

وزارة التعليم العالي والبحث العلمي  
جهاز الإشراف والتقويم العلمي  
دائرة ضمان الجودة والاعتماد الأكاديمي

## استمارة وصف البرنامج الأكاديمي للكليات والمعاهد

للعام الدراسي 2024-2025

الجامعة: شط العرب

الكلية / القانون

القسم العلمي / القانون

تاريخ ملء الملف: 2024/9/1



التوقيع:

اسم المعاون العلمي: م.د يوسف سامي يوسف  
التاريخ:



التوقيع:

اسم رئيس القسم: أ.م.د ماجد سلمان حسين  
التاريخ:



أ.د. علي حسين مهدي  
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مصادقة السيد العميد

دقق الملف من قبل شعبة ضمان الجودة والأداء الجامعي  
اسم مسؤول شعبة ضمان الجودة والأداء الجامعي:  
التاريخ: / /  
التوقيع:

## Course description form

**:Instructor's name**

**Dr. Prof. Jassim Khraibet K -1**

**Course description**

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he has made the most of the available learning opportunities . It must be linked to the program .description

Shatt Al-Arab College	Educational institution .1
law Department	University department / .2 center
Penalties General/ <b>203CRL</b>	Course name/code .3
daily	Attendance forms available .4 (daily, weekly, monthly)
first and second semester 2025-2024	season/year .5
hours per week (3)	Study hours (total) .6
2024/9/1	The date this description .7 was prepared
Course objectives .8	
.Introducing students to the general legal principles of crime and punishment -	
Providing students with judicial decisions related to judgments of conviction -	

	.and innocence	
Develop the student mentally in the knowledge of the interpretation of	-	.criminal legal texts
Helping students interact with each other and the ability to think and analyze	-	.logically
The student's knowledge of distinguishing the Penal Code from other laws and determining the extent of its application in terms of time and place, the reasons	-	.for permissibility and the barriers to liability
Determine the meaning of individualizing punishment and the judge's	-	.discretion

Learning outcomes and methods of teaching, learning and assessment .9		
A- Cognitive goals		
A1- Determining the doctrines and schools of jurisprudence with regard to		.determining the division of crimes and the extent of their seriousness
A2- Determining the role in determining the penalty in view of the personality		.of the offender and the circumstances of the crime
A3- The extent to which mitigating and aggravating circumstances and legal		.excuses are related to determining the amount of punishment
A4- Determine the concept of apparent contradiction in the texts and the		.multiplicity of crimes, whether material or moral
A5- Determine the legal descriptions applicable to the offender, such as		.recidivism and recidivism
A6- Determining the types of crimes in terms of their nature, gravity and		.persistence, and in terms of flagrante delicto and other types of crime
.B - the skills objectives of the course		
B1 - Linking the topics of the Department of General Criminal Law and		.identifying the elements of material and moral crimes
B2 - Make a comparison between the provisions of the Iraqi Penal Code and		.Arab and foreign laws
.B3 - Attempting to connect the student to the ability to properly interpret texts		
.B4- The ability to analyze logically the legal texts and apply them properly		
Methods of teaching and learning		
Using PowerPoint / discussions in the classroom / asking oral intellectual	-	questions
Refer to judicial decisions and rulings of the Court of Cassation in criminal	-	cases

Evaluation modalities	
Attendance in the classroom / active participation in the hall	- Quiz - - Use demos - - Written monthly exams - - Commitment to respect the system and wear university robe -
<p>.C- Emotional and moral goals</p> <p>.C 1- Making the student positive in his way of thinking</p> <p>C2- Sending an emotional message related to raising the morale of the student and his feeling of the importance of his role in society in fighting crime and .corruption</p> <p>C 3- Non-extremism in thought and opinion by knowing the mechanism by .which the penal legislator works when drafting legislative texts</p> <p>.C 4 - Thinking impartially and objectively</p>	
Methods of teaching and learning	
Giving lectures with the participation of students in constructive dialogue / making the student have the ability to analyze logically and the ability to interact with knowledge	
Evaluation modalities	
.Daily exams/active attendance/written exams	-
.Discipline and proper use of relevant legal terminology	-
<p>D - Transferred general and qualifying skills (other skills related to .(employability and personal development</p> <p>.D1- Preparing students who are able to plead before the courts</p> <p>.D2 - Developing students' legal skills and increasing their self-confidence</p> <p>D3 - Preparing administrative cadres capable of employing laws in community .service</p> <p>D4- The ability to analyze legal texts, drafting, amending and implementing .them</p>	

