Fundamentals of Sumerian Grammar Word order (SOV). Introduction to case system (brief overview, focus on relevant cases for nominal sentences). Basic vocabulary acquisition (nouns, pronouns).
Week ٣	The Concept of the Nominal Sentence Definition and function of the nominal sentence in Sumerian. Distinction between nominal and verbal sentences. Introduction to the basic structure: Noun + Copula (implicit or explicit).
Week ٤	The Copula: Forms and Usage Explicit forms of the copula (e.g., -am ₃). Situations requiring explicit vs. implicit copula. Practice identifying simple nominal sentences with and without explicit copulas.

Week ٥	Identifying Nouns and Pronouns in Nominal Sentences Review of common nouns and their basic forms. Personal pronouns as subjects in nominal sentences. Exercises on subject identification.
Week ٦	Adjectives and Nominal Sentences Role of adjectives in Sumerian. Adjectives as predicates in nominal sentences. Constructing simple descriptive sentences.
Week ٧	Demonstrative Pronouns and Nominal Sentences Introduction to demonstrative pronouns (e.g., "this," "that"). Their function within nominal sentence structures. Translating sentences with demonstratives.
Week ٨	Interrogative Nominal Sentences Forming questions using nominal sentences. Introduction to interrogative particles/words. Practical translation of interrogative sentences.
Week ٩	Negative Nominal Sentences Methods for negating nominal sentences. Use of negative particles/prefixes. Exercises on negation.
Week ١٠	Possession in Nominal Sentences Expressing possession using genitive constructions. Possessive suffixes/pronouns. Nominal sentences indicating ownership.
Week ١١	Locative and Ablative in Nominal Sentences Expressing location ("is in/on/at"). Expressing origin ("is from"). Use of relevant case endings in nominal sentences.
Week ١٢	Complex Nominal Sentences: Relative Clauses Introduction to basic relative clause formation.

	Identifying nominal sentences modified by relative clauses. Simplified examples.
Week ١٣	Review and Application to Simple Texts Consolidation of all nominal sentence types. Analysis of simple, authentic Sumerian inscriptions focusing on nominal sentences (e.g., dedicatory inscriptions, proverbs).
Week ١٤	Advanced Topics & Challenges in Translation Brief discussion of common challenges in translating Sumerian nominal sentences. Nuances and stylistic variations. Student-led analysis of selected texts.
Week ١٥	Final Review and Assessment Comprehensive review of all covered topics. Practical application exercise or final translation assessment focusing on nominal sentences.

Delivery Plan (Weekly Lab. Syllabus)

المنهاج الاسبوعي للمختبر

	Material Covered
Week ١	None
Week ٢	None
Week ٣	None
Week ٤	None
Week ٥	None
Week ٦	None
Week ٧	None
Week ٨	None
Week ٩	None
Week ١٠	None
Week ١١	None

Week ١٢	None
Week ١٣	None
Week ١٤	None
Week ١٥	None

Learning and Teaching Resources		
مصادر التعلم والتدريس		
	Text	Available in the Library?
Required Texts	١- The book (Sumerian Grammar), by Fawzi Rashid. ٢- The book of ancient languages , a collection of Iraqi scribes.	No
Recommended Texts	(Sumerian Grammar in Light of Published Texts from the First Dynasty of Lagash) PhD Thesis, Saja Mu'ayyad Abdul Latif	No
Websites		

Grading Scheme				
مخطط الدرجات				
Group	Grade	التقدير	Marks %	Definition
Success Group (٥٠ - ١٠٠)	A - Excellent	امتياز	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	جيد جدا	٨٠ - ٨٩	Above average with some errors
	C - Good	جيد	٧٠ - ٧٩	Sound work with notable errors
	D - Satisfactory	متوسط	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	مقبول	٥٠ - ٥٩	Work meets minimum criteria
Fail Group (٠ - ٤٩)	FX – Fail	راسب (قيد المعالجة)	(٤٥-٤٩)	More work required but credit awarded
	F – Fail	راسب	(٠-٤٤)	Considerable amount of work

				required

Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤). The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	Introduction to Akkadian Language (Nominal Sentence)		Module Delivery
Module Type	Core learning activities		☒ Theory ☒ Lecture ☐ Lab ☒ Tutorial ☒ Practical ☒ Seminar
Module Code	Cun1102		
ECTS Credits	٦		
SWL (hr/sem)	١٥٠		
Module Level	١	Semester of Delivery	١
Administering Department	Al-Qadisiyah	College	Archaeology
Module Leader	Walaa Sadeq Abd ali	e-mail	walaa.abdali@qu.edu.iq
Module Leader's Acad. Title	Assistant Professor	Module Leader's Qualification	Ph.D
Module Tutor	None	e-mail	None
Peer Reviewer Name	None	e-mail	None
Scientific Committee Approval Date	٠١/٠٩/٢٠٢٥	Version Number	١,٠

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	إذا كانت مكتملة للمرحلة الثانية	Semester	
Co-requisites module	واحدة تكمل الأخرى	Semester	

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	١. Studying the Akkadian Language: Introduction to Its Importance and General Rules This section aims to familiarize students with the significance of studying the Akkadian language and understanding its general rules, particularly concerning nouns and their classifications, as well as verbal sentences and their divisions. ٢. The Role of the Akkadian Language and Its Comparison with Arabic This part will explore the role of the Akkadian language and compare it with Arabic in terms of grammar, verb conjugation, and the structure of verbs.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	A. Cognitive Objectives A١. Study the rules of the Akkadian language. A٢. Introduce the Akkadian dialects and their classifications. A٣. Gain knowledge of the rules of the Akkadian language and the changes that occurred over different periods.
Indicative Contents المحتويات الإرشادية	B. Specific Skills Objectives of the Curriculum B١. Study some general clarifications about the Akkadian language. B٢. Develop the ability to analyze and infer

Learning and Teaching Strategies

استراتيجيات التعلم والتعليم

Strategies	١. Encouraging students to re-translate, read, and analyze Akkadian texts.
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٢. Exposing students to examples of clay tablets through museum visits.

Student Workload (SWL)

الحمل الدراسي للطالب محسوب لـ ١٥ أسبوعا

Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	٦٣	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعيا	٤,٢
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	٨٧	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعيا	٥,٨
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	١٥٠		

Module Evaluation

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	٢	١٠٪	١ — ٧	LO ^١ , LO ^٢
	Assignments	٣	١٠٪	٨ — ١٠	LO ^٣ , LO ^٤
	Projects / Lab.	/	/	/	/
	Report	١	١٠٪	١١	LO ^٥ , LO ^٦ ، LO ^٧
Summative assessment	Midterm Exam	٢ hr	٢٠٪	١٣	All
	Final Exam	٣ hr	٥٠٪	١٦	All
Total assessment			١٠٠٪ (١٠٠ Marks)		

Delivery Plan (Weekly Syllabus)

المناهج الأسبوعي النظري

Material Covered

Week ١	History of Language
Week ٢	History of Writing in Mesopotamia
Week ٣	General Observations on the Akkadian Language
Week ٤	General Characteristics of the Akkadian Language
Week ٥	Linguistic Classification
Week ٦	Semantic Signs – Symbolic Signs – Phonetic Endings
Week ٧	Vowels and Consonants in the Akkadian Language
Week ٨	Prepositions – Demonstrative Pronouns
Week ٩	Substitution – Vowel Changes
Week ١٠	Assimilation – Nasalization
Week ١١	Genitive Cases – Cases of Declension
Week ١٢	Separate Personal Pronouns
Week ١٣	Attached Pronouns with Verbs
Week ١٤	Nouns and Adjectives
Week ١٥	Singular, Dual, and Plural

Delivery Plan (Weekly Lab. Syllabus)

المنهاج الاسبوعي للمختبر

	Material Covered
Week ١	None
Week ٢	None
Week ٣	None
Week ٤	None
Week ٥	None

Week ٦	None
Week ٧	None
Week ٨	None
Week ٩	None
Week ١٠	None
Week ١١	None
Week ١٢	None
Week ١٣	None
Week ١٤	None
Week ١٥	None

Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required Texts	Introduction to the ancient language	No
Recommended Texts	- Fawzi Rasheed, Grammar of the Akkadian Language - Amer Suleiman, The Akkadian Language (Babylonian–Assyrian): Its History, Writing System, and Grammar	No
Websites		

Grading Scheme

مخطط الدرجات

Group	Grade	التقدير	Marks %	Definition
Success Group	A - Excellent	امتياز	٩٠ - ١٠٠	Outstanding Performance
	B - Very	جيد جدا	٨٠ - ٨٩	Above average with some errors

(٥٠ - ١٠٠)	Good			
	C - Good	جيد	٧٠ - ٧٩	Sound work with notable errors
	D - Satisfactory	متوسط	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	مقبول	٥٠ - ٥٩	Work meets minimum criteria
Fail Group (٠ - ٤٩)	FX – Fail	راسب (قيد المعالجة)	(٤٥-٤٩)	More work required but credit awarded
	F – Fail	راسب	(٠-٤٤)	Considerable amount of work required

Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤). The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information					
معلومات المادة الدراسية					
Module Title	History of Mesopotamia		Module Delivery		
Module Type	Core Learning Activities		✓ Theory Lecture Lab Tutorial Practical ✓ Seminal		
Module Code	Cun1103				
ECTS Credits	٦				
SWL (hr/sem)	١٥٠				
Module Level		١	Semester of Delivery		١
Administering Department		Al-Qadisiyah	College	Archaeology	
Module	Jassim Shahd Wahd		e-mail	jasim.wahad@qu.edu.iq	

Leader			
Module Leader's Acad. Title	Assistant Professor	Module Leader's Qualification	Ph.D
Module Tutor	None	e-mail	None
Peer Reviewer Name	None	e-mail	None
Scientific Committee Approval Date	٠١/٠٩/٢٠٢٥	Version Number	١,٠

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	١- The student learns the history of ancient Mesopotamia. ٢. The student learns to study the ancient Stone Age in Mesopotamia. ٣. The student learns to study the civilizational and historical roles of Mesopotamia. ٤. The student learns the emergence and formation of states in Mesopotamia. ٥. The student learns the reasons for the fall of states in Mesopotamia.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	١. To know the names of ancient Iraq. ٢. To learn about cultural roles ٣. To understand the definition of cultural roles. ٤. To get to know the most important ancient peoples. ٥. To recognize the era similar to writing.
Indicative Contents	Indicative content includes the following.

المحتويات الإرشادية	<u>Part A:</u> • learning about history of Iraq . • Learn the history of the countries that emerged in Mesopotamia • The student learns the names of the ancient kings of Mesopotamia. <u>Part B:</u> • To learn the study of ancient population migrations in Mesopotamia • To learn the formation of the state in Mesopotamia • To learn the form of the political system in Mesopotamia <u>Part C:</u> • The student learns the works of the kings of Mesopotamia. • The student learns the reasons for the kingdoms in Mesopotamia. • The student should learn to study the foreign peoples who occupied Mesopotamia.
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Learning and Teaching Strategies استراتيجيات التعلم والتعليم	
Strategies	١. Diction ٢. Display using the projector

Student Workload (SWL) الحمل الدراسي للطالب محسوب لـ ١٥ أسبوعا			
Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	٦٣	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعيا	٤,٢
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	٨٧	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعيا	٥,٨
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	١٥٠		

Module Evaluation

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	٢	١٠٪	١ — ٧	LO ^١ , LO ^٢
	Assignments	٣	١٠٪	٨ — ١٠	LO ^٣ , LO ^٤
	Projects / Lab.	/	/	/	/
	Report	١	١٠٪	١١	LO ^٥ , LO ^٦ , LO ^٧
Summative assessment	Midterm Exam	٢ hr	٢٠٪	١٣	All
	Final Exam	٣ hr	٥٠٪	١٦	All
Total assessment			١٠٠٪ (١٠٠ Marks)		

Delivery Plan (Weekly Syllabus)

المنهاج الاسبوعي النظري

	Material Covered
Week ١	Chapter ١- The geography of Mesopotamia and its impact on the course of its ancient history
Week ٢	Chapter ٢- Sources for studying the history of ancient Iraq and determining its historical roles
Week ٣	chapter ٣ - The first inhabitants of Mesopotamia and their historical origins
Week ٤	chapter ٤- Prehistoric times in Mesopotamia
Week ٥	chapter ٥- The Age of Dynastic or Sumerian City-States
Week ٦	chapter ٦- The Akkadian state and its emergence in Mesopotamia
Week ٧	chapter ٧- The Kutian occupation of Mesopotamia

Week ٨	chapter ٨- Third Dynasty of Ur in Mesopotamia
Week ٩	chapter ٩- Old Babylonian period
Week ١٠	chapter ١٠ - The Kassite occupation of Mesopotamia
Week ١١	chapter ١١ - The Assyrians and their role in Mesopotamia
Week ١٢	chapter ١٢ - Middle Assyrian period in Mesopotamia
Week ١٣	chapter ١٣ - Neo-Assyrian period in Mesopotamia
Week ١٤	chapter ١٤ - The Neo-Babylonian state in Mesopotamia
Week ١٥	chapter ١٥ - Achaemenid occupation of Mesopotamia

Delivery Plan (Weekly Lab. Syllabus) المنهاج الاسبوعي للمختبر	
	Material Covered
Week ١	None
Week ٢	None
Week ٣	None
Week ٤	None
Week ٥	None
Week ٦	None
Week ٧	None
Week ٨	None
Week ٩	None
Week ١٠	None
Week ١١	None
Week ١٢	None

Week ١٣	None
Week ١٤	None
Week ١٥	None

Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required Texts	- Taha Baqir and Fadel Abdel Wahed Ali, ١٩٨٠, History of Ancient Iraq, Part One, University of Baghdad. - Amer Suleiman and Ahmed Malik Al-Fatayan. Lectures on ancient history. Mosul, ١٩٨٠. - Elite Authors, ١٩٨٥, Iraqi Civilization, Parts ١-٢, Baghdad - Andre Bauer, ١٩٧٦, Sumer, Its Arts and Civilization, translated by Issa Salman and Salim Taha Al-Tikriti, Baghdad.	Yes
Recommended Texts	Main references (sources)/ methodology	Yes
Websites	https://www.noor-book.com	

Grading Scheme

مخطط الدرجات

Group	Grade	التقدير	Marks %	Definition
Success Group (٥٠ - ١٠٠)	A – Excellent	امتياز	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	جيد جدا	٨٠ - ٨٩	Above average with some errors
	C – Good	جيد	٧٠ - ٧٩	Sound work with notable errors
	D – Satisfactory	متوسط	٦٠ - ٦٩	Fair but with major shortcomings
	E – Sufficient	مقبول	٥٠ - ٥٩	Work meets minimum criteria
Fail Group	FX – Fail	راسب (قيد المعالجة)	(٤٥-٤٩)	More work required but credit

(٠ - ٤٩)				awarded
	F – Fail	راسب	(٠-٤٤)	Considerable amount of work required

Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤). The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information				
Module Title	Introduction to Archaeology		Module Delivery	
Module Type	Supplement learning activities		✓ Theory Lecture Lab Tutorial Practical ✓ Seminar	
Module Code	CUN1104			
ECTS Credits	٤			
SWL (hr/sem)	١٠٠			
Module Level	١	Semester of Delivery		
Administering Department	Al-Qadisiyah	College	Archaeology	
Module Leader	Jassim Abid Al-Ameer Jassim		e-mail	jassim.aljanabi@qu.edu.iq
Module Leader's Acad. Title	Assistant professor		Module Leader's Qualification	Ph.D
Module Tutor	None		e-mail	None
Peer Reviewer Name	None		e-mail	None
Scientific Committee Approval Date	٠١/٠٩/٢٠٢٥		Version Number	١,٠

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	1. Introduce students to archaeology, its origins, and historical development as a scientific discipline for studying human civilizations through material remains. 2. Distinguish archaeology from related sciences and understand its role within the humanities and natural sciences. 3. Familiarize students with the main subfields of archaeology and its relationship with auxiliary sciences and their methodologies. 4. Equip students with the fundamental principles of survey, excavation, dating, and artifact analysis. 5. Promote awareness of ethical and legal issues as well as cultural heritage management and protection.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	1. Define archaeology and explain its objectives and ethical principles. 2. Trace the historical development of archaeology from early antiquarianism to modern scientific approaches. 3. Differentiate archaeology from related disciplines and describe interdisciplinary connections. 4. Describe the stages of archaeological research: survey, excavation, and post-excavation analysis. 5. Apply basic field techniques to locate, document, and recover archaeological evidence. 6. Compare absolute and relative dating methods and determine the appropriate application for each. 7. Recognize types of archaeological sites and factors influencing their formation and preservation. 8. Classify archaeological evidence into artifacts, ecofacts, and features. 9. Demonstrate commitment to ethical and legal standards in

	archaeological work and heritage protection.
Indicative Contents المحتويات الإرشادية	1. Definition of archaeology, its objectives, historical development, and theoretical schools. 2. Main branches and interdisciplinary relationships with other sciences. 3. The archaeological record: site formation processes and types of material evidence. 4. Field methodologies, dating techniques, and analytical approaches. 5. Cultural heritage protection and modern technologies in archaeological research.

Learning and Teaching Strategies			
استراتيجيات التعلم والتعليم			
Strategies	• Lectures • Comparative Analysis of Scripts • Visual Aids and Inscriptions • Reading Exercises • Group Discussions		
Student Workload (SWL)			
الحمل الدراسي للطالب محسوب لـ ١٥ أسبوعا			
Structured SWL (h/sem)	٤٧	Structured SWL (h/w)	٣,١
الحمل الدراسي المنتظم للطالب خلال الفصل		الحمل الدراسي المنتظم للطالب أسبوعيا	
Unstructured SWL (h/sem)	٥٣	Unstructured SWL (h/w)	٣,٥
الحمل الدراسي غير المنتظم للطالب خلال الفصل		الحمل الدراسي غير المنتظم للطالب أسبوعيا	
Total SWL (h/sem)	١٠٠		
الحمل الدراسي الكلي للطالب خلال الفصل			

Module Evaluation تقييم المادة الدراسية					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	١	١٠٪	١ — ٧	LO ^١ , LO ^٥ , and ٧
	Assignments	١	٢٠٪	٨ — ١٢	LO ^٣ , LO ^٩

	Projects / Lab.	/	/	/	/
	Report	/	/	/	/
Summative assessment	Midterm Exam	۲hr	۲۰٪	۱۳	All
	Final Exam	۲hr	۵۰٪	۱۶	All
Total assessment			۱۰۰٪ (۱۰۰ Marks)		

Delivery Plan (Weekly Syllabus)

المنهاج الاسبوعي النظري

	Material Covered
Week ۱	Prehistoric Ages
Week ۲	Human Evolution
Week ۳	The Development of Civilization
Week ۴	Paleolithic Age
Week ۵	Mesolithic (Middle Stone Age)
Week ۶	Neolithic Age
Week ۷	The Stone Age (General Overview)
Week ۸	Types of Archaeological Sites
Week ۹	Factors Aiding in the Discovery of Antiquities
Week ۱۰	Excavation Authority
Week ۱۱	Excavation Methods
Week ۱۲	Archaeological History
Week ۱۳	General Excavation Report
Week ۱۴	Cultural Heritage Management and Protection
Week ۱۵	Modern Technologies in Archaeology

Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required Texts	١. Drewett, Peter L. Field Archaeology: An Introduction. ٢. Price, T. Douglas, and James A. Brown. Principles of Archaeology.	Yas
Recommended Texts	١- تقي الدباغ، مقدمة في علم الآثار، بغداد ١٩٨١. ٢- طه باقر، مقدمة في الحضارات القديمة، بغداد ١٩٨٦.	Yas
Websites	https://www.noor-book.com	

Grading Scheme

مخطط الدرجات

Group	Grade	التقدير	Marks %	Definition
Success Group (٥٠ - ١٠٠)	A - Excellent	امتياز	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	جيد جدا	٨٠ - ٨٩	Above average with some errors
	C - Good	جيد	٧٠ - ٧٩	Sound work with notable errors
	D - Satisfactory	متوسط	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	مقبول	٥٠ - ٥٩	Work meets minimum criteria
Fail Group (٠ - ٤٩)	FX - Fail	راسب (قيد المعالجة)	(٤٥-٤٩)	More work required but credit awarded
	F - Fail	راسب	(٠-٤٤)	Considerable amount of work required

Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤). The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information				
Module Title	Architecture and Arts of Mesopotamia		Module Delivery	
Module Type	Supplement learning activities		☒ Theory ☒ Lecture ☐ Lab ☐ Tutorial ☒ Practical ☒ seminal	
Module Code	Cun1105			
ECTS Credits	٤			
SWL (hr/sem)	١٠٠			
Module Level		١	Semester of Delivery	
Administering Department		Al-Qadisiyah	College	Archaeology
Module Leader	AMEER.NAJM.ABED		e-mail	AMEER.NAJM@qu.edu.iq
Module Leader's Acad. Title		Assistant Professor	Module Leader's Qualification	
Module Tutor	None		e-mail	None
Peer Reviewer Name		None	e-mail	None
Scientific Committee Approval Date		٠١/٠٩/٢٠٢٥	Version Number	١,٠
Relation with other Modules				

Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

Module Aims, Learning Outcomes and Indicative Contents

Module Objectives	١. The main objective of the Ancient Art and Architecture course is to introduce students to the early beginnings of ancient Iraqi art. ٢. To understand the stages of development of ancient Iraqi art and its connection to other ancient arts and civilizations. ٣. To understand and explore the history of the civilizations that lived in ancient Iraq through the study of its art and architecture. ٤. To understand the skills of the ancient Iraqi artist, the tools used in painting, sculpture, and construction, and their influence on the development of civilized art. ٥. To enable students to understand the influence of ancient Mesopotamian civilization on other early civilizations, especially in potter techniques, clay tablets, cuneiform inscriptions, and cylinder seals. The course also emphasizes the significance of ancient architectural structures in preserving the historical heritage of nations and their vital role in maintaining and understanding the cultural identity of each society.
	١. The student will gain an understanding of the civilization to which they belong, the unique artistic characteristics that set it apart from other ancient cultures, and how to represent themselves as a member of a civilization with a history that spans thousands of years. ٢. The graduate will be an archaeology researcher with sufficient knowledge of excavation practices related to ancient civilizations. In addition, they will be qualified to engage in the job market through

	various artistic skills, including pottery decoration, ceramic vessel creation, digital modeling, and advertisement design. . ٣. The researcher will possess strong knowledge of construction tools, the fundamentals of architectural planning and building forms, as well as a deep understanding of architectural ornamentation. Additionally, they will participate in environmental sustainability efforts by recognizing and applying eco-friendly materials in construction and architectural development.
Indicative Contents	١. The course covers artistic tools. ٢. Sculpting techniques, and pottery-making. ٣. Along with the fundamentals of working with computer design software ٤. It emphasizes the importance of understanding the history of design and color. ٥. Encourages participation in the job market. ٦. End highlights the relationship between humans and the environment. ٧. Students will be encouraged to explore innovative approaches to environmental protection particularly in Eastern contexts. ٨. While keeping pace with contemporary systems of development and human advancement.

Learning and Teaching Strategies	
Strategies	١. Utilizing computers for educational slide presentations. ٢. Screening short films on the development of ancient civilization consulting English-language sources to understand the importance of art ٣. Attending seminars and art workshops with related faculties—such as the College of Fine Arts; ٤. Visiting museum especially the University's Museum of Art and Antiquities.

Student Workload (SWL)

Structured SWL (h/sem) ل	٤٧	Structured SWL (h/w)	٣,١
Unstructured SWL (h/sem)	٥٣	Unstructured SWL (h/w)	٣,٥
Total SWL (h/sem)	١٠٠		

Module Evaluation

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	١	١٠٪	١ — ٧	LO١, LO٢
	Assignments	١	١٠٪	٨ — ١٢	LO٣, LO٤
	Projects / Lab.	/	/	/	/
	Report	/	/	/	/
Summative assessment	Midterm Exam	٢ hr	٢٠٪	١٣	All
	Final Exam	٣ hr	٥٠٪	١٦	All
Total assessment			١٠٠٪ (١٠٠ Marks)		

Delivery Plan (Weekly Syllabus)

	Material Covered
Week ١	Introduction to Ancient Iraqi Civilizations
Week ٢	An Introduction to the Definition of Art and the Early Schools of Art
Week ٣	The Tools of Ancient Art and the Connection Between the Ancient Iraqi Artist and Nature
Week ٤	The Art of Sculpture in the Round and Relief Sculpture
Week ٥	The Different Types of Seals, Their Manufacturing Techniques, and Their Intended Purpose
Week ٦	The Art of Pottery: Materials Used and the Potter's Tools
Week ٧	Pottery-Making Techniques, Methods of Coloring, and the Kilns Used in Pottery Production
Week ٨	An Introduction to the Art of Architecture and Key Terms in Construction, Building, and Urban Planning
Week ٩	The Types of Architecture in Ancient Iraq, Including Religious, Civil, and Political Structures, as well as the Planning of Cities and Streets.
Week ١٠	The Characteristics of Sumerian Religious Architecture: Including Temples, Temple Planning, Ziggurats, Domestic Temples, Community Temples, and Associated Religious Rituals.
Week ١١	The Architectural Layout of Mesopotamian Temples in the Akkadian, Ur III, Old Babylonian, Neo-Babylonian, and Assyrian Eras
Week ١٢	Domestic Architecture in Ancient Mesopotamia

Week ١٣	Ancient Building Materials and Construction Techniques Using Clay, Wood, Palm Fronds, Reeds, and Papyrus, in Addition to Stone, Bitumen, Gypsum, and Binding Materials.
Week ١٤	The Connection Between Mesopotamian Architecture and Other Ancient Structures in the Near East, and the Mutual Influence Between Them
Week ١٥	The Ancient Building Rituals of Mesopotamia and Their Influence on Contemporary Practices
Week ١٦	Conclusions and Recommendations

Delivery Plan (Weekly Lab. Syllabus)

	Material Covered
Week ١	A visit to the laboratories of the College of Fine Arts and an introduction to the pottery workshop.
Week ٢	Visiting the Museum of Arts and Antiquities at the University of Al-Qadisiyah"
Week ٣	Visiting the Construction and Building Laboratories at the College of Engineering and learning about construction materials and resistance testing equipment.
Week ٤	Visiting the laboratories of the College of Agriculture to learn about soil analysis, its types, and its importance in construction and pottery making as well.
Week ٥	None
Week ٦	None

Week ٧	None
Week ٨	None
Week ٩	None
Week ١٠	None
Week ١١	None
Week ١٢	None
Week ١٣	None
Week ١٤	None
Week ١٥	None

Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	١ .Taha, Baqir, Introduction to the History of Ancient Civilizations, Part ١ ٢ .André Parrrw- Art in Mesopotamia ٣ . The Civilization of Iraq – Edited by Multiple Contributors	Available
Recommended Texts	None	No
Websites	None	

Grading Scheme

مخطط الدرجات

Group	Grade	Marks	Definition
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		%	
Success Group (٥٠ - ١٠٠)	A - Excellent	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	٨٠ - ٨٩	Above average with some errors
	C - Good	٧٠ - ٧٩	Sound work with notable errors
	D - Satisfactory	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	٥٠ - ٥٩	Work meets minimum criteria
Fail Group (٠ - ٤٩)	FX – Fail	(٤٥-٤٩)	More work required but credit awarded
	F – Fail	(٠-٤٤)	Considerable amount of work required

Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	The Arabic Language (I)		Module Delivery
Module Type	Basic learning activities		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar
Module Code	QU06		
ECTS Credits	٢		
SWL (hr/sem)	٥٠		
Module Level	١	Semester of Delivery	١

Administering Department	Al-Qadisiyah	College	Archaeology
Module Leader	Sura Fadhel Essa	e-mail	Sura.fadhel@qu.edu.iq
Module Leader's Acad. Title	Assistant Lecturer	Module Leader's Qualification	MA.
Module Tutor	None	e-mail	None
Peer Reviewer Name	None	e-mail	None
Scientific Committee Approval Date	٠١/٠٩/٢٠٢٥	Version Number	١,٠

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	١. Develop the four language skills: Listening, speaking, reading, and writing with accuracy and fluency. ٢. Enhance comprehension and understanding: Understanding, analyzing, and appreciating literary and informational texts. ٣. Improve expressive abilities: Expressing ideas clearly and coherently in both spoken and written forms. ٤. Master grammatical rules: Learning and applying grammar, morphology, and spelling accurately.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	١. The student acquires integrated language proficiency, Mastering the four language skills: listening, speaking, reading, and writing in a coherent and correct manner. ٢. Reads texts accurately with understanding and analysis, Able to interpret general and detailed meanings and identify key ideas and purposes. ٣. Applies grammar, spelling, and morphology rules correctly, In both sentence construction and written compositions. ٤. Demonstrates positive linguistic behavior, By respecting the Arabic

	language, taking pride in it, and striving for linguistic accuracy in speech and writing.
Indicative Contents المحتويات الإرشادية	Indicative content includes the following. <u>Part A:</u> • Peer-Groups Conversations. • Quiz, or doing reviews. <u>Part B:</u> • Teaching the basics of understanding the Eloquent Arabic texts. • Teaching Students how to present what they have read. • Reporting their homeworks.

Learning and Teaching Strategies			
استراتيجيات التعلم والتعليم			
Strategies	١. Active Learning: Engaging students in activities such as discussion, problem-solving, language games, and role-playing.		
	٢. Cooperative Learning: Working in small groups to analyze texts, write compositions, or practice grammar and parsing.		
	٣. Using Multimedia Tools: Incorporating audio, video, images, and interactive software into lesson delivery.		
Student Workload (SWL)			
الحمل الدراسي للطالب محسوب لـ ١٥ أسبوعا			
Structured SWL (h/sem)	٤٧	Structured SWL (h/w)	٣,١
الحمل الدراسي المنتظم للطالب خلال الفصل		الحمل الدراسي المنتظم للطالب أسبوعيا	
Unstructured SWL (h/sem)	٣	Unstructured SWL (h/w)	٠,٢
الحمل الدراسي غير المنتظم للطالب خلال الفصل		الحمل الدراسي غير المنتظم للطالب أسبوعيا	
Total SWL (h/sem)	٥٠		
الحمل الدراسي الكلي للطالب خلال الفصل			

Module Evaluation تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	١	١٠٪	١ — ٧	LO ^١ , LO ^٢
	Assignments	١	٢٠٪	٨ — ١٢	LO ^٣ , LO ^٤
	Projects / Lab.	/	/	/	/
	Report	/	/	/	/
Summative assessment	Midterm Exam	٢ hr	٢٠٪	١٣	All
	Final Exam	٣ hr	٥٠٪	١٦	All
Total assessment			١٠٠٪ (١٠٠ Marks)		

Delivery Plan (Weekly Syllabus)

المنهاج الاسبوعي النظري

	Material Covered
Week ١	Introduction to the Arabic Language.
Week ٢	Types of Arabic Sentences: The Verbal Sentence: The Past Tense Verb, The Imperative Verb.
Week ٣	A Lesson from the Holy Qur'an: Ayat Al-Kursi from Surah Al-Baqarah
Week ٤	A Lesson in Arabic Orthography: Al-Ḥurūf Ash-Shamsiyyah (Sun Letters) and Al-Ḥurūf Al-Qamariyyah (Moon Letters).
Week ٥	From Pre-Islamic Arabic Literature: The Poet Antarah ibn Shaddad.
Week ٦	Types of Arabic Sentences: The Verbal Sentence: The Present Tense Verb.
Week ٧	From Pre-Islamic Prose: The Counsel of 'Amr ibn Kulthūm to His Sons.
Week ٨	A Lesson in Arabic Orthography: Punctuation Marks. (Part One)
Week ٩	Lesson One: A Reading in Eloquent Arabic Texts.

Week ١٠	Types of Arabic Sentences: The Verbal Sentence: The Active Subject (Fā'il) and the Deputy Subject (Nā'ib al-Fā'il).
Week ١١	From the Literature of the Islamic Era: The Poet Ka'b ibn Zuhayr.
Week ١٢	A Lesson in Arabic Orthography: Punctuation Marks. (Part Two)
Week ١٣	From the Prose of Islamic Literature: A Lesson from Nahj al-Balagha.
Week ١٤	Lesson Two: A Reading in Eloquent Arabic Texts.
Week ١٥	Final Review & Assessment Full revision, speaking activities, project presentations, final test.

