

**Ministry of Higher Education and Scientific Research**

**Scientific Supervision and Scientific Evaluation Apparatus**

**Directorate of Quality Assurance and Academic Accreditation**

**Accreditation Department**

**Academic Program and Course Description Guide Academic Program and Course Description Guide**

**Academic Program and Course Description Guide**

**2024**

 **Introduction:**

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

 The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

 This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

 In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

 **Concepts and terminology:**

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

**Course Description**: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

**Program Vision:** An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

**Program Mission:** Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

**Program Objectives:** They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

**Curriculum Structure:** All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

**Teaching and learning strategies:** They are the strategies used by the faculty members to develop students’ teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

**Academic Program Description Form**

 **University Name:** Baghdad University

 **Faculty/Institute: College of languages**

 **Scientific Department:** Department of Syriac Language**.**

#  Academic or Professional Program Name: Dictation / first stage

 **Final Certificate Name:** Bachelor's degree in Syriac language

 **Academic System:** Annual

 **Description Preparation Date:** 2023 – 2024

 **File Completion Date:** 01/09/2023

**Signature:**

**Head of Department Name:**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Date:**

 **The file is checked by:**

 **Department of Quality Assurance and University Performance**

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

 **Date:**

 **Signature:**

 **Approval of the Dean**

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| 1. **Program Vision**
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| The program aims to qualify the student scientifically and cognitively by introducing him to modern and advanced academic subjects related to, which are compatible with the university’s vision as a pioneering and proactive university in transmitting new information that competes with international universities with the knowledge information they provide. |

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| 1. **Program Mission**
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| Preparing a program based on building generations, its purpose manifested in education, university learning, research, and community service through a study subject that qualifies the student and makes him capable of writing and reading Syriac in both the Eastern and Western styles in a simplified manner. |

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| 1. **Program Objectives**
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| Teaching the student to draw and read letters in the Syriac language and how to write and pronounce them, starting from the stage of drawing letters and linking them to simple words, all the way to writing complete sentences. In addition to introducing the student to the number and type of fonts in which the Syriac language is written, and explaining the most widely used ones in modern writing. |

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| 1. **Program Accreditation**
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| A program accredited by the College of Languages/University of Baghdad - Department of Syriac Language  |

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| 1. **Other external influences**
 |
| Nothing  |
| 1. Program Structure
 |

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| --- | --- | --- | --- | --- |
| **Program Structure**  | **Number of Courses**  | **Credit hours** | **Percentage** | **Reviews\*** |
| **Institution Requirements**  | **4** | **4** | **30%** | nothing |
| **College Requirements** | **4** | **4** | **20%** | nothing |
| **Department Requirements**  | **4** | **4** | **%50** | nothing |
| **Summer Training** | nothing | nothing | nothing | nothing |
| **Other**  | nothing | nothing | nothing | nothing |

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

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| 1. **Program Description**
 |
| **Year/Level** | **Course Code** | **Course Name** | **Credit Hours** |
|  |  |  | **theoretical** | **practical** |
| **The first stage** | ***SyGr101*** | Grammar | **4** | **/** |

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| 1. **Expected learning outcomes of the program**
 |
| **Knowledge**  |
| Learning Outcomes 1 | A1- The student’s ability to communicate with the subject.A2- The ability to analyze the linguistic and grammatical vocabulary of the subject.A3- Evaluating the outputs by presenting the material among the students to determine the student’s ability to comprehend what was stated in 1 and 2 above. |
| **Skills**  |
| Learning Outcomes 2 | B1 - Determine the student’s ability to communicate through direct questions.B2 - Determine the student’s ability to receive the material and reformulate it through home work |
| Learning Outcomes 3 |  |
| **Ethics**  |
| Learning Outcomes 4 | C1. Directing the student to pay attention to the professor’s explanation and enjoy reading the text or listening to a lecture2.C2 Developing the student’s ability to assemble parts of the text to form a new integrated whole, that is, rearranging partial ideas from different sources to give a new overall component. |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

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| 1. **Teaching and Learning Strategies**
 |
| Lecture 50 percentDialogue and discussion 30 percentResearch tasks: 20 percent |

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| 1. **Evaluation methods**
 |
| First exam 15%Second exam 15%Duties and attendance 5%End of semester exam 20% |