Infrastructure .10	
General Principles in Penal Code (General (Section	Course books required -1

General principles in the Penal Code - (General Section) d. Ali Hussein Al-Khalaf and Dr. Sultan Al-Shawi. / Penal .Code No. 111 of 1969 Explanation of the General Penal Code / - Dr. Akram Nashat -	Main references (sources) -2
Book of the Chosen One (Judicial Decisions) Al-Bayan Journal for Studies and Planning Transparency International reports	Recommended books and -1 references Scientific journals, ) (...,reports
Relevant books and websites, including - <a href="http://www.legifrance.gov.fr">www.legifrance.gov.fr</a> .Iraqi Legislation website -	B _ electronic references, websites

Course development plan .11
The extent to which the current legislation is compatible with the environmental - .reality .Work to benefit from comparative legislation, especially French law - Searching for legislative amendments and linking them with the curriculum for - .students

### **The second stage / the first chapter / general penalties**

<b>Evaluation method</b>	<b>education method</b>	<b>Unit name/topic</b>	<b>required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Attendance + participation +</b>	<b>Explanation, class</b>	<b>The concept of criminal</b>	<b>Know and understand</b>	<b>3</b>	<b>the first week</b>

<b>respect for the system</b>	<b>interaction, asking questions, and student participation in the explanation</b>	<b>law</b>			
<b>Attendance + participation + respect for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>source of criminal law</b>	<b>Know and understand</b>	<b>3</b>	<b>second week</b>
<b>Attendance + participation + respect for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>The principle of legality</b>	<b>Know and understand</b>	<b>3</b>	<b>the third week</b>
<b>Attendance + Participation Respect +Quiz for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>Jurisdiction</b>	<b>Know and understand</b>	<b>3</b>	<b>fourth week</b>

<b>Attendance + participation + respect for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>The scope of application of the law in terms of time</b>	<b>Know and understand</b>	<b>3</b>	<b>The fifth week</b>
<b>Attendance + participation + respect for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>The principle of non-retroactivity in criminal laws</b>	<b>Know and understand</b>	<b>3</b>	<b>the sixth week</b>
<b>Attendance + participation + respect for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>Exceptions to the principle of non-retroactivity</b>	<b>Know and understand</b>	<b>3</b>	<b>Seventh week</b>
<b>Attendance + participation + respect for the system</b>	<b>Explanation, class interaction, asking questions, and student participation</b>	<b>The scope of application of the law in terms of location</b>	<b>Know and understand</b>	<b>3</b>	<b>The eighth week</b>

	<b>in the explanation</b>				
<b>Attendance + + Participation Respect +Quiz for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>The scope of application of criminal law to persons</b>	<b>Know and understand</b>	<b>3</b>	<b>The ninth week</b>
<b>Attendance + participation + respect for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>Extradition</b>	<b>Know and understand</b>	<b>3</b>	<b>Tenth week</b>
<b>Attendance + participation + respect for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>crime concept</b>	<b>Know and understand</b>	<b>3</b>	<b>Eleventh week</b>
<b>Attendance + participation + respect for the system</b>	<b>Explanation, class interaction, asking questions, and</b>	<b>elements of the crime</b>	<b>Know and understand</b>	<b>3</b>	<b>Twelfth week</b>



	<b>student participation in the explanation</b>				
<b>Attendance + + Participation Respect +Quiz for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>Attempt to commit a crime</b>	<b>Know and understand</b>	<b>3</b>	<b>Thirteenth week</b>
<b>Attendance + participation + respect for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>criminal contribution</b>	<b>Know and understand</b>	<b>3</b>	<b>Fourteenth week</b>
<b>Attendance + participation + respect for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>The original and dependent contribution</b>	<b>Know and understand</b>	<b>3</b>	<b>Fifteenth week</b>

