

# **Tikrit University**

**College of Administration and  
Economics**

**Department of Digital Economics**

**Academic Description**

**Preliminary Studies / First Stage**

# MODULE DESCRIPTION FORM

## Course description template



Signature  
Prof. Dr. Samer Mohammed Fakhri  
Head of Department's Name  
2025/9/1



Signature  
Assistant Professor Dr. Khattab Imran Saleh  
Name of the Assistant Dean for Scientific Affairs  
2025/9/1



Signature  
The file was audited by  
Khaldoon Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1



Approval of the Dean

Module Information					
Course Information					
Module Title	Human rights and democracy		Human rights and democracy		
Module Type			<input type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar		
Module Code					
ECTS Credits	2				
SWL (hr/sem)	Chapter One				
Module Level	UC	Semester of Delivery			
Administering Department	Type Dept. Code	College	Administration and economics		
Module Leader	<b>Mohammed Ahmed Rahil</b> <b>Hussam Kwan Hamid</b>		e-mail	<a href="mailto:Mohammed.rh@tu.edu.iq">Mohammed.rh@tu.edu.iq</a>	
Module Leader's Acad. Title	<b>Mr</b> <b>Assistant teacher</b>		Module Leader's Qualification	<b>PhD</b> <b>Master's</b>	
Module Tutor			e-mail		
Peer Reviewer Name	Name	e-mail	Email		
Date of approval by the Scientific Committee	21/9/2025	Version Number	1.0		

Relation with other Modules			
Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Course objectives, learning outcomes, and guidance content	
<b>Module Objectives</b> <b>Course Objectives</b>	1A statement on the importance of human rights and democracy. 2–Understanding the nature of human rights, their types, and international sourcesand patriotismIncluding the Constitution of the Republic of Iraq 2005. 3–Understanding evolutionHistorical RightsHuman beings and the importance of these rights in Islamic law. 4–Getting to knowTypes of Democracy And evaluate it.6 5– Introducing the student to the most important sources for collecting data and information about the subject matter.

<p><b>Module Learning Outcomes</b></p> <p><b>Learning outcomes for the subject</b></p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <ol style="list-style-type: none"> <li>1. Understanding the basic concepts of human rights</li> <li>2. Understanding human rights according to ancient civilizations and heavenly religions.</li> <li>3. knowledgeTypesRights, including gender equality rights and children's rights</li> <li>4. Understanding the sources of human rights.</li> <li>5. Knowledge of the principlesBasicWhich democracy requires</li> <li>6. A statement of the manifestations of democracy.</li> </ol>
<p><b>Indicative Contents</b></p> <p><b>Guideline Contents</b></p>	<p>The instructional content includes the following:Two hours per week:.</p> <p>Week 1: The concept of human rights and types of rights (2 hours)</p> <p>Week Two: The concept of human rights in ancient civilizations and its development in Islam</p> <p>Week Three: Sources of human rights, including: the Universal Declaration of Human Rights and the two International Covenants on Economic, Social and Political Rights.</p> <p>Week Four: The Constitution of the Republic of Iraq.</p> <p>Week Five: Constitutional and Judicial Guarantees of Human Rights, with preparation of a report on the topic.</p> <p>Week 6: Children's Rights and Gender Equality</p> <p>Week 7: Monthly exam</p> <p>Week 8: The concept of democracy.</p> <p>Week Nine: Elements of Democracy.</p> <p>Week 10: Images of Democracy</p> <p>Week Eleven: Evaluating Images of Democracy</p> <p>Week Twelve: Images of democracy as it is implemented in Iraq.</p> <p>Week Thirteen: Manifestations of Democracy.</p> <p>Week Fourteen: Comprehensive Review.</p> <p>Week fifteen: Monthly exam.</p>

<p><b>Learning and Teaching Strategies</b></p> <p><b>Learning and teaching strategies</b></p>	
<p><b>Strategies</b></p>	<p>One of the most important strategies for learning and teaching isEncouraging student participationThrough discussionsAt the same time, it improves and expands their thinking skills. ThroughMaterialsInteractive classrooms and educational</p>

	<p>programs, and by considering the typesCrimes committed by the Ba'athist regimeOur main goals can be summarized in the following points:-</p> <ol style="list-style-type: none"> <li>1. Keeping the student away from anything that might infringe upon individual rights</li> <li>2. maybe studentknowledgeMethodsRegarding the protection of human rights</li> <li>3. maybe student mThe practice of the democratic system in the process of representing one another.</li> <li>4. Students' knowledge of the guarantees that ensure the preservation of human rights and their practice of the democratic role in facilitating public affairs.</li> </ol>
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<b>Student Workload (SWL)</b> <b>The student's academic workload is calculated for 15week</b>			
<b>Structured SWL (h/sem)</b> Regular academic workload for the student during the semester	48	<b>Structured SWL (h/w)</b> Student's regular weekly study load	3.2
<b>Unstructured SWL (h/sem)</b> Irregular student workload during the semester	77	<b>Unstructured SWL (h/w)</b> Irregular weekly study load for the student	5.13
<b>Total SWL (h/sem)</b> The student's total academic workload during the semester	<b>125</b>		

<b>Module Evaluation</b> <b>Course Material Assessment</b>					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Daily exams</b>	0.25 hr/5	10% (2)	2-4-7-11-14	The concept of human rights  The concept of human rights in ancient civilizations and its development  –The Constitution of the Republic of Iraq.
	<b>Tasks and</b>	0.50 hr/2	10% (5)	1	Sources of human rights

	<b>duties/presentation</b>			6	include: –The Universal Declaration of Human Rights – and the two International Covenants on Economic, Social and Cultural Rights
	<b>Projects/discussions</b>	0.50 hr/2	10% (5)	5 12	Constitutional and judicial guarantees for human rights –Children's rights Gender equality
	<b>Report</b>	0.50 hr/2	10% (5)	3 9	Elements of democracy. Images of democracy – Evaluating the image of democracy
<b>Summative assessment</b>	<b>a testHalf the chapter</b>	2hr	10% (10)		Tests
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

#### Weekly theoretical curriculum

	<b>Material Covered</b>
<b>Week 1</b>	The concept of human rights and types of rights
<b>Week 2</b>	The concept of human rights in ancient civilizations and its development in Islam
<b>Week 3</b>	Sources of human rights include: the Universal Declaration of Human Rights and the two International Covenants on Economic, Social and Political Rights.
<b>Week 4</b>	Constitution of the Republic of Iraq.
<b>Week 5</b>	Constitutional and judicial guarantees for human rights, with a report on the subject.
<b>Week 6</b>	Children's rights and gender equality

<b>Week 7</b>	monthly exam
<b>Week 8</b>	The concept of democracy.
<b>Week 9</b>	Elements of democracy.
<b>Week 10</b>	Images of democracy
<b>Week 11</b>	Evaluating the images of democracy
<b>Week 12</b>	Images of democracy as practiced in Iraq.
<b>Week 13</b>	Manifestations of democracy.
<b>Week 14</b>	A comprehensive review.
<b>Week 15</b>	Midterm exam
<b>Week 16</b>	<b>Preparatory week before the final exam</b>