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| **11.Faculty**  |
| **Faculty Members** |
| **Academic Rank**  | **Specialization**  | **Special Requirements/Skills (if applicable)**  | **Number of the teaching staff**  |
| **General**  | **Special**  |  | **Staff**  | **Lecturer**  |
| Professor | Comparative Semitic Philology | Semitic languages |  |  | √ |  |

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| **Professional Development** |
| **Mentoring new faculty members** |
| / |
| **Professional development of faculty members** |
| View resources and participate in a teaching methods course |

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| **12.Acceptance Criterion**  |
| **(Central**  |

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| **13.The most important sources of information about the program**  |
| * **قشيشا فولوس الكوري الكفرنيسي ، جرممطيقي دلشنا ارميا سورييا،ط2، بيروة ،1962.**
* **قليميس يوسف بر دويد ، جرممطيقي حدةا دلشنا اوكية سورييا، ط2، بيروة،1913.**

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| 1. Program Development Plan
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| Reading and learning about new sources |

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| **Program Skills Outline** |
|  | **Required program Learning outcomes**  |
| **Year/Level** | **Course Code** | **Course Nzzame** | **Basic or optional**  | **Knowledge**  | **Skills**  | **Ethics**  |
| **A1** | **A2** | **A3** | **A4** | **B1** | **B2** | **B3** | **B4** | **C1** | **C2** | **C3** | **C4** |
| **The first** | SyGr101 | Grammar | Basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
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* **Please tick the boxes corresponding to the individual program learning outcomes under evaluation.**

**Course Description Form**

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| 1. Course Name:: Grammar
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| 1. Course Code: SyGr101
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| 1. Semester / Year: **The first**
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| 1. Description Preparation Date: 1/9/2023
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| 1. Available Attendance Forms: weekly
 |
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| 1. Number of Credit Hours2 (Total) / Number of Units (Total)2
 |
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| 1. Course administrator's name (mention all, if more than one name)
 |
| Name: Ali Abdulrazzaq AbdulzahraEmail: ali75abd@colang.uobaghdad.edu.iq |
| 1. Course Objectives
 |
| **Course Objectives** | **• Teaching the student to draw and read letters in the Syriac language and how to write and pronounce them, starting from the stage of drawing letters****• And linking them to simple words, all the way to writing complete sentences. In addition to****• Introducing the student to the number and type of scripts in which the Syriac language is written, and explaining the most common ones in modern writing** |
| 1. Teaching and Learning Strategies
 |
| **Strategy** | Questionnaires are distributed to students to find out their opinions about the course and the effectiveness of the teaching method.- Periodic review of the curriculum by the department’s curriculum committee |

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| 1. Course Structure
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| **Week**  | **Hours**  | **Required Learning Outcomes**  | **Unit or subject name**  | **Learning method**  | **Evaluation method**  |

