

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

Academic Program Description Form for Colleges and Institutes For the academic year 2026/2027

University : Shatt Al-Arab National University

Arts

College
/Institute :
Scientific
Department
English

File Filling Date : 1/9/2026

Signature : 

Scientific Associate: Assoc. Prof. Dr.
Aqeel Mohammed Jassim
Date : 1/9/2026

Signature : 

Head of Department : Assoc. Prof.
Dr. Nagham Jaafar Abdel Hussein
Date : 1/9/2026



Endorsed by the
Dean
Assoc. Prof. Dr.
Adel Malik
Khanfar



Check the file before

Division of Quality
Assurance and University
Performance

Name of the Director of the Quality
Assurance and University

Performance Division: Eng. Mona
Abdel Abbas

Date : 1/9/2026

Signature



Academic Program Description

This academic program description provides a concise summary of the program's most important characteristics and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the opportunities available. It is accompanied by a description of each course within the program

Shatt Al , Arab National University	1. Educational Institution
Department of English	2. Scientific Department / Center
Bachelor of English Language and Literature	3. Name of the academic or professional program
Bachelor of English Language and Literature	4. Name of the final certificate
Annual	5. Academic System: Annual /Courses/Other
Ministry of Higher Education and Scientific Research Program	6. Accredited Accreditation Program
University of Basra under the Twinning Agreement	7. Other external influences
1/9/2026	8. Description Preparation Date
9. Objectives of the Academic Program	

- A. Mastery of the four language skills: Develop students' abilities to read, write, listen, and speak English proficiently.
- B. Broadening literary and cultural horizons: Deepening students' understanding of English literature and related cultural contexts.
- C. Refining Critical and Analytical Skills: Developing Critical Thinking and the Ability to Analyze Textual and Literary in Students.
- D. Career Qualification: Preparing student cadres to work effectively in the fields of translation, teaching, and media
- E. Academic and Professional Application of the Language: Enabling students to employ English accurately in academic environments and the job market.
- F. Establishing research principles and ethics: Promoting academic integrity and adherence to scientific research standards and ethics.

10. Required program outputs and methods of teaching, learning, and evaluation.

a-A Cognitive Objectives.

A.1 Understand the basic linguistic and literary theories and apply them in analytical contexts.

A.2 Understanding the concepts of linguistics, literature, translation, and academic writing

A.3 Analysis of literary texts using different critical approaches.

A.4The use of academic terms and concepts in the interpretation of linguistic and literary phenomena.

B. Skills Objectives of the Program:

1. Master oral and written communication skills in a variety of contexts.
2. Apply academic research techniques and use multiple sources of information.
3. Produce curated and effective written texts, such as articles, reports, and creative texts.

4. Interact with texts and intellectual discussions in a critical and conscious manner.

Teaching and Learning Methods

- A. Interactive lectures that rely on participation and critical thinking.
- B. Class discussions for the analysis of literary and linguistic texts.
- C. Student presentations to develop communication and research skills.
- D. The use of digital resources and modern technologies in education.
- E. Self-education through reading and independent research.
- F. Practical workshops to develop writing and translation skills.
- G. Experiential learning through language activities and theatrical acting.

Evaluation Methods

- A. Daily Tests
- B. Class assignments
- C. Homework
- D. Monthly Exams
- E. Preparation of Scientific Reports and Seminars

C. Emotional and Values Goals:

C1. Developing awareness of cultural diversity: Deepening students' appreciation of multiculturalism by exploring English literature globally.

A2. Enhance Communication Confidence: Build students' self-confidence through positive participation in classroom dialogues and presentations.

C.3 Promoting the spirit of cooperation: Supporting the values of teamwork and mutual respect in the academic and university environment.

A4. Stimulating Sustainable Learning: Instilling a passion for self-development and the acquisition of ongoing knowledge in the language sciences and literature.

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

D1. Communicative Efficiency: Speak effectively and clearly in English, written and spoken.

D2. Analysis and Creativity: Employing critical thinking to solve problems in innovative and logic-based ways.

D3. Organization and Time Management: Skillfully distributing tasks and adhering to schedules at the individual and team level.

D4. Research and Data Processing: Possess the skills to investigate, collect, and analyze information from multiple sources.