<b>Delivery Plan (Weekly Lab. Syllabus)</b>		
<b>Weekly laboratory schedule</b>		
	<b>covered materials</b>	
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		
<b>Learning and Teaching Resources</b>		
<b>Learning and teaching resources</b>		
	<b>Text</b>	<b>Available in the Library?</b>
<b>Required texts</b>	Human and Child Rights by Dr. Maher Saleh Alawi	Yes
<b>Recommended texts</b>	Website of Iraqi academic scientific journals	no
<b>Websites</b>	Reviewing scientific websites via the internet	

<b>Grading Scheme</b>
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<b>Grade chart</b>				
<b>Group</b>	<b>Grade</b>	<b>Appreciation</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A –Excellent</b>	<b>privilege</b>	90 - 100	Amazing performance
	<b>B -Very Good</b>	<b>very good</b>	80 - 89	Above average with some errors
	<b>C –Good</b>	<b>good</b>	70 - 79	Sound work with some noticeable errors
	<b>D -Satisfactory</b>	<b>middle</b>	60-69	Fair, but with major flaws
	<b>E -Sufficient</b>	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	<b>FX –Fail</b>	<b>Sediment (under processing)</b>	(45-49)	More is neededFrom work, but credit was granted
	<b>F –Fail</b>	<b>Precipitate</b>	(0-44)	A large amount of work is required

**Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., a mark of 54.5 will be rounded up to 55, while a mark of 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures," therefore the only adjustment to marks awarded by the original mark(s) will be the automatic rounding described above..**

## Course description template



Signature  
Prof. Dr. Samer Mohammed Fakhri  
Head of Department's Name  
2025/9/1



Signature  
Assistant Professor Dr. Khattab Imran Saleh  
Name of the Assistant Dean for Scientific Affairs  
2052/9/1



المدرس المساعد  
خالدون عبد الله خاليف  
مدير شعبة ضمان الجودة

Signature  
The file was audited by  
Khaldoun Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1



Approval of the Dean

Module Information			
Course Information			
Module Title	Arabic Arabic Language		Module Delivery
Module Type	theoretical		<input type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	UOM205		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	U	Semester of Delivery	
Administering Department	Accounting	College	Administration and economics
Module Leader	Ali Ghaleb Alab	e-mail	<a href="mailto:Ali.galib@tu.edu.iq">Ali.galib@tu.edu.iq</a>
Module Leader's Acad. Title	Assistant teacher	Module Leader's Qualification	Master's
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Date of approval by the Scientific Committee	1/9/2025	Version Number	1.0

Relation with other Modules			
Relationship with other study subjects			
Prerequisite module		None	Semester
Co-requisites module		None	Semester

**Module Aims, Learning Outcomes and Indicative Contents**  
**Course objectives, learning outcomes, and guidance content**

<p><b>Module Objectives</b> <b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Identifying the most common mistakes made during writing by first-year students.</li> <li>• The students interacted with the material during the lecture.</li> <li>• Employing language skills and enabling the student to solve the most important problems he faces in his academic and professional life.</li> <li>• Developing the mind and making it understand, in some way, the meanings of words.</li> <li>• Familiarity with the most important grammatical rules that enable him to practice his professional and practical life</li> </ul> <p>The focus is on building a cultural and practical personality that enables him to manage the work in the absence of the responsible element.</p>
<p><b>Module Learning Outcomes</b> <b>Learning outcomes for the subject</b></p>	<ol style="list-style-type: none"> <li>1- The Holy Quran (Surah Al-Isra and Yusuf)</li> <li>2- Inflected and indeclinable words in Arabic grammar</li> <li>3- The past tense verb</li> <li>4- The present tense verb (inflection and construction)</li> <li>5- The nominal sentence (subject and predicate)</li> <li>6- Nominal sentences (defective verbs)</li> <li>7- Nominal sentence (particles resembling verbs)</li> <li>8- Writing the number</li> </ol>
<p><b>Indicative Contents</b> <b>Guideline Contents</b></p>	<p>Identifying the correct accounting terminology and constructing sentences correctly the language Arabic she One Materials Study that Needs Professor In it to following more from road teaching until Provides student With skills Basic in the language It is: Writing, And reading, And listening, And speaking. In terms of language proficiency, in the first and second weeks, a section from Surah Al-Kahf is studied and memorized, and in the remaining weeks we cover grammar according to (Alfiyyah Ibn Malik) in grammar. We start with the verbal sentence (past tense, present tense, imperative verb), then the nominal sentence (subject and predicate, particles resembling verbs, defective verbs), then dictation. The material is distributed over the weeks of the semester according to importance.:</p>

<b>Learning and Teaching Strategies</b> <b>Learning and teaching strategies</b>	
<b>Strategies</b>	Main objectiveThe approach adopted in delivering this unit is to encourage student participation in exercises, while simultaneously improving and expanding their critical thinking skills. This will be achieved through interactive classroom and educational programs, and by considering simple experiments that involve taking sample activities of interest to the students..

<b>Student Workload (SWL)</b> <b>The student's academic workload is calculated for 15 weeks.</b>			
<b>Structured SWL (h/sem)</b> Regular academic workload for the student during the semester	30	<b>Structured SWL (h/w)</b> Student's regular weekly study load	2
<b>Unstructured SWL (h/sem)</b> Irregular student workload during the semester	17	<b>Unstructured SWL (h/w)</b> Irregular weekly study load for the student	1.13
<b>Total SWL (h/sem)</b> The student's total academic workload during the semester	<b>50</b>		

<b>Module Evaluation</b> <b>Course Material Assessment</b>					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Daily exams</b>	1hr/4	10% (10)	2+5+7+10	1- Memorize a passage from Surah Al-Isra and Surah Yusuf 5--Constructing the past tense verb 7- Conjugation of the present tense verb

					10. Writing the number
	<b>Tasks and duties</b>	1hr/10	10% (10)	1+3+4+6+8 ++11+12+1 3+14	Lessons learned from Surah Al-Isra and Surah Yusuf past tense – The verb Present tense – Constructing the present tense verb – Imperative verb – Subject and predicate – Letters that resemble verbs – Modal verbs – Writing the number – dripping –
	<b>Projects/laboratory</b>		10% (10)		
	<b>Report</b>	1hr/1	10% (10)	15	
<b>Summative assessment</b>	<b>a test Half the chapter</b>	2hr	10% (10)		
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>	
<b>Weekly theoretical curriculum</b>	
<b>Week</b>	<b>Material Covered</b>
<b>Week 1</b>	Koran
<b>Week 2</b>	Prophetic Hadith

<b>Week 3</b>	Arabic literature
<b>Week 4</b>	Arabic Grammar / Subjunctive Mood of the Verb
<b>Week 5</b>	Jussive mood of the imperfect verb
<b>Week 6</b>	Names raised
<b>Week 7</b>	accusative nouns
<b>Week 8</b>	a test
<b>Week 9</b>	Nouns in the genitive case
<b>Week 10</b>	Writing the number
<b>Week 11</b>	HideR
<b>Week 12</b>	The letters ض and ظ
<b>Week 13</b>	Arabic dictionaries
<b>Week 14</b>	Dictionaries of words and meanings
<b>Week 15</b>	Common linguistic errors
<b>Week 16</b>	<b>Morphology/in terms of gender (masculine and feminine), definiteness, augmentation, singular, dual, and plural</b>