Delivery Plan (Weekly Lab. Syllabus)

المنهاج الاسبوعي للمختبر

	Material Covered
Week ١	None
Week ٢	None
Week ٣	None
Week ٤	None
Week ٥	None
Week ٦	None
Week ٧	None
Week ٨	None
Week ٩	None
Week ١٠	None
Week ١١	None
Week ١٢	None
Week ١٣	None
Week ١٤	None

Week ١٥	None
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Learning and Teaching Resources مصادر التعلم والتدريس		
	Text	Available in the Library?
Required Texts	General Arabic for Non-Arabic Majors.	No
Recommended Texts	- The Book of Nahj al-Balāghah. - Al-Muyassar: General Arabic for Non-Specialized Departments.	No
Websites		

Grading Scheme مخطط الدرجات				
Group	Grade	التقدير	Marks %	Definition
Success Group (٥٠ - ١٠٠)	A - Excellent	امتياز	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	جيد جدا	٨٠ - ٨٩	Above average with some errors
	C - Good	جيد	٧٠ - ٧٩	Sound work with notable errors
	D - Satisfactory	متوسط	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	مقبول	٥٠ - ٥٩	Work meets minimum criteria
Fail Group (٠ - ٤٩)	FX – Fail	راسب (قيد المعالجة)	(٤٥-٤٩)	More work required but credit awarded
	F – Fail	راسب	(٠-٤٤)	Considerable amount of work required

Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤). The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	Democracy and Human Rights	Module Delivery	
Module Type	Basic Learning Activities	✓ Theory Lecture Lab Tutorial Practical ✓ seminal	
Module Code	QU02		
ECTS Credits	٢		
SWL (hr/sem)	٥٠		
Module Level	١	Semester of Delivery	١
Administering Department	Al-Qadisiyah	College	Archaeology
Module Leader	Karrar Theyab Abed	e-mail	karrar.theyab@qu.edu.iq
Module Leader's Acad. Title	Lecturer Doctor	Module Leader's Qualification	Ph.D.
Module Tutor	None	e-mail	None
Peer Reviewer Name	None	e-mail	None
Scientific Committee Approval Date	٠١/٠٩/٢٠٢٥	Version Number	١,٠

Relation with other Modules			
العلاقة مع المواد الدراسية الأخرى			
Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

Module Aims, Learning Outcomes and Indicative Contents	
أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية	

Module Objectives أهداف المادة الدراسية	1. To introduce students to the basic concepts of democracy and human rights. 2. To understand the historical and theoretical development of democratic principles and systems. 3. To analyze the relationship between democracy and the protection of human rights in various political contexts. 4. To raise awareness of the importance of safeguarding fundamental freedoms and human dignity in modern societies. 5. To foster critical thinking regarding the challenges facing human rights locally and globally.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	By the end of this course, the student will be able to: 1. Explain the concepts of democracy and human rights using precise academic language. 2. Distinguish between different democratic models and compare them in light of civil and political rights. 3. Analyze human rights issues from legal and ethical perspectives. 4. Apply the acquired knowledge to discuss the challenges facing democracy in developing societies. 5. Prepare critical reports addressing real-world human rights violations
Indicative Contents المحتويات الإرشادية	1. Introduction to the concept of democracy: origins and development 2. Types of democracy and its core elements 3. Philosophical perspectives on democracy and the meaning of liberal (free) democracy 4. Characteristics of democratic systems and notable examples of democratic governance 5. The concept of totalitarian regimes and their characteristics 6. Human rights: concept, types, and international declarations 7. The relationship between human rights and international humanitarian law 8. The historical stages of human rights development, their sources, and classification.

Learning and Teaching Strategies استراتيجيات التعلم والتعليم	
Strategies	• Interactive lectures supported by visual presentations and class discussion.

	• Case study analysis to encourage practical application. • Student group work to carry out small-scale research project. • Use of official legal and human rights resources in assignment. • Oral presentations to enhance communication and debate skills.		
Student Workload (SWL)			
الحمل الدراسي للطلاب محسوب لـ ١٥ أسبوعا			
Structured SWL (h/sem)	٤٧	Structured SWL (h/w)	٣,١
الحمل الدراسي المنتظم للطلاب خلال الفصل		الحمل الدراسي المنتظم للطلاب أسبوعيا	
Unstructured SWL (h/sem)	٣	Unstructured SWL (h/w)	٠,٢
الحمل الدراسي غير المنتظم للطلاب خلال الفصل		الحمل الدراسي غير المنتظم للطلاب أسبوعيا	
Total SWL (h/sem)	٥٠		
الحمل الدراسي الكلي للطلاب خلال الفصل			

Module Evaluation تقييم المادة الدراسية					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	١	١٠٪	١ — ٧	LO ^١ , LO ^٢
	Assignments	١	٢٠٪	٨ — ١١	LO ^٣ , LO ^٤
	Projects / Lab.	/	/	/	/
	Report	/	/	/	/
Summative assessment	Midterm Exam	٢ hr	٢٠٪	١٣	All
	Final Exam	٣ hr	٥٠٪	١٦	All
Total assessment			١٠٠٪ (١٠٠ Marks)		

Delivery Plan (Weekly Syllabus)

المناهج الاسبوعي النظري

	Material Covered
Week ١	- Definition of Human Rights
Week ٢	- Types of Human Rights and the Criteria for Distinguishing Between Them - Basic and Non-Basic Rights - Civil and Political Rights
Week ٣	- Economic, Social, and Cultural Rights - Individual and Collective Rights - Solidarity Rights
Week ٤	- Human Rights and International Humanitarian Law - The Relationship Between Human Rights and International Humanitarian Law
Week ٥	- Similarities and Differences Between Human Rights and International Humanitarian Law
Week ٦	- The Historical Stages of Human Rights Development - Human Rights in Ancient Times - Human Rights in the Middle Ages
Week ٧	- Human Rights in Islam - International Interest in Human Rights - Regional Interest in Human Rights
Week ٨	- Sources of Human Rights - International Sources of Human Rights
Week ٩	- National Sources of Human Rights - Religious Sources of Human Rights
Week ١٠	- Democracy – Definition – Historical Background
Week ١١	- Types of Democracy
Week ١٢	- Fundamental Elements of Democracy - Philosophical Perspectives on Democracy - Liberal (Free) Democracy - Characteristics of Democratic Systems
Week ١٣	- Characteristics of Democratic Systems
Week ١٤	- Notable Examples of Democratic Governance
Week ١٥	- The Concept of Totalitarian Systems - Characteristics of Totalitarian Systems

Delivery Plan (Weekly Lab. Syllabus)

المنهاج الاسبوعي للمختبر

	Material Covered
Week ١	None
Week ٢	None
Week ٣	None
Week ٤	None
Week ٥	None
Week ٦	None
Week ٧	None
Week ٨	None
Week ٩	None
Week ١٠	None
Week ١١	None
Week ١٢	None
Week ١٣	None
Week ١٤	None
Week ١٥	None

Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required Texts		No
Recommended	Lisa Blaydes, Republic of Repression: Iraq under Saddam Hussein, translated by Alhader Al-	No

Texts	Maamouri, Darabeen Publications, Baghdad, ٢٠٢٤. Kanan Makiya, Republic of Fear, Dar Al-Jamal Publications, Beirut, ٢٠٠٩.	
Websites		

Grading Scheme مخطط الدرجات				
Group	Grade	التقدير	Marks %	Definition
Success Group (٥٠ - ١٠٠)	A - Excellent	امتياز	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	جيد جدا	٨٠ - ٨٩	Above average with some errors
	C - Good	جيد	٧٠ - ٧٩	Sound work with notable errors
	D - Satisfactory	متوسط	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	مقبول	٥٠ - ٥٩	Work meets minimum criteria
Fail Group (٠ - ٤٩)	FX – Fail	راسب (قيد المعالجة)	(٤٥-٤٩)	More work required but credit awarded
	F – Fail	راسب	(٠-٤٤)	Considerable amount of work required
Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤). The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.				

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information

معلومات المادة الدراسية

معلومات المادة الدراسية					
Module Title	Introduction to the Sumerian Language (Applications to the Nominal Sentence)		Module Delivery		
Module Type	Core Learning Activities		✓ Theory Lecture Lab Tutorial Practical ✓ seminal		
Module Code	Cun1201				
ECTS Credits	٦				
SWL (hr/sem)	١٥٠				
Module Level		١	Semester of Delivery		٢
Administering Department		Al-Qadisiyah	College	Archaeology	
Module Leader	Hayder Aqeel Alqaragholi		e-mail	Hayder.alqaragholi@qu.edu.iq	
Module Leader's Acad. Title		Assistant Professor.	Module Leader's Qualification		Ph.D
Module Tutor	None		e-mail	None	
Peer Reviewer Name		None	e-mail	None	
Scientific Committee Approval Date		٠١/٠٩/٢٠٢٥	Version Number	١,٠	

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	١. The objectives of this course are to: ٢. Introduce students to the fundamental principles of the Sumerian nominal sentence structure.
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	٣. Enable students to identify and analyze various types of nominal sentences in Sumerian texts. ٤. Develop students' ability to translate basic Sumerian nominal sentences into English. ٥. Provide students with a foundational understanding of Sumerian grammar as it pertains to nominal constructions. ٦. Equip students with the necessary linguistic tools to approach more complex Sumerian texts in future studies.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	Upon successful completion of this course, students will be able to: ١. identify and differentiate the various components and structures of the Sumerian nominal sentence. ٢. Analyze and parse basic Sumerian nominal sentences, recognizing their grammatical functions. ٣. Translate simple Sumerian nominal sentences into accurate and idiomatic English. Formulate grammatically correct basic Sumerian nominal sentences. ٤. Apply foundational knowledge of Sumerian morphology and syntax relevant to nominal constructions. ٥. Utilize appropriate scholarly tools and resources for the study of Sumerian nominal sentences.
Indicative Contents المحتويات الإرشادية	١. **Introduction to Sumerian Grammar:** ٢. Basic characteristics of Sumerian as an agglutinative language. ٣. Overview of cuneiform script and its evolution. ٤. Introduction to phonology (where reconstructible) and transliteration conventions. ٥. **Fundamentals of the Nominal System:** ٦. **Nouns:** ٧. Identification and classification of common noun types. ٨. Gender and number (if applicable to Sumerian nouns). ٩. Case system: Introduction to the various cases (e.g., ergative, absolutive, genitive, dative, locative, comitative, terminative, ablative, equative) and their functions. ١٠. Nominal chains and compound nouns. ١١. **Adjectives:** ١٢. Agreement with nouns. ١٣. Position relative to the noun. ١٤. Use in descriptive phrases. ١٥. **Pronouns:** ١٦. Personal pronouns (independent and pronominal suffixes/prefixes). ١٧. Demonstrative pronouns. ١٨. Interrogative pronouns.

	١٩. Possessive pronouns. ٢٠. **Numerals:** ٢١. Cardinal and ordinal numbers. ٢٢. Counting system (sexagesimal system basics). ٢٣. **The Nominal Sentence Structure:** ٢٤. Definition and identification of nominal sentences. ٢٥. **Equational Sentences:** ٢٦. Structure involving two nouns or a noun and an adjective joined by a copula (explicit or implicit). ٢٧. Examples of "X is Y" constructions. ٢٨. **Existential Sentences:** ٢٩. Expression of existence or presence. ٣٠. Use of particles or verbs of being (e.g., *gál* "to be present," *nu-gál* "to be absent"). ٣١. **Possessive Sentences:** ٣٢. Conveying possession (e.g., "X has Y"). ٣٣. **Locative Sentences:** ٣٤. Indicating location or position. ٣٥. **Particles and Enclitics in Nominal Sentences:** ٣٦. Common particles that modify or emphasize nominal elements (e.g., topicalizers, emphatic particles). ٣٧. Enclitic pronouns and their functions. ٣٨. **Translational Practice and Analysis:** ٣٩. Exercises involving the identification and translation of nominal sentences from Sumerian texts. ٤٠. Construction of simple nominal sentences in Sumerian. ٤١. Analysis of key grammatical features within authentic Sumerian inscriptions or literary excerpts (e.g., proverbs, hymns, legal texts, administrative documents). ٤٢. **Syntactic Peculiarities of Nominal Sentences in Sumerian:** ٤٣. Word order flexibility and typical patterns. ٤٤. Emphasis and focus in nominal constructions. This content aims to provide a comprehensive understanding of how nominal elements function and combine to form complete thoughts in the Sumerian language.
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Learning and Teaching Strategies	
استراتيجيات التعلم والتعليم	
Strategies	١٣. Explicit Instruction: Directly explain the grammatical rules, structure,

	and functions of Sumerian nominal sentences. ١٤. Modeling: Provide clear examples of nominal sentences, demonstrating their formation and meaning. ١٥. Structured Practice: Design exercises that guide students through constructing and identifying nominal sentences, progressing from simple to more complex structures. ١٦. Comparative Analysis: Draw comparisons with nominal sentence structures in languages familiar to the students to highlight similarities and differences. ١٧. Contextualization: Present nominal sentences within authentic or semi-authentic Sumerian texts to illustrate their usage in meaningful context. ١٨. Feedback and Correction: Offer constructive feedback on student attempts at forming and translating nominal sentences, correcting error and explaining reasoning. ١٩. <u>Active Engagement</u>: Students should actively participate in exercises, discussions, and translation tasks related to nominal sentences. ٢٠. Pattern Recognition: Encourage students to identify recurring patterns and rules in the formation of Sumerian nominal sentences. ٢١. <u>Repetition and Memorization</u>: Utilize flashcards or other memorization techniques for key vocabulary and grammatical paradigms associated with nominal sentences. ٢٢. <u>Self-Assessment</u>: Prompt students to evaluate their own understanding and progress in constructing and interpreting nominal sentences. ٢٣. <u>Application</u>: Encourage students to apply their knowledge by attempting to form new nominal sentences or translate previously unseen examples. ٢٤. Collaborative Learning: Facilitate peer-to-peer learning through group exercises and discussions focused on nominal sentence structures.		
Student Workload (SWL)			
الحمل الدراسي للطالب محسوب لـ ١٥ أسبوعا			
Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	٦٣	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعيا	٤, ٢
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	٨٧	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعيا	٥, ٨
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	١٥٠		

Module Evaluation

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	٢	١٠٪	١ — ٧	LO ^١ , LO ^٢
	Assignments	٣	١٠٪	٨ — ١٠	LO ^٣ , LO ^٤
	Projects / Lab.	/	/	/	/
	Report	١	١٠٪	١١	LO ^٥ , LO ^٦ , LO ^٧
Summative assessment	Midterm Exam	٢ hr	٢٠٪	١٣	all
	Final Exam	٣ hr	٥٠٪	١٦	All
Total assessment			١٠٠٪ (١٠٠ Marks)		

Delivery Plan (Weekly Syllabus)

المنهاج الاسبوعي النظري

	Material Covered
Week ١	Introduction to Sumerian history, script (cuneiform overview), and the concept of agglutinative languages.
Week ٢	Sumerian phonology, basic sound system, and introduction to transliteration.
Week ٣	Introduction to basic cuneiform signs and their phonetic values.
Week ٤	Sumerian nouns: singular and plural forms, and basic word order.
Week ٥	Introduction to Sumerian cases: Ergative and Absolutive.
Week ٦	Possessive pronouns and their integration with nouns.
Week ٧	Demonstrative pronouns and their use in simple sentences.
Week ٨	Adjectives: formation, agreement, and position in the nominal phrase.
Week ٩	Numerals: cardinal and ordinal numbers, and their use with nouns.

Week ١٠	Nominal compounds and their semantic implications.
Week ١١	Introduction to the genitive construction.
Week ١٢	The basic structure of the Sumerian nominal sentence (equational and existential sentences).
Week ١٣	Practice constructing simple nominal sentences.
Week ١٤	Reading and translating simple Sumerian nominal sentences from primary sources (e.g., short dedicatory inscriptions, proverbs).
Week ١٥	Review of all concepts; final assessment.

Delivery Plan (Weekly Lab. Syllabus)

المنهاج الاسبوعي للمختبر

	Material Covered
Week ١	None
Week ٢	None
Week ٣	None
Week ٤	None
Week ٥	None
Week ٦	None
Week ٧	None
Week ٨	None
Week ٩	None
Week ١٠	None
Week ١١	None
Week ١٢	None
Week ١٣	None
Week ١٤	None

Week ١٥	None
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Learning and Teaching Resources		
مصادر التعلم والتدريس		
	Text	Available in the Library?
Required Texts	١- The book (Sumerian Grammar), by Fawzi Rashid. ٢- The book of ancient languages , a collection of Iraqi scribes.	No
Recommended Texts	(Sumerian Grammar in Light of Published Texts from the First Dynasty of Lagash) PhD Thesis, Saja Mu'ayyad Abdul Latif	No
Websites		

Grading Scheme				
مخطط الدرجات				
Group	Grade	التقدير	Marks %	Definition
Success Group (٥٠ - ١٠٠)	A - Excellent	امتياز	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	جيد جدا	٨٠ - ٨٩	Above average with some errors
	C - Good	جيد	٧٠ - ٧٩	Sound work with notable errors
	D - Satisfactory	متوسط	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	مقبول	٥٠ - ٥٩	Work meets minimum criteria
Fail Group (٠ - ٤٩)	FX – Fail	راسب (قيد المعالجة)	(٤٥-٤٩)	More work required but credit awarded
	F – Fail	راسب	(٠-٤٤)	Considerable amount of work required

Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤). The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information				
معلومات المادة الدراسية				
Module Title	Introduction to the Akkadian Language (Applications on the Nominal Sentence)		Module Delivery	
Module Type	Core learning activities		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar	
Module Code	Cun1202			
ECTS Credits	٦			
SWL (hr/sem)	١٥٠			
Module Level	١	Semester of Delivery	٢	
Administering Department	Al-Qadisiyah		College	Archaeology
Module Leader	Walaa Sadeq Abd ali		e-mail	walaa.abdali@qu.edu.iq
Module Leader's Acad. Title	Assistant Professor		Module Leader's Qualification	Ph.D
Module Tutor	None		e-mail	None
Peer Reviewer Name	None		e-mail	None
Scientific Committee Approval Date	٠١/٠٩/٢٠٢٥		Version Number	١,٠

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	إذا كانت مكتملة للمرحلة الثانية	Semester	
Co-requisites module	واحدة تكمل الأخرى	Semester	

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	١. Studying the Akkadian Language: Introduction to Its Importance and General Rules This section aims to familiarize students with the significance of studying the Akkadian language and understanding its general rules, particularly concerning nouns and their classifications, as well as verbal sentences and their divisions. ٢. The Role of the Akkadian Language and Its Comparison with Arabic This part will explore the role of the Akkadian language and compare it with Arabic in terms of grammar, verb conjugation, and the structure of verbs.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	A. Cognitive Objectives A١. Study the rules of the Akkadian language. A٢. Introduce the Akkadian dialects and their classifications. A٣. Gain knowledge of the rules of the Akkadian language and the changes that occurred over different periods.
Indicative Contents المحتويات الإرشادية	B. Specific Skills Objectives of the Curriculum B١. Study some general clarifications about the Akkadian language. B٢. Develop the ability to analyze and infer

Learning and Teaching Strategies

استراتيجيات التعلم والتعليم

Strategies	١. Encouraging students to re-translate, read, and analyze Akkadian texts. ٢. Exposing students to examples of clay tablets through museum visits.
Student Workload (SWL)	
الحمل الدراسي للطلاب محسوب لـ ١٥ أسبوعاً	

Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	٦٣	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعيا	٤,٢
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	٨٧	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعيا	٥,٨
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	١٥٠		

Module Evaluation

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	٢	١٠٪	١ — ٧	LO ^١ , LO ^٢
	Assignments	٣	١٠٪	٨ — ١٠	LO ^٣ , LO ^٤
	Projects / Lab.	/	/	/	/
	Report	١	١٠٪	١١	LO ^٥ , LO ^٦ , LO ^٧
Summative assessment	Midterm Exam	٢ hr	٢٠٪	١٣	All
	Final Exam	٣ hr	٥٠٪	١٦	All
Total assessment			١٠٠٪ (١٠٠ Marks)		

Delivery Plan (Weekly Syllabus)

المنهاج الأسبوعي النظري

	Material Covered
Week ١	Verbs and Their Categories

Week ٢	Verb Classification
Week ٣	Verb Structure
Week ٤	Correct Verbs
Week ٥	Irregular Verbs
Week ٦	Verb Forms and Their Types
Week ٧	Verb Conjugation
Week ٨	Past Tense
Week ٩	Present Tense
Week ١٠	Perfect Past Tense
Week ١١	Imperative Verb
Week ١٢	Stative Case
Week ١٣	Cuneiform Texts / Types and Contents
Week ١٤	Selected Texts from the Laws of Hammurabi / Reading, Translation, and Analysis
Week ١٥	Cuneiform Texts with Economic Content / Reading, Translation, and Analysis

Delivery Plan (Weekly Lab. Syllabus)

المنهاج الاسبوعي للمختبر

	Material Covered
Week ١	None
Week ٢	None
Week ٣	None
Week ٤	None
Week ٥	None
Week ٦	None

Week ٧	None
Week ٨	None
Week ٩	None
Week ١٠	None
Week ١١	None
Week ١٢	None
Week ١٣	None
Week ١٤	None
Week ١٥	None

Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required Texts	Introduction to the ancient language	No
Recommended Texts	- Fawzi Rasheed, Grammar of the Akkadian Language - Amer Suleiman, The Akkadian Language (Babylonian–Assyrian): Its History, Writing System, and Grammar	No
Websites		

Grading Scheme

مخطط الدرجات

Group	Grade	التقدير	Marks %	Definition
Success Group (٥٠ - ١٠٠)	A - Excellent	امتياز	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	جيد جدا	٨٠ - ٨٩	Above average with some errors

	C - Good	جيد	٧٠ - ٧٩	Sound work with notable errors
	D - Satisfactory	متوسط	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	مقبول	٥٠ - ٥٩	Work meets minimum criteria
Fail Group (٠ - ٤٩)	FX – Fail	راسب (قيد المعالجة)	(٤٥-٤٩)	More work required but credit awarded
	F – Fail	راسب	(٠-٤٤)	Considerable amount of work required

Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤). The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	Introduction to Semitic Languages		Module Delivery
Module Type	Core learning activities		☒ Theory ☐ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar
Module Code	CUN1203		
ECTS Credits	٦		
SWL (hr/sem)	١٥٠		
Module Level	١	Semester of Delivery	٢
Administering Department	Al-Qadisiyah	College	Archaeology
Module Leader	Mohamed Kamel Rokan	e-mail	Mohammed.rokan@qu.edu.iq

Module Leader's Acad. Title	Professor	Module Leader's Qualification	Ph.D.
Module Tutor	None	e-mail	None
Peer Reviewer Name	None	e-mail	None
Scientific Committee Approval Date	٠١/٠٩/٢٠٢٥	Version Number	١,٠

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	1. Introduce students to the concept of Semitic languages and their place within the world's language families. 2. Enable students to identify and trace the historical development of Semitic abjad systems. 3. Examine the phonological and structural features of different Semitic scripts. 4. Distinguish between various writing systems such as Cuneiform, Phoenician, and South Arabian scripts. 5. Prepare students to read and analyze basic inscriptions in early Semitic alphabets.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	1. Identify the main Semitic languages and their linguistic and historical features. 2. Differentiate between major Semitic scripts and writing systems. 3. Analyze the development of abjad characters from pictographic to alphabetic forms. 4. Read and interpret selected symbols or words in various Semitic abjads.

	٥. Connect abjad systems to their historical and cultural contexts.
Indicative Contents المحتويات الإرشادية	١. Overview of Semitic Languages – Their origins, classifications, and historical context. ٢. Development of Semitic Writing Systems – From pictographs and cuneiform to linear abjads. ٣. Major Semitic Scripts – Including Phoenician, Aramaic, Hebrew, South Arabian, and Nabataean. ٤. Structural and Phonological Features – Analysis of consonantal roots, script forms, and writing conventions. ٥. Script and Cultural Identity – The role of writing in preserving language, religion, and cultural heritage.

Learning and Teaching Strategies			
استراتيجيات التعلم والتعليم			
Strategies	• Lectures		
	• Comparative Analysis of Scripts		
	• Visual Aids and Inscriptions		
	• Reading Exercises		
	• Group Discussions		
Student Workload (SWL)			
الحمل الدراسي للطالب محسوب لـ ١٥ أسبوعا			
Structured SWL (h/sem)	٦٣	Structured SWL (h/w)	٤,٢
الحمل الدراسي المنتظم للطالب خلال الفصل		الحمل الدراسي المنتظم للطالب أسبوعيا	
Unstructured SWL (h/sem)	٨٧	Unstructured SWL (h/w)	٥,٨
الحمل الدراسي غير المنتظم للطالب خلال الفصل		الحمل الدراسي غير المنتظم للطالب أسبوعيا	
Total SWL (h/sem)	١٥٠		
الحمل الدراسي الكلي للطالب خلال الفصل			

Module Evaluation

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	٢	١٠% (١٠)	٥ and ١٠	LO #١, #٢ and #٣, #
	Assignments	٢	١٠% (١٠)	Continuou s	All
	Projects / Lab.				
	Report	١	١٠% (١٠)	١٤	LO# ١-٥
Summative assessment	Midterm Exam	٢hr	١٠% (١٠)	٨	LO # ١-٤
	Final Exam	٣hr	٥٠% (٥٠)	١٦	All
Total assessment			١٠٠% (١٠٠ Marks)		

Delivery Plan (Weekly Syllabus)

المناهج الاسبوعي النظري

	Material Covered
Week ١	Introduction to Semitic Languages
Week ٢	Classification and Geographic Spread
Week ٣	Akkadian and Cuneiform Script
Week ٤	Development of the Phoenician Alphabet
Week ٥	Aramaic Script and Its Branches
Week ٦	Hebrew Alphabet: Origins and Evolution

Week ٧	South Arabian Scripts
Week ٨	Nabataean and Early Arabic Script
Week ٩	Comparison of Semitic Writing Systems
Week ١٠	Writing vs. Language in the Ancient World
Week ١١	Consonantal Roots in Semitic Alphabets
Week ١٢	Orthographic Features in Early Scripts
Week ١٣	Sample Inscriptions and Interpretations
Week ١٤	Writing and Identity in Semitic Societies
Week ١٥	Review and Assessment

Learning and Teaching Resources مصادر التعلم والتدريس		
	Text	Available in the Library?
Required Texts		No
Recommended Texts	- Gelb, I. J. (١٩٦٣). A study of writing. University of Chicago Press. - Huehnergard, J. (٢٠١٢). An introduction to Ugaritic. Peeters Publishers. - Lipiński, E. (٢٠٠١). Semitic languages: Outline of a comparative grammar. Peeters Publishers. - Rollston, C. A. (٢٠١٠). Writing and literacy in the world of ancient Israel: Epigraphic evidence from the Iron Age. Society of Biblical Literature - Naveh, J. (١٩٨٢). Early history of the alphabet: An introduction to West Semitic epigraphy and palaeography. Magnes Press. - باقر، طه. (٢٠٠٨). مقدمة في تاريخ الحضارات القديمة (الجزء الأول). بغداد: دار الشؤون الثقافية العامة.	Yes

Websites	None	None
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Grading Scheme مخطط الدرجات				
Group	Grade	التقدير	Marks %	Definition
Success Group (٥٠ - ١٠٠)	A - Excellent	امتياز	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	جيد جدا	٨٠ - ٨٩	Above average with some errors
	C - Good	جيد	٧٠ - ٧٩	Sound work with notable errors
	D - Satisfactory	متوسط	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	مقبول	٥٠ - ٥٩	Work meets minimum criteria
Fail Group (٠ - ٤٩)	FX - Fail	راسب (قيد المعالجة)	(٤٥-٤٩)	More work required but credit awarded
	F - Fail	راسب	(٠-٤٤)	Considerable amount of work required
Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤). The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.				

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information		
Module Title	Introduction to museology	Module Delivery
Module Type	Supplement learning activities	✓ Theory ✓ Lecture
Module Code	CUN1204	

ECTS Credits	٤	Lab ✓ Tutorial ✓ Practical ✓ Seminar	
SWL (hr/sem)	١٠٠		
Module Level	١	Semester of Delivery	٢
Administering Department	Al-Qadisiyah	College	Archaeology
Module Leader	Jassim Abid Al-Ameer Jassim	e-mail	jassim.aljanabi@qu.edu.iq
Module Leader's Acad. Title	Assistant. Professor	Module Leader's Qualification	Ph.D
Module Tutor	None	e-mail	None
Peer Reviewer Name	None	e-mail	None
Scientific Committee Approval Date	٠١/٠٩/٢٠٢٥	Version Number	١,٠

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	1. Introduce students to museology as a discipline that studies the history, theory, and practice of museums. 2. Present the role of museums in preserving, interpreting, and communicating cultural and natural heritage. 3. Familiarize students with types of museums, their functions, and organizational structures. 4. Develop basic competencies in collection management, exhibition design, and visitor engagement. 5. Promote understanding of ethical standards, legal frameworks, and contemporary challenges in the museum sector.
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Module Learning Outcomes مخرجات التعلم للمادة الدراسية	١. Define museology and explain its scope, objectives, and relevance in cultural heritage preservation. ٢. Identify the main types of museums and their specialized functions. ٣. Apply foundational principles in collection care, documentation, and display. ٤. Evaluate visitor engagement strategies and educational programs. ٥. Discuss ethical issues, international conventions, and emerging trends in museum practice.
Indicative Contents المحتويات الإرشادية	١. Theoretical Foundations of Museology: History, definitions, core concepts, and the evolution of museums as cultural institutions. ٢. Museum Functions and Structures: Types of museums, governance models, and organizational roles. ٣. Museum Practices and Techniques: Collection acquisition, documentation, conservation, exhibition planning, and interpretation. ٤. Contemporary Issues in Museology: Ethics, legal aspects, inclusivity, digital transformation, and community engagement.