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| 1 | 4 | Explain the topic grammatically. | Audio system | Daily lectures and tests | Daily tests |
| 2 | 4 | Explain the topic grammatically. | Syriac language movements | Daily lectures and tests | Daily tests |
| 3 | 4 | Explain the topic grammatically. | Western Syriac movements | Daily lectures and tests | Daily tests |
| 4 | 4 | Explain the topic grammatically. | East Syriac movements | Daily lectures and tests | Daily tests |
| 5 | 4 | Explain the topic grammatically. | The letters of the alphabet are enough | Daily lectures and tests | Daily tests |
| 6 | 4 | Explain the topic grammatically. | Emphasis | Daily lectures and tests | Daily tests |
| 7 | 4 | Explain the topic grammatically. | Stillness | Daily lectures and tests | Daily tests |
| 8 | 4 | Explain the topic grammatically. | Connecting pronouns to a masculine singular noun | Daily lectures and tests | Daily tests |
| 9 | 4 | Explain the topic grammatically. | Connecting pronouns to the feminine singular noun | Daily lectures and tests | Daily tests |
| 10 | 4 | Explain the topic grammatically. | Connecting pronouns to nouns, masculine and feminine plural | Daily lectures and tests | Daily tests |
| 11 | 4 | Explain the topic grammatically. | Separate consciences | Daily lectures and tests | Daily tests |
| 12 | 4 | Explain the topic grammatically. | Connecting pronouns to letters and adverbs | Daily lectures and tests | Daily tests |
| 13 | 4 | Explain the topic grammatically. | Applications on connecting pronouns to letters and adverbs | Daily lectures and tests | Daily tests |
| 14 | 4 | Explain the topic grammatically. | Connecting pronouns to the nouns Aba-Aha-Hama | Daily lectures and tests | Daily tests |
| 15 | 4 | Explain the topic grammatically. | The names of the signal | Daily lectures and tests | Daily tests |
| 16 | 4 | Explain the topic grammatically. | First semester exams | Daily lectures and tests | Daily tests |
| 17 | 4 | Explain the topic grammatically. | Mid-year holiday 1/28/2018 | Daily lectures and tests | Daily tests |
| 18 | 4 | Explain the topic grammatically. | The beginning of the second semester 2/11/2018 | Daily lectures and tests | Daily tests |
| 19 | 4 | Explain the topic grammatically. | Interrogative nouns | Daily lectures and tests | Daily tests |
| 20 | 4 | Explain the topic grammatically. | The relative noun | Daily lectures and tests | Daily tests |
| 21 | 4 | Explain the topic grammatically. | Bedul letters | Daily lectures and tests | Daily tests |
| 22 | 4 | Explain the topic grammatically. | Conjugation of nouns | Daily lectures and tests | Daily tests |
| 23 | 4 | Explain the topic grammatically. | Singular, dual, and plural | Daily lectures and tests | Daily tests |
| 24 | 4 | Explain the topic grammatically. | Masculine and feminine noun | Daily lectures and tests | Daily tests |
| 25 | 4 | Explain the topic grammatically. | Feminizing nouns | Daily lectures and tests | Daily tests |
| 26 | 4 | Explain the topic grammatically. | Numbers in the Syriac language | Daily lectures and tests | Daily tests |
| 27 | 4 | Explain the topic grammatically. | The verb in the Syriac language | Daily lectures and tests | Daily tests |
| 28 | 4 | Explain the topic grammatically. | Doors to safe action | Daily lectures and tests | Daily tests |
| 29 | 4 | Explain the topic grammatically. | Conjugation of the abstract triliteral verb (open eye) | Daily lectures and tests | Daily tests |
| 30 | 4 | Explain the topic grammatically. | Conjugation of the abstract triliteral verb (kasra ain) | Daily lectures and tests | Daily tests |

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| 11.Course Evaluation |
| Teaching and Learning MethodsLecture 50 percentDialogue and discussion 30 percentResearch tasks: 20 percent |
| 1. Learning and Teaching Resources
 |
| Required textbooks (curricular books, if any) | Al-Pir Abuna (Syriac Grammar)Prof.Dr.Adel Hamel Al-Jader/Syriac language grammar book |
| Main references (sources) | - The Syriac Aramaic language (morphology and grammar), by Paul Al-Khoury as a Frenchman, 2nd edition, Beirut, 1962.- The Book of Perfection in Morphology of the Syriac Language, by Bishop Youssef Derian, Beirut, 1913.- The delicious gloss on the grammar of the Syriac language (according to both Western and Eastern sects), 2nd edition, Damascus.- (Curricula in Grammar and Meanings in Syriac) written by Abbot Gabriel Qardahi, 2008 edition.- (Grammar of the Syriac Language) written by Bishop Timothy Jeremiah Makdisi, 2011 edition.-(Interpretation of Tarkikh and Taqshiya in the Syriac language) written by George Antoun Kiraz, first edition, 1994 |
| Recommended books and references (scientific journals, reports...) | ***Lexicon Syriacum******-Compendious Syriac Grammar*** |
| Electronic References, Websites | <http://www.syriacstudiesdic.com/><http://www.qenshrin.com/>[https://dss-syriacpatriarchate.org/](https://dss-syriacpatriarchate.org/%D8%A7%D9%84%D9%84%D8%BA%D8%A9-%D8%A7%D9%84%D8%B3%D8%B1%D9%8A%D8%A7%D9%86%D9%8A%D8%A9/%D8%AA%D8%B9%D9%84%D9%8A%D9%85-%D8%A7%D9%84%D9%84%D8%BA%D8%A9-%D8%A7%D9%84%D8%B3%D8%B1%D9%8A%D8%A7%D9%86%D9%8A%D8%A9/%D9%83%D8%AA%D8%A8-%D8%A7%D9%84%D9%85%D8%AF%D8%B1%D8%B3%D8%A9-%D8%A7%D9%84%D8%B3%D8%B1%D9%8A%D8%A7%D9%86%D9%8A%D8%A9-%D8%A7%D9%84%D8%A5%D9%84%D9%83%D8%AA%D8%B1%D9%88%D9%86%D9%8A%D8%A9/) |