### Delivery Plan (Weekly Lab. Syllabus)

#### Weekly laboratory schedule

	covered materials
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	

### Learning and Teaching Resources

#### Learning and teaching resources

	Text	Available in the Library?
<b>Required texts</b>	Interpretation of the Quran (Abdullah Shubbar) -1 The Arabic Language Book for Non-Specialized Sections -2	no

	by (Abdullah Fader Hassan Amin)	
<b>Texts/In it</b>	Ibn Malik's Alfiyya in Grammar -3 The Clear Dictation Book -4	no
<b>Websites</b>	<a href="https://www.twinkl.com/blog/arabic-grammar-nahw-arabi-egypt-middle-east-educational-resources">https://www.twinkl.com/blog/arabic-grammar-nahw-arabi-egypt-middle-east-educational-resources</a>  <a href="https://www.googleadservices.com/">https://www.googleadservices.com/</a>	

<b>Grading Scheme</b>				
<b>Grade chart</b>				
<b>Group</b>	<b>Grade</b>	<b>Appreciation</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A -Excellent</b>	<b>privilege</b>	90 - 100	Amazing performance
	<b>B -Very Good</b>	<b>very good</b>	80 - 89	Above average with some errors
	<b>C -Good</b>	<b>good</b>	70 - 79	Sound work with some noticeable errors
	<b>D -Satisfactory</b>	<b>middle</b>	60-69	Fair, but with major flaws
	<b>E -Sufficient</b>	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	<b>FX –Fail</b>	<b>Sediment (under processing)</b>	(45-49)	More work is required, but credit has been granted.
	<b>F –Fail</b>	<b>Precipitate</b>	(0-44)	A large amount of work is required
<p><b>Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., a mark of 54.5 will be rounded up to 55, while a mark of 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures," therefore the only adjustment to marks awarded by the original mark(s) will be the automatic rounding described above..</b></p>				

## Academic Program Description Template



Signature

Prof. Dr. Samer Mohammed Fakhri

Head of Department's Name

2025/9/1



Signature

Assistant Professor Dr. Khattab Imran Saleh

Name of the Assistant Dean for Scientific Affairs

2052/9/1



المدير المساعد  
خالدون عبد الله خاليف  
مدير شعبة ضمان الجودة

Signature

The file was audited by

Khaldoon Abdullah Khalaf

Name of the Director of the Quality Assurance and  
University Performance Division

2025/9/1



Approval of the Dean

## Module Information

### Course Information

<b>Module Title</b>	Computer science and its applications Computer Science and Its Applications	<b>Module Delivery</b>	
<b>Module Type</b>	B	<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Seminar	
<b>Module Code</b>			
<b>ECTS Credits</b>	6		
<b>SWL (hr/sem)</b>	150		
<b>Module Level</b>	1	<b>Semester of Delivery</b>	2
<b>Administering Department</b>	Digital economy	<b>College</b>	Administration and economics
<b>Module Leader</b>	Asst. Prof.Dr. Qusay Abboudi Ali Ahmed Abdurahman Ayyed	<b>e-mail</b>	Drqusay.a.ali@tu.edu.iq <a href="mailto:ahmed_abd_25@tu.edu.iq">ahmed_abd_25@tu.edu.iq</a>
<b>Module Leader's Acad. Title</b>	Assistant Lecturer	<b>Module Leader's Qualification</b>	M.Sc.
<b>Module Tutor</b>		<b>e-mail</b>	
<b>Peer Reviewer Name</b>	Name	<b>e-mail</b>	Email
<b>Date of approval by the Scientific Committee</b>		<b>Version Number</b>	0.2

## Relation with other Modules

### Relationship with other study subjects

<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	

## Module Aims, Learning Outcomes and Indicative Contents

### Course objectives, learning outcomes, and guidance content

<b>Module Objectives</b> <b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To provide the student with basic knowledge about computer components and systems.</li><li>2. Enabling students to use desktop computer applications (Word, Excel, PowerPoint) in academic and practical fields.</li><li>3. Introducing the student to the role of computers and the internet in the digital economy and digital transformation.</li><li>4. To equip the student with basic skills in data management and analysis.</li><li>5. Enhancing student awareness of information security and the ethics of technology use.</li><li>6. Preparing the student to use computer tools in subsequent studies and scientific research.</li></ol>
<b>Module Learning Outcomes</b> <b>Learning outcomes for the subject</b>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <ol style="list-style-type: none"><li>1. The student should be able to identify the basic components of a computer and the types of operating systems.</li><li>2. To distinguish between types of software (application and system).</li><li>3. To understand the role of computers in the digital economy and e-commerce.</li><li>4. To use office suite programs for word processing, spreadsheet preparation, and creating presentations.</li><li>5. To employ Excel in preliminary financial and statistical analysis.</li><li>6. To create simple databases and use them to organize information.</li><li>7. To use the internet and email for research and academic communication purposes.</li></ol>
<b>Indicative Contents</b> <b>Guideline Contents</b>	<p>The instructional content includes the following::</p> <p><b>Chapter One/ Introduction to Computers and the Digital Economy (10hr (</b></p> <ul style="list-style-type: none"><li>- Introducing the student to computers, their development, and their generations.</li><li>- Statement of its role in supporting the digital economy.</li></ul> <p><b>Chapter Two/ Operating systems and software (10hr)</b></p> <ul style="list-style-type: none"><li>- The concept of an operating system and its types</li><li>- File and folder management and Dealing with the user interface.</li><li>- Application software versus system software and their uses in the digital economy.</li></ul> <p><b>Chapter Three/ Word processing and spreadsheets (10hr)</b></p> <ul style="list-style-type: none"><li>- program Word: Text entry, formatting, and preparation of official reports.</li><li>- program Excel: Basic tables, formulas, and functions.</li></ul>

- Applications Word and Excel In management and economic analysis.
- )10hr) Chapter Four /presentations**
- Principles of good presentation design
- program PowerPoint: Create slides and add text, images, and tables.
- Chapter Five/Internet and databases (10hr)**
- Internet and networks
- databases
- Database applications in economic institutions
- Chapter Six/Information security and modern trends(10hr)**
- Viruses, malware, security technologies
- Artificial intelligence, cloud computing, the Internet of Things and their role in the digital economy

### Learning and Teaching Strategies

#### Learning and teaching strategies

#### Strategies

Write something like: strategy The main approach adopted in delivering this unit is to encourage student participation in exercises while simultaneously improving and expanding their critical thinking skills. This will be achieved through interactive classroom and educational programs, and by considering simple experiments involving sample activities of interest to the students..

### Student Workload (SWL)

**The student's academic workload is calculated for 15week**

<b>Structured SWL (h/sem)</b>	60	<b>Structured SWL (h/w)</b> <b>Student's regular weekly study load</b>	4
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Regular academic workload for the student during the semester			
Unstructured SWL (h/sem)		Unstructured SWL (h/w)	
Irregular student workload during the semester	87	Irregular weekly study load for the student	5.8
Total SWL (h/sem)			
The student's total academic workload during the semester	150		

### Course description template

<b>1. Course Name/</b>	
Computer skills and fundamentals	
<b>2. Course Code /</b>	
<b>3. Term/Year</b>	
Second course / First stage	
<b>4. Date this description was prepared</b>	
1/9/2025	
<b>5. Available attendance formats</b>	
Weekly - Fully In-Person	
<b>6. Total number of study hours / Total number of units</b>	
45 hours for 4 units per week	
<b>7. Name of the course coordinator (if there is more than one, mention it)</b>	
Name: Dr. Qusay Aboudi Ali Email: Dr.qusay.a.ali@tu.edu.iq	
<b>8. Course Objectives</b>	
-To provide the student with scientific knowledge and concepts in the field of computer and information technology that are	Course objectives

relevant to his life and the needs of his community.