Learning and Teaching Strategies			
استراتيجيات التعلم والتعليم			
Strategies	• Lectures • Comparative Analysis of Scripts • Visual Aids and Inscriptions • Reading Exercises • Group Discussions		
Student Workload (SWL)			
الحمل الدراسي للطلاب محسوب لـ ١٥ أسبوعا			
Structured SWL (h/sem)	٤٧	Structured SWL (h/w)	٣,١
الحمل الدراسي المنتظم للطلاب خلال الفصل		الحمل الدراسي المنتظم للطلاب أسبوعيا	
Unstructured SWL (h/sem)	٥٣	Unstructured SWL (h/w)	٣,٥
الحمل الدراسي غير المنتظم للطلاب خلال الفصل		الحمل الدراسي غير المنتظم للطلاب أسبوعيا	
Total SWL (h/sem)	١٠٠		

Module Evaluation

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	١	١٠٪	١ — ٢	LO ^١ , LO ^٢
	Assignments	١	٢٠٪	٨ — ١٢	LO ^٣ , LO ^٥
	Projects / Lab.	/	/	/	/
	Report	/	/	/	/
Summative assessment	Midterm Exam	٢ hr	٢٠٪	١٣	All
	Final Exam	٢ hr	٥٠٪	١٦	All
Total assessment			١٠٠٪ (١٠٠ Marks)		

Delivery Plan (Weekly Syllabus)

المنهاج الاسبوعي النظري

	Material Covered
Week ١	Introduction to Museology: Concepts and Definitions
Week ٢	Historical Development of Museums
Week ٣	Types and Classifications of Museums
Week ٤	Museum Governance and Organizational Structures
Week ٥	Museum Collections: Acquisition and Accessioning
Week ٦	Documentation and Cataloguing Systems
Week ٧	Conservation and Preventive Care of Collections

Week ٨	Principles of Exhibition Planning and Design
Week ٩	Interpretation, Labeling, and Storytelling in Museums
Week ١٠	Museum Education and Public Programs
Week ١١	Audience Development and Visitor Studies
Week ١٢	Museum Ethics and Professional Standards
Week ١٣	Legal Frameworks and International Conventions in Museology
Week ١٤	Digital Technologies and Virtual Museums
Week ١٥	Contemporary Challenges and Future Directions in Museology

Learning and Teaching Resources مصادر التعلم والتدريس		
	Text	Available in the Library?
Required Texts	١. Ali Al-Dabbagh and Fawzi Rashid, museology, Dar Niebuhr and Majid Scientific Library, University of Qadisiya, Faculty of Arts. ٢٠٠٨	No
Recommended Texts	١. Ibrahim Abdel Salam Al-Nawawi, Museology, Supreme Council of Antiquities, Cairo, ٢٠١٠. ٢. Yousry Dabas, World Museums and Cultural Communication ,Egyptian Forum for Creativity and Development, Cairo, ٢٠٠٤ ٣. George E. Hein – Learning in the Museum ٤. Gail Dexter Lord & Barry Lord – The Manual of Museum Management ٥. Des Griffin – The Museum Experience	No
Websites	https://www.noor-book.com	

Grading Scheme مخطط الدرجات				
Group	Grade	التقدير	Marks %	Definition

Success Group (٥٠ - ١٠٠)	A - Excellent	امتياز	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	جيد جدا	٨٠ - ٨٩	Above average with some errors
	C - Good	جيد	٧٠ - ٧٩	Sound work with notable errors
	D - Satisfactory	متوسط	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	مقبول	٥٠ - ٥٩	Work meets minimum criteria
Fail Group (٠ - ٤٩)	FX – Fail	راسب (قيد المعالجة)	(٤٥-٤٩)	More work required but credit awarded
	F – Fail	راسب	(٠-٤٤)	Considerable amount of work required

Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤). The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Module Information					
Module Title	Geology		Module Delivery		
Module Type	Supplement learning activities		☐ Theory ☒ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☐ Seminar		
Module Code	Cun1205				
ECTS Credits	٣				
SWL (hr/sem)	٧٥				
Module Level		١	Semester of Delivery		٢
Administering Department		Al-Qadisiyah	College	Archaeology	
Module Leader	AMEER.NAJM.ABED		e-mail	AMEER.NAJM@qu.edu.iq	
Module Leader's Acad. Title		Assistant Professor, Dr	Module Leader's Qualification		M A

Module Tutor	None	e-mail	None
Peer Reviewer Name	None	e-mail	None
Scientific Committee Approval Date	٠١/٠٩/٢٠٢٥	Version Number	١,٠

Relation with other Modules

Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

Module Aims, Learning Outcomes and Indicative Contents

Module Objectives	١. ١. Familiarizing the student with the general definitions of maintenance and To introduce the student to the layers of the Earth. ٢. To introduce the student to the extent to which human populations affect the Earth and the reciprocal relationship between them. ٣. To acquaint the student with the importance of geology and its connection to archaeology. ٤. To familiarize the student with the science of Earth's layers and minerals, and the secrets they conceal. ٥. To acquaint the student with the earliest human inhabitants of the Earth, their architecture, and how they made the Earth work to their advantage.
Module Learning Outcomes	١. To enable the student to gain expertise in determining the age of the Earth, which in turn reveals the age of the first humans and the early emergence of life on our inhabited planet. ٢. To equip both student and researcher with an understanding of the importance of subsurface minerals, the methods of their extraction, and their relevance to daily life, construction, and agriculture alike. ٣. To provide student and researcher with the opportunity to engage in the marketplace by distinguishing between building stones, sedimentary rocks, and water-bearing zones—and by learning how to manage these resources to serve human needs in housing, farming, and industry.

Indicative Contents	١. It enables the student and researcher to become familiar with the laboratories and industrial equipment used in this field. ٢. It provides the student with the opportunity to engage in the rehabilitation of abandoned land through their knowledge of Earth's layers and their treatment. ٣. It serves as an introduction to the science of stratigraphy, where each layer represents a distinct civilizational era. ٤. It facilitates understanding of techniques for using eco-friendly energy and resources in land sustainability, recognizing them as primary sources for the continuity of life. ٥. Undoubtedly, the geologist is a specialist in Earth sciences, known for classifying soil types into industrial, agricultural, and even contaminated categories that may be unsafe for human use.
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Learning and Teaching Strategies			
Strategies	١. Using approved and modern scientific methodologies		
	٢ .Incorporating documentary films related to restoration		
	١. Use PowerPoint slides and the smart board in the lecture halls. ٢. Visit a nearby college within the university, such as the College of Engineering, and tour its construction-materials laboratories. ٣. Conduct a field trip to the work sites in the College of Science laboratories. ٤. Tour factories that produce solid building materials from stone, such as sand plants and cement plants. ٥. Visit the College of Agriculture laboratories to examine different soil types and their distinctions.		
Student Workload (SWL)			
Structured SWL (h/sem)	٤٧	Structured SWL (h/w)	٣,١

Unstructured SWL (h/sem)	۲۸	Unstructured SWL (h/w)	۱,۸
Total SWL (h/sem)	۷۵		

Module Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	۱	۱۰٪	۱ — ۷	LO ^۱ , LO ^۲
	Assignments	۱	۲۰٪	۸ — ۱۲	LO ^۳ , LO ^۴
	Projects / Lab.	/	/	/	/
	Report	/	/	/	/
Summative assessment	Midterm Exam	۲hr	۲۰٪	۱۳	All
	Final Exam	۳ hr	۵۰٪	۱۶	All
Total assessment			۱۰۰٪ (۱۰۰ Marks)		

Delivery Plan (Weekly Syllabus)

	Material Covered
Week ۱	Introduction and definition of Geology
Week ۲	Earth's layers and their characteristics
Week ۳	The most valuable minerals from the Earth's interior
Week ۴	The age of the Earth and its components
Week ۵	The Earth's size in terms of land versus water and the sources of life

Week ٦	The relationship between Geology and other sciences
Week ٧	Natural phenomena: volcanoes, earthquakes, and floods
Week ٨	Geology and ancient civilizations
Week ٩	Tools for identifying Earth's layers and laboratory analyses
Week ١٠	Earth's envelopes: the crust, mantle, and core
Week ١١	Geology in the modern era
Week ١٢	Classification of silicate and sulfate minerals
Week ١٣	Processes of rock formation and natural rock types
Week ١٤	Types of Geology: engineering, physical, and agricultural
Week ١٥	Groundwater, natural reservoirs, and porosity

Learning and Teaching Resources

	Text	Available in the Library?
Required Texts	١. أسس علم الجيولوجيا – د. فتحي عبد العزيز حسن ٢. المعادن والصخور – د. عبد العزيز طريح شرف ٣. <i>Geochemistry: Pathways and Processes</i> – Harry Y. McSween ٤. <i>Introduction to Hydrogeology</i> – Philippe Renard	Available
Recommended Texts		No
Websites	None	

Grading Scheme

مخطط الدرجات

Group	Grade	Marks %	Definition
Success Group (٥٠ - ١٠٠)	A - Excellent	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	٨٠ - ٨٩	Above average with some errors
	C - Good	٧٠ - ٧٩	Sound work with notable errors
	D - Satisfactory	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	٥٠ - ٥٩	Work meets minimum criteria
Fail Group (٠ - ٤٩)	FX – Fail	(٤٥-٤٩)	More work required but credit awarded
	F – Fail	(٠-٤٤)	Considerable amount of work required

Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information معلومات المادة الدراسية		
Module Title	English Language (I)	Module Delivery
Module Type	Basic learning activities	✓ Theory Lecture Lab Tutorial Practical ✓ seminal
Module Code	QU01	
ECTS Credits	٢	
SWL (hr/sem)	٥٠	

Module Level	١	Semester of Delivery	٢
Administering Department	Al-Qadisiyah	College	Archaeology
Module Leader	Haidar Naem Hamza Al-Zoamil	e-mail	haider.alzoamil@qu.edu.iq
Module Leader's Acad. Title	Lecturer	Module Leader's Qualification	Ph.D.
Module Tutor	None	e-mail	None
Peer Reviewer Name	None	e-mail	None
Scientific Committee Approval Date	O١/٠٩/٢٠٢٥	Version Number	١,٠

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	١. Develop Basic Vocabulary and Grammar Build a strong foundation in everyday English vocabulary and essential grammar structures, such as verb to be, simple present, and question forms. ٢. Practice Everyday Communication Enable learners to participate in simple conversations related to personal information, routines, and immediate surroundings. ٣. Improve Listening and Pronunciation Skills Enhance students' ability to understand spoken English in familiar contexts and practice accurate pronunciation of basic sounds and words. ٤. Build Reading and Writing Competence Strengthen reading comprehension through short texts and improve writing skills by producing simple sentences and paragraphs. ٥. Increase Learners' Confidence in Using English Encourage the use of English in class through pair work, role-plays, and daily
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	practice to build confidence in basic communication.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	١. Students will be able to introduce themselves and others, ask and answer basic questions, and describe their daily routines using simple present tense. ٢. Students will demonstrate understanding of simple spoken and written English in familiar contexts, such as greetings, numbers, time, and personal information. ٣. Students will write short sentences and complete basic forms, showing correct use of vocabulary and grammar introduced in the module.
Indicative Contents المحتويات الإرشادية	١. Basic Personal Information. Greetings and introductions. Asking and answering personal questions (name, age, nationality, job) Using “to be” in positive and negative forms. ٢. Daily Life and Routine. Talking about daily activities. Describing routines using the simple present tense. Telling the time and talking about days of the week .

Learning and Teaching Strategies			
استراتيجيات التعلم والتعليم			
Strategies	Incorporate pictures, flashcards, real objects, and short videos to help students connect new vocabulary and grammar with real-life situations. This approach enhances understanding, especially for beginner learners with limited English.		
Student Workload (SWL)			
الحمل الدراسي للطلاب محسوب لـ ١٥ أسبوعا			
Structured SWL (h/sem)	٤٧	Structured SWL (h/w)	٣,١
الحمل الدراسي المنتظم للطلاب خلال الفصل		الحمل الدراسي المنتظم للطلاب أسبوعيا	
Unstructured SWL (h/sem)	٣	Unstructured SWL (h/w)	٠,٢
الحمل الدراسي غير المنتظم للطلاب خلال الفصل		الحمل الدراسي غير المنتظم للطلاب أسبوعيا	
Total SWL (h/sem)	٥٠		
الحمل الدراسي الكلي للطلاب خلال الفصل			

Module Evaluation

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	١	١٠٪	١ — ٧	LO ^١ , LO ^٢
	Assignments	١	٢٠٪	٨ — ١٢	LO ^٣ , LO ^٤
	Projects / Lab.	/	/	/	/
	Report	/	/	/	/
Summative assessment	Midterm Exam	٢ hr	٢٠٪	١٣	All
	Final Exam	٣ hr	٥٠٪	١٦	All
Total assessment			١٠٠٪ (١٠٠ Marks)		

Delivery Plan (Weekly Syllabus)

المنهاج الاسبوعي النظري

	Material Covered
Week ١	Introducing Yourself Greetings, names, countries, and nationalities
Week ٢	Personal Information Jobs, numbers, phone numbers, and forms
Week ٣	The Verb "To Be" Affirmative and negative forms, contractions, questions
Week ٤	Everyday Objects Classroom vocabulary, this/that/these/those
Week ٥	Family and Possessive 's' Talking about family and relationships

Week ٦	Describing People Adjectives for appearance and personality
Week ٧	Daily Routines Simple present tense, adverbs of frequency
Week ٨	Telling the Time Clock time, days of the week, time expressions
Week ٩	Places and Locations Prepositions of place, public places, directions
Week ١٠	Food and Drink Countable/uncountable nouns, likes and dislikes
Week ١١	Shopping and Prices Asking about prices, money, shopping phrases
Week ١٢	My Weekend Talking about past activities (introduction to past simple)
Week ١٣	Weather and Seasons Weather vocabulary, favorite seasons
Week ١٤	Making Plans Talking about future intentions (going to)
Week ١٥	Review and Practice

Delivery Plan (Weekly Lab. Syllabus)

المنهاج الاسبوعي للمختبر

	Material Covered
Week ١	None
Week ٢	None
Week ٣	None
Week ٤	None
Week ٥	None
Week ٦	None

Week ٧	None
Week ٨	None
Week ٩	None
Week ١٠	None
Week ١١	None
Week ١٢	None
Week ١٣	None
Week ١٤	None
Week ١٥	None

Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required Texts	Headway Plus (Beginner)	No
Recommended Texts	- BBC Learning English - VOA Learning English - Oxford Bookworms Library	No
Websites	None	

Grading Scheme

مخطط الدرجات

Group	Grade	التقدير	Marks %	Definition
Success Group (٥٠ - ١٠٠)	A - Excellent	امتياز	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	جيد جدا	٨٠ - ٨٩	Above average with some errors
	C - Good	جيد	٧٠ - ٧٩	Sound work with notable errors

	D - Satisfactory	متوسط	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	مقبول	٥٠ - ٥٩	Work meets minimum criteria
Fail Group (٠ - ٤٩)	FX – Fail	راسب (قيد المعالجة)	(٤٥-٤٩)	More work required but credit awarded
	F – Fail	راسب	(٠-٤٤)	Considerable amount of work required

Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤). The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	Computer(I)		Module Delivery
Module Type	Basic Learning Activities		☒ Theory ☒ Lecture ☒ Lab ☐ Tutorial ☒ Practical ☒ Seminar
Module Code	QU04		
ECTS Credits	٣		
SWL (hr/sem)	٧٥		
Module Level	١	Semester of Delivery	٢
Administering Department	Al-Qadisiyah	College	Archaeology
Module Leader	Hussein Kadhim Bandar	e-mail	hussien.kadhem@qu.edu.iq
Module Leader's Acad. Title	Assistant Lecturer	Module Leader's Qualification	MA.

Module Tutor	None	e-mail	None
Peer Reviewer Name	None	e-mail	None
Scientific Committee Approval Date	٠١/٠٩/٢٠٢٥	Version Number	١,٠

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	٧. The emergence of the Internet as a means of communication available to everyone has made it very necessary for the student to learn to use the computer due to the role of the Internet in many fields, including education, scientific research, commerce, and marketing through electronic correspondence, web pages, and electronic conversation. ٨. Introduce students to the fundamental concepts of computer systems, including hardware and software components. ٩. provide a basic understanding of computing terminology, digital data, and the role of computers in various fields. ١٠. Develop students' ability to use operating systems and essential software applications effectively. ١١. Explain the main components of a computer system, including hardware (CPU, memory, storage, I/O devices) and software (system and application software). ١٢. Develop a foundational understanding of data and information, including how data is processed, stored, and represented in computer systems. ١٣. Provide practical skills in using operating systems, such as managing files, folders, and system settings. ١٤. Teach basic proficiency in common software application, including word processors (e.g., MS Word), spreadsheets (e.g., Excel), and presentation tools (e.g., PowerPoint).
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	١٥. Demonstrate how to connect and use input/output devices and peripheral hardware, such as printers, USB drives, scanners, and monitors. ١٦. Raise awareness of internet usage, including web browsing, online communication (email), and digital safety. ١٧. Promote ethical behavior and responsible use of technology, including cybersecurity basics, privacy, and intellectual property.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	Upon successful completion of this course, students will be able to: ٦. Keeping pace with changes related to society's development towards digital transformation. ٧. The student's comprehension of the material ٨. The ability to analyze and apply what he has learned practically on the computer ٩. The evaluation is done by presenting the material to the students in the laboratory and then applying it by them ١٠. Direct questions and answers about the previous material ١١. Analysis of the student's ability to comprehend through homework, which is carried out at home and stored on discs to be displayed directly in front of the student to know the extent of what they have learned from the previous lecture. ١٢. Show educational films related to the subject to reinforce the ability to learn. ١٣. Guiding the student on how to use the computer in a manner consistent with his cultural level ١٤. Parental dealing with students ١٥. Increase student awareness and expand their computer knowledge.
Indicative Contents المحتويات الإرشادية	٤٥. Introduction to Computer ٤٦. Computer Components ٤٧. Operating System and Graphical User Interface(GUI) ٤٨. Word Processor ٤٩. Spread sheet ٥٠. Presentation software ٥١. Introduction to Internet and Web Browsers ٥٢. Communications and Email ٥٣. Introduction to cloud computing and services

Learning and Teaching Strategies

استراتيجيات التعلم والتعليم

Strategies	٢٥. Presenting the material in the form of educational films. The student is asked to do research and reports on the importance of using computers in our lives and using means of communication among them and making simple films about that as well and discussing the reports. ٢٦. Self-learning through homework and small projects. ٢٧. Using the computer lab in learning. ٢٨. Completing graduation projects as part of the learning experience. ٢٩. Attending scientific seminars held in the department. ٣٠. The theoretical method and explanation by presenting the material in the form of a program ٣١. Point Power in the form of charts and pictures, in order to attract the student's attention and help him not to feel bored. ٣٢. The practical method is represented by applying what was presented on the computer and conducting daily and monthly exams.
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Student Workload (SWL) الحمل الدراسي للطالب محسوب لـ ١٥ أسبوعا			
Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	٤٧	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعيا	٣,١
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	٢٨	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعيا	١,٨
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	٧٥		

Module Evaluation تقييم المادة الدراسية					
	Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome	
Formative assessment	Quizzes	٢	١٠٪(١٠)	٣	٢
	Assignments	٢	١٠٪(١٠)	٥	٤
	Projects / Lab.	١	١٠٪(١٠)	٧	٣,٤
	Report	١	١٠٪(١٠)	٨	٦

Summative assessment	Midterm Exam	٢hr	١٠٪(١٠)	٩	All
	Final Exam	٣hr	٥٠٪(٥٠)	١٦	All
Total assessment			١٠٠٪ (١٠٠ Marks)		

Delivery Plan (Weekly Syllabus)

المنهاج الاسبوعي النظري

	Material Covered
Week ١	Concepts of hardware and software with their components; concept of computing ,data and information ;connecting input/output devices ,and peripherals to CPU.
Week ٢	Computer portions ,hardware parts, I/O Units, Memory types.
Week ٣	Basic CPU components, computer ports, personal computer, personal computer(Feature and Types)
Week ٤	Operating system; basics of common operating systems; The user interface, using Mouse Techniques.
Week ٥	Use of common Icons, status Bar, Using Menu and Menu-selection, Concept of Folders and Directories, Operating and Closing of different windows; Creating Short cuts.
Week ٦	Word processing Basics; Basic Features of word processors, opening and closing of documents, Text and paragraphs, using templates for document creation.
Week ٧	Creating and managing tables, utilizing styles and themes, spell check and Grammar tools , using headers and footers.
Week ٨	Introduction to spreadsheet software, creating and formatting worksheets. sorting and filtering data, using formulas and functions.
Week ٩	Using formulas and functions, using pivot tables for data analysis, data validation and error checking, data visualization; creating charts and graphs.
Week ١٠	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 ١١	Using speaker notes and timers , advanced features: hyperlinks and action buttons, troubleshooting common presentation issues, future trends in presentation technology.
Week ١٢	Computer networks basic; LAN, WAN; concept of internet and its applications; connecting to internet.
Week ١٣	World Wide Web; web browsing software's, search engines; understanding URL; Domain name; IP address.
Week ١٤	Basics of electronic mail; getting an email account; sending and receiving emails; Accessing sent emails; using Emails; document collaboration.
Week ١٥	Definition of cloud computing and its concept, cloud-based office suites (office ٣٦٥ and google workspace), Google Docs, Google Sheets, Google Drive, Google Meet.

Delivery Plan (Weekly Lab. Syllabus)

المنهاج الاسبوعي للمختبر

	Material Covered
Week ١	Lab ١: Identify hardware and software components, distinguish data from information, and connect input/output devices and peripherals to the CPU for practical use.
Week ٢	Lab ٢: Identify and label computer hardware parts, input/output units, and different memory types through hands-on inspection of real or simulated systems.
Week ٣	Lab ٣: Identify CPU components on a motherboard, locate and test various computer ports, power on and explore a personal computer's hardware, and compare PC types by examining their key specifications.
Week ٤	Lab ٤: Install and explore a common operating system, navigate the user interface, and practice mouse techniques like click, double-click, right-click, and drag-and-drop.
Week ٥	Lab ٥: Practice using common icons, access menus and options, navigate folders and directories, open and close windows, and create desktop shortcuts.
Week ٦	Lab ٦: Open and close documents, format text and paragraphs, explore basic word processing features, and create documents using built-in templates.
Week ٧	Lab ٧: Create and edit tables, apply styles and themes, use spell check and grammar tools,

	and insert headers and footers in a document.
Week ٨	Lab ٨: Open spreadsheet software to create and format worksheets, sort and filter data, and apply basic formulas and functions.
Week ٩	Lab ٩: Apply formulas and functions, create pivot tables, perform data validation and error checking, and visualize data by generating charts and graphs.
Week ١٠	Lab ١٠: Create a new presentation using templates and themes, insert and format text and images, and apply transition and animation effects using presentation software.
Week ١١	Lab ١١: Add speaker notes and set slide timers, use hyperlinks and action buttons, troubleshoot presentation issues, and explore new trends in presentation technology.
Week ١٢	Lab ١٢: Identify types of computer networks (LAN, WAN), explore internet applications, and practice connecting a device to the internet.
Week ١٣	Lab ١٣: Use web browsers to access the World Wide Web, search information using search engines, and identify URL components, domain names, and IP addresses.
Week ١٤	Lab ١٤: Create an email account, send and receive emails, access sent messages, and collaborate on documents through email platforms.
Week ١٥	Lab ١٥: Access cloud-based tools like Google Docs, Sheets, Drive, and Meet, and use Office ٣٦٥ or Google Workspace to create, store, and share documents online.

Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required Texts	١- Computer Basics, ٢٠١٦, by Al-Khidr Ali Al-Khidr Researcher. ٢- Cambridge IGCSE Information and Communication Technology" ٣rd Edition), ٢٠٢٠, by Graham Brown, David Waston. ٣-Technology in Action Complete ١٦ th edition (٢٠٢٠), By Alan Evans, Kendall Martin, Mary Anne Poatsy. ٤-Microsoft office ٢٠١٩ step by step ١ st Edition by	No

	Curtis frye & Joan Lambert	
Recommended Texts	Recommended supporting books and references (scientific journals, reports...) ١-Alzubaidy, H.K., Al-Shammary, D., Abed, M.H. (٢٠٢٢). A Survey on Patients Privacy Protection with Steganography and Visual Encryption. In: Jacob, I.J., Kolandapalayam Shanmugam, S., Bestak, R. (eds) Expert Clouds and Applications. Lecture Notes in Networks and Systems, vol ٤٤٤. Springer, Singapore. https://doi.org/10.1007/978-981-19-2500-9_37 ٢-H. K. Alzubaidy, D. Al-Shammary, M. H. Alsalihi, A. Ibaida and K. Ahmed, "Hilbert Convex Similarity for Highly Secure Random Distribution of Patient Privacy Steganography," in IEEE Access, vol. ١١, pp. ١١٥٨١٦-١١٥٨٢٦, ٢٠٢٣, doi: 10.1109/ACCESS.2023.3320704. keywords: {Steganography;Privacy;Magnetic resonance imaging;Security;Receivers;PSNR;Indexes;Medical treatment;Patient monitoring;Hilbert space;Patient privacy;steganography;LSB;MSB;MRI samples;Hilbert similarity},	No
Websites	None	

Grading Scheme				
مخطط الدرجات				
Group	Grade	التقدير	Marks %	Definition
Success Group (٥٠ - ١٠٠)	A - Excellent	امتياز	٩٠ - ١٠٠	Outstanding Performance
	B - Very Good	جيد جدا	٨٠ - ٨٩	Above average with some errors
	C - Good	جيد	٧٠ - ٧٩	Sound work with notable errors
	D - Satisfactory	متوسط	٦٠ - ٦٩	Fair but with major shortcomings
	E - Sufficient	مقبول	٥٠ - ٥٩	Work meets minimum criteria
Fail Group	FX – Fail	راسب (قيد المعالجة)	(٤٥-٤٩)	More work required but credit awarded

(٠ - ٤٩)	F – Fail	راسب	(٠-٤٤)	Considerable amount of work required

Note: Marks Decimal places above or below ٠,٥ will be rounded to the higher or lower full mark (for example a mark of ٥٤,٥ will be rounded to ٥٥, whereas a mark of ٥٤,٤ will be rounded to ٥٤). The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

Sample course description

Course Description Form: Sumerian Grammar (Actual Sentence)

١. Course Name	
Sumerian Grammar / Actual Sentence	
٢. Course Code	
٣ MS٢	
٣. Semester / Year	
First and Second Semester / Second Year	
٤. Date this description was prepared	
٢٠٢٥ – ٢٠٢٦	
٥. Available Forms of Attendance	
Presence	
٦. Number of Hours (Total) / Number of Credits (Total)	
٣ / ٣	
٧. Course administrator name (if more than one name mentioned)	
Name : Dr. Haidar Aqeel Abdul-Email : hayder.alqaragholi@qu.edu.iq	
٨. Course Objectives	
- Students' knowledge of the beginnings of Sumerian language and its origin . - Students' knowledge of the basics of the	Course Objectives

Sumerian language in terms of sounds and grammar.	
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٩. Teaching and Learning Strategies

- Cooperative Education . - Brainstorming . - Notes Series . - Discussion .	Strategy
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١٠. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	A brief about the Sumerian language and its most important features	Basics of Sumerian Language	٣٣	١
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Review of General Sumerian Grammar (Letters, Pronouns, Nouns, Adjectives, Sentence Structure) ١	Basics of Sumerian Language	٣	٢
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Review of General Sumerian Grammar (Letters, Pronouns, Nouns, Adjectives, Sentence Structure) ٢	Basics of Grammar Sumerian language	٣	٣
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Structure of the Sumerian verb sentence Precedents and fillings : conjugation, condition, subject and object pronouns, present suffix, and conjunctive conjunctions . ١	Study and Understand Sumerian Verb Senten	٣	٤
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Structure of the Sumerian verb sentence Precedents and fillings : conjugation, adverb, subject and object pronouns, present	Study and Understand Sumerian Verb Senten	٣	٥

		suffix, and conjunctive conjunctions . ٢			
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Structure of the Sumerian verb sentence Precedents and fillings : conjugation, adverb, subject and object pronouns, present suffix, and conjunctive conjunctions . ٣	Study and Understand Sumerian Verb Sentence	٣	٦
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Structure of the Sumerian verb sentence Precedents and fillings : conjugation, adverb, subject and object pronouns, present suffix, and conjunctive conjunctions . ٤	Study and Understand Sumerian Verb Sentence	٣	٧
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	The structure of the Sumerian verb sentence Precedents and fillings: conjugation, adverb, subject and object pronouns, present suffix, and conjunctive connection. ٥.	Study and Understand Sumerian Verb Sentence	٣	٨
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Sumerian verb sentence structure: verb root ١	Study and Understand Sumerian Verb Sentence	٣	٩
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Sumerian Verb Sentence Structure : Root Verb ٢	Study and Understand Sumerian Verb Sentence	٣	١٠
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Sumerian Verb Sentence Structure : Verb Root ٣	Study and Understand Sumerian Verb Sentence	٣	١١
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Educational Examples (Readings of Historical Formulas) on the Structure of the Sumerian Verbal Sentence . ١	Study and Understand Sumerian Verb Sentence	٣	١٢
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Educational Examples (Readings of Historical Formulas) on the Structure of the Sumerian Verb Sentence . ٢	Study and Understand Sumerian Verb Sentence	٣	١٣

Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Educational Examples (Readings of Historical Formulas) on the Structure of the Sumerian Verb Sentence. ٣.	Study and Understand Sumerian Verb Sentence	٣	١٤
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Educational Examples (Readings of Historical Formulas) on the Structure of the Sumerian Verb Sentence . ٤	Study and Understand Sumerian Verb Sentence	٣	١٥
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Educational Examples (Readings of Historical Formulas) on the Structure of the Sumerian Verb Sentence . ٥	Study and Understand Sumerian Verb Sentence	٣	١٦
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Sumerian Legal Materials ١	Study and Understand Sumerian Verb Sentence	٣	١٧
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Sumerian Legal Materials ٢	Study and Understand Sumerian Verb Sentence	٣	١٨
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Sumerian Legal Materials ٣	Study and Understand Sumerian Verb Sentence	٣	١٩
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Sumerian Legal Materials ٤	Study and Understand Sumerian Verb Sentence	٣	٢٠
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Sumerian Legal Materials ٥	Study and Understand Sumerian Verb Sentence	٣	٢١
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Sumerian Legal	Study and Understand Sumerian Verb Sentence	٣	٢٢

		Materials ٦			
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Miscellaneous Sentences ٧	Study and Understand Sumerian Verb Sentences	٣	٢٣
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Miscellaneous Sentences ٨	Study and Understand Sumerian Verb Sentences	٣	٢٤
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Miscellaneous Sentences ٩	Study and Understand Sumerian Verb Sentences	٣	٢٥
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Miscellaneous Sentences ١٠	Study and Understand Sumerian Verb Sentences	٣	٢٦
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Miscellaneous Sentences ١١	Study and Understand Sumerian Verb Sentences	٣	٢٧
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Miscellaneous Sentences ١٢	Study and Understand Sumerian Verb Sentences	٣	٢٨
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Miscellaneous Sentences ١٣	Study and Understand Sumerian Verb Sentences	٣	٢٩
Daily Questions and Attendance . And paper exams	Theoretical Lecture PowerPoint presentation .	Exercises on Extracting and Analyzing the Sumerian Verb – Miscellaneous Sentences ١٤	Study and Understand Sumerian Verb Sentences	٣	٣٠

١١. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٢. Learning and Teaching Resources	
None	Required Textbooks (Methodology, if any)
١- Volk, K., Sumerian Reader , Roma, ١٩٩٩. ٢- Fawzi Rashid, Sumerian Grammar, Baghdad , ١٩٧٢ ٣- Saja Muayyad, The Sumerian Language in the Light of the Texts of the Dynasty of the Second Army, Unpublished PhD Thesis . ٤- Ali Azzawi, Sumerian verbs in the light of unpublished cuneiform texts .	Main References (Sources)
١- Edzard ,D.O. ,Sumerian Grammar ,Brill ٢٠٠٣	Recommended books and references (scientific (...journals, reports
Fawzi Rashid, Administrative Texts from the Modern Sumerian Era, Sumer Magazine, Vol. ٢٣ , Vol. ١-٢ , Baghdad, ١٩٦٨ .	Electronic References, Websites

Sample Course Description: Akkadian Grammar (Verb)

١٣.	Course Name: Jassim Abdul Amir Jassim
	Akkadian grammar (verb)
١٤.	Course Code
١٥.	First Semester / Year ٢٠٢٥-٢٠٢٦
	First Semester / Year ٢٠٢٥-٢٠٢٦
١٦.	:Date this description was prepared
	٢٠٢٥-٢٠٢٦

١٧. Available Forms of Attendance/					
Theoretical Lectures - Physical					
١٨. Number of Hours (Total) / Number of Units (Total)					
Hours (٣٠) / Units (٣)					
١٩. Course administrator name (if more than one name mentioned)/					
Name: Dr. Jassim Abdul Amir Jassim					
٢٠. Course Objectives					
			Course Objectives		
٢١. Teaching and Learning Strategies					
Lecture Style Strategies: - Delivery - Discussion - Brainstorming - Role Playing					Strategy
٢٢. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
- Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Mesopotamian Historical Periods		٣	١
Daily, monthly and	Strategies:	The migrations of island peoples and		٣	٢

annual exams. - Participation feedback .and scientific debate	(Lecture, discussion, Brainstorming, role-playing).	the development of civilization			
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	The Akkadians, their origin and settlement		٣	٣
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Pre-Writing		٣	٤
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Theories put forward about writing		٣	٥
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Akkadian language and cuneiform script		٣	٦
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Spread of the Akkadian language		٣	٧

Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Akkadian dialects		٣	٨
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Connected and Separate Pronouns in Akkadian Language		٣	٩
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Substitutions and Explanations in the Akkadian Language		٣	١٠
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Verb conjugation in the Akkadian language		٣	١١
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Actual Forms in the Akkadian Language		٣	١٢
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Grammatical Applications to Akkadian Literary Texts		٣	١٣
Daily, monthly and	Strategies:	Grammatical Applications to		٣	١٤

annual exams. - Participation feedback and scientific debate	(Lecture, discussion, Brainstorming, role-playing).	Akkadian Literary Texts			
Daily, monthly and annual exams. - Participation feedback and scientific debate.	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Normative Applications to Legal Articles (Code of Hammurabi)		٣	١٥

