

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 2025/2026

University : Shatt Al-Arab National University

Arts

College
/Institute :
Scientific
Department
English

File Date : 1/9/2025

Signature : 

Scientific Associate: Assoc. Prof. Dr.
Aqeel Mohammed Jassim
Date : 1/9/2025

Signature : 

Head of Department : Assoc. Prof.
Dr. Nagham Jaafar Abdel Hussein
Date : 1/9/2025



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 : 1/9/2025

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
1/9/2025	8. Description Preparation Date
9. Objectives of the Academic Program	

- A. Develop students' English language skills in writing, reading, listening and speaking.
- B. Promote a deep understanding of English literature and associated cultures.
- C. Develop critical thinking and literary analysis abilities.
- D. Prepare students for career paths in translation, education, and media.
- E. Enable students to use English in academic and professional contexts.
- F. Instilling the values of scientific research and ethical commitment in academic work.

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.4 The 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:

1. Promote students' appreciation of cultural diversity through the study of international literature.
2. Build self-confidence by actively contributing to class discussions and presentations.
3. Establishing the values of cooperation and mutual respect within the university community.
4. Promote a passion for continuous learning and self-development in the field of language and literature.

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

1. Ability to communicate effectively verbally and in writing in English.
2. Critical thinking and problem-solving in logical and creative ways.
3. Manage time effectively and organize individual and group tasks.
4. Research, gathering and analyzing information skills from a variety of 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 the student with a solid knowledge base, which enables him to embark on continuous self-development processes 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 systematic scientific 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																			
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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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Research Supervision and Evaluation

Authority

Quality Assurance and Academic Accreditation Department

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English

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Scientific Associate: Assoc. Prof. Dr. Aqeel
Mohammed Jassim

Date : 1/9/2025

Signature : 

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Nagham Jaafar Abdel Hussein

Date : 1/9/2025

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Malik Khanfar



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Name of the Director of the Quality
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Performance Division: Eng. Mona
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10. Required program outputs and methods of teaching, learning, and evaluation.

A-A Cognitive Objectives

A.1 Enhance intensive and extended reading skills: Enable students to read and understand short and long texts, with an emphasis on vocabulary and general context.

A.2 Developing Critical Thinking through Text Analysis: Training students to analyze literary and informational texts, and linking them to cultural and social issues.

A.3 Improve oral communication skills: Encourage students to express their opinions and discuss ideas in English fluently and confidently.

A.4 Establish basic academic writing rules: Teach students how to write structured paragraphs, and develop their skills in written expression for academic purposes.

B. Skills Objectives of the Program:

B.1 Improve conversational fluency

Enable students to use English fluently in a variety of life and academic situations.

B.2 Enhancing reading comprehension and analysis skills

Train students to read and understand texts critically, with the ability to draw key ideas and details.

B.3 Developing structured writing skills

Teach students how to write short paragraphs and essays in a clear

and organized academic style.

B.4 Use of technology tools in language learning

Encourage students to employ digital media and modern technologies to improve their language and communication skills.

Teaching and Learning Methods

- 1- Theoretical Lectures
- 2- Hands-on training in laboratories to apply acquired skills.
- 3- Presentations made by students on technical projects or applications.
- 4- Class discussions to exchange ideas on technical challenges and solutions.
- 5- Self-learning by assigning students research tasks using approved electronic resources.

Evaluation Methods

- Semester exams (Quizzes/Midterm) to measure theoretical and practical understanding.
- Applied projects and reports to assess the ability to carry out technical tasks.
- Presentations to measure communication skills and present results.
- Classroom engagement and interactive activities to measure interaction within the classroom.
- The final exam to assess the comprehensive knowledge and skills acquired.

C. Emotional and Values Goals:

C.1 Enhancing the appreciation of the English language as a means of global cultural communication: instilling respect for cultural diversity and openness to other civilizations through language learning.

C.2 Developing self-motivation for continuous learning: Encouraging students to love learning and exploration, and appreciating the importance of language in self-

development.

C.3 Establishing the values of collaboration and academic discipline: Promoting team spirit and mutual respect within the educational environment.

C.4 Building self-confidence in the use of the English language: Supporting students in overcoming the fear of making mistakes, and encouraging them to express themselves freely and positively.

Teaching and Learning Methods

1. Collaborative Activities and Group Projects: Encourages students to respect the opinions of others, and develops a spirit of cooperation and self-discipline while working on joint technical tasks.
2. Class Discussions on the Impact of Technology: Motivates students to think about the ethical and social issues associated with the use of the English language, promoting awareness and personal responsibility.
3. Individual Reflections and Emotional Reports: Students are asked to write personal reflections about their experience using computer tools, reinforcing an appreciation of the value of technology in learning and self-development.

Evaluation Methods

1. Classroom observation of student behavior during teamwork, such as collaboration, respect for opinions, and discipline.
2. Write emotional reflections or reports that express students' feelings about the use of technology and its impact on their academic lives.
3. Self-assessment questionnaires to measure the development of personal values such as responsibility, commitment, and appreciation of the importance of computers in learning.