- Introducing the student to the components of the computer (internal and external) and its various accessories.
- To equip the student with skills related to certain computer applications such as drawing programs and data entryThe mechanism for using Word in printing
- Highlighting the computer as a versatile tool in all aspects of life, and focusing on computer and information technology characteristics such as speed and accuracyIn completing the student's work in the field of scientific research.
- Equipping students with self-reliance, research, and inquiry skills through computer applications..

**9. Teaching and learning strategies**

- Cooperative learning strategy:
- Encouraging students to work together on projectscomputersShared.
- Sharing knowledge and skills in useOperating system.
- Developing collaboration and communication skills.
- Inquiry strategy:
- Encouraging students to research and investigate specific topics usingcomputers.
- Teaching them how to search online and use search tools inOperating system.
- Random arousal strategy:
- Encouraging students to enjoy creativity and think outside the box.

strategy

- Using features of the operating system such as drawings and colors to arouse interest.
- Cognitive mapping strategy:
- Using concept maps to organize information and ideas .
- Teaching students how to create concept maps for topics.
- Multiple Intelligences Strategy:
- Guiding students towards using their various skills in operating systems
- Encouraging students to utilize their unique abilities in writing, design, and critical thinking.

Use these strategies to improve the student experience in using the Bar Amjand and enhance their skills

### 10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Follow up on homework assignments and formulate questions On the Windows system	theoretical	The historical development of computers	Computer basics (electronic computer) Types of computers Computer classifications	4	the first
Follow up on homework assignments and formulate questions On the Windows system	Theory + Practical	Computer components	How a computer works Computer parts Input devices Output devices Processing devices Types of memory	4	the second
Follow up on homework assignments and formulate questions On the	Theory + Practical	Computer programming languages	Bits, bytes, and counting systems in computers; types of programming languages	4	the third

<b>Windows system</b>					
<b>Follow up on homework assignments and formulate questions On the Windows system</b>	<b>Theory + Practical</b>	<b>Internal computer components</b>	Definition of artificial intelligence and its types  History of the development of artificial intelligence.	4	<b>Fourth</b>
<b>Follow up on homework assignments and formulate questions On the Windows system</b>	<b>Theory + Practical</b>	<b>Methods of interacting with computers through the internet</b>	<b>Computer security and software licensing</b> <b>Computer viruses and cyber hacking</b> <b>Malicious software</b>	4	<b>Fifth</b>
<b>Follow up on homework assignments and formulate questions On the Windows system</b>	<b>Theory + Practical</b>	<b>Main operating system files</b>	<b>Secure operating system files</b>	4	<b>Sixth</b>
<b>Follow up on homework assignments and formulate questions On the Windows system</b>	<b>Theory + Practical</b>	<b>Operating system components</b>	<b>Expert systems</b>	4	<b>Seventh</b>
<b>First month exam + practical exam</b>					
<b>Follow up on homework assignments and formulate questions On the Windows system</b>	<b>Theory + Practical</b>	<b>Methods of handling files</b>	<b>Machine learning</b>	4	<b>Eighth</b>
<b>Follow up on homework assignments and formulate</b>	<b>Theory + Practical</b>	<b>Word program window properties</b>	<b>Natural Language Processing</b>	4	<b>Ninth</b>

questions On the Windows system					
Follow up on homework assignments and formulate questions On the Windows system	Theory + Practical	Word program window features	<b>Big data and smart databases</b>	4	tenth
Follow up on homework assignments and formulate questions On the Windows system	Theory + Practical	Control unit	<b>Practical applications</b>	4	eleventh
Follow up on homework assignments and formulate questions On the Windows system	Theory + Practical	Dealing with some window components	Robotic process automation	4	twelfth
Follow up on homework assignments and formulate questions On the Windows system	Theory + Practical	Internet browsers and settings	Financial forecasting	4	thirteenth
<b>Second month exam + practical exam</b>					
	practical	-----	Review of practical lectures	4	fourteenth
	practical	----	practical exam	4	fifteenth
<b>Final exam for the second course</b>					

**Learning and Teaching Resources**

**Learning and teaching resources**

	Text	Available in the Library?
Required texts	Computer basics and office applications/ Authored by Professor Dr..Ghassan Hamid Abdulmajid.	Yes
Recommended texts	Computer basics and office applications / Authored by Dr. Hussein Khattab Hussein	Yes
Websites	<a href="https://openstax.org/subjects/computer-science">https://openstax.org/subjects/computer-science</a> <a href="https://www.tutorialspoint.com/computer_fundamentals/index.htm">https://www.tutorialspoint.com/computer_fundamentals/index.htm</a>	

### Grading Scheme

#### Grade chart

Group	Grade	Appreciation	Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A</b> -Excellent	<b>privilege</b>	90 - 100	Amazing performance
	<b>B</b> -Very Good	<b>very good</b>	80 - 89	Above average with some errors
	<b>C</b> -Good	<b>good</b>	70 - 79	Sound work with some noticeable errors
	<b>D</b> -Satisfactory	<b>middle</b>	60-69	Fair, but with major flaws
	<b>E</b> -Sufficient	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	<b>FX</b> –Fail	<b>Sediment (under processing)</b>	(45-49)	More is neededFrom work, but credit was granted
	<b>F</b> –Fail	<b>Precipitate</b>	(0-44)	A large amount of work is required

# MODULE DESCRIPTION FORM

## Course description template



Signature  
Prof. Dr. Samer Mohammed Fakhri  
Head of Department's Name  
2025/9/1



Signature  
Assistant Professor Dr. Khattab Imran Saleh  
Name of the Assistant Dean for Scientific Affairs  
2025/9/1



Signature  
The file was audited by  
Khaldoun Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1



Approval of the Dean

<b>Module Information</b>				
<b>Course Information</b>				
<b>Module Title</b>	<b>English readings in economicsdigital-English Readings In Digital Economy</b>		<b>Module Delivery</b>	
<b>Module Type</b>			<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Seminar	
<b>Module Code</b>				
<b>ECTS Credits</b>				
<b>SWL (hr/sem)</b>	<b>150</b>			
<b>Module Level</b>		U	<b>Semester of Delivery</b>	2
<b>Administering Department</b>		<b>Digital economy</b>	<b>College</b>	<b>Administration and economics</b>
<b>Module Leader</b>	<b>Khattab Imran Saleh</b>		<b>e-mail</b>	<a href="mailto:katab.salih@tu.edu.iq">katab.salih@tu.edu.iq</a>
<b>Module Leader's Acad. Title</b>		<b>Dr.</b>	<b>Module Leader's Qualification</b>	<b>Assistant Professor</b>
<b>Module Tutor</b>	Nothing		<b>e-mail</b>	Nothing
<b>Peer Reviewer Name</b>		Name Nothing	<b>e-mail</b>	Email Nothing
<b>Date of approval by the Scientific Committee</b>			<b>Version Number</b>	0.2