٢٣. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

٢٤. Learning and Teaching Resources

None	Required Textbooks (Methodology any)
	Main References (Sources)
	Recommended books and references (scientific journals, reports...)
https://www.noor-book.com	Electronic References, Websites

Sample Course Description: Ancient Iraqi Civilization (Physical Foundations)

١. Course Name:
Ancient Iraq Civilization (Physical Foundations)
٢. Course Code
Second Stage/First Semester

٣. Semester/ Year					
First Semester / Year ٢٠٢٥-٢٠٢٦					
٤. :Date this description was prepared					
٢٠٢٥-٢٠٢٦					
٥. Available Forms of Attendance/					
Theoretical Lectures - Physical					
٦. Number of Hours (Total) / Number of Units (Total)					
Hours (٣٠) / Units (٣)					
٧. Course administrator name (if more than one name mentioned)/					
Name: Dr. Jassim Shahd Wahd Email : Jasim.wahad@qu.edu.iq					
٨. Course Objectives					
١. Identify the civilizational history of Iraq since ancient historical times.			Course Objectives		
٩. Teaching and Learning Strategies					
- Delivery - Projector				Strategy	
١٠. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	Religious life in Mesopotamia	To learn the concept of the ancient religion	٣	١
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	The most prominent gods in Mesopotamia	To learn the most prominent gods of worship In ancient Iraq	٣	٢

Tests of all kinds (essay Objective, performative (paper and pen)	Display with a device Offer	The creation of the universe and man in the light of creation myths in Mesopotamia	To get to know the world The creation of the universe and man	٣	٣
Tests of all kinds (essay Objective, performative (paper and pen)	Display with a device Offer	Temple and Priests in Mesopotamia	To understand how the temple is built	٣	٤
Tests of all kinds (essay Objective, performative (paper and pen)	Display with a device Offer	Religious Celebrations in Mesopotamia	To accommodate religious ceremonies	٣	٥
Tests of all kinds (essay Objective, performative (paper and pen)	Display with a device Offer	Political life and the system of government in Mesopotamia	To analyze political life and the system of government	٣	٦
Tests of all kinds (essay Objective, performative (paper and pen)	Display with a device Offer	The Shape of the Political System in Mesopotamia	To learn about the shape of the political system in Iraq.	٣	٧
Tests of all kinds (essay Objective, performative (paper and pen)	Display with a device Offer	The King and Monarchy in Mesopotamia	To determine the duties of the King	٣	٨
Tests of all kinds (essay Objective, performative (paper and pen)	Display with a device Offer	Crown Mandate and Coronation in Mesopotamia	To understand the mechanism of the inauguration Crown Prince	٣	٩
Tests of all kinds (essay Objective, performative (paper and pen)	Display with a device Offer	Mesopotamian Management System	Understand the management system	٣	١٠
Tests of all kinds (essay Objective, performative (paper and pen)	Display with a device Offer	The Army in the Mesopotamian System	To get to know the army and varieties	٣	١١
Tests of all kinds (essay Objective, performative (paper and pen)	Display with a device Offer	Layers of Society in Mesopotamia	To define the layers of society	٣	١٢
Tests of all kinds (essay Objective, performative (paper and pen)	Display with a device Offer	Family in Mesopotamia	Familiarize yourself with the structure of the	٣	١٣

(paper and pen			family		
Tests of all kinds (essay Objective, performative (paper and pen	Display with a dev Offer	Law in Mesopotamia	To understand the law	٣	١٤
Tests of all kinds (essay -Objective, performative paper and pen)	Display with a dev Offer	Laws codified in Mesopotamia	To learn about the most important laws	٣	١٥

١١. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٢. Learning and Teaching Resources

Taha Baqir and Fadhil Abdul Wahid Ali, ١٩٨٠, History Ancient Iraq, Part One, Baghdad University, ed.	Required Textbooks (Methodology if any)
١. Amer Suleiman and Ahmed Malik Al-Boys. Lectures in Ancient History. Mosul, ١٩٨٠. ١. A Selection of Authors, ١٩٨٥, Iraqi Civilization, Parts ١-٢, Baghdad. ٢. -----, ١٩٨٨, The City and Civic Life in Iraq, Baghdad. ٣. Andre Bauer, ١٩٧٦, Sumer, Its Arts and Civilization, translated by Issa Salman and Salim Taha Al-Tikriti, Baghdad. ٤. George Rowe, ١٩٨٦, Ancient Iraq, translated by Hussein Alwan Hussein, Baghdad. ٥. Samuel Noah Kramer, ١٩٧٣, The Sumerians: Their History, Civilization and Characteristics, translated by Faisal Al-Waeli, Kuwait.	Main References (Sources)
١. Harry Sachs, ١٩٧٩, The Greatness of Babylon, translated by Amer Suleiman, Mosul. ٢. Ali Muhammad Mahdi, ١٩٦٩, The Assyrians: Their Origin, Homeland, History, and	Recommended books and references (scientific journals, reports...)

Capitals, Baghdad. ٣. Naguib Mikhail, ١٩٧١, Civilizations of the Ancient East, Iraq and Persia, ٢nd Edition, Part ٦, Cairo. ٤. Leo Oppenheim, ١٩٨١, Mesopotamia, translated by Saadi Faydi Abd al-Razzaq, Baghdad. ٥. Abdul Redha Al-Ta'an, ١٩٨١, Political Thought in Ancient Iraq, Baghdad. ٦. Ghaith Habib Khalil, ٢٠٠٤, The Mesopotamian Valley in the Era of the Dawn of Dynasties, Unpublished Master's Thesis, Faculty of Arts, University of Baghdad. ٧. Donnie George Yokhna, ١٩٨٦, The Architecture of Sixth Millennium BC, at Tell Al-Sawan, Unpublished Master's Thesis, c.	
https://www.noor-book.com	Electronic References, Websites

Course Description Form/ Cuneiform (Seals, Bricks, Hooks, Border Stones)

٢٥.	Course Name: Jassim Abdul Amir Jassim
Cuneiform (seals, bricks, hooks, border stones)	
٢٦.	Course Code
٢٧.	First Semester / Year ٢٠٢٥-٢٠٢٦
First Semester / Year ٢٠٢٥-٢٠٢٦	
٢٨.	:Date this description was prepared
٢٠٢٥-٢٠٢٦	
٢٩.	Available Forms of Attendance/
Theoretical Lectures – Physical	

٣٠. Number of Hours (Total) / Number of Units (Total)					
Hours (٣٠) / Units (٣)					
٣١. Course administrator name (if more than one name mentioned)/					
Name: Assoc. Prof. Dr. Jassim Abdul-Amir Jassim					
٣٢. Course Objectives					
					Course Objectives
٣٣. Teaching and Learning Strategies					
Lecture Style Strategies: - Delivery - Discussion - Brainstorming - Role Playing					Strategy
٣٤. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
- Daily, monthly and annual exams. - Participation and feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Mesopotamian Stone Ages		٣	١
Daily, monthly and annual exams. - Participation and feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Cave dwelling and rock shelters		٣	٢
Daily, monthly and annual exams. - Participation and feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Seasonal Settlement: Causes and Consequences		٣	٣
Daily, monthly and annual exams. - Participation and feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Agricultural Villages and North-South Transition		٣	٤
Daily, monthly and annual exams. - Participation and feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Cities Expand and the Reasons for the Invention of Writing		٣	٥
Daily, monthly and annual exams. - Participation and feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Theories put forward about writing		٣	٦

.and scientific debate	role-playing).				
Daily, monthly and annual exams. - Participation and feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Stages and development of writing		۳	۷
Daily, monthly and annual exams. - Participation and feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	How did the cuneiform script codes come to be solved		۳	۸
Daily, monthly and annual exams. - Participation and feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Writing Materials & Tools		۳	۹
Daily, monthly and annual exams. - Participation and feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Writing on cylindrical seals		۳	۱۰
Daily, monthly and annual exams. - Participation and feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Drills in light of cylindrical seals		۳	۱۱
Daily, monthly and annual exams. - Participation and feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Writing on wages		۳	۱۲
Daily, monthly and annual exams. - Participation and feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Examples of written remuneration		۳	۱۳
Daily, monthly and annual exams. - Participation and feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Writing on the hooks		۳	۱۴
Daily, monthly and annual exams. - Participation and feedback .and scientific debate.	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Examples of Written Hooks		۳	۱۵

۳۵. Course Evaluation

Distribution of the score out of ۱۰۰ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

۳۶. Learning and Teaching Resources

None	Required Textbooks (Methodology any)
	Main References (Sources)
	Recommended books and references (scientific journals, reports...)
https://www.noor-book.com	Electronic References, Websites

Sample Course Description: Cuneiform

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the available learning opportunities. It should be linked to the program description.;

University of Al-Qadisiyah, Faculty of Archaeology	١. Educational Institution
Cuneiform Studies Department	٢. Scientific Department / Center
Cuneiform writing	٣. Course Name/Code
Theoretical lectures.	٤. Available Forms of Attendance
you semester	٥. Semester/Year
Two hours a week.	٦. Number of Hours (Total)
٢٠٢٦-٢٠٢٥	٧. Date this description was prepared
٨. Course Objectives	
A. Introducing the students of the Department of Cuneiform Studies and other departments of the college to cuneiform writing.	
B. Explaining the importance of writing in human civilization and the first ancient civilizations.	
C. Clarifying the role of writing in the transition to historical eras after the long prehistoric eras.	
D. Explaining the civilizational function of writing and its impact on the development of humanity.	
Through cuneiform writing, students can understand how the ancient civilization reached the pinnacle of creativity.	

The study of the history of cuneiform illustrates the stages that can lead to an authentic pioneering innovation.
Since the invention of cuneiform took a long time, its follow-up represents access to the secrets of the development of civilization.
The study of cuneiform writing from its innovation to its continuous development provides an opportunity to see the achievement of the civilizational achievement and follow its momentum.
i. Understand that cuneiform writing is a means of documentation, just as it is a means of storing and transferring knowledge.

١٠. Course Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive Objectives

A١. Discuss the theories of writing innovation.

A٢. Identify the foundations on which the invention of writing was based and its relationship to cognitive development.

A٣- Renewing the functional relationship between the first writing and social and economic development.

A٤- Clarifying the role of writing as a means of documentation in laying the foundations of the economy in the ancient civilization.

A٥- Clarifying the close relationship between cuneiform writing and the elements of the emergence of the state and its activities.

A٦- Using cuneiform writing and its texts in the study of three thousand years of the Mesopotamian civilization.

b. Skill objectives of the course.

B١ – Introducing students to the forms of cuneiform tablets and writing and their types, and their relationship to their dates and topics.

B٢ – Identify how cuneiform tablets are discovered through archaeological excavation and ways to deal with them.

B٣ – Discussing major issues in the emergence of Arab civilization, such as who invented writing.

B٤. Introduce students to how to solve cuneiform symbols and the extent to which they are guaranteed to be correct in reading their texts in the present.

Teaching and Learning Methods
Define the vocabulary of the course to cover the various aspects of the invention of cuneiform writing, its uses, functions and topics, and teach the role of this writing in civilization and its development, while highlighting knowledge of it as one of the two main pillars on which the study of the Mesopotamian civilization is based, in addition to archaeology (i.e., written and physical evidence).
Evaluation Methods
The methods of assessment are to know, analyze and discuss the facts, expand the identification of evidence and link it to the vocabulary of the material, while monitoring the development of students' ability to understand, present ideas, and form conclusions.
C. Emotional and Values Goals A١- Students' knowledge of the meaning of their country being the cradle of human civilization and the center of its radiation. A٢- Knowing the role of the ancient Iraqi civilization in history through its achievements The Great. A٣- Explaining the role of cuneiform writing in presenting the principles of writing for the first time in human history. A٤- Clarifying the role of cuneiform writing in unifying a multi-traditional society and its use by the people of ancient Iraq, including Akkadian, Amurite, Aramaic, Arab, and other peoples.
Teaching and Learning Methods
Using clear and concrete examples to demonstrate the emotional and value goals set for the study of cuneiform writing.
Evaluation Methods

Touching and deriving values and observing learning to apply them in the study of ancient civilization and the extent to which we learn to construct facts and develop conclusions specific to the subject.

d. Transferred general and qualifying skills (other skills related to employability and personal development).

D١. General knowledge of the concept of civilization and ancient history.

D٢. See the Sumerian and Akkadian languages.

D٣. Knowledge of the ancient Iraqi peoples, their coexistence and participation in the formation of its ancient civilization.

D٤- The study of archaeology and the role of written texts in it.

١١. Course Structure

Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Watches	The week
Exams	Theory	The Meaning and Importance of Writing	Cuneiform writing	٢	١
Written Exam	Explanation	Pictorial writing and its development	Reproduction of cuneiform writings	٢	٢
Oral test	Experience	Cuneiform Writing Centers	Cuneiform writing	٢	٣
Practical Testing	Joint work	The Relationship of Writing to Civilization	Reproduction of cuneiform writings	٢	٤
Written Exam	Explanation	Theories of Writing Innovation	Cuneiform writing	٢	٥
Oral test	Experience	Sectional writing and its development	Reproduction of cuneiform writings	٢	٦
Practical Testing	Joint work	Ways to write down	Cuneiform writing	٢	٧
Written Exam	Explanation	Who invented writing?	Reproduction of cuneiform writings	٢	٨
Oral test	Experience	Languages written in cuneiform	Cuneiform writing	٢	٩
Practical Testing	Joint work	Numbers and arithmetic in cuneiform writings	Reproduction of cuneiform writings	٢	١٠
Written Exam	Explanation	Writing Materials and Tools	Cuneiform writing	٢	١١
Oral test	Experience	Solving the first typing codes	Reproduction of cuneiform writings	٢	١٢
Written Exam	Explanation	Solving cuneiform symbols	Cuneiform writing	٢	١٣
Oral test	Experience	Writing	Reproduction of	٢	١٤

			cuneiform writings		
Practical Testing	Joint work	New Discoveries	Cuneiform writing	۲	۱۵
Written Exam	Explanation	Red Cliff Inscriptions	Reproduction of cuneiform writings	۲	۱۶
Oral test	Experience	The Relationship of Drawings to Writing	Cuneiform writing	۲	۱۷
Practical Testing	Joint work	Texts of the Third Millennium BC	Reproduction of cuneiform writings	۲	۱۸
Written Exam	Explanation	Texts of the Second Millennium BC	Cuneiform writing	۲	۱۹
Oral test	Experience	Texts of the First Millennium BC	Reproduction of cuneiform writings	۲	۲۰
Practical Testing	Joint work	Memorization of Texts and Books	Cuneiform writing	۲	۲۱
Written Exam	Explanation	Ashur-Banipal Library	Reproduction of cuneiform writings	۲	۲۲
Oral test	Experience	Letters and clay covers	Cuneiform writing	۲	۲۳
Written Exam	Explanation	Seals and Writing	Reproduction of cuneiform writings	۲	۲۴
Oral test	Experience	Royal texts and their types	Cuneiform writing	۲	۲۵
Practical Testing	Joint work	Lists of Kings	Reproduction of cuneiform writings	۲	۲۶
Written Exam	Explanation	Cuneiform Texts Topics	Cuneiform writing	۲	۲۷
Oral test	Experience	Literary Texts	Reproduction of cuneiform writings	۲	۲۸
Practical Testing	Joint work	Cuneiform Indexes	Cuneiform writing	۲	۲۹
Written Exam	Explanation	Cuneiform Dictionaries	Reproduction of cuneiform	۲	۳۰

			writings		

١٢. Infrastructure

"Cuneiform Writing" Binder Prepared by: Prof. Dr. Nael Hannoun	١ Required Textbooks
١- Nael Hannoun, Al-Mesmari Dictionary, (Baghdad, ٢٠٠١). ٢- Nael Hannoun, Studies in Archaeology and Ancient Languages, (Damascus, ٢٠١١).	٢ Main References (Sources)
Olaf Bergerin, The Story of Writing, -١ (Alexandria, ٢٠٠٥), translated by Ayman .Mansour ٢- C. B. F. Walken, Cuneiform, (London, ٢٠٠).	Recommended books and references (scientific journals, reports,...)
_____	 in Electronic References, Websites

١٣. Course Development Plan

He is developing the "Cuneiform Writing" course, which brings together a number of illustrations, drawings, and diagrams that include examples of the course topics. As well as following up on everything new in this field through books and modern .studies

The Meaning and Importance of Writing	Cuneiform writing	١
Pictorial writing and its development	Reproduction of cuneiform writings	٢
Cuneiform Writing Centers	Cuneiform writing	٣
The Relationship of Writing to Civilization	Reproduction of cuneiform writings	٤
Theories of Writing Innovation	Cuneiform writing	٥
Sectional writing and its development	Reproduction of cuneiform writings	٦
Ways to write down	Cuneiform writing	٧
?Who invented writing	Reproduction of cuneiform writings	٨
Languages written in cuneiform	Cuneiform writing	٩
Numbers and arithmetic in cuneiform writings	Reproduction of cuneiform writings	١٠
Writing Materials and Tools	Cuneiform writing	١١
Solving the first typing codes	Reproduction of cuneiform writings	١٢
Solving cuneiform symbols	Cuneiform writing	١٣
Writing	Reproduction of cuneiform writings	١٤
New Discoveries	Cuneiform writing	١٥

The Meaning and Importance of Writing
Pictorial writing and its development
Cuneiform Writing Centers
The Relationship of Writing to Civilization
Theories of Writing Innovation
Sectional writing and its development
Ways to write down
Who invented writing?
Languages written in cuneiform
Numbers and arithmetic in cuneiform writings
The Relationship of Writing to Civilization
Theories of Writing Innovation

Sample Course Description: Introduction to Semitic Languages

٣٧. Course Name
Introduction to Semitic Languages
٣٨. Course Code
A ٢K ١ m L
٣٩. Semester/ Year
First Semester ٢٠٢٥-٢٠٢٦
٤٠. Date this description was prepared
١٧/٩/٢٠٢٥
٤١. Available Forms of Attendance
Presence
٤٢. Number of Hours (Total) / Number of Credits (Total)
٣٠ Hours/٢ Units
٤٣. Course administrator name (if more than one name mentioned)
Name: Prof. Sattar Jabbar Abdel Hassan Email: sattar.jabbar@qu.edu.iq

٤٤. Course Objectives
Course Objectives ١. Familiarize students with the history of the Semitic language ٢. Introducing students to Semitic languages and their formations ٣. Knowledge of the importance of forms and verbs in Semitic languages
٤٥. Teaching and Learning Strategies
Strategy The strategy of dialogue, discussion and asking questions, as well as relying on visual and video examples and electronic maps
٤٦. Course Structure

E v a l u a t i o n M e t h o d	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
	١. theoretical	١- Definition of Semitic languages.	Students' ability to identify ancient Semitic languages, their origins, and	٢	١
	٢. theoretical	٢- The origin of the nomenclature.		٢	٢
	٣. theoretical	٣- Geographical distribution of Semitic languages.		٢	٣
	٤. theoretical	٤- Semitic languages have their origin.		٢	٤
	٥. theoretical	٥- Common adjectives in Semitic		٢	٥
	٦. theoretical			٢	٦

٧. theoretical	languages.	what are their formations	٢	٧
٨. theoretical	٦- Letters of Semitic languages.		٢	٨
٩. theoretical	٧- Related pronouns in Semitic languages.		٢	٩
١٠. theoretical	٨- Non-segregated pronouns in Semitic languages.		٢	١٠
١١. theoretical	٩- Verb weights for Semitic languages.		٢	١١
١٢. theoretical	١٠- Name in Semitic languages.		٢	١٢
١٣. theoretical	١١- Prepositions in Semitic languages.		٢	١٣
١٤. theoretical	١٢- Derivatives in Semitic languages.		٢	١٤
١٥. theoretical	١٣- Selected Models of Semitic Inscriptive Languages.		٢	١٥
	١٤- Selected models of Semitic languages.			
	١٥- Exam			

٤٧. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

٤٨. Learning and Teaching Resources

	Required	Textbooks
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	(Methodology, if any)
Some scattered sources specialized in this topic	Main References (Sources)
	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites

Course Description Form (Crimes of the Baath Regime in Iraq)

٤٩.	Course Name:
	The crimes of the Baath regime in Iraq
٥٠.	Course Code
٥١.	Semester/ Year
	First Semester / ٢٠٢٥-٢٠٢٦
٥٢.	:Date this description was prepared
	٢٠٢٥-٢٠٢٦
٥٣.	Available Forms of Attendance/
	Theoretical Lectures - Physical
٥٤.	Number of Hours (Total) (٣٠) / Number of Units (Total) (٢)
	Hours (٣٠)/Units (٢)
٥٥.	Course administrator name (if more than one name mentioned)/
	Name: Dr. Karrar Diab Al-Fatlawi Email: karrar.theyab@qu.edu.iq

٥٦. Course Objectives

Upon successful completion of the course, the student will be able to: - Identify the crimes committed by the unjust Baath regime in Iraq. The new generation is enlightened by an intellectual openness that reveals to them some of the regime's crimes Baathist. - Uses self-learning skills in following up on scientific developments. - Employs accurate scientific evidence to express his opinions.	Course Objectives
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٥٧. Teaching and Learning Strategies

- Lecture Style: Strategies: - Delivery - Discussion - Brainstorming - Role Playing	Strategy
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٥٨. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
- Daily, monthly and annual exams. - Participation and feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- The Concept of Crimes and Their Divisions - Definition of crime - Crime Divisions	Upon successful completion of the course, the student will be able to: - Identify crimes and their types.	٢	١
Daily, monthly and annual	Strategies: (Lecture,	- Crimes of the Baath regime according to	Upon successful completion of the course, the student will be able to: - Explains the crimes of the Baath	٢	٢

exams. - Participation and feedback and scientific debate	discussion, Brainstorming, role-playing).	the documentation of the Iraqi Supreme Criminal Court Law in ٢٠٠٥ - Types of International Crimes - Decisions of the Supreme Criminal Court	regime according to the court documentation Iraqi Supreme Criminal Court in ٢٠٠٥ - Remembers the types of international crimes. - Clarifies the decisions issued by the Criminal Defense Attorney Upper Egypt		
Daily, monthly and annual exams. - Participation and feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Psychosocial crimes and their effects - Mechanisms of Psychological Crimes	Upon successful completion of the course, the student will be able to: - Remembers psychological and social crimes and their effects. - Explains the mechanisms of psychological crimes.	٢	٣
Daily, monthly and annual exams. - Participation and feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Effects of Psychological Crimes - Social crimes - The militarization of society	Upon successful completion of the course, the student will be able to: - Explains the effects of psychological and social crimes. - Define the militarization of society.	٢	٤
Daily, monthly and annual exams. - Participation and feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- The Baathist regime's position on religion	Upon successful completion of the course, the student will be able to: - Clarifies the position of the Baathist regime on religion	٢	٥
Daily, monthly and annual exams.	Strategies: (Lecture, discussion,	- Violations of Iraqi Laws	Upon successful completion of the course, the student will be able to: - Explains the violations of Iraqi laws	٢	٦

- Participation and feedback and scientific .debate	Brainstorming, role-playing).		the Baath regime.		
Daily, monthly and annual exams. - Participation and feedback and scientific .debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Some of the decisions of the political and military violations of the Baath regime - Baath regime prisons and detention places	Upon successful completion of the course, the student will be able to: - Explains the decisions of political and military violations of the Baath regime. - Identify the places of prisons and detention of the Baath regime.	٢	٧
Daily, monthly and annual exams. - Participation and feedback and scientific .debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Environmental Crimes of the Baath Regime in Iraq - War and Radioactive Pollution and Mine Explosion	Upon successful completion of the course, the student will be able to: - Explains the relationship between the Baath regime and environmental crimes.	٢	٨
Daily, monthly and annual exams. - Participation and feedback and scientific .debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Destruction of Cities and Villages (Scorched-Earth Policy)	Upon successful completion of the course, the student will be able to: - It explains the scorched-earth policy followed by the Baath regime in Iraq	٢	٩
Daily, monthly and annual exams. - Participation and feedback and scientific .debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Draining the marshes	Upon successful completion of the course, the student will be able to: - Remembers the policy of draining the marshes followed by the Baath in Iraq.	٢	١٠
Daily, monthly and annual	Strategies: (Lecture,	- Dredging palm groves, trees and plantations	Upon successful completion of the course, the student will be able to: - He remembers the policy of bulldoz	٢	١١

exams. - Participation and feedback and scientific .debate	discussion, Brainstorming, role-playing).		palm groves and trees and the crops followed by the Baath regime in Iraq.		
Daily, monthly and annual exams. - Participation and feedback and scientific .debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Mass Grave Crimes - The events of ١٩٦٣ and their relations to mass graves	Upon successful completion of the course, the student will be able to: - Define mass grave crimes. - Explains the events of ١٩٦٣ and the relations with cemeteries Collective.	٢	١٢
Daily, monthly and annual exams. - Participation and feedback and scientific .debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Events from ١٩٧٩-٢٠٠٣ and their Relations to Mass Graves	Upon successful completion of the :course, the student will be able to -	٢	١٣
Daily, monthly and annual exams. - Participation and feedback and scientific .debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Classification of Genocide Cemeteries in Iraq for the Period ١٩٦٣-٢٠٠٣ - Genocide graves dating back to ١٩٦٣	Upon successful completion of the course, the student will be able to: - Explains the chronological classification of extermination cemeteries - Collective in Iraq for the period ١٩٦٣-٢٠٠٣. -Identify genocide cemeteries that return - to create the year ١٩٦٣	٢	١٤
Daily, monthly and annual exams. - Participation and feedback and scientific debate.	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Genocide cemeteries committed by the defunct Ba'ath regime for the period from ١٩٧٩ to ٢٠٠٣.	Upon successful completion of the course, the student will be able to: - Shows the graves of genocide committed by - Before the defunct Baath regime for period of ١٩٧٩-٢٠٠٣.	٢	١٥

٥٩. Course Evaluation	
Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.	
٦٠. Learning and Teaching Resources	
Ministry of Higher Education and Scientific Research Crimes of the Baath Regime in Iraq, Baghdad, ٢٠٢٣.	Required Textbooks (Methodology, if any)
١. Lisa Blades, Republic of Repression, Iraq under Saddam Hussein, translated by Al-Hader Al-Mamouri, Drabin Publications, Baghdad, ٢٠٢٤.	Main References (Sources)
١. Kanaan Makiya, The Republic of Fear, Dar Al-Jamal Publications, Beirut, ٢٠٠٩.	Recommended books and references (scientific journals, reports...)
Iraqi Center for Documenting Crimes of Extremism	Electronic References, Websites

Course Description Form/Anthropology

٦١. Anthropology Course Name
Ahmed Sabah Ali
٦٢. Course Code
٦٣. Semester / Year : Semester One / ٢٠٢٥-٢٠٢٦
٦٤. Date of preparation of this description ٢٠٢٥-٢٠٢٦
٦٥. Available attendance formats in-person/daily
٦٦. Number of Hours (Total) / Number of Units (Total) ٣٠

٦٧. Course administrator name (if more than one name mentioned)					
Name: Eng. Ahmed Sabah Ali					
٦٨. Course Objectives					
- This course deals with a set of topics and vocabulary that are of interest to the student specialized in archaeology, as anthropology and its vocabulary help him to perform his work as an archaeologist. - Identify the scientific heritage, classifications classified by researchers, and the stages the civilization has gone through. - Identify the concept of anthropology and its relationship with other sciences, especially its relationship with archaeology and the stages of human development and upbringing.					Course Objectives
٦٩. Teaching and Learning Strategies					
The lecture method is used to clarify the material with examples and participation of the students by explaining some of the concepts and duties assigned to them from the previous lecture, and using Electronic methods such as presentations and the use of educational aids In accordance with the topic of the lecture.					Strategy
٧٠. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week
Oral Participation In the explanation the lesson	Giving the lecture and then asking questions to students to brainstorm to know their understanding and preparation for the material	The Concept of Anthropology	Understanding the Concept of Anthropology	٢	First
=	=	The Relationship of Anthropology to Other Sciences	Identify the relationship of anthropology to other sciences, especially its relationship to archaeology.	٢	The second
=	=	Branches of Anthropology	Identify the basic branches of anthropology	٢	The third
=	=	Trends in the study of anthropology	Identify the trends followed by	٢	Fourth

			anthropology students in their studies		
=	=	The Genesis of Man	Introducing the theories that talked about the origin of man on earth	٢	Fifth
=	=	Human Evolution	Identifying the stages of human development	٢	Sixth
=	=	Human Breeds	Identify the foundations adopted by researchers to develop a classification of human breeds	٢	Seventh
=	=	Classification of human breeds	Identify the classification of human breeds	٢	Eighth
=	=	The Concept of Culture	Understanding the Concept of Culture	٢	Eleventh
=	=	Components of Culture	On which the culture is made up	٢	XII
=	=	Civilizational History (Older (Stone Age	Identifying one of the stages of human civilizational development	٢	Thirteen
=	=	Civilizational History (Mesolithic Age)	Identifying one of the stages of human civilizational development	٢	Fourteen
=	=	Civilizational History (Late (Stone Age	Identifying one of the stages of human civilizational development	٢	Fifteenth

٧١. Course Evaluation

Monthly exam for two months each month (١٥ marks) and activity each month Report of each report (٤ marks) and one grade for each month Evaluation of participation and explanation of the lecture in the classroom in order to accomplish a semester endeavor of (٤٠ marks) and the final exam of the written course of a grade of (٦٠ marks)

٧٢. Learning and Teaching Resources

None	Required Textbooks (Methodology, if any)
١- Qais Al-Nouri, Introduction to Anthropology, Vision for Publishing and Distribution, ٢٠٢٠. ٢- Mohamed Riyad, Al-Insan, Al-Hindawi Foundation for Education and Culture, ٢٠١٤. ٣- Issa Al-Shammas, Introduction to Anthropology, Union of Arab Writers, ٢٠٠٤. ٤- Shaker Mustafa Selim, Dictionary of Anthropology, University of Kuwait, ١٩٨١.	Main References (Sources)

٥- Julius Labus, The Origin of Things, The Beginnings of Culture, T. Kamel Ismail, Al-Mada, ٢٠٠٤. ٦- Farouk Mostafa Ismail, Cultural Anthropology, Egyptian General Authority in Alexandria, ١٩٨٠. ٧- Peter Farb, The Sons of Man, by Zuhair Al-Karmi, The World of Knowledge, ١٩٨٣. ٨- Hassan Shehata Saafan, Anthropology, Al-Irfan Library, ١٩٦٦.	
and a collection of scattered sub-sources in Arabic and English.	Recommended books and references (scientific journals, reports...)
Some of the most important electronic references are	Electronic References, Websites
١- https://ar.wikipedia.org/wiki/%D8%A7%D9%A4%D8%B0%D9%A1%D8%AD%D8%A9_%D8%A7%D9%A4%D8%B1%D8%A6%D9%A8%D8%B3%D9%A8%D8%A9 ٢- https://scholar.google.com/ ٣- https://archive.org/details/texts	

Course Description Form

٧٣.	Course Name:
	Geology
٧٤.	Course Code
٧٥.	Semester/ Year
	Second Semester / Year ٢٠٢٥-٢٠٢٦
٧٦.	:Date this description was prepared
	٢٠٢٦
٧٧.	Forms of Attendance Available/In-person
	Theoretical Lectures - Face-to-Face
٧٨.	Number of Hours (Total) / Number of Units (Total)
	Hours (٣٠) / Units (٢)
٧٩.	Course administrator name (if more than one name mentioned)/
	Name: Eng. Alaa Rashid Nehmeh Email alaa.rashid@qu.edu.iq

٨٠. Course Objectives

Upon successful completion of the course, the student will be able to: - Learn about geology (earth sciences) to understand the record of archaeological sites. etc. - Study of the soil layers and sediments to determine the chronology of the archaeological sites. - Uses self-learning skills in following up on scientific developments. - Employs accurate scientific evidence to express his opinions	Course Objectives
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٨١. Teaching and Learning Strategies