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

D.1 Intercultural Communication Skills: Enable the student to interact effectively with people from different cultural backgrounds, enhancing their chances in international work environments.

D.2 Analytical Thinking and Decision-Making Ability: Develop information analysis and evaluation skills to make informed decisions in professional and academic contexts.

D.3 Time Management and Task Organization: Train the student to organize his time effectively, and to prioritize work to achieve his goals efficiently.

D.4 Flexibility and Teamwork: Enhancing the student's ability to adapt to changes

and work in multidisciplinary teams with a positive and collaborative spirit.

Teaching and Learning Methods

1. Group projects to develop collaboration and teamwork skills.
2. Problem-solving activities to promote critical thinking and decision-making.
3. Simulating professional situations to develop communication skills and commitment to tasks.

Evaluation Methods

1. Evaluate performance in teamwork through observation or peer reports.
2. A person's achievement file documenting the development of personal and professional skills.
3. Self-assessment interviews or questionnaires to measure self-awareness and personal development.

11. Plan for personal development

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Curriculum Skills Chart																			
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4 D	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	Pronu nciation		
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Introduction to Literature		
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		Second Language (√ French)		
√	√	√	√	√				√	√	√	√	√	√	√	√		Arabic Langu age		
√	√	√	√				√	√	√	√					√		Human Rights and Democracy		
√	√	√			√	√	√		√	√			√	√	√		Computer Skills		
√	√	√	√	√	√	√	√			√	√	√	√	√		Basic	Communicati on Skills		

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Arts

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Department
English

File Date : 1/9/2025

Signed : 

Signature : 

Scientific Associate: Assoc. Prof. Dr. Aqeel Mohammed Head of Department : Assoc. Prof. Dr.
Jassim Nagham Jaafar Abdel Hussein

Date : 1/9/2025

Date : 1/9/2025



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



Check the file before

Division of
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Name of the Director
of the Quality

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Performance Division:

Eng. Mona Abdel
Abbas

Date 1 / 9 /2025



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9. Objectives of the Academic Program	

a

A. To provide students with the most important principles and fundamentals of traditional and modern concepts in English language and literature.

B. Teach students how to apply the theoretical background in practice.

C. To provide graduates with the necessary knowledge about communication, literary criticism, critical thinking, and translation skills to apply them in their future careers.

D. Improve managerial skills in their future field of work.

E. Providing graduates with creative teaching and learning skills.

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

A- Cognitive Objectives.

A.1 Understanding the concepts of media translation: Introduce students to the concepts and foundations of the English language and its literature with scientific, academic and applied skepticism

A.2 Analysis of Literary Texts: Develop students' skills in analyzing the structures and methods of literary texts.

A.3 Use specialized vocabulary for each course of the academic program accurately and effectively.

A.4 Developing translation skills and oral and written communication. Students with a high level of accuracy and understanding.

A.5 Understanding Cultural Challenges: Enhancing understanding of cultural challenges that may face the process of translating texts. From the calendar to the Arabic and vice versa.

B. Skills Objectives of the Program:

B.1 Developing Editing and Writing Skills: Enhancing students' ability to edit and write literary texts in an elaborate and engaging manner.

B.2 Improving translation skills: Developing students' skills in translating media texts accurately and effectively.

B.3 Enhancing Research and Analysis Skills: Improving students' abilities in information search and text analysis

B.4 Developing Language Interaction Skills: Enhancing the ability to interact to understand words and expressions accurately.

Teaching and Learning Methods

- Realistic translation exercises: Translating real news from English to Arabic and vice versa, with an emphasis on accuracy and context.
- Comparing different translations: Analyzing multiple translations of the same text and discussing differences in style and accuracy.
- Group Projects: Assign students to translate entire articles and then discuss them in groups to improve group understanding.
- Use digital tools: Train students to use tools such as Grammarly to improve translation quality.

Evaluation Methods
1. Students are evaluated through an applied project such as analyzing a poem, translating an informative article, editing an article and writing a novel summary, taking into account accuracy, style and organization in the assessment. 2. Periodic tests containing informative texts that are required to be translated or analyzed at a specific time , focusing on individual skills in comprehension and rapid analysis.
C. Emotional and Values Goals: C.1 Developing interest in linguistic fields through application C.2 Stimulating passion and self-motivation for learning C.3 Respect for cultural diversity and human communication C.4 Establishing Ethical Responsibility in the Transmission of Media Content
Teaching and Learning Methods 1. Project-Based Learning 2. Collaborative Interactive Learning - Divide students into teams to compare different translations and then provide a critical evaluation of each version, suggesting editorial improvements. 3. Contextual Skill Drills.
Evaluation Methods

1. Structured Observation.
2. Self-reflections and achievement files
3. Description: Students are asked to write personal reflections after specific activities or the end of the unit, including: what they have learned, and how they have been influenced by literary, linguistic, and media texts culturally and humanly.

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

Effective Communication Skills

D.1 Enhance the student's ability to express clearly and confidently in multiple professional environments, both orally and in writing.