**The second stage / the second chapter / general penalties**

<b>Evaluation method</b>	<b>education method</b>	<b>Unit name/topic</b>	<b>required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Attendance + participation respect for + the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>Reasons for permissiveness</b>	<b>Know and understand</b>	<b>3</b>	<b>the first week</b>
<b>Attendance + participation respect for + the system</b>	<b>Explanation, class interaction, asking questions, and student</b>	<b>types of crimes</b>	<b>Know and understand</b>	<b>3</b>	<b>second week</b>

	<b>participation in the explanation</b>				
<b>Attendance + participation respect for + the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>criminal liability</b>	<b>Know and understand</b>	<b>3</b>	<b>the third week</b>
<b>Attendance + participation respect for + the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>Contraindications of criminal liability / drunkenness and anesthesia</b>	<b>Know and understand</b>	<b>3</b>	<b>fourth week</b>
<b>Attendance + Participation +Quiz + Respect for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>Loss of consciousness or will due to insanity and disability</b>	<b>Know and understand</b>	<b>3</b>	<b>The fifth week</b>
<b>Attendance + participation respect for +</b>	<b>Explanation, class interaction, asking</b>	<b>Young age, coercion, state of necessity</b>	<b>Know and understand</b>	<b>3</b>	<b>the sixth week</b>

<b>the system</b>	<b>questions, and student participation in the explanation</b>				
<b>Attendance + participation respect for + the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>Punishment / the concept and purpose of punishment</b>	<b>Know and understand</b>	<b>3</b>	<b>Seventh week</b>
<b>Attendance + Participation +Quiz + Respect for the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>Types of punishment / original, consequential, complementary</b>	<b>Know and understand</b>	<b>3</b>	<b>The eighth week</b>
<b>Attendance + participation respect for + the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>Precautionary measures</b>	<b>Know and understand</b>	<b>3</b>	<b>The ninth week</b>
<b>Attendance + participation respect for + the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>Individualize , punishment</b>	<b>Know and understand</b>	<b>3</b>	<b>Tenth week</b>

<b>participation respect for + the system</b>	<b>interaction, asking questions, and student participation in the explanation</b>	<b>mitigating circumstances and excuses</b>			
<b>Attendance + participation respect for + the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>aggravating circumstances</b>	<b>Know and understand</b>	<b>3</b>	<b>Eleventh week</b>
<b>Attendance + participation respect for + the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>The multiplicity of crimes and its impact on punishment</b>	<b>Know and understand</b>	<b>3</b>	<b>Twelfth week</b>
<b>Attendance + participation respect for + the system</b>	<b>Explanation, class interaction, asking questions, and student participation in the explanation</b>	<b>Suspension of execution of the penalty</b>	<b>Know and understand</b>	<b>3</b>	<b>Thirteenth week</b>

<b>Attendance</b> <b>+</b> <b>Participation</b> <b>+Quiz +</b> <b>Respect for</b> <b>the system</b>	<b>Explanation,</b> <b>class</b> <b>interaction,</b> <b>asking</b> <b>questions,</b> <b>and student</b> <b>participation</b> <b>in the</b> <b>explanation</b>	<b>Suspension of</b> <b>execution of the</b> <b>penalty</b>	<b>Know and</b> <b>understand</b>	<b>3</b>	<b>Fourteenth</b> <b>week</b>
<b>Attendance</b> <b>+</b> <b>participation</b> <b>respect for +</b> <b>the system</b>	<b>Explanation,</b> <b>class</b> <b>interaction,</b> <b>asking</b> <b>questions,</b> <b>and student</b> <b>participation</b> <b>in the</b> <b>explanation</b>	<b>General Review</b>	<b>Know and</b> <b>understand</b>	<b>3</b>	<b>Fifteenth</b> <b>week</b>