- Lecture Style (Strategies: Presentation, Discussion, Brainstorming, Role-Playing) Enable the student to use the methods and theories developed in the earth sciences and their relationship Human settlements, excavation, and ancient environments.	Strategy
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٨٢. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Weeks	The week
- Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	The Concept of Geology (History of the Earth's Origin)	Upon successful completion of course, the student will be able to: He understands geology in general the geology of Iraq in particular links this to chronology Civilizations of Iraq	٢	١
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Branches of Geology	Understanding geology in general the geology of Iraq Especially and linking that to chronology Iraqi Civilizations	٢	٢
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	The Importance of Geology for Archaeology	Understanding geology in general the geology of Iraq Especially and linking that to chronology Iraqi Civilizations	٢	٣
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Ground Covers (Rocks and their types)	Understanding geology in general the geology of Iraq Especially and linking that to chronology Iraqi Civilizations	٢	٤
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Types of rocks used in Ancient Civilizations	Understanding geology in general the geology of Iraq Especially and linking that to chronology Iraqi Civilizations	٢	٥
Daily, monthly and annual exams. - Participation feedback	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Minerals and their importance	Understanding geology in general the geology of Iraq Especially and linking that to chronology	٢	٦

.and scientific debate			Iraqi Civilizations		
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	The Use of Metals in Civilization Mesopotamia compared to Old civilizations	Understanding geology in general the geology of Iraq Especially and linking that to chronology Iraqi Civilizations	٢	٧
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Weathering and erosion and their impact At archaeological sites	Understanding geology in general the geology of Iraq Especially and linking that to chronology Iraqi Civilizations	٢	٨
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Types of weathering	Understanding geology in general the geology of Iraq Especially and linking that to chronology of the civilizations of Iraq.	٢	٩
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Erosion and its types	Understanding geology in general the geology of Iraq Especially and linking that to chronology of the civilizations of Iraq.	٢	١٠
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	The Importance of Weathering and Erosion in Archaeology	Understanding geology in general the geology of Iraq Especially and linking that to chronology Iraqi Civilizations	٢	١١
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Geological fossils Fossils and their use	Understanding geology in general the geology of Iraq Especially and linking that to chronology Iraqi Civilizations	٢	١٢
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Types of Fossils and Fossils and its environment	Understanding geology in general the geology of Iraq Especially and linking that to chronology of the civilizations of Iraq.	٢	١٣
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Landscape Monuments and Concept	Understanding geology in general the geology of Iraq Especially and linking that to chronology of the civilizations of Iraq.	٢	١٤
Daily, monthly and annual exams. - Participation feedback and scientific debate.	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Landscape Analysis Methods	Understanding geology in general the geology of Iraq Especially and linking that to chronology of the civilizations of Iraq.	٢	١٥

١٣. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٤. Learning and Teaching Resources

١ _ Geology An Introduction Edward j .tarbuck physical geology	Required Textbooks (Methodology, (any
١. Hakam Abdul Jabbar Sawalha, General Geology, Dar Al-Masi for Publishing and Distribution, Jordan,	Main References (Sources)

٢٠٠٥, ٥٨١ pp. ٢- Abdulhadi Yahya Al-Sayegh and Farouk Sanalla Al-Omari, General Geology Publisher: Ministry of Higher Education and Scientific Research Iraq, University of Mosul, ١٩٧٧. ٣ sadoon m.Aqrawi John C . Goff Publishing House Prague .	
١- The Iraqi Geological Journal is issued by the Iraqi Geological Syndicate	Recommended books and references (scientific journals, reports...)
https://www.noor_book .	Electronic References, Websites

Sample Course Description: Akkadian Language (Grammatical Applications)

٨٥.	Course Name: Jassim Abdul Amir Jassim
	Akkadian language (grammatical applications)
٨٦.	Course Code
٨٧.	First Semester / Year ٢٠٢٥-٢٠٢٦
	First Semester / Year ٢٠٢٥-٢٠٢٦
٨٨.	:Date this description was prepared
	٢٠٢٥-٢٠٢٦
٨٩.	Available Forms of Attendance/
	Theoretical Lectures - Physical
٩٠.	Number of Hours (Total) / Number of Units (Total)
	Hours (٣٠) / Units (٣)
٩١.	Course administrator name (if more than one name mentioned)/
	Name: Dr. Jassim Abdul Amir Jassim
٩٢.	Course Objectives

٩٣. Teaching and Learning Strategies

Lecture Style Strategies:

- **Delivery**
- **Discussion**
- **Brainstorming**
- **Role Playing**

Strategy

٩٤. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
- Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Mesopotamian Historical Periods		٣	١
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	The migrations of island peoples and the development of civilization		٣	٢
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	The Akkadians, their origin and settlement		٣	٣

Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Pre-Writing		٣	٤
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Theories put forward about writing		٣	٥
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Akkadian language and cuneiform script		٣	٦
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Spread of the Akkadian language		٣	٧
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Akkadian dialects		٣	٨
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Connected and Separate Pronouns in Akkadian Language		٣	٩
Daily, monthly and annual exams.	Strategies:	Substitutions and Explanations in the		٣	١٠

- Participation feedback and scientific debate	(Lecture, discussion, Brainstorming, role-playing).	Akkadian Language			
Daily, monthly and annual exams. - Participation feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Verb conjugation in the Akkadian language		٣	١١
Daily, monthly and annual exams. - Participation feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Actual Forms in the Akkadian Language		٣	١٢
Daily, monthly and annual exams. - Participation feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Grammatical Applications to Akkadian Literary Texts		٣	١٣
Daily, monthly and annual exams. - Participation feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Grammatical Applications to Akkadian Literary Texts		٣	١٤
Daily, monthly and annual exams. - Participation feedback and scientific debate.	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Normative Applications to Legal Articles (Code of Hammurabi)		٣	١٥

٩٥. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

٩٦. Learning and Teaching Resources

None	Required Textbooks (Methodology any)
	Main References (Sources)
	Recommended books and references (scientific journals, reports...)
https://www.noor-book.com	Electronic References, Websites

Sample Course Description: Ancient Iraqi Civilization

١٣.	Course Name:
Ancient Iraqi Civilization	
١٤.	Course Code
Second Stage/ Second Semester	
١٥.	Semester/ Year
Second Semester / Year ٢٠٢٥-٢٠٢٦	
١٦.	:Date this description was prepared
٢٠٢٥-٢٠٢٦	
١٧.	Available Forms of Attendance/
Theoretical Lectures - Physical	
١٨.	Number of Hours (Total) / Number of Units (Total)
Hours (٣٠) / Units (٣)	
١٩.	Course administrator name (if more than one name mentioned)/
Name: Dr. Jassim Shahd Wahd Email : Jasim.wahad@qu.edu.iq	
٢٠.	Course Objectives
١. Identify the civilizational history of Iraq since ancient historical times.	Course Objectives

٢١. Teaching and Learning Strategies

- Delivery
- Projector

Strategy

٢٢. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Tests of all kinds (essays Objective, performative (paper and pen	Display with a device Offer	Economic life in Mesopotamia	To learn economic life Mesopotamia	٣	١
Tests of all kinds (essays Objective, performative (paper and pen	Display with a device Offer	Agriculture in Mesopotamia	To understand agriculture Mesopotamia	٣	٢
Tests of all kinds (essays Objective, performative (paper and pen	Display with a device Offer	Factors Affecting Irrigation Projects in Mesopotamia	To identify the factors affecting	٣	٣
Tests of all kinds (essays Objective, performative (paper and pen	Display with a device Offer	Trade in Mesopotamia	Understand the way of trade	٣	٤
Tests of all kinds (essays Objective, performative (paper and pen	Display with a device Offer	Exports and imports in Mesopotamia	To understand the concept of exports	٣	٥
Tests of all kinds (essays Objective, performative (paper and pen	Display with a device Offer	Industry in Mesopotamia	To analyze industrial life	٣	٦
Tests of all kinds (essays Objective, performative (paper and pen	Display with a device Offer	Science and Knowledge in Mesopotamia	To learn about the types of knowledge	٣	٧
Tests of all kinds (essays Objective, performative	Display with a device	Historical Blogging in Mesopotamia	To understand the blogging	٣	٨

(paper and pen	Offer				
Tests of all kinds (essays	Display with a device	Literature in Mesopotamia	To learn about literature	٣	٩
Objective, performative (paper and pen	Offer				
Tests of all kinds (essays	Display with a device	The Epic of Gilgamesh	To analyze the Epic Gilgamesh	٣	١٠
Objective, performative (paper and pen	Offer				
Tests of all kinds (essays	Display with a device	Astronomy in Mesopotamia	To learn about the Astron	٣	١١
Objective, performative (paper and pen	Offer				
Tests of all kinds (essays	Display with a device	Mathematics in Mesopotamia	to define the concept ancient mathematics	٣	١٢
Objective, performative (paper and pen	Offer				
Tests of all kinds (essays	Display with a device	Astrology in Mesopotamia	To learn about astrology	٣	١٣
Objective, performative (paper and pen	Offer				
Tests of all kinds (essays	Display with a device	Mesopotamian Medicine	To understand anc	٣	١٤
Objective, performative (paper and pen	Offer		medicine		
Tests of all kinds (essays	Display with a device	The Legacy of Arts in the Mesopotamian Civilization	To learn about the arts	٣	١٥
-Objective, performat	Offer				
paper and pen)					

٢٣. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

٢٤. Learning and Teaching Resources

Taha Baqir and Fadhil Abdul Wahid Ali, ١٩٨٠, History of Ancient Iraq, Part One, Baghdad University, ed.	Required Textbooks (Methodology any)
٢. Amer Suleiman and Ahmed Malik Al-Boys. Lectures in Ancient History. Mosul, ١٩٨٠.	Main References (Sources)
٦. A Selection of Authors, ١٩٨٥, Iraqi Civilization, Parts ١-٢, Baghdad.	
٧. -----, ١٩٨٨, The City and Civic Life in Iraq,	

Baghdad. ٨. Andre Bauer, ١٩٧٦, Sumer, Its Arts and Civilization, translated by Issa Salman and Salim Taha Al-Tikriti, Baghdad. ٩. George Rowe, ١٩٨٦, Ancient Iraq, translated by Hussein Alwan Hussein, Baghdad. ١٠. Samuel Noah Kramer, ١٩٧٣, The Sumerians: Their History, Civilization and Characteristics, translated by Faisal Al-Waeli, Kuwait.	
٨. Harry Sachs, ١٩٧٩, The Greatness of Babylon, translated by Amer Suleiman, Mosul. ٩. Ali Muhammad Mahdi, ١٩٦٩, The Assyrians: Their Origin, Homeland, History, and Capitals, Baghdad. ١٠. Naguib Mikhail, ١٩٧١, Civilizations of the Ancient East, Iraq and Persia, ٢nd Edition, Part ٦, Cairo. ١١. Leo Oppenheim, ١٩٨١, Mesopotamia, translated by Saadi Faydi Abd al-Razzaq, Baghdad. ١٢. Abdul Redha Al-Ta'an, ١٩٨١, Political Thought in Ancient Iraq, Baghdad. ١٣. Ghaith Habib Khalil, ٢٠٠٤, The Mesopotamian Valley in the Era of the Dawn of Dynasties, Unpublished Master's Thesis, Faculty of Arts, University of Baghdad. ١٤. Donnie George Yokhna, ١٩٨٦, The Architecture of Sixth Millennium BC, at Tell Al-Sawan, Unpublished Master's Thesis, c.	Recommended books and references (scientific journals, reports...)
https://www.noor-book.com	Electronic References, Websites

Sample Course Description: Islamic Sites and Cities

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the available learning opportunities. It should be linked to the program description.;

University of Al-Qadisiyyah / Faculty of Archaeology	١. Educational Institution
Cuneiform Studies Department	٢. Scientific Department / Center
Islamic Cities and Sites	٣. Course Name / Code
theoretical	٤. Available Forms of Attendance
٢٠٢٦-٢٠٢٥	٥. Semester / Year
	٦. Number of Hours (Total)
٩/١٠/ ٢٠٢٥	٧. Date this description was prepared
٨. Course Objectives	
Clarification of the most important artistic styles in Islamic heritage cities	

١٠. Course Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive Objectives

A^١ - Introduce the student to the principles of archaeological tourism of Islamic cities and its relationship with the culture of the region and the rapprochement between peoples.

A^٢. Familiarize students with the nature of cultural heritage in Islamic cities and the extent of its impact on showing the cultural image of each city.

A^٣ - Introducing the ways of employing tourism in the cities of cultural heritage and heritage in the field of the country's economy and the extent of its importance in reviving the cultural market of any region.

b . Skill objectives of the course.

B^١ – Ability to analyze and deduce knowledge

B^٢ – A cognitive comparison between countries that rely on the importance of Islamic sites as a fixed source and countries that consider them as a secondary source, and understand how to improve the ranks of the first countries.

Teaching and Learning Methods

Method of Delivery

View with your monitor

Use other learning aids (Powerpoint)

Evaluation Methods

١ - Tests of all kinds (essay - objective - performance (paper and pen)

٢ - Note

٣ - Questionnaires

C. Emotional and Values Goals A١- Identifying tendencies in the specialization of heritage and Islamic sites C٢- Interest in the study of archaeological sites as a basic subject in this field and aspiration to increase information through reviewing audio, read, and visual research sources, and reports of foreign scientific channels. In this field. A٣- Cultivating love and interest in heritage and Islamic sites and sites , and thus this specialization is part of personal hobbies , which reflect the cultural identity of any country, which in turn generates an increase in the scientific, academic and economic level of the country.
Teaching and Learning Methods
- Group Teaching (Survey) ٢. Interrogation ٣. Lecture ٤. Field Visits
Evaluation Methods
Tests of all kinds (essay - objective - performance (paper and pen) Oral Tests Written Tests

d . Transferred general and qualifying skills (other skills related to employability and personal development).

B١-

D٢. Knowledge of the most important programs that would develop the archaeological research method through information technology.

D٣- Knowledge of English as one of the international languages in addition to the Arabic language .

D٤. Paying attention to the subject of Islamic sites and cities , their types and features.

D٥- Knowledge of modern arts and their relationship to the curriculum of heritage sites... and by providing job opportunities for the individual to serve the community.

١١. Course Structure					
Report	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Watches	The week
Report	Presentation using the projector using PowerPoint means	Archaeological Site Concept		٢	١
Report	Presentation using the projector using PowerPoint means	The pillars of the heritage area and what they are		٢	٢
Report	Presentation using the projector using PowerPoint means	Types of Islamic Cities		٢	٣
Report	Presentation using the projector using PowerPoint means	International Bodies and Organizations Interested in Heritage Sites		٢	٤
Paper exam	Presentation using the projector using PowerPoint means	Tourist Guide		٢	٥

Paper exam	Presentation using the projector using PowerPoint means	The age of the heritage site		٢	٧
Report	Presentation using the projector using PowerPoint means	Conditions that must be met in the Islamic website		٢	٨
Report	Presentation using the projector using PowerPoint means	The Art of Presentation and Attendance		٢	٩
Panel Discussion	Presentation using the projector using PowerPoint means	How to Adopt the Importance of Islamic Website Offer		٢	١٠
Healing exam	Presentation using the projector using PowerPoint means	Identity of Islamic Websites		٢	١١
Healing exam	Presentation using the projector using PowerPoint means	History of Islamic Sites		٢	١٢
Report	Presentation using the projector using PowerPoint means	The Sanctity of Islamic Websites		٢	١٣
Paper exam	Presentation using the projector using PowerPoint means	Preserving the identity of countries through Islamic cities		٢	١٤
Paper exam	Presentation using the projector using PowerPoint means	Graves of the media and their honorable history in every city		٢	١٥
Paper exam	Presentation using the projector using PowerPoint means	Public relations between countries and the impact of Islamic websites in this field		٢	١٦
		Report on a tourist trip about the ancient city of Nefer		٢	١٧

Report	Presentation using the projector using PowerPoint means	Report on a tourist trip around the holy city of Kufa		٢	١٨
Report	Presentation using the projector using PowerPoint means	Report on a tourist trip about the city of Najaf and its sacred heritage		٢	١٩
Report	Presentation using the projector using PowerPoint means	Report on a tourist trip around the city of Samarra		٢	٢٠
Report	Presentation using the projector using PowerPoint means	Report on a tourist trip around the holy city of Karbala		٢	٢١
Report		Report on a tourist trip about the city of Borspa			٢٢
Report		Report on a tourist trip about the Islamic city of Wasit			٢٣
Report		Report on a tour trip around the ancient city of Samarra			٢٤
Report	Presentation using the projector using PowerPoint means	Report on a tourist trip about the Islamic city of Kadhimiya			٢٥
Report	Presentation using the projector using PowerPoint means	Report on King Ghazi's House			٢٦
Report	Presentation using the projector using PowerPoint means	Report on the Tarb Castle in Diwaniya			٢٧
Report	Presentation using the projector using PowerPoint means	Report on Heritage Houses in Diwaniya			٢٨
Report	Presentation using the projector using	Report on the Effects of Sponsorship			٢٩

	PowerPoint means				
Report	Presentation using the projector using PowerPoint means	Report on Al-Muradiya Castle in Diwaniyah			٣٠

١٢. Infrastructure

-	Required Textbooks ١
Archaeological Monuments and Tourism in Egypt – Dr. Angham Abdel Moneim Nagy Youth and Awareness of the Importance of Antiquities – Dr. Abdullah Bin Salem Ecotourism Understanding, Foundations and Components. Dr. Angham Abdel Moneim - Huda Abdel Moneim .	٢ Main References (Sources)
	Recommended books and references (scientific journals, reports,...)
http://www.britishmuseum.org/ http://www.smb.museum/museen-und-einrichtungen/pergamonmuseum/home.html	in Electronic References, ... Websites

١٣. Course Development Plan

- ١- Field Trips
- ٢- Making short programs and films as a means of knowing the students about the characteristics and characteristics of Islamic websites
- ٣- Preparing researches and reports on Islamic cities of all kinds (archaeological ,

(religious , and environmental

Course Description Form (English)

Reviewing the performance of higher education institutions ((academic program review))

lecturer : Dr. Haidar Naeem Hamza

English/The fourth stage

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.

١. Educational institution	Faculty of Archaeology
٢. University department/center	Department of Cuneiform studies
٣. Course name/code	/

٤. Programs in which it is included	
٥. Available attendance forms	Full-time—daily
٦. Semester/year	The first and second / ٢٠٢٥-٢٠٢٦
٧. Number of study hours(total)	٢ hours a week
٨. Date this description was prepared	٢٠٢٥-٢٠٢٦
٩. Course objective	
-communication Students with the language English and development	
-identification Students By reading and writing in language English	
-identification Students Verbally a for true for words English	

١٠. Learning outcomes, teaching, learning and assessment methods

A- Knowledge and understanding

- a١ Enable Students from Get on Knowledge And the entrance With rules the language English. -
- a٢ Enable Students from Get on Knowledge in Origins talk And the camel gesticulate Consists Of which And its types. -
- a٣ Enable Students from Get on Knowledge Verbally the correct For vocabulary English .

B-Skills related to the topic

- B١ acquisition Students Knowledge the public In language English. –
- B٢ acquisition Students Capability on Speaking The right one gesticulate It fits with Origins the language. –

B^٧ acquisition Students Capability on Pronunciation The right one For letters
And vocabulary Especially Medical And health. –

B^٤ acquisition Students Skill writing Camel With a picture correct And for less
number maybe from Mistakes.

Teaching and learning methods

٧ -use the explanation from before Teacher Subject And in language English.

٧ -use means the offer Moot And video And vocal.

Evaluation methods

-Daily tests with multiple-choice questions for subjectsScholarship.

-Participation grades for difficult competition questionsFor students.

-Assigning grades to assigned homework assignmentsWith it.

C- Thinking skills

C^٧ Mimic Materials the theory feelings Students With knowledge In the areas
Cognitive And how Apply it practically. -

C^٧ to lift Value Cognitive For materials Scholarship from during Application
Scientific)Discussion In language English(-

C^٧ to lift Ways Sentimentality For students from during Accommodation
Competitions And discussions In language English. -

C^٤ to lift efficiency Students And their capabilities Teaching in Lesson the language
English.

D -General skillsAnd movable(SkillsOther related to employability and developmentpersonal).

D^٧ Gain Students Knowledge the public in the language English. -

D^٧ application what I earned it Students from Knowledge in the language English
And talk With it Especially With what Regards-Sports field terminology.

١١. Course structure

Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	Hours	the week
	Built-in presence	Unite ١ The tense system Compound words lifwstyle, home town, house –proud p١٣		٢	٢-١
	Built-in presence	Unite ٢ Present perfect Hot verbs-make, do Make way , He made up the whole story p٢٣		٢	٣-٤
	Built-in presence	Unite ٣ Narrative tenses Past simple , past continuous , past perfect Active and passive p٢٦		٢	٥-٦
	Built-in presence	Unite ٤ Questions and negatives Who gave you that? I don't think you are right. I hope not. P٣٥		٢	٧-٨

	Built-in presence	Unite ٥ Future forms Will, going to, shall is staying lives Wil be doing Will have done p٤٥		٢	٩-١٠
	Built-in presence	Unite ٦ Expressions of quantity A few, a little, hardly any p٥٥		٢	١١-١٢
	Built-in presence	Unite ٧ Modals and related verbs ١ Able to, manager to, bound to, supposed to, allowed to p٦٢		٢	١٣-١٤
	Built-in presence	Mid-term Exam		٢	١٥-١٦
	Built-in presence	Unite ٨ Relative clauses That, who, what, whose, which p٧٠		٢	١٧-١٨
	Built-in presence	Unite ٩ Expressing habit He is always borrowing my things. My dad would read me a story. he used to work hard, but now he is retired,		٢	١٩-٢٠

		p ^{٧٨}			
	Built-in presence	Unite ١٠ Modal auxiliary verbs ٢ Could have been might have done Shouldn't have bought p ^{٨٧}		٢	٢١-٢٢
	Built-in presence	Unite ١١ Hypothesizing I wish I knew the answer. If only I'd told the truth p ^{٩٥}		٢	٢٣-٢٤
	Built-in presence	Unite ١٢ Articles a/an , the, one, zero article each, every, no, none, both, either p ^{١٠٣}		٢	٢٥-٢٦
	Built-in presence	Rwview		٢	٢٧-٢٨
	Built-in presence	Review		٢	٢٩-٣٠

١٢. Infrastructure

Curriculum book

Intermediate Book

ReadingsRequired:

- Basic texts
- Course books
- Other

Headway Plus by LIZ and Soars	
Workshop and discussion for students in different topics. The workshop Centered to Solve writing problems For the student and use Google Classroom and Google zoom Also, used WhatsApp and Telegram programs for communication	Special requirements(IncludeFor example workshops, periodicals, software and websites)
Research seminars - group discussions.- research - encouraging the use of electronic information sources	social services(IncludeFor example guest lectures, professional training and studiesfield)

١٣. Admissions	
No	Prerequisites
١٥	The smallest number of students
٢٥	The largest number of students

Course Description Form: Computer

٩٧.	Course Name
-----	-------------

Computer	
٩٨.	Course Code
٢ copper ٢٠٩	
٩٩.	Semester/ Year
Chapter Two	
١٠٠.	Date this description was prepared
١/٧/٢٠٢٦	
١٠١.	Available Forms of Attendance
١٠٢.	Number of Hours (Total) / Number of Credits (Total)
Total Hours: ٣٠	
١٠٣.	Course administrator name (if more than one name mentioned)
Name: Hussain Kazim Bandar Email: hussein.kadhim@qu.edu.iq	
١٠٤.	Course Objectives
Teaching the student to be familiar with the basic rules of dealing with and managing computers help him in completing projects, printing matter, preparing statistics and graphs, creating progressive presentations, designing engineering plans, and others. The emergence of the Internet as a means of communication available to everyone has become very necessary for students to learn to use computers because of the role of the Internet in many fields, including education, scientific research, commerce and marketing through electronic correspondence, web pages, and electronic speech.	Course Objectives

١٠٥. Teaching and Learning Strategies

The theoretical method and explanation by presenting the material in the form of a program

Point Power in the form of charts, pictures, etc., to attract the student's attention and help him not to feel bored. The practical method is to apply what was presented on the calculator and conduct daily and monthly exams.

Strategy

١٠٦. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Daily Tests	theoretical	Security & Network	What is a Network? Types of Networks Main Components Networking?	١	The first
Daily Tests	theoretical	Security & Network	Network Security Components	١	The second
Daily Tests	theoretical	E-commerce	Concepts of electronic banking services including ATM, debit card, mobile services, SMS services,	١	The third

Daily Tests	Theoretical and practical	Computer Failures	smartphone services and electronic alerts Identify and solve common computer hardware and software problems	۳	Fourth
Daily Tests	Theoretical and practical	Computer Failures	Address the main techniques and tools used in problem solving	۳	Fifth
Daily Tests		Introduction to Artificial Intelligence	Definition of Artificial Intelligence, History of Artificial Intelligence, Techniques and Methods	۱	Sixth
Daily Tests	theoretical	Introduction to Artificial Intelligence	Key Features of Artificial Intelligence , Benefits of Artificial Intelligence , Challenges	۱	Seventh
Daily Tests	theoretical	The Role of	Phone		Eighth

Daily Tests	theoretical	Artificial Intelligence in Modern Smartphones	technology and virtual assistants like Google	,	Ninth
Daily Tests	theoretical	The Role of Artificial Intelligence in Modern Smartphones	Adaptive Learning , Real-Time Translation Services	,	Tenth
Daily Tests	theoretical	Applications and tools for AI	Overview of AI applications in education, industry, and healthcare	,	
Daily Tests	theoretical	Applications and tools for AI	Transportation , Shopping , Advertising	,	Eleventh
Daily Tests	theoretical	Applications and tools for AI	Finance, Robotics	,	XII
Daily Tests	theoretical	Applications and tools for AI		,	Thirteenth
Daily Tests		Artificial Intelligence and Society	How Artificial Intelligence Affects Society, Artificial Intelligence and International		

Daily Tests	theoretical	Ethical Challenges in AI	Relations, Artificial Intelligence and the Future of Humanity	,	Fourteenth
Daily Tests	theoretical	Ethical Challenges in AI	Ethics of Artificial Intelligence, Privacy and Surveillance, Impact of Artificial Intelligence on the Labor Market	,	Fifteenth
Daily Tests		Ethical Challenges in AI	Future Trends in Artificial Intelligence, Modern Research and Emerging Technologies		

١٠٧. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٠٨. Learning and Teaching Resources

Al-Khidr Ali Al-Khidr Research, "Fundamentals of Computer" ٢٠١٦"	Required Textbooks (Methodology, if any)
Alan Evans, Kendall Martin, Marianne Anne Poatsy, "Technology in	

Action <i>Complete</i> ", 1st th edition (2020).	
Graham Brown, David Waston , "Cambridge IGCSE Information and Communication Technology 3rd Edition(2020)	Main References (Sources)
Using two research papers from my research - Alzubaidy, H.K., Al-Shammary, D., Abed, M.H. (2022). A Survey on Patients Privacy Protection with Steganography and Visual Encryption. In: Jacob, I.J., Kolandapalayam Shanmugam, S., Bestak, R. (eds) Expert Clouds and Applications. Lecture Notes in Networks and Systems, vol 444. Springer, Singapore. https://doi.org/10.1007/978-981-19-2000-9_37 H. K. Alzubaidy, D. Al-Shamma, M. H. Abed, A. Ibaida and K. Ahmed, "Hilbert Convex Similarity for Highly Secure Random Distribution of Patient Privacy Steganography," in IEEE Access vol. 11, pp. 110816-110826, 2023 doi: 10.1109/ACCESS.2023.3320700	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites

Sample Course Description: Arabic Language

Institution: **University of Al-Qadisiyyah**

Faculty/Department :**Faculty of Archaeology – Department of Cuneiform Studies**

a) Introduction to the course and general information about it:

١. Course Name and Code: Arabic

٢. Credit Hours: ٢ Hours/Units/٤

٣. The program or programs within which the course is offered.

(If there is a general elective course in several programs, indicate this instead of making a list of these programs)

In the program of the Faculty of Archaeology, Department of Cuneiform Studies

٤. Name of the faculty member responsible for the course:

Eng. Ahmed Hadi Jassim

٥. The year or academic level in which the course is given:

Phase I

٦. Prerequisites for this course (if applicable):

None

٧. Current requirements for this course (if any):

None

٨. Course submission location if not inside the main building of the educational institution:

Inside the main building of the Faculty of Archaeology / Department of Cuneiform Studies

b) Objectives:

١. A brief description of the core learning outcomes of the students enrolled in the course:

- **Students should know the origin of the Arabic language .**
- **Introducing students to the sciences that the student needs, especially with regard to the language he speaks, which is Arabic language.**
- **Introducing students to the terms related to the Arabic language in terms of grammar, literature and language.**
- **Introducing students to the methods of composition in the Arabic language.**
- **Introducing students to the efforts of the ancients and modernists who spoke and wrote in Arabic.**
- **Introducing students to the most famous blogs that have been written in grammar, literature and language.**

٢. Briefly describe any plans that are being implemented to develop and improve the course. (e.g., increased use of information technology or internet references, and changes in content as a result of new research in the field of study).

- **Giving some practical lessons in the library to view Arabic language books and modern studies in that directly.**

c) **Course description** (Note: A general description should be attached in the form used in the handbook or guide).

. Topics to be addressed:

Subject/Chapter Two	History	The week	Subject/Chapter One	History	The week
Introduction and Definition of the Number		١٦	The Importance of the Arabic Language		١
Original Syntax		١٧	Connection and		٢

			Cutting		
Sub-Syntax Marks		١٨	Locations of Hamzat Al Wasl		
Drawing the Hamza on J		١٩	Positions of the Cutting Hammer		٤
Drawing the Hamza on Wow		٢٠	Introduction to the commentaries and the preamble		٥
Drawing the Hamza on a thousand and drawing it singularly		٢١	Introducing the life of the poet Tarfa bin Al-Abd and memorizing his commentary		٦
Drawing the Hamza at the end of the word		٢٢	Analysis of the Commentary of Tarfa Ibn Al-Abd		٧
The life of Al-Mutanabbi and a model of his poetry		٢٣	Writing the letters of Dhad and Dha'a		٨
Prohibited from disbursement		٢٤	Solar and lunar letters		٩
Knowledge of common mistakes		٢٥	Punctuation		١٠
The Beginner and His Conditions		٢٦	Memorizing and Analyzing Surat Al-Iniftar		١١
Hayat Al , Jawahiri And a model of his poetry		٢٧	Numerical and adjective rules in terms of reinforcement and feminization		١٢
News and its conditions		٢٨	Ruling on distinguishing the		١٣

			number		
Arabic Dictionary and How to Use It		٢٩	Syntax and Structure of the Number		١٤
Analysis of a prose text (the sermon of the medium as a model)		٣٠	Formulating the number on the weight of an object		١٥
	Final Tests				
			Spring Break		

٧. Course Components (Total Number of Teaching Hours per Semester):

Other:	practical -	Laboratory	Lesson :Material ٦٠	Lecture: ٦٠/two hours per week
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٨. Additional special study hours/learning hours expected to be completed by the student weekly. (This should represent the average for each semester and not the required for each week):

-None

٩. Developing learning outcomes in various areas of learning

For each of the learning areas outlined below, indicate the following:

A quick summary of the knowledge or skills that the course seeks to develop.

A description of the teaching strategies used in the course in order to develop those knowledge or skills.

Methods used to evaluate the student in the course to assess learning outcomes in this field of study.