<b>Relation with other Modules</b>			
<b>Relationship with other study subjects</b>			
<b>Prerequisite module</b>		None	<b>Semester</b>
<b>Co-requisites module</b>		None	<b>Semester</b>

**Module Aims, Learning Outcomes and Indicative Contents**  
**Course objectives, learning outcomes, and guidance content**

<p><b>Module Objectives</b> <b>Course Objectives</b></p>	<ol style="list-style-type: none"> <li>1. Understanding academic texts specializing in digital economics in English.</li> <li>2. Analysis of scientific articles and international reports related to digital transformation.</li> <li>3. Acquiring and employing digital economic terminology in a scientific context.</li> <li>4. Summarizing recent studies and writing short reports in English.</li> <li>5. Linking the topics of digital economy to contemporary issues in the international economy.</li> </ol>
<p><b>Module Learning Outcomes</b>  <b>Learning outcomes for the subject</b></p>	<p>By the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. The skill of analytical reading of economic texts in English</li> <li>2. The ability to interpret modern trends in the digital economy</li> <li>3. Understanding the relationship between digitalization, economic growth, and international trade</li> <li>4. Developing the ability to prepare academic summaries in English</li> </ol>
<p><b>Indicative Contents</b> <b>Guideline Contents</b></p>	<p>Course vocabulary (content)Guidance)</p> <p style="text-align: right;">Introduction to the Digital Economy .1  Digital Transformation and Economic Growth .2  E-Commerce and Global Trade .3  Financial Technology (FinTech) and Digital Payments .4  Digital Security and Trust in the Digital Economy .5  Digital Platforms and Network Effects .6  Digital Financial Inclusion .7  Data Economy and Artificial Intelligence .8  Cyber Risks and Regulatory Frameworks .9  Case Studies from International Organizations (eg, World Bank, OECD .10  Reports)</p>
<p><b>Learning and Teaching Strategies</b> <b>Learning and teaching strategies</b></p>	
<p><b>Strategies</b></p>	<p>The teaching strategy in the English Readings in Digital Economics course is based on an interactive and analytical approach that focuses on developing specialized academic reading skills and building the ability to critically understand digital economic texts, while linking them to the theoretical framework of international economics..</p>

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<b>Student Workload (SWL)</b>			
<b>The student's academic workload is calculated for 15week</b>			
<b>Structured SWL (h/sem)</b> Regular academic workload for the student during the semester	60	<b>Structured SWL (h/w)</b> Student's regular weekly study load	4
<b>Unstructured SWL (h/sem)</b> Irregular student workload during the semester	87	<b>Unstructured SWL (h/w)</b> Irregular weekly study load for the student	5.8
<b>Total SWL (h/sem)</b> The student's total academic workload during the semester	<b>150</b>		

<b>Module Evaluation</b>					
<b>Course Material Assessment</b>					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Daily exams</b>	14hr	10% (10)	5-10	Demonstrate advanced reading comprehension skills
	<b>Tasks and duties</b>	15hr	10% (10)	3-12	Identify and interpret key concepts and terminology
	<b>Discussions and working groups</b>	15hr	10% (10)	During the semester	Critically evaluate economic arguments
	<b>Report</b>	14hr	10% (10)	13	summarize and synthesize academic materials
<b>Summative assessment</b>	<b>a testHalf the chapter</b>	2hr	10% (10)		
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>	
<b>Weekly theoretical curriculum</b>	
	<b>Material Covered</b>
<b>Week 1</b>	Introduction to the Digital Economy
<b>Week 2</b>	Digital Transformation and Economic Growth
<b>Week 3</b>	E-Commerce and Global Trade
<b>Week 4</b>	Financial Technology (FinTech) and Digital Payments
<b>Week 5</b>	Digital Security and Trust in the Digital Economy
<b>Week 6</b>	Digital Platforms and Network Effects
<b>Week 7</b>	<b>First exam of the first semester</b>
<b>Week 8</b>	Digital Platforms and Network Effects
<b>Week 9</b>	Digital Financial Inclusion
<b>Week 10</b>	Data Economy and Artificial Intelligence
<b>Week 11</b>	Cyber Risks and Regulatory Frameworks
<b>Week 12</b>	Case Studies from International Organizations (eg, World Bank, OECD Reports)
<b>Week 13</b>	<b>Second exam for the first semester</b>
<b>Week 14</b>	<b>Preparatory week before the final exam</b>
<b>Week 15</b>	<b>Final exam</b>
<b>Week 16</b>	

<b>Learning and Teaching Resources</b>		
<b>Learning and teaching resources</b>		
	<b>Text</b>	<b>Available in the Library?</b>
<b>Required texts</b>	<p style="text-align: center;"><b>References (Relevant to English Readings in Digital Economy)</b></p> <ul style="list-style-type: none"> <li>• Brynjolfsson, E., &amp; McAfee, A. (2014). <i>The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies</i>. W.W. Norton &amp; Company. <i>Focus: Digital transformation, technological impact on economic growth.</i></li> <li>• Tapscott, D., &amp; Tapscott, A. (2016). <i>Blockchain</i></li> </ul>	Yes

	<p>Revolution: How the Technology Behind Bitcoin and Other Cryptocurrencies is Changing the World. Portfolio.  <i>Focus: FinTech, blockchain, digital finance.</i></p>
<b>Websites</b>	<p>🔗 Open Library – Book registration page with the ability to view information and request an electronic loan:  🔗 <a href="https://openlibrary.org/works/OL17047067W/The_Second_Machine_Age">https://openlibrary.org/works/OL17047067W/The_Second_Machine_Age</a></p> <p>🔗 dokumen.pub PDF):<a href="https://dokumen.pub/the-second-machine-age-work-progress-and-prosperity-in-a-time-of-brilliant-technologies-3575494509-9780393239355-9780393241259.html">https://dokumen.pub/the-second-machine-age-work-progress-and-prosperity-in-a-time-of-brilliant-technologies-3575494509-9780393239355-9780393241259.html</a></p> <p><b>ZLibraryPDF:</b>  🔗 <a href="https://www.zlibrary.to/dl/the-second-machine-age">https://www.zlibrary.to/dl/the-second-machine-age</a></p>

<b>Grading Scheme</b>				
<b>Grade chart</b>				
<b>Group</b>	<b>Grade</b>	<b>Appreciation</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	A -Excellent	<b>privilege</b>	90 - 100	Amazing performance
	B -Very Good	<b>very good</b>	80 - 89	Above average with some errors
	C -Good	<b>good</b>	70 - 79	Sound work with some noticeable errors
	D -Satisfactory	<b>middle</b>	60-69	Fair, but with major flaws
	E -Sufficient	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	FX –Fail	<b>Sediment (under processing)</b>	(45-49)	More work is required, but credit has been granted.
	F –Fail	<b>Precipitate</b>	(0-44)	A large amount of work is required

# MODULE DESCRIPTION FORM

## Course description template



Signature  
Prof. Dr. Samer Mohammed Fakhri  
Head of Department's Name  
2025/9/1



Signature  
Assistant Professor Dr. Khattab Imran Saleh  
Name of the Assistant Dean for Scientific Affairs  
2052/9/1