Teaching and Learning Methods

A. Perform group tasks and realistic simulations to promote teamwork and communication.

B. Provide presentations and class discussions to develop self-confidence and rhetorical abilities.

C. Integrate time management and project planning tasks into courses.

D. Training in the use of digital tools and modern research techniques.

E. Employing problem-solving strategies within linguistic and cultural scenarios.

F. Encourage students to engage in volunteer or experiential activities related to the specialization.

G. Design self-assessment activities that promote awareness of soft skills and strengths.

H. Provide continuous feedback to stimulate individual and professional development.
12. Planning for personal development
The accredited academic and skill program is concerned with providing a solid knowledge base for the student, enabling him to practically engage in continuous self-development according to a clear methodology. The teaching staff plays an active role in supporting the individual abilities of the student, by motivating him to analyze problems within the scope of his specialization, applying critical and creative thinking skills in finding appropriate solutions, while providing academic supervision and guidance to ensure the achievement of personal development goals on a scientific and methodological basis
13. Admission criteria (setting regulations related to enrollment in the college or institute)
The regulations set by the Ministry as the admission mechanism is centralized
14. The most important sources of information about the program
A. Specialized Methodology Books B. Additional Key Resources C. Information Networks D. Accumulated Scientific Experience of the Teaching Staff E. Nutrition Returns from the Labor Market

Curriculum Skills Chart																			
Please indicate the boxes corresponding to the individual learning outcomes from the program being evaluated																			
Learning Outcomes Required from the Program																			
General Skills				Emotional goals				Skills Goals				Cognitive Objectives				Basic o r Optional	Course Name	Course Code	Academic Level
4D	3D	2D	1D	4C	3C	2C	1c	4B	3B	2B	1B	4A	3a	2a	1a				
√	√	√			√	√	√		√	√		√	√		√	Basic	Traditional grammar		First
√		√	√	√			√	√		√	√		√	√	√	Basic	Writing		
	√	√		√	√	√		√	√				√	√	√	Basic	Reading		
√	√			√	√			√	√	√		√	√	√		Basic	Pronunciation		
	√	√		√	√		√		√	√	√			√	√	Basic	Introduction to Literature		
		√		√	√			√	√			√	√	√			Second Language (√ French)		
√	√			√	√	√			√	√			√	√	√		Arabic Language		
√	√			√	√				√	√				√	√		Human Rights and Democracy		
	√	√	√			√	√			√	√		√	√	√		Computer Skills		
	√		√	√	√	√	√	√			√	√				Basic	Communication Skills		

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Learning Outcomes Required from the Program																			
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4D	3D	2D	1D	4C	3C	2C	1c	4B	3B	2B	1B	4A	3a	2a	1a				
√	√	√	√			√	√	√			√	√		√	√	Basic	Traditional grammar		The second
√	√		√	√	√	√	√	√	√	√	√	√		√	√	Basic	Writing		
√	√	√	√	√	√	√	√		√	√	√		√	√	√	Basic	Reading		
√	√	√	√	√			√	√	√	√	√	√	√		√	Basic	Pronunciation		
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Introduction to Literature		
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		Second Language (√ French)		
√	√	√	√	√				√	√	√	√	√	√	√	√		Arabic Language		
√	√	√	√				√	√	√	√					√		Human Rights and Democracy		
√	√	√			√	√	√		√	√			√	√	√		Computer Skills		
√	√	√	√	√	√	√	√			√	√	√	√	√		Basic	Communication Skills		

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√	√	√			√	√	√	√	√	√			√	√	√	Basic	English grammar		The third
	√	√		√	√	√				√	√		√	√	√	Basic	Introduction to Linguistics		
√			√			√	√	√		√	√	√		√	√	Basic	Media Translation		
√	√		√	√	√	√	√		√	√		√	√	√		Basic	Article Writing		
		√	√	√		√	√		√	√	√	√	√	√		Basic	The play from Shakespeare to Bernard Shaw		
	√	√	√			√	√			√	√	√		√	√	Basic	Nineteenth-century novel		
√	√			√	√			√	√		√	√		√	√	Basic	English poetry in the nineteenth century		
√	√	√			√	√	√			√	√	√			√	Basic	Second Language (French)		
√	√			√	√	√	√			√	√		√	√	√	Basic	Research Methods		

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General Skills				Emotional goals				Skills Goals				Cognitive Objectives				Basic or Optional	Course Name	Course Code	Academic Level
4D	3D	2D	1D	4C	3C	2C	1c	4B	3B	2B	1B	4A	3a	2a	1a				
√			√		√	√			√	√	√	√		√	√	Basic	Transformative grammar		Fourth
√	√	√		√	√			√	√	√			√	√	√	Basic	Linguistics		
	√	√	√			√	√	√	√	√		√	√		√	Basic	Translation		
√	√		√		√	√		√	√	√		√	√	√	√	Basic	English poetry in the twentieth century		
√	√	√	√	√			√	√	√	√	√	√	√		√	Basic	English play in the twentieth century		
√	√	√	√	√	√	√	√	√			√	√	√	√	√	Basic	The English Novel in the Twentieth Century		
√	√	√	√	√			√	√	√	√	√			√	√	Basic	Literary criticism		
√			√	√	√	√		√			√	√	√	√	√		Second Language (French)		
√	√			√	√		√	√	√	√	√			√	√	Basic	Graduation Research Project		