Knowledge:
١. Description of the knowledge to be acquired: - Students should be familiar with the origins of linguistics , grammar and literature. - Students should be familiar with the curricula used in the knowledge of language studies. - Students should be familiar with the steps followed by the schools that were written in the language. - To identify the sources that he relied on from books in the language. - The student should get acquainted with the efforts of the ancients and moderns in the field of linguistic studies.
٢. Teaching strategies used to develop this knowledge: - Lecture and Lecture - Assigning students to prepare reports on language books and various modern studies in this regard. - Visit the library and view the references and resources directly.
٣. Methods of Evaluating Acquired Knowledge: - Testing and reports.
B. Cognitive Skills:
١. Description of the cognitive skills to be developed: - Students should extract the rules on which the ancients and moderns built their studies in language, grammar and literature , by looking at periodicals and references. - Students should compare language codes to reach the desired goals.
٢. Teaching strategies used to develop these skills: - Consider the books of language, grammar and literature directly by visiting the library.
٣. Methods of evaluating students' cognitive skills: - Preparing reports on linguistics sources and methods.
C. Interpersonal and Responsible Skills:
١. A description of the interpersonal skills and the ability to assume responsibility to be developed: - Dealing with the group.

- Take responsibility for self-learning.																
٢. Teaching strategies used in developing these skills: - Assigning students to group research. - Assigning the student to research various issues and stating his opinion on them.																
٣. Methods of evaluating students' interpersonal skills and ability to take responsibility: - Giving grades on reports and research																
D. Communication Skills, Information Technology, and Numerical Skills:																
١. Description of the skills to be developed in this field: - Not applicable																
٢. Teaching strategies used to develop these skills:																
٣. Methods of evaluating students' numerical and communication skills:																
e. Psychomotor skills (if any):																
١. Description of the psychomotor skills to be developed and the required level of performance: - Not applicable																
٢. Teaching strategies used to develop these skills:																
٣. Methods of evaluating students' psychomotor skills:																
٤. Schedule of student evaluation tasks during the semester: <table border="1"> <thead> <tr> <th>Final Exam</th> <th>Project</th> <th>Daily exams</th> <th>Laboratory</th> <th>Semester</th> <th rowspan="2">Class Grades</th> </tr> </thead> <tbody> <tr> <td>٦٠٪</td> <td>-</td> <td>٪٤</td> <td>-</td> <td>٪٣٦</td> </tr> </tbody> </table>						Final Exam	Project	Daily exams	Laboratory	Semester	Class Grades	٦٠٪	-	٪٤	-	٪٣٦
Final Exam	Project	Daily exams	Laboratory	Semester	Class Grades											
٦٠٪	-	٪٤	-	٪٣٦												

D. Student Support:

١. Measures for faculty members to provide academic counseling and advising to the student (mention the amount of time during which faculty members are expected to be present for this purpose each week).

١- - Procedures or arrangements in place to ensure the presence of faculty members in order to provide academic advice and advising to students (including the time – office hours – that faculty members are present in the week):

- **Direct supervision from a faculty member on all practical applications, exercises and discussions during lectures on a weekly basis...**

e. Learning Resources:

١. Required Scheduled Books:

General Arabic Language for Non-Specialization Departments /
Abdel Qader Hassan Amin et al.

٢. Main References:

Explanation of the diameter of the dew / by Ibn Hisham

Collector of Arabic Lessons / Ghalayini

Pre-Islamic Literature / Shawqi Deif

Explanation of the Seven Muallaqats / Al-Zuzani

Interpretation of the Balance / by Tabataba'i

The Rules of Arabic Spelling between Theory and Practice / Ahmed Taher and Hassan Shehata

٣. Recommended books and references (scientific journals, reports, etc.). etc.) (a list of which is attached)

- Explanation of Nahj al-Balagha / by Ibn Abi al-Hadid

- The Mistakes of the Creators / Sheikh Al-Karbasi

٤. Electronic references, websites... etc:

The Comprehensive Library of E-Books

٥. Other educational materials such as computer-based software/CDs, and technical standards/regulations:

And. Necessary Facilities:

Between the course requirements including the size of classrooms and laboratories (i.e., the number of seats in the classroom and labs, the number of computers available... etc.).

-- Library with the required references

١. Buildings (lecture halls, laboratories, etc.). etc.):

- Classrooms that can accommodate no more than ٤٠ male and female students in which there are educational tools and devices necessary for the teaching process, such as: (data devices), blackboard/chalkboard pens.

٢. Computer Resources:

٣. Other sources (identified... For example: the need for special laboratory equipment, mention them, or attach a list of them):

-No need for it

g. Course Evaluation and Development Processes

١. Strategies for obtaining feedback from students regarding the effectiveness of teaching:

- **Making an evaluation of the course by the department.**
- **Evaluation of the course by the specialized professor and the specialized teaching staff, students, and the involvement of public opinion.**

٢. Other strategies for evaluating the teaching process by the teacher or department:

- **Ask students regularly and orally about the appropriateness of the lectures for what they expect from learning this course.**

٣. Teaching Development Processes:

- Constantly reading about ancient and modern teaching mechanisms.
- Read and learn a lot about the course topics.

٤. Verification of the student's achievement standards (e.g., checking the correction of a sample of students' work by independent teachers, and periodically exchanging tests or sample assignments with a teaching staff from another institution):

- **The formative evaluation accompanying the course topics during the teaching of the course topics.**
- **Use some oral questions at the end of each topic.**
- **Periodic tests.**

٥. Describe the procedures for planning and developing the periodic review of the course effectiveness:

- **The course has not yet been periodically reviewed, as it is being submitted for the first time.**

١٠٩.

Course Name

Course Description Form: Sumerian Texts (Economic)

Sumerian Texts (Economic)	
١١٠.	Course Code
١١١.	Semester/Year
Chapter One / Stage Three	
١١٢.	Date this description was prepared
٢٠٢٥ – ٢٠٢٦	
١١٣.	Available Forms of Attendance
Presence	
١١٤.	Number of Hours (Total) / Number of Credits (Total)
٣ / ٣	
١١٥.	Course administrator name (if more than one name mentioned)
Name : Dr. Mohannad Ashour Shnawah Email : Mohannad.shnawah@qu.edu.iq	
١١٦.	Course Objectives
- Teaching students in one of the Sumerian texts, which is economic . - Training, memorization, differentiation, and understanding of the student from what economic texts are made of.	Course Objectives
١١٧.	Teaching and Learning Strategies
- Education by linking what the student has studied to previous years and what is new and appropriate to the stage so that the student can distinguish and know what the economic texts are. - Brainstorming and asking students questions and always involving them in dialogue and discussion. - Making several comparisons with the language approaching Sumerian to facilitate the student understanding. - Conducting continuous daily exams in order to motivate students to memorize the material.	Strategy

١١٨. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
١٢١. Course Name:					
١١٩. Course Evaluation					
Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					
١٢٠. Learning and Teaching Resources					
Introduction to the ancient language			Required Textbooks (Methodology, if any)		
Sumerian Language Writing Fawzi Rashid			Main References (Sources)		
The Book of Writing, by Amer Suleiman			Recommended books and references (scientific journals, reports...)		
Do not rely on inaccurate			Electronic References, Websites		

Sample Course Description: Akkadian Texts (Old Akkadians)

Akkadian texts (Old Akkadians)					
١٢٢. Course Code					
١٢٣. Semester/ Year					
First Semester / Year ٢٠٢٥-٢٠٢٦					
١٢٤. :Date this description was prepared					
٢٠٢٥-٢٠٢٦					
١٢٥. Available Forms of Attendance/					
Theoretical Lectures - Physical					
١٢٦. Number of Hours (Total) / Number of Units (Total)					
Hours (٣٠) / Units (٣)					
١٢٧. Course administrator name (if more than one name mentioned)/					
Name: Assoc. Prof. Dr. Walaa Sadiq Abd Ali					Email:
walaa.abdali@qu.edu.iq					
١٢٨. Course Objectives					
١- Studying the Akkadian language and introducing the student to the importance of studying, knowing the general rules of it, reading, translating and analyzing cuneiform texts. ٢- The role of the Akkadian language and its comparison with the Arabic language in terms of its grammar, conjugation, and balance of actions.					Course Objectives
١٢٩. Teaching and Learning Strategies					
- Delivery - Projector					Strategy
١٣٠. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcome	Watch es	The week

			s		
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	Introduction to the Loan Texts		٣	١
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	Half of a barley loan		٣	٢
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	Half of a sesame loan		٣	٣
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	Texts mahir :)Receipt)		٣	٤
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	Revenue Texts ŠU.TI.A		٣	٥
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	Texts (IDNU Give)		٣	٦
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	Paqdu Deposit Text		٣	٧
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	Text related to harvest workers		٣	٨
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	A text related to milk workers		٣	٩
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	Text related to field lease		٣	١٠

Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	A text related to renting an orchard		٣	١١
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	A text related to renting a house		٣	١٢
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	Half of the adoption contract		٣	١٣
Tests of all kinds (essays Objective, performative, paper (and pen	theoretical	A text related to the distribution of rations of flour and beer		٣	١٤
Tests of all kinds (essays -Objective, performative, paper and pen)	theoretical	Cuneiform texts with economic implications		٣	١٥

١٣١. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٣٢. Learning and Teaching Resources

	Required Textbooks (Methodology any)
١- Nael Hannoun, the cuneiform dictionary ٢- Nael Hannoun, Sharia Hammurabi ٣- Fawzi Rashid , Akkadian grammar Amer Suleiman, The Akkadian language (Babylonian- .Assyrian) its history, codification and grammar -j, Black et al., A concise Dictionary of Akkadian, (Wiesbaden , ١٩٩٩).	١. Main References (Sources)
https://www.noor-book.com	Electronic References, Websites

Course Description Form: Maintenance and Restoration of Archaeological Buildings

١٣٣.	Course Name:		
	Maintenance and restoration of archaeological buildings		
١٣٤.	Course Code		
١٣٥.	Semester/ Year		
	First Semester / Year ٢٠٢٥-٢٠٢٦		
١٣٦.	Date this description was prepared		
	٢٠٢٥-٢٠٢٦		
١٣٧.	Available Forms of Attendance/		
	Theoretical Lectures - Physical		
١٣٨.	Number of Hours (Total) / Number of Units (Total)		
	Hours (٣٠) / Units (٣)		
١٣٩.	Course administrator name (if more than one name mentioned)/		
	Name: Assoc. Prof. Dr. Amir Najm Abdel Rubaie Email: ameer.najm@qu.edu.iq		
١٤٠.	Course Objectives		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Identifying the methods of restoration of old buildings and archaeological buildings</td> <td style="width: 50%; text-align: center;">Course Objectives</td> </tr> </table>	Identifying the methods of restoration of old buildings and archaeological buildings	Course Objectives
Identifying the methods of restoration of old buildings and archaeological buildings	Course Objectives		
١٤١.	Teaching and Learning Strategies		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"> - Delivery - Projector </td> <td style="width: 20%; text-align: center;">Strategy</td> </tr> </table>	- Delivery - Projector	Strategy
- Delivery - Projector	Strategy		

- Practical Activity at the Museum and the Workshop of the Faculty of Fine Arts

٤٢. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	W a t c h e s	T h e w e e k
Tests of all kinds (essays Objective, performative, paper and pen	Display with a device Offer	Principles of Maintenance and Restoration	To learn the concept of maintenance Restoration	٣	١
Tests of all kinds (essays Objective, performative, paper and pen	Display with a device Offer	Definition of maintenance and restoration with teams	To distinguish the difference between the two terms Restoration and Maintenance	٣	٢
Tests of all kinds (essays Objective, performative, paper and pen	Display with a device Offer	Old Building Materials and Building Construction	To learn about restoration methods according to the building materials	٣	٣
Tests of all kinds (essays Objective, performative, paper and pen	Display with a device Offer	Rescue and permanent maintenance of buildings	Understand the maintenance method Rescue and Permanent	٣	٤
Tests of all kinds (essays Objective, performative, paper and pen	Display with a device Offer	Duties and Tasks of the Restorer	To learn about the duties of the restorer	٣	٥
Tests of all kinds (essays Objective, performative, paper and pen	Display with a device Offer	Economic feasibility of restoration	Master the importance of restoration with economic feasibility	٣	٦
Tests of all kinds (essays Objective- performative, paper and pen	Display with a device Offer	The purpose of restoring archaeological sites	To learn about the importance of restoring archaeological buildings.	٣	٧
Tests of all kinds (essays Objecti-	Display with a device Offer	The Close Relationship between Conservation and Restoration and	Knowledge of the relationship between conservation and restoration archaeology	٣	٨

e, perform ative, paper and pen		Archaeology			
ests of all kinds (essays Objective, performa- ive, paper and pen	Display with a device Offer	Maintenance and restoration of various buildings	Maintenance and restoration fossilized remains	٣	٩
ests of all kinds (essays Objective, performat- ve, paper and pen	Display with a device Offer	Methods of Restoring Mudstone Walls and Bricks	Maintenance and restoration of walls and bricks	٣	١٠
ests of all kinds (essays Objective, performat- ve, paper and pen	Display with a device Offer	Wood Maintenance and Restoration	Maintenance and restoration of materials	٣	١١
ests of all kinds (essays Objective, performat- ve, paper and pen	Display with a device Offer	Additional materials in the building need to be repaired	Glass Maintenance & Restoration	٣	١٢
ests of all kinds (essays Objective, performa- ive, paper and pen	Display with a device Offer	Streets and their importance in the growth of cities	Maintenance and restoration of and streets	٣	١٣
ests of all kinds (essays Objective, performa- ive, paper and pen	Display with a device Offer	The need to restore historical sites	The importance of restoration for country's economy	٣	١٤
ests of all kinds (essays Objective, performative, paper and pen)	Display with a device Offer	Efforts to restore artifacts within the walls of buildings	Additional materials are rest despite their scarcity	٣	١٥
١٤٣. Course Evaluation					
Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					
١٤٤. Learning and Teaching Resources					
Faha Baqir and Fadhil Abdul Wahid Ali, ١٩٨٠, History of Ancient Iraq, Part One, Baghdad University, ed.			Required Textbooks (Methodology any)		
١. Amer Suleiman and Ahmed Malik Al-Boys.Lectures in Ancient History. Mosul, ١٩٨٠. ١. A Selection of Authors, ١٩٨٥, The Civilization of Iraq,			Main References (Sources)		

١٨٩

Parts ٢-٤, Baghdad. ٢. -----, ١٩٨٨, The City and Civic Life in Iraq, Baghdad. ٣. Abdel Hadi, Mohammed, A Scientific Study in the Conservation and Restoration of Inorganic Antiquities. ٢٠٠٤ ٤. Shaheen, Abdel Moez, Restoration and Maintenance of Archaeological Buildings, ٢٠١٥.	
١. Harry Sachs, ١٩٧٩, The Greatness of Babylon, translated by Amer Suleiman, Mosul. ٢. Ali Muhammad Mahdi, ١٩٦٩, The Assyrians: Their Origin, Homeland, History, and Capitals, Baghdad. ٣. Naguib Mikhail, ١٩٧١, Civilizations of the Ancient East, Iraq and Persia, ٢nd Edition, Part ٦, Cairo. ٤. Leo Oppenheim, ١٩٨١, Mesopotamia, translated by Saadi Faydi Abd al-Razzaq, Baghdad. ٥. Abdul Redha Al-Ta'an, ١٩٨١, Political Thought in Ancient Iraq, BaghDad	Recommended books and references (scientific journals, reports...)
https://www.rost-book.com/tag/	Electronic References, Websites

Sample Course Description: Geometric Survey and Drawing

١٤٥. Course Name
Survey and Engineering Drawing
١٤٦. Course Code
١٤٧. Semester/ Year
Second Semester ٢٠٢٥-٢٠٢٦

١٤٨. Date this description was prepared					
١٤٩. Available Forms of Attendance					
Presence					
١٥٠. Number of Hours (Total) / Number of Credits (Total)					
٣٠ Hours / ٢ Units					
١٥١. Course administrator name (if more than one name mentioned)					
Name Eng. M. Abdul Amir Abu Shanin Jarallah Email :					
١٥٢. Course Objectives					
Dialogue and Discussion Strategy • As well as relying on the strategy			Objectives of the course: The main objective to learn about the most important antiquities of Iran and Anatolia.		
١٥٣. Teaching and Learning Strategies					
					Strategy
١٥٤. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
		١. What do we mean by geometric drawing	The student is able to	٢	١
		٢. Types of Engineering Drawing	Employing the experience gained	٢	٢
			Scientific on	٢	٣

		٣. Engineering Drawing Tools	development of operation	٢	٤
		٤. How to Draw Pottery	Archaeological research and excavation	٢	٥
		٥. How to Draw Landmark Buildings		٢	٦
		٦. How to Paint Foundations and Walls		٢	٧
		٧. How to Draw Dolls and Crockery Tablets		٢	٨
		٨. Scale		٢	٩
		٩. Relative Drawing Scale			١٠
		١٠. Fractional Drawing Scale			١١
		١١. Linear Drawing Scale			١٢
		١٢. Scale Drawing Writing			١٣
		١٣. Archaeological Map			١٤
		١٤. Digital Drawing			١٥
		١٥. Digital Drawing Tools			

١٥٥. ٢١٠ Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٥٦. Learning and Teaching Resources

	Required Textbooks (Methodology, if any)
	Main References (Sources)
	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites

Course Description Form: Archaeological Environmental Science

١٥٧.	Course Name:
Archaeological Environmental Sciences	
١٥٨.	Course Code
١٥٩.	Semester/Year
First Semester / Third Stage Year ٢٠٢٥-٢٠٢٦	
١٦٠.	:Date this description was prepared
٢٠٢٥-٢٠٢٦	
١٦١.	Forms of Attendance Available/In-person
Theoretical Lectures - Face-to-Face	
١٦٢.	Number of Hours (Total) / Number of Units (Total)
Hours (٣٠) / Units (٣)	
١٦٣.	Course administrator name (if more than one name mentioned)/
Name: Eng. Ameer Hamid Saffah	
Email ameer.hameed@qu.edu.iq	

١٦٤. Course Objectives					
– Identify the basic concepts of archaeological environmental sciences and their relationships to archaeology and natural sciences. – Understand the impact of environmental, climatic and geological factors on the origin, development and preservation of archaeological sites. – Develop the skills of analyzing plant, animal and geological remains and employing them in the reconstruction of ancient environments. – Identify the techniques and scientific methods used in archaeological environmental studies and the dating of archaeological finds. – Developing students' ability to employ environmental knowledge in interpreting the archaeological record and supporting archaeological research.					Objectives of course Study
١٦٥. Teaching and Learning Strategies					
– Lecture Style Strategies: Lecture, Discussion, Brainstorming, Scientific Dialogue. – Collaborative learning – Problem-based learning style. – Hands-on learning – Self-paced learning					Strategy
١٦٦. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Class Question	Interactive lecture, Discussion	Introduction to Ecology and Archaeological Ecology	Identify the concept of ecology and importance	٢	١
Short test	Lecture, brainstorming	Components and types of the environment	Differentiate between types and elements of environments	٢	٢
Duty	Lecture, Discussion	Environmental archaeology and its divisions	Understanding the concept of environmental archaeology and its branches	٢	٣
Report	Case Study, Lecture	Historical development of archaeological ecology	Learn about the evolution of archaeological ecology	٢	٤

Practical Assessment	Practical application discussion	Archaeology of plant ecology	Analysis of plant remains and their archaeological significance	۲	۵
Short test	Lecture, practical application	Plant Analysis and Plant Dating Techniques	Identify techniques for studying plant residues	۲	۶
Duty	Lecture, Case Study	Archaeology of Animal Ecology	Analysis of animal remains at archaeological sites	۲	۷
Practical Assessment	Practical, collaborative learning	Animal Remains Analysis Techniques	Learn about the techniques used to study animal remains	۲	۸
Short test	Lecture, Discussion	Geoecology	Understanding the relationship between geology and archaeology	۲	۹
Duty	Lecture, practical application	Fossils and geological strata	Identifying Ground Layers and Fossils	۲	۱۰
Report	Case study, discussion	Environment and Civilizational Changes	Explaining the Impact of the Environment on the Development of Civilizations	۲	۱۱
Practical Assessment	Problem-Based Learning	Applications of Archaeological Environmental Science	Employing environmental concepts in archaeological studies	۲	۱۲
Scientific Presentation	Collaborative Learning Presentation	Applied Studies	Analysis of Archaeological Environmental Studies	۲	۱۳
Continuous Evaluation	Discussion, Problem Solving	Review & Applications	Comprehensive Course Review	۲	۱۴

۱۶۷. Course Evaluation

Distribution of the score out of ۱۰۰ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

۱۶۸. Learning and Teaching Resources

–	Scheduled Book Required (The methodology)
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	is that found)
- Dena F. Dincauze. Environmental Archaeology: Principles and Practice. Cambridge University Press, .٢٠٠٠ - Karl W. Butzer. Archaeology as Human Ecology: Method and Theory for a Contextual Approach. Cambridge University Press, .١٩٨٢ - Martin Bell and Michael J. C. Walker. Late Quaternary Environmental Change: Physical and Human Perspectives. Routledge, ٢٠٠٥.	Primary References (Sources)
	Electronic References, Websites

Sample Course Description: Reproduction of Cuneiform Writings from the Neo-Babylonian Period BC

١٦٩.	Course Title : Reproduction of Cuneiform Writings from the Neo-Babylonian Period BC
١٧٠.	Course Code
١٧١.	Semester / Year : First Semester / Third Stage / Cuneiform Studies Department
١٧٢.	Date of preparation of this description: ٢٠٢٥- ٢٠٢٦
١٧٣.	Available Forms of Attendance
	Theoretical Lectures - Physical
١٧٤.	Number of Hours (Total) / (٣٢) Number of Units (Total) Number of Units

(٢)

١٧٥. Course administrator name (if more than one name mentioned)

Name: Eng. Shaimaa Yousef Issa Email: shyamaa.yosif@qu.edu.iq

١٧٦. Course Objectives

- | Course Objectives |
|--|
| <ul style="list-style-type: none">• Study of cuneiform texts• Introducing students to the official documents of the ancient era• Teach students to recognize the cuneiform number• Teaching students to write cuneiform texts |

١٧٧. Teaching and Learning Strategies

Strategy
Theoretical Study/Practical Study - Projector

١٧٨. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Tests of all kinds (essays -Objectivity-Performance- (paper and pen	Display with a device Offer	Read Transcripts Babylonian	To learn to study texts and reading it	٢	١
Tests of all kinds (essays Objective, performative, paper (and pen	Display with a device Offer	Text Types	To understand texts and its types	٢	٢

Tests of all kinds (essays Objective, performative, paper (and pen	Display with a device Offer	Babylonian texts	To get to know the writings Neo-Babylonian	٢	٣
Tests of all kinds (essays Objective, performative, paper (and pen	Display with a device Offer	Texts and Reproduction	To understand the writing the Babylonian signs	٢	٤
Tests of all kinds (essays Objective, performative, paper (and pen	Display with a device Offer	Rewriting Texts	To understand the concept writing Babylonian	٢	٥
Tests of all kinds (essays Objective, performative, paper (and pen	Display with a device Offer	Nature and Language the Text	To analyze what the texts refer to	٢	٦
Tests of all kinds (essays Objective, performative, paper (and pen	Display with a device Offer	Text Types	To identify the types of texts According to its content	٢	٧
Tests of all kinds (essays Objective, performative, paper (and pen	Display with a device Offer	Babylonian Writing	To understand the Babylonian notation	٢	٨
Tests of all kinds (essays Objective, performative, paper (and pen	Display with a device Offer	Babylonian peoples	To get to know the Babylonian peoples	٢	٩
Tests of all kinds (essays Objective, performative, paper (and pen	Display with a device Offer	Texts and Reproduction	Analyze texts according to rules	٢	١٠
Tests of all kinds (essays Objective, performative, paper (and pen	Display with a device Offer	Rewriting Texts	To recognize all texts Babylonian	٢	١١
Tests of all kinds (essays Objective, performative, paper (and pen	Display with a device Offer	Nature and Language the Text	To define the concept studying Beyond the text	٢	١٢
Tests of all kinds (essays Objective, performative, paper (and pen	Display with a device Offer	Text Types	To learn about economic coexistence And the political of Babylonians	٢	١٣
Tests of all kinds (essays Objective, performative, paper	Display with a device	Economic Texts	To understand the effects the economy on	٢	١٤

(and pen	Offer		Babylonian language		
Tests of all kinds (essays	Display with a device	Economic Texts	To get to know other texts	٢	١٥
-Objective, performative, p and pen)	Offer				

١٧٩. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٨١. Learning and Teaching Resources

Selected texts from the Iraqi Museum	Required Textbooks (Methodology, if any)
Dr. Amer Suleiman's book (Akkadian Babylonian and Assyrian language)	Main References (Sources)
Akkadian Grammar by Dr. Fawzi Rashid Published Research Academic Research Center	Recommended books and references (scientific journals, reports...)
Course PublishedPDFBooks https://www.noor-book.com	Electronic References, Websites

Course Description Form: Geographic Information Systems (GIS)

١٨٢.	Course Name:	
Geographic Information Systems (GIS)		
١٨٣.	Course Code	
١٨٤.	Semester/Year	
Second Semester / Third Stage Year ٢٠٢٥-٢٠٢٦		
١٨٥.	:Date this description was prepared	
٢٠٢٥-٢٠٢٦		
١٨٦.	Forms of Attendance Available/In-person	
Theoretical Lectures - Face-to-Face		
١٨٧.	Number of Hours (Total) / Number of Units (Total)	
Hours (٣٠) / Units (٣)		
١٨٨.	Course administrator name (if more than one name mentioned)/	
Name: Eng. Ameer Hamid Saffah		Email ameer.hameed@qu.edu.iq
١٨٩.	Course Objectives	
- Identify the concept of Geographic Information Systems (GIS), its importance and historical development. - Understand the components, basic functions and mechanism of GIS. - Gain knowledge of spatial data collection, management, analysis, and presentation methods. - Identify models of geographic data representation and topological relationships between spatial features. - Understand the applications of GIS in archaeological studies, including the documentation, management, and protection of archaeological sites. - Employing spatial analysis techniques in the interpretation of archaeological phenomena, landscape study, and predictive modeling. - Identify the sources of modern and historical satellite visualizations and the mechanisms of their interpretation and use in archaeological research. - Distinguish between the most important GIS programs and applications such as ArcGIS ,		Objectives the course Study

QGIS, MapInfo, and others, and know Areas of use. – Develop practical skills in the use of field applications to collect geographic data and record Coordinates and Spatial Database Management. – Developing the student's ability to employ GIS and satellite visualizations in supporting scientific research and taking Decision and spatial problem solving in the field of archaeology.	
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١٩٠. Teaching and Learning Strategies

– Lecture Style Strategies: Lecture, Discussion, Brainstorming, Scientific Dialogue. – Collaborative learning – Problem-based learning style. – Hands-on learning – Self-paced learning	Strategy
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١٩١. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	W atches	The wee k
Class Questions	Interactive Lecture, Discussion	Introduction to GIS	Understanding the concept of GIS and importance	٢	١
Short test	Lecture, brainstorming	GIS components and functions	Interpreting GIS components and functions	٢	٢
Practical Duty	Lecture, practical application	Spatial data, representation, and databases	Differentiate between spatial data type	٢	٣
Practical Assessment	Problem-Based Learning, Hands-on Application	Spatial Analysis and its Applications	Application of Spatial Analysis Metho	٢	٤
Scientific Report	Case study, Discussion	Applications of GIS in Archaeology	Employing GIS in Archaeological Studies	٢	٥
Short test	Lecture, Analysis of Satellite Imag	Modern and historical satellite visuals	Recognize Space-based Visualizations and its uses	٢	٦

Practical Assessment	Practical training, Collaborative Learning	GIS Software and Applications (ArcGIS, QGIS)	Use GIS Basic Software	٢	٧
Practical Project and a presentation	Applied Project Presentation, Discussion	Field Applications and Comprehensive Review	Employing the skills acquired in a project Applied	٢	٨

١٩٢. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٩٣. Learning and Teaching Resources

–	Scheduled Books Required (The methodology that found)
– Daoud, Jumaa Mohammed. Principles of GIS Science. Makkah, Saudi Arabia, ٢٠١٤. – Hussain, Hussein Ali. Geographic Information Systems and their Applications in Geography and Archaeology. Ibn Al-Athir Printing and Publishing House, University of Mosul, ٢٠١٩. – Hamza, Nawal Abdel Hussein. Remote sensing and GIS and their applications in archaeological studies. Safaa Publishing and Distribution, ٢٠٢٠.	Primary References (Sources)
– USGS Earth Explorer – OpenTopography – The Digital Archaeological Record (tDAR) – ESRI ArcGIS Online – Copernicus Open Access Hub – Google Earth – CORONA Atlas Project	Electronic References, Websites

Sample Course Description: History of the Ancient Near East (Iran)

٢٥.	Course Name:
	History of the Ancient Near East (Iran)
٢٦.	Course Code
	Third Stage/ First Semester
٢٧.	Semester/ Year
	First Semester / Year ٢٠٢٥-٢٠٢٦
٢٨.	:Date this description was prepared
	٢٠٢٥-٢٠٢٦
٢٩.	Available Forms of Attendance/
	Theoretical Lectures – Physical
٣٠.	Number of Hours (Total) / Number of Units (Total)
	Hours (٣٠) / Units (٢)
٣١.	Course administrator name (if more than one name mentioned)/
	Name: Dr. Jassim Shahd Wahd Email : Jasim.wahad@qu.edu.iq
٣٢.	Course Objectives
	١. Knowledge of the civilizational and political aspects of ancient Iran
	Course Objectives
٣٣.	Teaching and Learning Strategies
	- Delivery - Projector Strategy
٣٤.	Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	The Geography of Iran and its Impact on the History of the Region	To learn the geography of Iran	۲	۱
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	Sources of the study of the ancient history of Iran	To learn the sources of study History of Ancient Iran	۲	۲
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	Written Resources	To get to know the sources listed	۲	۳
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	Material Sources of Iran	To understand Iran's material sources	۲	۴
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	Stone Age Monuments of Iran	To absorb the traces of Stone Ages	۲	۵
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	The ancient modern of Iran	To analyze the findings of Paleolithic period of Iran	۲	۶
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	The modern and the ancient intermediate of Iran	To learn about the Mesolithic Age	۲	۷
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	The Neolithic Paleolithic of Iran	To learn about the Paleolithic	۲	۸
Tests of all kinds (essay Objective, performative	Display with a device	A Study in the Antiquities and History of Shousha	To understand the antiquities and history of the two	۲	۹

(paper and pen	Offer	and Elamamen			
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	Din Al-Elami	To understand the Elamite religion	٢	١٠
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	Art in the country of Elam	To learn about Elamite art	٢	١١
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	Economy in Elam	To determine the nature of Elamic economy	٢	١٢
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	Administration and Law in the Land of Elam	Familiar with law and administration	٢	١٣
Tests of all kinds (essay Objective, performative (paper and pen	Display with a device Offer	Indo-European Migrations and Settlements	To understand the nature of Indo-European migrations	٢	١٤
Tests of all kinds (essay -Objective, performative (paper and pen)	Display with a device Offer	The establishment of the physical state and the construction of the capital Akptana	To get to know the Median state	٢	١٥

٣٥. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

٣٦. Learning and Teaching Resources

Sami Saeed al-Ahmad, Reza Jawad al-Hashimi, History of the Ancient Near East: Iran and Anatolia, Baghdad, ١٩٨٤.	Required Textbooks (Methodology and any)
١١. Taha Baqir, Introduction to the History of Ancient Civilizations, Volume ٢, Dar Al-Warraq for Printing and Publishing, Baghdad, ٢٠٠٦. ١٢. Arthur Crescents, Iran in the Sassanid Era, translated by: Yahya Al-Khashab, Cairo, ١٩٥٧.	Main References (Sources)
١٥. Harry Sachs, ١٩٧٩, The Greatness of	Recommended books and references (scientific journals,

Babylon, translated by Amer Suleiman, Mosul. ١٦. Ali Muhammad Mahdi, ١٩٦٩, The Assyrians: Their Origin, Homeland, History, and Capitals, Baghdad. ١٧. Naguib Mikhail, ١٩٧١, Civilizations of the Ancient East, Iraq and Persia, ٢nd Edition, Part ٦, Cairo. ١٨. Leo Oppenheim, ١٩٨١, Mesopotamia, translated by Saadi Faydi Abd al-Razzaq, Baghdad.	reports...)
https://www.noor-book.com	Electronic References, Websites

Course Description Form: Sumerian Texts (Economic)

١٩٤.	Course Name		
Sumerian Texts (Economic)			
١٩٥.	Course Code		
١٩٦.	Semester/Year		
Chapter One / Stage Three			
١٩٧.	Date this description was prepared		
٢٠٢٥ – ٢٠٢٦			
١٩٨.	Available Forms of Attendance		
Presence			
١٩٩.	Number of Hours (Total) / Number of Credits (Total)		
٣ / ٣			
٢٠٠.	Course administrator name (if more than one name mentioned)		
Name : Dr. Mohannad Ashour Shnawah Email : Mohannad.shnawah@qu.edu.iq			
٢٠١.	Course Objectives		
•	Teaching students in one of the Sumerian texts, which is economic .	Course Objectives	
•	Training, memorization, differentiation, and understanding of the student from what economic texts are made of.		
٢٠٢.	Teaching and Learning Strategies		
•	Education by linking what the student has studied to the previous years and what is new and appropriate to this stage so that the student can distinguish and know what the economic texts are.	Strategy	
•	Brainstorming and asking students questions and always involving them in dialogue and discussion.		
•	Making several comparisons with the languages approached in Sumerian to facilitate the student's understanding.		
•	Conducting continuous daily exams in order to motivate students to memorize the material.		
٢٠٣. Course Structure			

Evaluation Method	Learning	Unit Name or	Required	watches	The
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	method	Subject	Learning Outcomes		week
Exams	Save & Comp	Sumerian texts	Understanding and Memorizing Texts	٣	١٥
٢٠٤. Course Evaluation					
Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					
٢٠٥. Learning and Teaching Resources					
Introduction to the ancient language			Required Textbooks (Methodology, if any)		
Sumerian Language Writing, Fawzi Rashid			Main References (Sources)		
The Book of Writing, by Dr. Amer Suleiman			Recommended books and references (scientific journals, reports...)		
Do not rely on inaccurate			Electronic References, Websites		

Sample Course Description: Akkadian (Old Babylonian) Texts

١. Course Name:	
Akkadian (Old Babylonian) texts	
٢. Course Code	
٣. Semester/Year	
Second Semester / Year ٢٠٢٥-٢٠٢٦ / Third Stage	
٤.	:Date this description was prepared
٢٠٢٥-٢٠٢٦	
٥. Available Forms of Attendance/	
Theoretical Lectures – Physical	
٦. Number of Hours (Total) / Number of Units (Total)	
Hours (٣٠) / Units (٣)	
٧. Course administrator name (if more than one name mentioned)/	
Name: Assoc. Prof. Dr. Walaa Sadiq Abd Ali Email: walaa.abdali@qu.edu.iq	
٨. Course Objectives	
١- Studying the Akkadian language and introducing the student to the importance of	Course

studying, knowing the general rules of it, reading, translating and analyzing cuneiform texts.				Objectives	
٢- The role of the Akkadian language and its comparison with the Arabic language in terms of its grammar, conjugation, and balance of actions.					
٩. Teaching and Learning Strategies					
- Delivery - Projector				Strategy	
١٠. Course Structure					
Evaluation Method	Learnin g method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	Contents of cuneiform texts		٣	١
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	IDNU Texts (Give)		٣	٢
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	Economic text		٣	٣
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	Half adoption for a baby girl		٣	٤
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	Text of buying a house		٣	٥
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	Half for milk workers		٣	٦
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	Historical Formula		٣	٧

Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	Harvest Workers Texts		٣	٨
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	ارسل الفعل Shapari		٣	٩
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	Supervisor/Agent UGULA) waklum		٣	١٠
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	Half of the adoption contract		٣	١١
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	Half of the field rent		٣	١٢
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	The verb īsidū		٣	١٣
Tests of all kinds (essays Objective, performative, - (paper and pen	theoretic al	Historical Formulas and Their Importance		٣	١٤
Tests of all kinds (essays -Objective, performative, paper and pen)	theoretic al	Letter Texts		٣	١٥

١١. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٢. Learning and Teaching Resources

	Required Textbooks (Methodology, if any)
٤- Nael Hannoun, the cuneiform dictionary ٥- Nael Hannoun, Sharia Hammurabi	١. Main References (Sources)

٦- Fawzi Rashid , Akkadian grammar Amer Suleiman, The Akkadian language (Babylonian-Assyrian) its .history, codification and grammar -j, Black et al.,A conise Dictionary of Akkadian, (Wiesbanden , ١٩٩٩).	
https://www.noor-book.com	Electronic References, Websites

١٣.