Signature  
The file was audited by  
Khaldoun Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1



Approval of the Dean

Module Information					
Course Information					
Module Title	Principles of Statistics STATISTICS PRINCIPLES			Module Delivery	
Module Type	B			<input type="checkbox"/> / ✓Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Seminar	<input type="checkbox"/> /
Module Code	EC1203				
ECTS Credits	6				
SWL (hr/sem)	150				
Module Level	U		Semester of Delivery		
Administering Department	Digital economy		College	Administration and economics	
Module Leader	FEKRI AHMED LAHMOOD		e-mail	<a href="mailto:Fe_ah@tu.edu.iq">Fe_ah@tu.edu.iq</a>	
Module Leader's Acad. Title	Assistant Professor		Module Leader's Qualification	Assistant Professor	
Module Tutor			e-mail		
Peer Reviewer Name	Name		e-mail	Email	
Date of approval by the Scientific Committee			Version Number	0.2	

Relation with other Modules			
Relationship with other study subjects			
Prerequisite module		None	Semester
Co-requisites module		None	Semester

Module Aims, Learning Outcomes and Indicative Contents
Course objectives, learning outcomes, and guidance content

<p><b>Module Objectives</b> <b>Course Objectives</b></p>	<ol style="list-style-type: none"> <li>1. Introducing the student to the principles of statistics and the role of statistical analysis.</li> <li>2. Understanding the basic concepts of statistical principles.</li> <li>3. The ability to find appropriate ways to present and analyze data.</li> <li>4. Introducing and empowering the student to sources of information and data.</li> <li>5. Defining and enabling the student to analyze data and find indicators.</li> <li>6. Defining and enabling the student to make appropriate decisions regarding the phenomenon based on the results of data analysis.</li> </ol>
<p><b>Module Learning Outcomes</b> <b>Learning outcomes for the subject</b></p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <ol style="list-style-type: none"> <li>1. The student's knowledge of the basic concepts of the subject of Principles of Statistics.</li> <li>2. The student's mastery of knowing how to classify and categorize data and how to create simple and double frequency tables.</li> <li>3. The student's knowledge stems from their knowledge of measures of central tendency.</li> <li>4. The student's knowledge of the measures of dispersion.</li> <li>5. The student was able to understand the standard score, correlation, and how to use it.</li> <li>6. The student's mastery and understanding of the simple and multiple linear regression procedure and how to make predictions based on the regression equation.</li> </ol>
<p><b>Indicative Contents</b> <b>Guideline Contents</b></p>	<p>The instructional content includes the following::</p> <p><b>Chapter One/Concerns an introduction to the definition and concept of statistics. (10hr (</b></p> <ul style="list-style-type: none"> <li>-Fundamentals and concepts of statistics.</li> </ul> <p>Data presentation methods.</p> <ul style="list-style-type: none"> <li>-Frequency distribution table.</li> <li>- Displaying data in the form of geometric diagrams.</li> </ul> <p><b>Chapter Two/Deals with some mathematical terms that help with statistical applications. (10hr)</b></p> <ul style="list-style-type: none"> <li>- Sum <math>\Sigma</math></li> <li>- Product <math>\Pi</math></li> </ul> <p><b>Chapter Three/ Measures of Central Tendency.(10hr)</b></p> <ul style="list-style-type: none"> <li>- Arithmetic mean + Weighted arithmetic mean</li> <li>- Harmonic mean + Squared mean + Geometric mean.</li> </ul> <p><b>)10hr) Chapter Four / Measures of Dispersion</b></p> <p>Range + Average Deviation</p>

	<p>Standard Deviation + Variance</p> <ul style="list-style-type: none"> <li>- Measures of relative dispersion.</li> </ul> <p><b>Chapter Five(10hr)</b></p> <p>Standardized scores</p> <ul style="list-style-type: none"> <li>-Simple connection</li> </ul> <p>Partial correlation</p> <ul style="list-style-type: none"> <li>-Multiple linkage</li> </ul> <p>Rank correlation</p> <p><b>Chapter Six(10hr)</b></p> <p>Simple linear regression + coefficient of determination</p> <ul style="list-style-type: none"> <li>- and methods of calculating it</li> </ul>
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<p align="center"><b>Learning and Teaching Strategies</b></p> <p align="center"><b>Learning and teaching strategies</b></p>	
<b>Strategies</b>	<p>Write something like:strategyThe main approach adopted in delivering this unit is to encourage student participation in exercises while simultaneously improving and expanding their critical thinking skills. This will be achieved through interactive classroom and educational programs, and by considering simple experiments involving sample activities of interest to the students..</p>

<p align="center"><b>Student Workload (SWL)</b></p> <p align="center"><b>The student's academic workload is calculated for 15week</b></p>			
<b>Structured SWL (h/sem)</b> Regular academic workload for the student during the semester	60	<b>Structured SWL (h/w)</b> Student's regular weekly study load	4
<b>Unstructured SWL (h/sem)</b> Irregular student workload during the semester	87	<b>Unstructured SWL (h/w)</b> Irregular weekly study load for the student	5.8
<b>Total SWL (h/sem)</b> The student's total academic workload during the semester	150		

Module Evaluation					
Course Material Assessment					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Daily exams	14hr	10% (10)	5-10	Measures of central tendency
	Tasks and duties	15hr	10% (10)	3-12	Measures of dispersion
	Discussions and working groups	15hr	10% (10)	During the semester	
	Report	14hr	10% (10)	13	Correlation + Regression
Summative assessment	a testHalf the chapter	2hr	10% (10)		
	Final exam	3hr	50% (50)		
Overall assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
Weekly theoretical curriculum	
	Material Covered
Week 1	statistics,identification,importance,His relationship to other sciences.Data classification and categorization
Week 2	Constructing simple and double frequency tables
Week 3	Creating ascending and descending cumulative frequency tables.
Week 4	Data graphical presentation,Charts,The graph rectangle,circle graph.
Week 5	Graphing of tabulated data,runway,polygon,frequency curve.
Week 6	Measures of central tendency,arithmetic mean(for categorized data,Uncategorized data)

Week 7	First exam of the first semester
Week 8	Weighted arithmetic mean, Examples and compromise solutions, Squared mean, geometric mean, Examples and solutions of the mode, The mediator, Examples and solutions.
Week 9	Concepts of measures of dispersion, Range study, Average deviation, standard deviation.
Week 10	Dispersion coefficients based on (range, Average Deviation) Examples and solutions.
Week 11	Dispersion coefficients based on standard deviation (Coefficient of variation CV.
Week 12	Standard grade, Concepts, Questions and Answers.
Week 13	simple link, Partial and multiple
Week 14	Spearman's rank correlation
Week 15	Simple and multiple regression, Examples and solutions.
Week 16	Preparatory week before the final exam

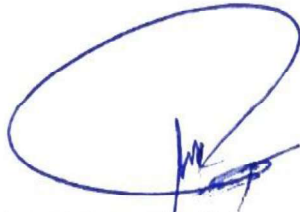
Delivery Plan (Weekly Lab. Syllabus)	
Weekly laboratory schedule	
	covered materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources		
Learning and teaching resources		
	Text	Available in the Library?
Required texts	Principles of Statistics/ Authored by Dr..Mahmoud Al-Mashhadani.	Yes
Recommended texts	Statistics/ Authored by Dr..Khashaa Al-Rawi.	Yes
Websites	<a href="https://youtu.be/vNp7Qno8-2o?si=DN0vDbAqPPICx3eZ">https://youtu.be/vNp7Qno8-2o?si=DN0vDbAqPPICx3eZ</a> <a href="https://www.makktaba.com/2011/01/principles-of-statistics.html">https://www.makktaba.com/2011/01/principles-of-statistics.html</a>	