D.2 Ability to think critically and solve problems: Develop analysis, evaluation, and decision-making skills in realistic and complex situations.

D.3 Teamwork and Collaboration: Developing skills to work in multidisciplinary teams, while respecting cultural and intellectual diversity.

D.4 Professional readiness and personal planning through:

- Enable the student to set career goals, refine his/her resume, and prepare for job interviews.
- - Time & Task Management
- Trains students to adhere to deadlines and distinguish between important and urgent: designing time-bound translation assignments

Teaching and Learning Methods

- I. Employing problem-solving strategies within linguistic and cultural scenarios.
- J. Encourage students to engage in volunteer or experiential activities related to the specialization.
- K. Provide continuous feedback to stimulate individual and professional development.
- L. Collaborative Learning with Presentation

Evaluation Methods

1. Assessment via problem-solving

2. Group Presentations:

Students are asked to collaborate to conduct language activities that promote effective communication, teamwork, and self-confidence.

Curriculum Skills Chart																			
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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	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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F. Providing students with the most important principles and basics of the concepts of English language and literature in its various genres in general, language, poetry, novel, play, and translation.
G. Teach students how to apply theoretical background and language strategies in practice.
H. To provide graduates with the necessary knowledge about communication, literary literacy, creative thinking, and translation skills to apply them in their future careers.
I. Improve managerial skills in their future field of work.
J. Providing graduates with creative teaching and learning skills.

10. Required program outputs and methods of teaching, learning, and evaluation.
B- Cognitive Objectives. A.1 In-depth analysis of literary and critical texts: Enable the student to apply literary and critical theories to a variety of texts, while understanding the historical and cultural contexts that influence their production and interpretation. A.2 Mastery of Advanced Academic Research Skills: Develop the student's ability to formulate research questions, use primary and secondary sources, and submit written research in accordance with international academic standards. A.3 Understanding the evolution and diversity of the English language: The study of the history of the English language, its structural and semantic changes, with a focus on the social and political factors influencing it. A.4 Linguistic Discourse Analysis and Cultural Criticism: Train the student to analyze media, political, and literary discourses using linguistic and critical tools, to understand how meanings and power are formed across language. A.5 Linking Language and Cultural Identity: Exploring the relationship between

language and identity, and how language reflects cultural affiliations, and is used as a tool for expression in multiple contexts.

B. Skills Objectives of the Program:

- B.1 Mastery of basic language skills
- B.2 Analysis of Literary and Critical Texts
- B.3 Developing Academic Research Skills
- B.4 Providing the student with general, media, and literary translation skills.

Teaching and Learning Methods

- 1. Interactive Lectures
- 2. Group Analysis of Poetic Texts
- 3. Student Presentations
- 4. Guided reading and discussion

Evaluation Methods

- 1. Written Analytical Tests
- 2. Academic Critical Essays
- 3. Individual or group oral presentations
- 4. Class Engagement and Discussions

C. Emotional and Values Goals:

1. Promote a love of English language and literature
2. Develop respect for different cultures and appreciation of diversity
3. Instilling a spirit of academic responsibility and self-discipline
4. Encourage self-confidence in expression and critical analysis

Teaching and Learning Methods

1. Individual Reflective Reading
2. Open Debates on Human Issues in Poetry
3. Creative activities such as writing poetry inspired by studied texts
4. Use multimedia (video, music, photos)

Evaluation Methods

1. Classroom observation and interactive behavior: Monitor the student's respect for the opinions of others, participate in discussions, and enthusiasm for the material.
2. Diaries and Personal Reflections: Assign students to write reflections about their educational experiences, and the impact of texts or topics on their thinking and feelings.
3. Group Projects: Assessing the student's ability to work in a team, and his acceptance of cultural and intellectual differences during collaboration.

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

D.1 Effective communication skills: The ability to express clearly orally and in writing, and to interact professionally with others.

D.2 Teamwork and collaboration: Willingness to work in multidisciplinary teams, respecting different perspectives.

D.3 Problem Solving and Decision Making: Thinking critically in complex situations, and choosing

appropriate solutions independently or collectively. D.4 Time Management and Task Organization: The ability to plan, prioritize, and complete tasks on time. .
Teaching and Learning Methods
1. Project-Based Learning - Students are assigned to prepare a critical or research project on a poet or literary current, which enhances research and planning skills. 2. Collaborative Learning - Small groups are organized to analyze texts or prepare joint presentations, encouraging knowledge sharing. 3. Reflective Learning - Students are asked to write personal reflections on the impact of texts on them, which promotes self-awareness and personal development.
Evaluation Methods
1. Analytical and Critical Essays: Measures a student's ability to think critically, organize, and write academically. 2. Individual or group presentations: Assess communication, organization, and teamwork skills. 3. Literary Reflections or Diaries: Used to assess personal development, literary sense, and the ability to relate texts to subjective experience.
Admission Criteria (Setting Regulations for Admission to a College or Institute)

The regulations set by the Ministry as the admission mechanism is centralized

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√	√	√		√	√			√	√	√			√	√	√	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)		
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