١٤.

Course Name:

**Course Description Form: Maintenance and Restoration of
Archaeological Finds**

Maintenance and restoration of archaeological finds

١٥. Course Code

١٦. Semester/ Year

Second Semester / Year ٢٠٢٥-٢٠٢٦

١٧. :Date this description was prepared

٢٠٢٥-٢٠٢٦

١٨. Available Forms of Attendance/

Theoretical Lectures - Physical

١٩. Number of Hours (Total) / Number of Units (Total)

Hours (٣٠) / Units (٣)

٢٠. Course administrator name (if more than one name mentioned)/

Name: Assoc. Prof. Dr. Amir Najm Abdel Rubaie

Email: ameer.najm@qu.edu.iq

٢١. Course Objectives

١. Identifying the methods of restoring ancient archaeological finds

Course Objectives

٢٢. Teaching and Learning Strategies

- Delivery
- Projector
- Practical Activity at the Museum and the Workshop of the Faculty of Fine Arts

Strategy

٢٣. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week

Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	Principles of Maintenance and Restoration	To learn the concept maintenance and restoration	۳	۱
Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	Definition of maintenance and restoration with teams	To distinguish the difference between the two terms Restoration and Maintenance	۳	۲
Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	Types of archaeological finds and their physical characteristics	The student should distinguish between archaeological materials (Metal, Pottery, Organic, stone) and the characteristics of each species.	۳	۳
Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	Factors Affecting the Damage of Archaeological Finds	The student must identify physical factors and chemical and biological damage.	۳	۴
Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	Principles of Pre- Restoration Inspection and Analysis	To be familiar with principles of inspection and pickling	۳	۵
Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	Methods of documentation and registration before restoration	The student applies the methods of documentation. Photography, drawing, and written description.	۳	۶
Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	The purpose of the restoration of the	To recognize the importance restoring archaeological sites	۳	۷
Tests of all kinds (essays Objective, performative,	Display with a devi	Pottery Disposal	The student should explain methods of collecting	۳	۸

(paper and pen	Offer		fragments, Re-glue, plug the gaps in pottery.		
Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	Stone Scaffolding	The student should ap methods of cleaning ; restoring corroded or bro stone pieces.	۳	۹
Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	Methods of Restoring Mudstone Walls and Bricks	Maintenance and restoration mud walls and bricks	۳	۱
Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	Metal Maintenance and Restoration	Maintenance and restoration metal materials	۳	۱
Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	Glass Maintenance & Restoration	Glass Maintenance Restoration	۳	۱
Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	Ethics of the profession and standards of international restoration	The student must demonst the ethical rules in restorat and ICOM and UNES standards.	۳	۱
Tests of all kinds (essays Objective, performative, (paper and pen	Display with a devi Offer	Preventive preservation inside museums and warehouses	The student should explain ideal storage conditions (h humidity, lighting, ventilation	۳	۱
Tests of all kinds (essays -Objective, performat (paper and pen)	Display with a devi Offer	Applied Project and Final Evaluation	The student must complet practical project to apply steps of conservation ; restoration to an archaeolog model.	۳	۱

۲۴. Course Evaluation

Distribution of the score out of ۱۰۰ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

۲۵. Learning and Teaching Resources

Taha Baqir and Fadhil Abdul Wahid Ali, ۱۹۸۰, History of Ancient Ir | Required Textbooks (Methodolo

Part One, Baghdad University, ed.	if any)
٢. Amer Suleiman and Ahmed Malik Al-Boys. Lectures in Ancient History. Mosul, ١٩٨٠. ٥. A Selection of Authors, ١٩٨٥, The Civilization of Iraq, Parts ٢-٤, Baghdad. ٦. -----, ١٩٨٨, The City and Civic Life in Iraq, Baghdad. ٧. Abdel Hadi, Mohammed, A Scientific Study in the Conservation and Restoration of Inorganic Antiquities. ٢٠٠٤ ٨. Shaheen, Abdel Moez, Restoration and Maintenance of Archaeological Buildings, ٢٠١٥.	Main References (Sources)
٦. Harry Sachs, ١٩٧٩, The Greatness of Babylon, translated by Amer Suleiman, Mosul. ٧. Ali Muhammad Mahdi, ١٩٦٩, The Assyrians: Their Origin, Homeland, History, and Capitals, Baghdad. ٨. Naguib Mikhail, ١٩٧١, Civilizations of the Ancient East, Iraq and Persia, ٢nd Edition, Part ٦, Cairo. ٩. Leo Oppenheim, ١٩٨١, Mesopotamia, translated by Saadi Faydi Abd al-Razzaq, Baghdad. ١٠. Abdul Redha Al-Ta'an, ١٩٨١, Political Thought in Ancient Iraq, Baghdad	Recommended books and references (scientific journals, reports...)
https://www.rost-book.com/tag/	Electronic References, Websites

Sample Course Description: Reproduction of Cuneiform Writings from the Modern Assyrian Period

٢٦. Course Title : Reproduction of Cuneiform Writings from the Modern Assyrian Period

Assyrian Period	
٢٧.	Course Code
٢٨.	Semester / Year : Second Semester / Third Stage / Cuneiform Stud Department
٢٩.	Date of preparation of this description: ٢٠٢٥- ٢٠٢٦
٣٠.	Available Forms of Attendance
Theoretical Lectures - Physical	
٣١.	Number of Hours (Total) / (٣٢) Number of Units (Total) Number of Units (٣)
٣٢.	Course administrator name (if more than one name mentioned)
Name: Eng. Shaimaa Yousef Issa Email: shyamaa.yosif@qu.edu.iq	
٣٣.	Course Objectives
• Study of cuneiform texts • Introducing students to official documents of the ancient era • Teach students to recognize clay number • Teaching students to work with cuneiform texts	Course Objectives

٣٤. Teaching and Learning Strategies

Theoretical Study/Practical Study

- Projector

Strategy

٣٥. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Tests of all kinds (essays -Objectivity-Performance- (paper and pen	Display with a device Offer	Read Transcripts Assyrian	To learn to study texts and reading it	٢	١
Tests of all kinds (essays Objective, performative, practical (and pen	Display with a device Offer	Text Types	To understand texts and its types	٢	٢
Tests of all kinds (essays Objective, performative, practical (and pen	Display with a device Offer	Assyrian texts	To get to know writings Modern Assyrian	٢	٣
Tests of all kinds (essays Objective, performative, practical (and pen	Display with a device Offer	Texts Reproduction	To understand writing of Assyrian signs	٢	٤
Tests of all kinds (essays Objective, performative, practical (and pen	Display with a device Offer	Rewriting Texts	To understand concept of writing Assyrian	٢	٥
Tests of all kinds (essays Objective, performative, practical (and pen	Display with a device Offer	Nature Language of Text	To analyze what the text refers to	٢	٦
Tests of all kinds (essays Objective, performative, practical (and pen	Display with a device Offer	Text Types	To identify the types of texts According to its content	٢	٧
Tests of all kinds (essays Objective, performative, practical (and pen	Display with a device	Assyrian Writing	To understand Assyrian	٢	٨

(and pen	Offer		notation		
Tests of all kinds (essays Objective, performative, p (and pen	Display with a devi Offer	Babylonian peopl	To get to know Babylonian peoples	٢	٩
Tests of all kinds (essays Objective, performative, p (and pen	Display with a devi Offer	Texts Reproduction	Analyze texts accord to the rules	٢	١٠
Tests of all kinds (essays Objective, performative, p (and pen	Display with a devi Offer	Rewriting Texts	To recognize all texts Babylonian	٢	١١
Tests of all kinds (essays Objective, performative, p (and pen	Display with a devi Offer	Nature Language of Text	To define the concept studying Beyond the text	٢	١٢
Tests of all kinds (essays Objective, performative, p (and pen	Display with a devi Offer	Text Types	To learn about econo coexistence And the political of Assyrians	٢	١٣
Tests of all kinds (essays Objective, performative, p (and pen	Display with a devi Offer	Economic Texts	To understand the eff of the economy on Babylonian language	٢	١٤
Tests of all kinds (essays -Objective, performative, p and pen)	Display with a devi Offer	Economic Texts	To get to know ot texts	٢	١٥

٢٦. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

٢٨. Learning and Teaching Resources

Selected texts from the Iraqi Museum	Required Textbooks (Methodology, if any)
Dr. Amer Suleiman's book (Akkadian - Babylonian and Assyrian language)	Main References (Sources)
Akkadian Grammar by Dr. Fawzi Rashid Published Research	Recommended books and references (scientific journals, reports...)

Academic Research Center	
Course PublishedPDFBooks https://www.noor-book.com	Electronic References, Websites

Sample Course Description: History of the Ancient Near East (Egypt and Anatolia)

١. Course Name:
History of the Ancient Near East (Egypt and Anatolia)
٢. Course Code
Third Stage/ Second Semester
٣. Semester/ Year
Second Semester / Year ٢٠٢٥-٢٠٢٦
٤. :Date this description was prepared
٢٠٢٥-٢٠٢٦
٥. Available Forms of Attendance/
Theoretical Lectures - Physical
٦. Number of Hours (Total) / Number of Units (Total)
Hours (٣٠) / Units (٢)
٧. Course administrator name (if more than one name mentioned)/
Name: Dr. Jassim Shahd Wahd Email : Jasim.wahad@qu.edu.iq

٨. Course Objectives

١. Knowledge of the civilizational and political aspects of Egypt and Anatolia

Course Objectives

٩. Teaching and Learning Strategies

- Delivery
- Projector

Strategy

١٠. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Tests of all kinds (essays Objective, performative (paper and pen	Display with a devi Offer	The natural and climatic geography of the Nile Valley countries	To learn the geography of Egypt	٢	١
Tests of all kinds (essays Objective, performative (paper and pen	Display with a devi Offer	Prehistoric times in the Nile Valley country	To learn the sources of studying ancient history of Egypt	٢	٢
Tests of all kinds (essays Objective, performative (paper and pen	Display with a devi Offer	An era before dynasties	To get to know the era before dynasties	٢	٣
Tests of all kinds (essays Objective, performative (paper and pen	Display with a devi Offer	Main sources To study the history of Egypt For Antiquity	To understand the material sources of Egypt	٢	٤
Tests of all kinds (essays Objective, performative (paper and pen	Display with a devi Offer	Ancient Egypt Names	To understand the names of ancient Egypt	٢	٥

Tests of all kinds (essays Objective, performative (paper and pen)	Display with a devi Offer	The Ancient Egyptian Period, the First Transition Era, the Middle Kingdom Era	To get to know the era of the anc Egyptian state	۲	۶
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a devi Offer	The Second Transition Era, the Modern State Era	To learn about the Second Transition Era	۲	۷
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a devi Offer	The idea of building the pyramid and its group	To get to know the idea of buildin pyramid	۲	۸
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a devi Offer	Geographical and climatic characteristics of Anatolia	To understand the geograph characteristics of Anatolia	۲	۹
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a devi Offer	Archaeological Sources for the Study of Anatolia	To understand the effects Anatolia	۲	۱۰
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a devi Offer	Sources for the study of Anatolia	To get to know the sources Anatolia	۲	۱۱
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a devi Offer	Paleolithic in Anatolia	To determine the nature of Paleolithic	۲	۱۲
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a devi Offer	Neolithic Age in Anatolia	To get to know the modern era	۲	۱۳
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a devi Offer	Manifestations of Hittite civilization in Anatolia	To understand the nature civilization	۲	۱۴
Tests of all kinds (essays -Objective, performat (paper and pen)	Display with a devi Offer	Social Classes - Hittite Religion - Hittite Art - Economy - Law	To get to know the social classes	۲	۱۵

١١. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٢. Learning and Teaching Resources

١٣. Taha Baqir, Introduction to the History of Ancient Civilizations, Volume ٢, Dar Al-Warraq for Printing and Publishing, Baghdad, ٢٠٠٦.

Required Textbooks (Methodology any)

٣٧. Nour Galal, Features of the Flood of Civilization in Ancient Egyptian Times, Cairo, ٢٠٠٨.

Main References (Sources)

٣٨. Ahmed Fakhry, The Egyptian Pyramids, Anglo Library, Cairo, ١٩٨٨.

Selim Hassan, Ancient Egypt, Volume ١-٧, Egyptian General Book Authority, Cairo, ١٩٩٠.

Recommended books and references (scientific journals, reports...)

<https://www.noor-book.com>

Electronic References, Websites

Course Description Form: Akkadian Texts (Middle and Modern Babylonian)

٣٩.	Course Name:				
Akkadian texts (Middle and Modern Babylonian)					
٤٠.	Course Code				
٤١.	Semester/ Year				
First Semester / Year ٢٠٢٥-٢٠٢٦ / Fourth Stage					
٤٢.	:Date this description was prepared				
٢٠٢٥-٢٠٢٦					
٤٣.	Available Forms of Attendance/				
Theoretical Lectures - Physical					
٤٤.	Number of Hours (Total) / Number of Units (Total)				
Hours (٣٠) / Units (٣)					
٤٥.	Course administrator name (if more than one name mentioned)/				
Name: Assoc. Prof. Dr. Walaa Sadiq Abd Ali Email: walaa.abdali@qu.edu.iq					
٤٦.	Course Objectives				
١- Studying the Akkadian language and introducing the student to the importance of studying, knowing the general rules of it, reading, translating and analyzing cuneiform texts. ٢- The role of the Akkadian language and its comparison with the Arabic language in terms of its grammar, conjugation, and balance of actions.					
٤٧. Teaching and Learning Strategies					
- Delivery - Projector	Strategy				
٤٨. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Cuneiform text with economic content		٣	١

Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Letter Text		٣	٢
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Interest Rate in Loan Texts		٣	٣
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Verb Form of Receipt ŠU.BA.AN.TI		٣	٤
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	The verb will add uṣṣab		٣	٥
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Texts of maḥir (Taslim)		٣	٦
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Revenue Texts ŠU.TI.A		٣	٧
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Texts of Giving (IDNU)		٣	٨
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Paqdu Deposit Texts		٣	٩
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Half Rent Field		٣	١٠
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Half Rent House		٣	١١
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Half of the Ijarbastian		٣	١٢
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Half of the adoption contract		٣	١٣
Tests of all kinds (essays Objective, performative, (paper and pen	theoretical	Texts for the completion of the work		٣	١٤
Tests of all kinds (essays -Objective, performative, (paper and pen)	theoretical	Cuneiform Texts		٣	١٥

٤٩. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

٥٠. Learning and Teaching Resources

	Required Textbooks (Methodology any)
٧- Nael Hannoun, the cuneiform dictionary	١. Main References (Sources)

٨- Nael Hannoun, Sharia Hammurabi ٩- Fawzi Rashid , Akkadian grammar Amer Suleiman, The Akkadian language (Babylonian-.Assyrian) its history, codification and grammar -j, Black et al.,A conise Dictionary of Akkadian, (Wiesbanden , ١٩٩٩).	
https://www.noor-book.com	Electronic References, Websites

Course Description Form: (Historical Sumerian Texts)

٥١.	Course Code	
٥٢.	Semester / Year	
Chapter Two / Aof Stage IV		
٥٣.	Date this description was prepared	
٢٠٢٥ – ٢٠٢٦		
٥٤.	Available Forms of Attendance	
Presence		
٥٥.	Number of Hours (Total) / Number of Credits (Total)	
٣ / ٣		
٥٦.	Course administrator name (if more than one name mentioned)	
Name : Dr. Mohannad Ashour Shnawah		Email : Mohannad.shnaw@qu.edu.iq
٥٧.	Course Objectives	
•	Teaching students in one of the Sumerian texts, which economic .	Course Objectives
•	Training, memorization, differentiation, and understanding of student from what economic texts are made of .	
٥٨.	Teaching and Learning Strategies	
•	Education by linking what the student has studied to previous years and what is new and appropriate to this stage that the student can distinguish and know what the economic texts are .	Strategy
•	Brainstorming and asking students questions and always involving them in dialogue and discussion .	
•	Making several comparisons with the languages approached Sumerian to facilitate the student's understanding .	
•	Conducting continuous daily exams in order to motivate students to memorize the material.	
٥٩.	Course Structure	

Method	method	Subject	Outcomes		week
Exams	Save & Compa	Sumerian texts	Understanding and Memorizing Texts	٣	١٥
٦٠. Course Evaluation					
Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					
٦١. Learning and Teaching Resources					
Introduction to the ancient language			Required Textbooks (Methodology, if any)		
Sumerian Language Writing, Fav Rashid			Main References (Sources)		
The Book of Writing, by Dr. An Suleiman			Recommended books and references (scientific journals, reports...)		
Do not rely on inaccurate			Electronic References, Websites		

Sample Course Description: Assyrian Grammar

٦٢.	Course Title : Assyrian Grammar		
٦٣.	Course Code		
٦٤.	Semester / Year : First Semester / Fourth Stage / Cuneiform Stud Department		
٦٥.	Date of preparation of this description: ٢٠٢٥		
٦٦.	Available Forms of Attendance		
Theoretical Lectures - Physical			
٦٧.	Number of Hours (Total) / (٢٠)	Number of Units (Total)	Number of Units (٢)
٦٨.	Course administrator name (if more than one name mentioned)		
Name: Eng. Shaimaa Yousef Issa Email: shyamaa.yosif@qu.edu.iq			

٦٩. Course Objectives

Study of Assyrian texts Introducing students to the official documents of Assyrian era Teach students to identify the Assyrian clay numbers	Course Objectives
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٧٠. Teaching and Learning Strategies

- Theoretical Study/Practical Study - Projector	Strategy
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٧١. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Read and translate texts Assyrian	To learn to study texts and reading it	٢	١
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Textual Contents	Understand the content of the texts And its type	٢	٢
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Assyrian grammar	Understand the rules of Assyrian language	٢	٣
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Assyrian grammar	To understand the writing of Assyrian rules	٢	٤
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Assyrian Writing	To understand the concept of writing Assyrian	٢	٥
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Assyrian grammar	To analyze what the text refers to	٢	٦
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Textual Contents Assyrian	To identify the types of text According to its content	٢	٧
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Assyrian grammar	To understand Assyrian Blogging	٢	٨
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Assyrian nations	To get to know the Assyrian nations	٢	٩
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Assyrian grammar	Analyze texts according to the rules	٢	١٠
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Assyrian grammar	To recognize all texts Assyrian	٢	١١
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Textual Contents	To define the concept of studying Beyond the text	٢	١٢
Tests of all kinds (essays Objective, performative, pa (and pen	Display with a device Offer	Economy Politics	To learn about economic coexistence And the political of	٢	١٣

		Assyrian country	Assyrians		
Tests of all kinds (essays Objective, performative, pa (and pen)	Display with a device Offer	Economy and Polit Assyrian country	To understand the effect the economy on Assyrian language	٧	١٤
Tests of all kinds (essays -Objective, performative, p and pen)	Display with a device Offer	Other languages	Learn about of languages	٧	١٥

٧٢. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

٧٣. Learning and Teaching Resources

René Labat's book The Rules of the Assyrian and Babylonian Language	Required Textbooks (Methodology, if any)
Dr. Amer Suleiman's book (Akkadian - Babylonian and Assyrian language)	Main References (Sources)
Akkadian Grammar by Dr. Fawzi Rashid Published Research Academic Research Center	Recommended books and references (scientific journals, reports...)
Course PublishedPDFBooks https://www.noor-book.com	Electronic References, Websites

Sample Course Description/Introduction in Aramaic

٧٤.	Course Name:
	Introduction to Aramaic
٧٥.	Course Code:
٧٦.	Semester/ Year
	٢٠٢٥-٢٠٢٦
٧٧.	Date this description was prepared
	٢٠٢٥-٢٠٢٦
٧٨.	Available Forms of Attendance
٧٩.	Number of Hours (Total) / Number of Credits (Total)
٨٠.	Course administrator name (if more than one name mentioned)

Name: Mohamed Kamel Rokan Email: mohammed.rokan@qu.edu.iq

٨١. Course Objectives

Study of the history of the Aramaic language
ancient Iraq

Study of Aramaic dialects, alphabets and texts

Course Objectives

٨٢. Teaching and Learning Strategies

Strategy

٨٣. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
	Theoretical	١. The Beginnings of the Appearance of Aramaic in Mesopotamia ٢. Aramaic in the Neo-Babylonian Period ٣. Aramaic Language in the Achaemenid Era ٤. Aramaic language in the Greek era ٥. Language Intended in the Parthian Era ٦. Aramaic language in the Sassanid era ٧. Aramaic Language in the Islamic Era ٨. Aramaic dialects and alphabets ٩. Western Aramaic dialects ١٠. Eastern Aramaic dialects	One study of Languages of Ancient Iraq	٢	weeks ١٥

		١١. Syriac alphabet ١٢. Syriac text ١٣. The Prohibition Aramaic Alphabet ١٤. Aramaic text of the ban ١٥. Aramaic text for Ihqar			
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٢. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

٣. Learning and Teaching Resources

None	Required Textbooks (Methodology, if any)
١. Aramaic ٢. Aramaic of the ancient count	Main References (Sources)
Mesopotamian Magazine	Recommended books and references (scientific journals, reports...)
None	Electronic References, Websites

Sample Course Description: Archaeological Excavation Methods (Applications)

٨٤.	Course Name:	
Archaeological Excavation Methods (Applications)		
٨٥.	Course Code:	
٨٦.	Semester/ Year	
٢٠٢٥ - ٢٠٢٦		
٨٧.	Date this description was prepared	
٢٠٢٥ - ٢٠٢٦		
٨٨.	Available Forms of Attendance	
٨٩.	Number of Hours (Total) / Number of Credits (Total)	
٩٠.	Course administrator name (if more than one name mentioned)	
Name: Mohamed Kamel Rokan Email: mohammed.rokan@qu.edu.iq		
٩١.	Course Objectives	
•	Teaching students how to prospe	Course Objectives
•	Knowledge of the archaeolog sites	
•	Knowing the types of archaeolog finds	
٩٢.	Teaching and Learning Strategies	

	Strategy
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٩٣. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
	Theoretical and practical Archaeology Field	١. History of Archaeology Excavations ٢. Types of archaeological sites ٣. Factors that help detect traces ٤. Data Required in Disclosure ٥. Exploration Objectives ٦. Exploration Body ٧. Exploration Methods ٨. Excavation of Ancient Buildings ٩. Excavation of burials ١٠. Extraction of Skeletons ١١. Pottery Excavation ١٢. Excavation of small artifacts ١٣. Photographing Monuments ١٤. Methods of the history of antiquities ١٥. Excavation Reports	Preparing student to learn Exploration Methods	٢	First The second The third Fourth Fifth Sixth Seventh Eighth Ninth Tenth Eleventh XII Thirteenth Fourteenth Fifteenth

٩٤. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

٥. Learning and Teaching Resources

Archaeological excavation methods	Required Textbooks (Methodology, if any)
Exploration Reports	Main References (Sources)
١. Sumer Magazine ٢. Essen Magazine ٣. Excavation Reports Published Sumer Magazine	Recommended books and references (scientific journals, reports...)
None	Electronic References, Websites

**Course Description Form (Professional Ethics - Cuneiform Studies
Department)**

٩٤.	Course Name:	
	Ethics	
٩٥.	Course Code	
٩٦.	First Semester / Year ٢٠٢٥-٢٠٢٦	
	First Semester / Year ٢٠٢٥-٢٠٢٦	
٩٧.	:Date this description was prepared	
	٢٠٢٥-٢٠٢٦	
٩٨.	Available Forms of Attendance/	
	Theoretical Lectures - Physical	
٩٩.	Number of Hours (Total) / Number of Units (Total)	
	Hours (٣٠) / Units (٢)	
١٠٠.	Course administrator name (if more than one name mentioned)/	
	Name: Dr. Karrar Diab Al-Fatlawi Email: karrar.theyab@qu.edu.iq	
١٠١.	Course Objectives	
	Upon successful completion of the course, the student will be able to: - Understands how to implement professional ethics - Drafts paragraphs related to professional ethics. - Uses self-learning skills in following up on scientific developments. - Employs accurate scientific evidence to express his opinions.	Course Objectives
١٠٢.	Teaching and Learning Strategies	

Lecture Style Strategies: - Delivery - Discussion - Brainstorming - Role Playing	Strategy
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١٠٣. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
- Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Morals in the Noble Qur'an	Upon successful completion of course, the student will be able to: - He is aware of morals in the Noble Qur'an	٢	١
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- The concept of the profession - The concept of professional ethics	Upon successful completion of course, the student will be able to: - Clarifies the concept of the profession and distinguishes it from other concepts. - Clarifies the concept of professional ethics	٢	٢
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- The importance of professional ethics in work and professional institutions	Upon successful completion of course, the student will be able to: - Remembers the importance professional ethics at work and professional institutions.	٢	٣
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- The importance of professional ethics for employees The importance of professional ethics for society	Upon successful completion of course, the student will be able to: - Demonstrates the importance professional ethics for employees. - Demonstrates the importance professional ethics to society.	٢	٤
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- The importance of professional ethics for professional institutions	Upon successful completion of course, the student will be able to: - Explains the importance professional ethics for organizations Professional	٢	٥
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Distinguish between professional ethics and codes of professional conduct	Upon successful completion of course, the student will be able to: - Clarifies the distinction between professional ethics and rules Job Behavior.	٢	٦
Daily, monthly and annual exams. - Participation feedback	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Ethics Resources -Sincerity in work -Honesty	Upon successful completion of course, the student will be able to: -Explains sincerity in work as one Sources of Ethics	٢	٧

.and scientific debate			.- Demonstrates honesty at work as a resource Ethics.		
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Ethics Resources -Honesty - Humility and good dealing. -Integrity	Upon successful completion of course, the student will be able to: - Explains honesty as one of the sources of morality. - Explains humility and good behavior as one Sources of Ethics. - Clarifies integrity as one of sources of ethics.	٢	٨
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Means of Establishing Professional Ethics - Develop self-control - Accuracy in setting regulations and instructions	Upon successful completion of course, the student will be able to: - Explains the development of self-control as one Means of consolidating the ethics of profession. - Demonstrates accuracy in setting regulations and instructions As one of the means of consolidating ethics of the profession.	٢	٩
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Means of Establishing Professional Ethics - Good role model - Accountability of defaulters	Upon successful completion of course, the student will be able to: - Explains good example as one Means of consolidating the ethics of profession. - Remembers holding the defaulters accountable as one of the Means of consolidating the ethics of profession.	٢	١٠
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Challenges and their impact on professional ethics -Internal challenges	Upon successful completion of course, the student will be able to: - Shows internal challenges and their impact on ethics Profession.	٢	١١
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Challenges and their impact on professional ethics -External challenges	Upon successful completion of course, the student will be able to: External challenges and their impact on ethics Profession.	٢	١٢
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Social Responsibility - Concepts -Types - Areas of social responsibility	Upon successful completion of course, the student will be able to: - Understand social responsibility. - Accommodates the types of social responsibility. - Clarifies areas of social responsibility.	٢	١٣
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Social Responsibility -Its elements -Components The importance of social responsibility	Upon successful completion of course, the student will be able to: - Explains the elements of social responsibility. - Understand the components of social responsibility. - Remembers the importance of social responsibility.	٢	١٤
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	The Foundations of Professional Ethics	Upon successful completion of course, the student will be able to: - Clarifies the basic pillars	٢	١٥

feedback and scientific debate.	role-playing).		professional ethics.		
١٠٤. Course Evaluation					
Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					
١٠٥. Learning and Teaching Resources					
None			Required Textbooks (Methodology any)		
١. Abdul Razzaq Shanin Al-Janabi, Ethics of the Professional Concepts and Applications, Baghdad, ٢٠٢٠. ٢. Abdul Basit Abbas Al-Janabi, Ethics and Ethics of University Teaching Profession, Dar Al-Ayyam Publishing and Distribution, Jerusalem, ٢٠٢٠. ٣. Nisreen Mahmoud, The Ethics of the Teaching Profession between Theory and Practice, Al-Khaleej Publishing House and Distribution, Amman, ٢٠٢٢.			Main References (Sources)		
Agadir Salem, Professional Ethics and Job Behavior, Center Professional Experience, Cairo, ٢٠١٥. https://www.noor-book.com			Recommended books and references (scientific journals, reports...)		
			Electronic References, Websites		

Course Description Form (Archaeological Tourism - Cuneiform Studies Department)

١٠٦.	Course Name:
	Archaeological Tourism
١٠٧.	Course Code
١٠٨.	Semester/Year
	First Semester / Year ٢٠٢٥-٢٠٢٦
١٠٩.	:Date this description was prepared
	٢٠٢٥-٢٠٢٦
١١٠.	Available Forms of Attendance/

Theoretical Lectures - Physical

١١١. Number of Hours (Total) / Number of Units (Total)

Hours (٣٠)/Units (٢)

١١٢. Course administrator name (if more than one name mentioned)/

Name: Dr. Karrar Diab Al-Fatlawi

Email: karrar.theyab@qu.edu.iq

١١٣. Course Objectives

Upon successful completion of the course, the student will be able to:
 - Understand the importance of archaeological tourism and its role in supporting the economy.
 - Uses self-learning skills in following up on scientific developments.
 - Employs accurate scientific evidence to express his opinions.