<b>Grading Scheme</b>				
<b>Grade chart</b>				
<b>Group</b>	<b>Grade</b>	<b>Appreciation</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A -Excellent</b>	<b>privilege</b>	90 - 100	Amazing performance
	<b>B -Very Good</b>	<b>very good</b>	80 - 89	Above average with some errors
	<b>C -Good</b>	<b>good</b>	70 - 79	Sound work with some noticeable errors
	<b>D -Satisfactory</b>	<b>middle</b>	60-69	Fair, but with major flaws
	<b>E -Sufficient</b>	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	<b>FX –Fail</b>	<b>Sediment (under processing)</b>	(45-49)	More is neededFrom work, but credit was granted
	<b>F –Fail</b>	<b>Precipitate</b>	(0-44)	A large amount of work is required
<p><b>Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., a mark of 54.5 will be rounded up to 55, while a mark of 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures," therefore the only adjustment to marks awarded by the original mark(s) will be the automatic rounding described above..</b></p>				

# MODULE DESCRIPTION FORM

## Course description template



Signature  
Prof. Dr. Samer Mohammed Fakhri  
Head of Department's Name  
2025/9/1



Signature  
Assistant Professor Dr. Khattab Imran Saleh  
Name of the Assistant Dean for Scientific Affairs  
2052/9/1



Signature  
The file was audited by  
Khaldoun Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1



Approval of the Dean



<p><b>Module Objectives</b> <b>Course Objectives</b></p>	<ol style="list-style-type: none"> <li>1. Understanding the concept of the digital economy and its components (data, digital platforms, e-commerce).</li> <li>2. Understanding the difference between the traditional economy and the digital economy.</li> <li>3. Understanding the role of technology in shaping the modern economy.</li> <li>4. Understanding government policies and legislation related to the digital economy (data protection, digital taxes)</li> <li>5. Developing the ability to use digital tools in economic analysis.</li> <li>6. Mastering research and analysis skills in digital economy topics using databases and digital platforms.</li> <li>7. Building student awareness of the importance of digital transformation in sustainable development</li> </ol>
<p><b>Module Learning Outcomes</b> <b>Learning outcomes for the subject</b></p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <ol style="list-style-type: none"> <li>1. The student learns the concept of the digital economy and its main fields.</li> <li>2. It distinguishes between the traditional economy and the digital economy in terms of mechanisms and results.</li> <li>3. It explains the role of digital technology (artificial intelligence, big data) in the modern economy.</li> <li>4. It analyzes the impact of the digital economy on macroeconomic indicators such as growth, employment, and trade.</li> <li>5. It explains the policies and legislation related to the digital economy (digital taxes, data protection, cybersecurity).</li> <li>6. It applies digital data analysis tools to understand economic phenomena.</li> <li>7. He demonstrates an awareness of the importance of digital transformation in sustainable development.</li> </ol>
<p><b>Indicative Contents</b> <b>Guideline Contents</b></p>	<p>The instructional content includes the following::</p> <p><b>Chapter One/Concerns an Introduction to the Digital Economy.</b></p> <ul style="list-style-type: none"> <li>-The concept of the digital economy and its historical development.</li> <li>- The difference between the traditional economy and the digital economy.</li> </ul> <p>Characteristics of the digital economy.</p> <p><b>Chapter Two/ Concerns the Infrastructure of the Digital Economy.</b></p> <p>Information and Communication Technology (ICT)ICT)</p> <ul style="list-style-type: none"> <li>-Big data and its economic role</li> </ul> <p>Cloud computing and artificial intelligence.</p> <p><b>Chapter Three/ Digital Markets and E-commerce.</b></p> <ul style="list-style-type: none"> <li>- The concept of e-commerce and its patterns</li> </ul> <p>Digital platforms and their role in the economy</p>

	<p>– Digital value chains.</p> <p><b>Chapter Four / Financial and Digital Services</b></p> <p>Financial technology</p> <p>Digital banks and cryptocurrencies</p> <p>– Electronic payment systems and digital wallets.</p> <p><b>Chapter Five/ Digital Policies and Legislation</b></p> <p>– Legislation relating to data protection and privacy.</p> <p>Cybersecurity and cybercrime.</p> <p>Digital taxes and cross-border trade</p> <p><b>Chapter Six / Digital Economy and Sustainable Development</b></p> <p>The role of the digital economy in supporting innovation and entrepreneurship</p> <p>– The digital economy and economic growth.</p> <p>– Chapter Seven / Applications of the Digital Economy in Different Sectors.</p>
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<p align="center"><b>Learning and Teaching Strategies</b></p> <p align="center"><b>Learning and teaching strategies</b></p>	
<b>Strategies</b>	<p>Write something like: strategy The main approach adopted in delivering this unit is to encourage student participation in exercises while simultaneously improving and expanding their critical thinking skills. This will be achieved through interactive classroom and educational programs, and by considering simple experiments involving sample activities of interest to the students..</p>

<p align="center"><b>Student Workload (SWL)</b></p> <p align="center"><b>The student's academic workload is calculated for 15week</b></p>			
<b>Structured SWL (h/sem)</b>		<b>Structured SWL (h/w)</b>	
<b>Regular academic workload for the student during the semester</b>	60	<b>Student's regular weekly study load</b>	4
<b>Unstructured SWL (h/sem)</b>		<b>Unstructured SWL (h/w)</b>	
<b>Irregular student workload during the semester</b>	87	<b>Irregular weekly study load for the student</b>	5.8

<b>Total SWL (h/sem)</b> The student's total academic workload during the semester	<b>150</b>
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<b>Module Evaluation</b>					
<b>Course Material Assessment</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Daily exams</b>	14hr	10% (10)	5-10	Key concepts of the digital economy, infrastructure, digital markets
	<b>Tasks and duties</b>	15hr	10% (10)	3-12	Digital financial services
	<b>Discussions and working groups</b>	15hr	10% (10)	During the semester	
	<b>Report</b>	14hr	10% (10)	13	Digital economy applications in various sectors
<b>Summative assessment</b>	<b>a testHalf the chapter</b>	2hr	10% (10)		
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>	
<b>Weekly theoretical curriculum</b>	
	<b>Material Covered</b>