Course Objectives

١١٤. Teaching and Learning Strategies

Lecture Style: Strategies:

- Casting
- Discussion
- Brainstorming
- Role-playing

Strategy

١١٥. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
- Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	-The concept of tourism - The role of ecotourism in achieving sustainable development.	Upon successful completion of course, the student will be able to: -Define the concept of tourism - Explains the role of ecotourism achieving Sustainable Development.	٢	١
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Types of tourist sites. - The importance of archaeological tourism. - Types of Archaeological Tourism	Upon successful completion of course, the student will be able to: - Indicates the types of tourist sites - Explains the importance of archaeological tourism - He enumerates the types of archaeological tourism	٢	٢
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Tourism planning (concept, success factors, importance, goals, characteristics).	Upon successful completion of course, the student will be able to: - Define tourism planning in terms of concept and its success factors, importance and characteristics.	٢	٣
Daily, monthly and	Strategies:	- Tourist attractions	Upon successful completion of	٢	٤

annual exams. - Participation feedback .and scientific debate	(Lecture, discussion, Brainstorming, role-playing).		course, the student will be able to: - Explains the elements of tourist attraction		
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Tourist Guidance (Meaning, Tasks, Role)	Upon successful completion of course, the student will be able to: - He knows the meaning of tourist guidance, its tasks and its role	٢	٥
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Types of Guides	Upon successful completion of course, the student will be able to: - Shows the types of guides	٢	٦
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Duties and requirements of the tour guide. - Personal qualities that a tour guide must possess	Upon successful completion of course, the student will be able to: - Explains the duties and requirements of the tour guide - Enumerates the personal qualities that must be possessed in the tour guide	٢	٧
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Basic principles of a tourist guide. - Tasks and characteristics of the tour guide.	Upon successful completion of course, the student will be able to: - Explains the basic principles of a tour guide - Specifies the tasks and characteristics of the tour guide.	٢	٨
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- The Art of Presentation and Interpretation	Upon successful completion of course, the student will be able to: - Demonstrates the art of presentation and interpretation	٢	٩
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- The language tools used by the tour guide.	Upon successful completion of course, the student will be able to: - Explains the language tools used by the tour guide	٢	١٠
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Tourism Advertising - Tourism Advertising Jobs - Characteristics of tourism advertising	Upon successful completion of course, the student will be able to: - Known as a tourist advertisement - Identifies the functions of tourism advertising - Enumerates the characteristics of tourism advertisement	٢	١١
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Modern advertising process	Upon successful completion of course, the student will be able to: - Explains the modern advertising process	٢	١٢
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Basic stages of advertising work - Advertising in the press	Upon successful completion of course, the student will be able to: - Explains the basic stages of advertising work. - The announcement in the press is explained.	٢	١٣

Daily, monthly and annual exams. - Participation feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- Print Advertisement - Radio and television advertising	Upon successful completion of course, the student will be able to: - Interprets the printed advertisement - Remembers radio and television commercials.	٢	١٤
Daily, monthly and annual exams. - Participation feedback and scientific debate.	Strategies: (Lecture, discussion, Brainstorming, role-playing).	- External Advertising - Computer-aided advertising	Upon successful completion of course, the student will be able to: - Clarifies the external declaration. - Explains the advertisement computer	٢	١٥

١١٦. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١١٧. Learning and Teaching Resources

None	Required Textbooks (Methodology any)
١. Raouf Muhammad Ali Al-Ansari, Tourism in Iraq and its Role in Development and Business, Al-Alami Publications Company, Beirut, ٢٠١٦. ٢. Yousri Daabs, Tourist Attraction What It Is, Its Characteristics and the Factors Affecting It "Vision In the Anthropology of Tourism", The Egyptian Forum for Creativity and Development, Cairo, ٢٠٠٩ .	Main References (Sources)
١. Mohamed Omar Momen, Tourism Planning, Dar Al-Kutub and Al-Adab, Cairo, ٢٠٢٠.	Recommended books and references (scientific journals, reports...)
https://www.noor-book.com/	Electronic References, Websites

Course Description Form

Reviewing the performance of higher education institutions ((academic program review))

lecturer : Dr. Haidar Naeem Hamza

English/The fourth stage

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.

١٤. Educational institution	Faculty of Archaeology
١٥. University department/center	Department of Cuneiform studies
١٦. Course name/code	/
١٧. Programs in which it is included	
١٨. Available attendance forms	Full-time—daily
١٩. Semester/year	The first and second / ٢٠٢٥-٢٠٢٦
٢٠. Number of study hours(total)	٢ hours a week
٢١. Date this description was prepared	٢٠٢٥-٢٠٢٦
٢٢. Course objective	
	-communication Students with the language English and development
	-identification Students By reading and writing in language English
	-identification Students Verbally a for true for words English

٢٣. Learning outcomes, teaching, learning and assessment methods

B- Knowledge and understanding

- a^١ Enable Students from Get on Knowledge And the entrance With rules the language English. -
- a^٢ Enable Students from Get on Knowledge in Origins talk And the camel gesticulate Consists Of which And its types. -
- a^٣ Enable Students from Get on Knowledge Verbally the correct For vocabulary English .

B-Skills related to the topic

- B^١ acquisition Students Knowledge the public In language English. –
- B^٢ acquisition Students Capability on Speaking The right one gesticulate It fits with Origins the language. –
- B^٣ acquisition Students Capability on Pronunciation The right one For letters And vocabulary Especially Medical And health. –
- B^٤ acquisition Students Skill writing Camel With a picture correct And for less number maybe from Mistakes.

Teaching and learning methods

- ١ -use the explanation from before Teacher Subject And in language English.
- ٢ -use means the offer Moot And video And vocal.

Evaluation methods

- Daily tests with multiple-choice questions for subjectsScholarship.
- Participation grades for difficult competition questionsFor students.
- Assigning grades to assigned homework assignmentsWith it.

C- Thinking skills

- C^١ Mimic Materials the theory feelings Students With knowledge In the areas Cognitive And how Apply it practically. -
- C^٢ to lift Value Cognitive For materials Scholarship from during Application Scientific)Discussion In language English(-
- C^٣ to lift Ways Sentimentality For students from during Accommodation Competitions And discussions In language English. -
- C^٤ to lift efficiency Students And their capabilities Teaching in Lesson the language English.

D -General skillsAnd movable(SkillsOther related to employability and

٢٤. Course structure

Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
	Built-in presence	Unit ١ The tense system Compound words lifwstyle, home town, house –proud p١٣		٢	٢-١
	Built-in presence	Unit ٢ Present perfect Hot verbs-make, do Make way , He made up the whole story p٢٣		٢	٣-٤
	Built-in presence	Unit ٣ Narrative tenses Past simple , past continuous , past perfect Active and passive p٢٦		٢	٥-٦
	Built-in presence	Unit ٤ Questions and negatives Who gave you that? I don't think you are right. I hope not. P٣٥		٢	٧-٨
	Built-in presence	Unit ٥ Future forms Will, going to, shall is staying lives Wil be doing Will have done p٤٥		٢	٩-١٠
	Built-in presence	Unit ٦ Expressions of quantity Afew, alittle, hardly any p٥٥		٢	١١-١٢
	Built-in presence	Unit ٧ Modals and related verbs ١ Able to, manager to, bound to, supposed to, allowed to p٦٢		٢	١٣-١٤
	Built-in presence	Mid-term Exam		٢	١٥-١٦
	Built-in presence	Unit ٨ Relative clauses That, who, what, whose, which p٧٠		٢	١٧-١٨

	Built-in presence	Unit 9 Expressing habit He is always borrowing my things. My dad would read me a story. he used to work hard, but now he is retired, p ^{٧٨}		٢	١٩-٢٠
	Built-in presence	Unit ١٠ Modal auxiliary verbs Could have been might have done Shouldn't have bought p ^{٨٧}		٢	٢١-٢٢
	Built-in presence	Unit ١١ Hypothesizing I wish I knew the answer. If only I'd told the truth p ^{٩٥}		٢	٢٣-٢٤
	Built-in presence	Unit ١٢ Articles a/an, the, one, zero article each, every, no, none, both, either p ^{١٠٣}		٢	٢٥-٢٦
	Built-in presence	Review		٢	٢٧-٢٨
	Built-in presence	Review		٢	٢٩-٣٠

٢٠. Infrastructure

Curriculum book	Readings Required:
Intermediate Book Headway Plus by Liz and Soars	- Basic texts - Course books - Other
Workshop and discussion for students in different topics. The workshop centered to solve writing problems for the student and use Google Classroom and Google zoom. Also, used WhatsApp and Telegram programs for communication.	Special requirements (Include For example workshops, periodicals, software and websites)

Research seminars - group discussions, - research
- encouraging the use of electronic information
sources

social services(IncludeFor
example guest lectures,
professional training and
studiesfield)

٢٦. Admissions

No

Prerequisites

١٥

The smallest number of
students

٢٥

The largest number of
students

Sample Course Description: Akkadian Texts (Late Babylonian)

١١٨.	Course Name:
	Akkadian texts (Late Babylonian)
١١٩.	Course Code
١٢٠.	Semester/ Year
	Second Semester / Year ٢٠٢٥-٢٠٢٦ / Fourth Stage
١٢١.	:Date this description was prepared
	٢٠٢٥-٢٠٢٦
١٢٢.	Available Forms of Attendance/
	Theoretical Lectures - Physical
١٢٣.	Number of Hours (Total) / Number of Units (Total)
	Hours (٣٠) / Units (٣)
١٢٤.	Course administrator name (if more than one name mentioned)/
	Name: Assoc. Prof. Dr. Walaa Sadiq Abd Ali Email: walaa.abdali@qu.edu.iq
١٢٥.	Course Objectives
	١- Studying the Akkadian language and introducing the student to the importance of studying, knowing the general rules of it, reading, translating and analyzing cuneiform texts. ٢- The role of the Akkadian language and its comparison with the Arabic language in terms of its grammar, conjugation, and balance of actions. Course Objectives
١٢٦.	Teaching and Learning Strategies
	- Delivery Strategy

- Projector					
١٢٧.Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week
Tests of all kinds (essays Objective, performative (paper and pen	theoretic al	Contents of cuneiform texts		٣	١
Tests of all kinds (essays Objective, performative (paper and pen	theoretic al	IDNU Texts (Give)		٣	٢
Tests of all kinds (essays Objective, performative (paper and pen	theoretic al	Economic text		٣	٣
Tests of all kinds (essays Objective, performative (paper and pen	theoretic al	Half adoption for a baby girl		٣	٤
Tests of all kinds (essays Objective, performative (paper and pen	theoretic al	Text of buying a house		٣	٥
Tests of all kinds (essays Objective, performative (paper and pen	theoretic al	Half for milk workers		٣	٦
Tests of all kinds (essays Objective, performative (paper and pen	theoretic al	Historical Formula		٣	٧
Tests of all kinds (essays Objective, performative (paper and pen	theoretic al	Harvest Workers Texts		٣	٨
Tests of all kinds (essays Objective, performative (paper and pen	theoretic al	ارسل الفعل Shapari		٣	٩
Tests of all kinds (essays	theoretic	Supervisor/Agent		٣	١٠

Objective, performative (paper and pen)	al	UGULA) waklum			
Tests of all kinds (essays Objective, performative (paper and pen)	theoretic al	Half of the adoption contract		٣	١١
Tests of all kinds (essays Objective, performative (paper and pen)	theoretic al	Half of the field rent		٣	١٢
Tests of all kinds (essays Objective, performative (paper and pen)	theoretic al	The verb īšidū		٣	١٣
Tests of all kinds (essays Objective, performative (paper and pen)	theoretic al	Historical Formulas and Their Importance		٣	١٤
Tests of all kinds (essays -Objective, performative (paper and pen)	theoretic al	Letter Texts		٣	١٥

١٢٨. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٢٩. Learning and Teaching Resources

	Required Textbooks (Methodology any)
١٠- Nael Hannoun, the cuneiform dictionary ١١- Nael Hannoun, Sharia Hammurabi ١٢- Fawzi Rashid , Akkadian grammar Amer Suleiman, The Akkadian language (Babylonian-Assyrian) its history, codification and grammar -j, Black et al., A concise Dictionary of Akkadian, (Wiesbaden , ١٩٩٩).	١. Main References (Sources)

<https://www.noor-book.com>

Electronic References, Websites

Sample Course Description: Sumerian Texts (Literary)

١٣٠.	Course Name	
Sumerian texts are historical		
١٣١.	Course Code	
١٣٢.	Semester / Year	
Chapter Two / Aof Stage IV		
١٣٣.	Date this description was prepared	
٢٠٢٥ – ٢٠٢٦		
١٣٤.	Available Forms of Attendance	
Presence		
١٣٥.	Number of Hours (Total) / Number of Credits (Total)	
٣ / ٣		
١٣٦.	Course administrator name (if more than one name mentioned)	
Name : Dr. Mohannad Ashour Shnawah		Email : Mohannad.shnaw@qu.edu.iq
١٣٧.	Course Objectives	
Teaching students in different types of Sumerian texts and different eras . Training, memorization, distinction and understanding of student from the various Sumerian texts .		Course Objectives
١٣٨.	Teaching and Learning Strategies	
• Education by linking what the student has studied to previous years and what is new and commensurate with the stage so that the student can distinguish and know what Sumerian texts are . • Brainstorming and asking students questions and always involving them in dialogue and discussion .		Strategy

- Making several comparisons with the languages approach Sumerian to facilitate the student's understanding .
- Conducting continuous daily exams in order to motivate students to memorize the material.

١٣٩. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Exams	Save & Compare	Sumerian texts	Understanding and Memorizing Texts	٣	١٥

١٤٠. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٤١. Learning and Teaching Resources

Introduction to the ancient language	Required Textbooks (Methodology, if any)
Writing Royal Sumerian Texts , Fav Rashid	Main References (Sources)
The Book of Writing, by Dr. An Suleiman Sumerian Grammar , by Dr. Fav Rashid	Recommended books and references (scientific journals, reports...)
Do not rely on inaccurate	Electronic References, Websites

Course Description Form: Assyrian Texts

١٤٢.	Course Title : Assyrian Texts		
١٤٣.	Course Code		
١٤٤.	Semester / Year : Second Semester / Fourth Stage / Cuneiform Studies Department		
١٤٥.	Date of preparation of this description: ٢٠٢٥- ٢٠٢٦		
١٤٦.	Available Forms of Attendance		
Theoretical Lectures - Physical			
١٤٧.	Number of Hours (Total) / (٢٠) (٢)	Number of Units (Total)	Number of Units
١٤٨.	Course administrator name (if more than one name mentioned)		
Name: Eng. Shaimaa Yousef Issa Email: shyamaa.yosif@qu.edu.iq			
١٤٩.	Course Objectives		
•	Study of Assyrian texts	Course Objectives	
•	Introducing students to the official documents of the Assyrian era		
•	Teach students to identify the Assyrian clay number		
١٥٠.	Teaching and Learning Strategies		

- Theoretical Study/Practical Study - Projector	Strategy
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١٥١. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Tests of all kinds (essays Objective, performative. (paper and pen	Display with a devi Offer	Read and translate texts Assyrian	To learn to study texts and reading it	٢	١
Tests of all kinds (essays Objective, performative. (paper and pen	Display with a devi Offer	Textual Contents	Understand the content the texts And its type	٢	٢
Tests of all kinds (essays Objective, performative. (paper and pen	Display with a devi Offer	Dialectal change in langua Assyrian	Understand the rules Assyrian language	٢	٣
Tests of all kinds (essays Objective, performative. (paper and pen	Display with a devi Offer	Assyrian language	Understand gram writing Assyrian	٢	٤
Tests of all kinds (essays Objective, performative. (paper and pen	Display with a devi Offer	Assyrian Writing	To understand the con of writing Assyrian	٢	٥
Tests of all kinds (essays Objective, performative. (paper and pen	Display with a devi Offer	Assyrian texts	To analyze what the t refer to	٢	٦
Tests of all kinds (essays Objective, performative. (paper and pen	Display with a devi Offer	Textual Contents Assyrian	To identify the types of texts According to its content	٢	٧
Tests of all kinds (essays Objective, performative. (paper and pen	Display with a devi Offer	Assyrian grammar	To understand Assy Blogging	٢	٨

Tests of all kinds (essays Objective, performative (paper and pen)	Display with a device Offer	Assyrian nations	To get to know the Assyrian nations	٢	٩
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a device Offer	Assyrian grammar	Analyze texts according the rules	٢	١٠
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a device Offer	Assyrian grammar	To recognize all texts Assyrian	٢	١١
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a device Offer	Textual Contents	To define the concept studying Beyond the text	٢	١٢
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a device Offer	Economy and Politics Assyrian country	To learn about economic coexistence And the political of Assyrians	٢	١٣
Tests of all kinds (essays Objective, performative (paper and pen)	Display with a device Offer	Economy and Politics Assyrian country	To understand the effect the economy on Assyrian language	٢	١٤
Tests of all kinds (essays -Objective, performative (paper and pen)	Display with a device Offer	Other languages	Learn about other languages	٢	١٥

١٥٢. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٥٣. Learning and Teaching Resources

René Labat's book The Rules of the Assyrian and Babylonian Language	Required Textbooks (Methodology, if any)
Dr. Amer Suleiman's book (Akkadian - Babylonian and Assyrian language)	Main References (Sources)
Akkadian Grammar by Dr. Fawzi Rashid Published Research	Recommended books and references (scientific journals, reports...)

Academic Research Center	
Course PublishedPDFBooks https://www.noor-book.com	Electronic References, Websites

Sample Course Description: Archaeological Survey

١٥٤.	Course Name:
Archaeological Survey	
١٥٥.	Course Code
١٥٦.	Semester/ Year
Second Semester / Fourth Stage Year ٢٠٢٥-٢٠٢٦	
١٥٧.	:Date this description was prepared
٢٠٢٥-٢٠٢٦	
١٥٨.	Forms of Attendance Available/In-person
Theoretical Lectures - Face-to-Face	
١٥٩.	Number of Hours (Total) / Number of Units (Total)
Hours (٣٠) / Units (٢)	
١٦٠.	Course administrator name (if more than one name mentioned)/
Name: Eng. Mustafa Kamel Falih Email mustafa.kamel@qu.edu.iq	
١٦١.	Course Objectives
At the end of the study of the archaeological survey subject, the student will be able to:	Course Objectives
Identify the concept of archaeological survey and its importance	

archaeological studies. Distinguishing between the types of archaeological surveys and their traditional and modern methods. Acquire the skills of selecting and identifying archaeological sites in the field. Use archaeological survey tools and techniques, such as maps, compass, GPS and aerial photographs when available. Registering and documenting surface sites and deposits according to the approved scientific foundations. Reading topographic maps and satellite images and using them in survey work.	
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١٦٢. Teaching and Learning Strategies

- Lecture Style (Strategies: Presentation, Discussion, Brainstorming, Role-Playing)	Strategy
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١٦٣. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Weeks	Th e week
- Daily, monthly and annual exams. - Participation and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Definition of the Archaeological Survey and its Importance	Define the concept of archaeological survey scientifically accurately. Clarifying the importance of archaeological survey in the discovery and study of archaeological sites.	٢	١
Daily, monthly and annual exams. - Participation	Strategies: (Lecture, discussion,	Types of Archaeological Survey	The student should distinguish between the different types of archaeological survey in terms of the objectives, characteristics, and areas	٢	٢

feedback and scientific debate	Brainstorming, role-playing).		use. The student must choose appropriate type of archaeological survey according to the nature of archaeological site and the purpose of the field study.		
Daily, monthly and annual exams. - Participation feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Objectives of the Archaeological Survey	The student should explain the objectives of the archaeological survey and its role in detecting, documenting and protecting archaeological sites.	٢	٣
Daily, monthly and annual exams. - Participation feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Archaeological Survey Tools	Upon successful completion of course, the student will be able to: - Explains archaeological survey tools	٢	٤
Daily, monthly and annual exams. - Participation feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Satellite imagery	The student should employ satellite imagery In the Interpretation of Primary Monuments and Support Archaeological Survey Documentation	٢	٥
Daily, monthly and annual exams. - Participation feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Field Survey	Upon successful completion of course, the student will be able to: - Understand the field survey.	٢	٦
Daily, monthly and annual exams. - Participation feedback and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Archaeological Survey Stages	Upon successful completion of course, the student will be able to: - Explains the stages of archaeological survey	٢	٧

Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Settlement Patterns	Upon successful completion of course, the student will be able to: - He knows the types of museums Iraq.	٢	٨
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Steps to conduct an archaeological survey	Upon successful completion of course, the student will be able to: - Know the steps to conduct archaeological survey	٢	٩
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	GPS Devices	Upon successful completion of course, the student will be able to: - GPS positioning devices.	٢	١٠
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Comprehensive Survey	Upon successful completion of course, the student will be able to: - Comprehensive scanning is defined	٢	١١
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Intensive Scanning	Upon successful completion of course, the student will be able to: - Definition of Intensive Scanning	٢	١٢
Daily, monthly and annual exams. - Participation feedback .and scientific debate	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Selective Scanning	Upon successful completion of course, the student will be able to: - Selective Scanning	٢	١٣
Daily, monthly and annual exams.	Strategies:	Random	Upon successful completion of	٢	١٤

annual exams. - Participation feedback and scientific debate	(Lecture, discussion, Brainstorming, role-playing).	Scanning	course, the student will be able to: - Knows.		
Daily, monthly and annual exams. - Participation feedback and scientific debate.	Strategies: (Lecture, discussion, Brainstorming, role-playing).	Archaeological Survey Techniques	Upon successful completion of course, the student will be able to: Clarification of archaeological sur techniques	٢	١٥

١٦٤. Course Evaluation

Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

١٦٥. Learning and Teaching Resources

١. Archaeological Survey – Farid Majeed Hussein, General Authority for Antiquities and Heritage, Baghdad, ٢٠٠٦.	Required Textbooks (Methodology any)
٢. It is considered one of the most important specialized Arabic books, and it deals with the principles of archaeological survey, types, ٣. and its devices, and field applications.	
٢. Archaeological Survey – Dr. Juma Al-Talbi, Baghdad, ٢٠١٦. It is a book available in PDF format that explains the importance of archaeological surveys. Its types, stages, and its relationship to archaeological excavation	Main References (Sources)
https://www.noor-book.com/	Electronic References, Websites

Course Description Form : Archaeological Excavation Methods (Applications)

١٦٦. Course Name:	
Archaeological Excavation Methods (Applications)	
١٦٧. Course Code:	
١٦٨. Semester/ Year	
٢٠٢٥ – ٢٠٢٦	
١٦٩. Date this description was prepared	
٢٠٢٥ – ٢٠٢٦	
١٧٠. Available Forms of Attendance	
١٧١. Number of Hours (Total) / Number of Credits (Total)	
١٧٢. Course administrator name (if more than one name mentioned)	
Name: Mohamed Kamel Rokan Email: mohammed.rokan@qu.edu.iq	
١٧٣. Course Objectives	
• Teaching students how prospect • Knowledge of the archaeolog sites • Knowing the types archaeological finds	Course Objectives
١٧٤. Teaching and Learning Strategies	
	Strategy

١٧٥. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week
	Theoretical and practical Archaeological Field	١. History of Archaeological Excavations ٢. Types of archaeological sites ٣. Factors that help detect trace ٤. Data Required in Disclosure ٥. Exploration Objectives ٦. Exploration Body ٧. Exploration Methods ٨. Excavation of Ancient Buildings ٩. Excavation of burials ١٠. Extraction of Skeletons ١١. Pottery Excavation ١٢. Excavation of small artifacts ١٣. Photographing Monuments ١٤. Methods of the history antiquities ١٥. Excavation Reports	Preparing student to learn Exploration Methods	٢	First The second The third Fourth Fifth Sixth Seventh Eighth Ninth Tenth Eleventh XII Thirteenth Fourteenth Fifteenth
٦. Course Evaluation					
Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					
٧. Learning and Teaching Resources					
Archaeological excavation methods			Required Textbooks (Methodology, if any)		
Exploration Reports			Main References (Sources)		
٤. Sumer Magazine			Recommended books and references (scientific		

٥. Essen Magazine ٦. Excavation Reports Published Sumer Magazine	journals, reports...)
None	Electronic References, Websites

Sample Course Description : Aramaic Texts

١٧٦.	Course Name:
Aramaic texts	
١٧٧.	Course Code:
١٧٨.	Semester/Year
٢٠٢٥-٢٠٢٦	
١٧٩.	Date this description was prepared
٢٠٢٥-٢٠٢٦	

١٨٠. Available Forms of Attendance					
١٨١. Number of Hours (Total) / Number of Credits (Total)					
١٨٢. Course administrator name (if more than one name mentioned)					
Name: Mohamed Kamel Rokan Email: mohammed.rokan@qu.edu.iq					
١٨٣. Course Objectives					
Study of the history of the Aramaic language in ancient Iraq			Course Objectives		
Study of Aramaic dialects, alphabets and texts					
١٨٤. Teaching and Learning Strategies					
					Strategy
١٨٥. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
	Theoretical	١. The Beginnings of the Appearance of Aramaic in Mesopotamia ٢. Aramaic in the Neo-Babylonian Period ٣. Aramaic Language in the Achaemenid Era ٤. Aramaic language in the Greek era ٥. Language Intended in the Parthian Era ٦. Aramaic language in the Sassanid era	One study of Languages of Ancient Iraq	٢	weeks ١٥

		٧. Aramaic Language in the Islamic Era ٨. Aramaic dialects and alphabets ٩. Western Aramaic dialects ١٠. Eastern Aramaic dialects ١١. Syriac alphabet ١٢. Syriac text ١٣. The Prohibition Aramaic Alphabet ١٤. Aramaic text of the ban ١٥. Aramaic text for Ihqar			
٢. Course Evaluation					
Distribution of the score out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					
٣. Learning and Teaching Resources					
None			Required Textbooks (Methodology, if any)		
١. Aramaic ٢. Aramaic of the ancient count			Main References (Sources)		
Mesopotamian Magazine			Recommended books and references (scientific journals, reports...)		
None			Electronic References, Websites		

Course Description Form

Reviewing the performance of higher education institutions ((academic program review))

lecturer : Dr. Haidar Naeem Hamza

English/The fourth stage

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.

١. Educational institution	Faculty of Archaeology
٢. University department/center	Department of Cuneiform studies
٣. Course name/code	/
٤. Programs in which it is included	
٥. Available attendance forms	Full-time-daily
٦. Semester/year	The first and second / ٢٠٢٥-٢٠٢٦
٧. Number of study hours(total)	٢ hours a week
٨. Date this description was prepared	٢٠٢٥-٢٠٢٦
٩. Course objective	
	-communication Students with the language English and development
	-identification Students By reading and writing in language English
	-identification Students Verbally a for true for words English

١٠. Learning outcomes, teaching, learning and assessment methods

A- Knowledge and understanding

- a\ Enable Students from Get on Knowledge And the entrance With rules the language English. -
- aʏ Enable Students from Get on Knowledge in Origins talk And the camel gesticulate Consists Of which And its types. -
- aʒ Enable Students from Get on Knowledge Verbally the correct For vocabulary English .

B-Skills related to the topic

- B\acquisition Students Knowledge the public In language English. –
- Bʏacquisition Students Capability on Speaking The right one gesticulate It fits with Origins the language. –
- Bʒacquisition Students Capability on Pronunciation The right one For letters And vocabulary Especially Medical And health. –
- Bʔacquisition Students Skill writing Camel With a picture correct And for less number maybe from Mistakes.

Teaching and learning methods

- \ -use the explanation from before Teacher Subject And in language English.
- ʏ -use means the offer Moot And video And vocal.

Evaluation methods

- Daily tests with multiple-choice questions for subjectsScholarship.
- Participation grades for difficult competition questionsFor students.
- Assigning grades to assigned homework assignmentsWith it.

C- Thinking skills

- C\ Mimic Materials the theory feelings Students With knowledge In the areas Cognitive And how Apply it practically. -
- Cʏ to lift Value Cognitive For materials Scholarship from during Application Scientific)Discussion In language English(-

C³ to lift Ways Sentimentality For students from during Accommodation Competitions And discussions In language English. -

C⁴ to lift efficiency Students And their capabilities Teaching in Lesson the language English.

D -General skillsAnd movable(SkillsOther related to employability and developmentpersonal).

D¹ Gain Students Knowledge the public in the language English. -

D² application what I earned it Students from Knowledge in the language English And talk With it Especially With what Regards-Sports field terminology.

١١. Course structure

Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
	Built-in presence	Unite ١ The tense system Compound words lifestyle, home town, house –proud p١٣		٢	٢-١
	Built-in presence	Unite ٢ Present perfect Hot verbs-make, do Make way , He made up the whole story p٢٣		٢	٣-٤
	Built-in presence	Unite ٣ Narrative tenses Past simple , past continuous , past perfect Active and passive p٢٦		٢	٥-٦
	Built-in presence	Unite ٤ Questions and negatives Who gave you that? I don't think you are right. I hope not. P٣٥		٢	٧-٨

	Built-in presence	Unite ٥ Future forms Will, going to, shall is staying lives Will be doing Will have done p٤٥		٢	٩-١٠
	Built-in presence	Unite ٦ Expressions of quantity A few, a little, hardly any p٥٥		٢	١١-١٢
	Built-in presence	Unite ٧ Modals and related verbs ١ Able to, manager to, bound to, supposed to, allowed to p٦٧		٢	١٣-١٤
	Built-in presence	Mid-term Exam		٢	١٥-١٦
	Built-in presence	Unite ٨ Relative clauses That, who, what, whose, which p٧٠		٢	١٧-١٨
	Built-in presence	Unite ٩ Expressing habit He is always borrowing my things. My dad would read me a story. he used to work hard, but now he is retired, p٧٨		٢	١٩-٢٠

	Built-in presence	Unit ١٠ Modal auxiliary verbs ٢ Could have been might have done Shouldn't have bought p٨٧		٢	٢١-٢٢
	Built-in presence	Unit ١١ Hypothesizing I wish I knew the answer. If only I'd told the truth p٩٥		٢	٢٣-٢٤
	Built-in presence	Unit ١٢ Articles a/an , the, one, zero article each, every, no, none, both, either p١٠٣		٢	٢٥-٢٦
	Built-in presence	Review		٢	٢٧-٢٨
	Built-in presence	Review		٢	٢٩-٣٠

١٢. Infrastructure

Curriculum book

Readings Required:

- Basic texts
- Course books
- Other

Intermediate Book	
Headway Plus by Liz and Soars	
Workshop and discussion for students in different topics. The workshop Centered to Solve writing problems For the student and use Google Classroom and Google zoom	Special requirements(IncludeFor example workshops, periodicals, software and websitese)
Also, used WhatsApp and Telegram programs for communication	
Research seminars - group discussions - research - encouraging the use of electronic information sources	social services(IncludeFor example guest lectures, professional training and studiesfield)

١٣. Admissions	
No	Prerequisites
١٥	The smallest number of students
٢٥	The largest number of students