Week 1	The concept of the digital economy and its importance; the differences between the traditional and digital economies. Understanding the theoretical foundations of the digital economy
Week 2	Digital infrastructure: Information and communication technology (ICT) Getting acquainted with basic digital tools
Week 3	Understanding the role of data in economic decision-making Big data Big Data and Cloud Computing
Week 4	Studying the Artificial intelligence and the Internet of Things in the digital economy applications of modern technology in the economy
Week 5	Understanding e-commerce Digital Markets: Online Platforms and Their Types models B2B, B2C, C2C
Week 6	Analyzing shifts in consumer behavior Digital value chains and digital business models and managing digital businesses
Week 7	Measuring the student's First semester exam + comprehensive review of previous units theoretical understanding
Week 8	Understanding Digital financial services (FinTech) and electronic payment systems practical applications in the financial sector
Week 9	A study of the impact of digital Digital currencies and cryptocurrencies; digital banks currencies on the economy and banks
Week 10	Understanding the legal Digital policies and legislation: Data protection and cybersecurity and regulatory frameworks of the digital economy
Week 11	Digital taxation and cross-border trade; the role of international institutions Understanding international regulations for the digital economy
Week 12	The digital economy and sustainable development; the impact of digitalization on growth Analyzing the role of the digital economy in economic and social development and job opportunities
Week 13	Digital economy applications in various sectors: education, health, e-government Review of practical applications in vital sectors
Week 14	Future challenges of the digital economy: the digital divide, labor market transformations, Critical thinking about the digital future metaverse, and generative artificial intelligence.
Week 15	Measuring the student's theoretical understanding + Comprehensive review of previous units
Week 16	Second semester exercises + exam

<b>Delivery Plan (Weekly Lab. Syllabus)</b> <b>Weekly laboratory schedule</b>	
	<b>covered materials</b>
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	

<b>Learning and Teaching Resources</b> <b>Learning and teaching resources</b>		
	<b>Text</b>	<b>Available in the Library?</b>
<b>Required texts</b>	Digital economy/ Authored by Dr..Mahmoud Ahmed Ayad.	Yes
<b>Recommended texts</b>	Digital economy/ Authored by Dr..Ibrahim Jaber.	Yes
<b>Websites</b>	<a href="https://youtu.be/vNp7Qno8-2o?si=DN0vDbAgPPICx3eZ">https://youtu.be/vNp7Qno8-2o?si=DN0vDbAgPPICx3eZ</a> E-Mail: elelm_aleman 2016@hotmail.com	

<b>Grading Scheme</b> <b>Grade chart</b>				
<b>Group</b>	<b>Grade</b>	<b>Appreciation</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A -Excellent</b>	<b>privilege</b>	90 - 100	Amazing performance
	<b>B -Very Good</b>	<b>very good</b>	80 - 89	Above average with some errors
	<b>C -Good</b>	<b>good</b>	70 - 79	Sound work with some noticeable errors
	<b>D -Satisfactory</b>	<b>middle</b>	60-69	Fair, but with major flaws
	<b>E -Sufficient</b>	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	<b>FX –Fail</b>	<b>Sediment (under processing)</b>	(45-49)	More is neededFrom work, but credit was granted
	<b>F –Fail</b>	<b>Precipitate</b>	(0-44)	A large amount of work is required

**Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., a mark of 54.5 will be rounded up to 55, while a mark of 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures," therefore the only adjustment to marks awarded by the original mark(s) will be the automatic rounding described above..**

# MODULE DESCRIPTION FORM

## Course description template



Signature  
Prof. Dr. Samer Mohammed Fakhri  
Head of Department's Name  
2025/9/1



Signature  
Assistant Professor Dr. Khattab Imran Saleh  
Name of the Assistant Dean for Scientific Affairs  
2025/9/1



Signature  
The file was audited by  
Khaldoun Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1



Approval of the Dean

<b>Module Information</b>				
<b>Course Information</b>				
<b>Module Title</b>	<b>Digital accounting-Digital Accounting</b>		<b>Module Delivery</b>	
<b>Module Type</b>			<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Seminar	
<b>Module Code</b>				
<b>ECTS Credits</b>				
<b>SWL (hr/sem)</b>	<b>150</b>			
<b>Module Level</b>		U	<b>Semester of Delivery</b>	
			2	
<b>Administering Department</b>		<b>Digital economy</b>	<b>College</b>	<b>Administration and economics</b>
<b>Module Leader</b>	<b>Ali Fouad Taha</b>		<b>e-mail</b>	<a href="mailto:alitaha@tu.edu.iq">alitaha@tu.edu.iq</a>
<b>Module Leader's Acad. Title</b>		<b>Assistant Professor</b>	<b>Module Leader's Qualification</b>	
			<b>Assistant Professor</b>	
<b>Module Tutor</b>	Nothing		<b>e-mail</b>	Nothing
<b>Peer Reviewer Name</b>		Name Nothing	<b>e-mail</b>	Email Nothing
<b>Date of approval by the Scientific Committee</b>			<b>Version Number</b>	0.2

<b>Relation with other Modules</b>			
<b>Relationship with other study subjects</b>			
<b>Prerequisite module</b>		None	<b>Semester</b>
<b>Co-requisites module</b>		None	<b>Semester</b>

**Module Aims, Learning Outcomes and Indicative Contents**  
**Course objectives, learning outcomes, and guidance content**

<p><b>Module Objectives Course Objectives</b></p>	<ol style="list-style-type: none"> <li>1. Introducing the student to the basic concepts of digital accounting and its development.</li> <li>2. Enabling the student to distinguish between traditional, electronic, and digital accounting.</li> <li>3. To equip the student with practical skills for dealing with accounting software and digital data.</li> <li>4. Introducing the student to modern technologies(ERP - RPA - AI - Cloud - Big Data).</li> <li>5. Developing the student's ability to understand legal and regulatory frameworks and accounting information security..</li> </ol>
<p><b>Module Learning Outcomes</b>  Learning outcomes for the subject</p>	<p>By the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understanding the theoretical foundations and origins of digital accounting.</li> <li>2. Working with accounting software and digital systems.</li> <li>3. Preparing financial entries and reports electronically.</li> <li>4. Using artificial intelligence tools and databases in accounting analysis.</li> <li>5. Understanding the importance of information security and legal controls related to digital accounting.</li> </ol>
<p><b>Indicative Contents Guideline Contents</b></p>	<p><u>The instructional content includes the following::(10hr)For each chapter</u></p> <p><b>Chapter One/ Introduction to Digital Accounting:</b></p> <ul style="list-style-type: none"> <li>• Definition of digital accounting</li> <li>• Origins and historical development</li> <li>• The difference between traditional and digital accounting</li> <li>• The importance of digital transformation</li> </ul> <p><b>Chapter Two/ Essential accounting fundamentals:</b></p> <ul style="list-style-type: none"> <li>• accounting equation</li> <li>• double binding(Quick review)</li> <li>• Simplified accounting course</li> </ul> <p><b>Chapter Three/BDigital Accounting Environment:</b></p> <ul style="list-style-type: none"> <li>• System components (hardware – software – networks))</li> <li>• Accounting databases(simplified)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Digital Infrastructure</b></li> </ul> <p><b>Chapter Four / Program Excel For accountants</b></p> <ul style="list-style-type: none"> <li>• <b>Basic accounting equations</b></li> <li>• <b>Formatting accounting tables</b></li> <li>• <b>Dual SUM, AVERAGE, IF</b></li> <li>• <b>practical application Preparing a simple journal</b></li> </ul> <p><b>Chapter Five/ cloud accounting:</b></p> <ul style="list-style-type: none"> <li>• <b>The concept of cloud computing</b></li> <li>• <b>Advantages and disadvantages</b></li> <li>• <b>Examples of cloud computing programs</b></li> </ul> <p><b>Chapter Six/Accounting Information Security</b></p> <ul style="list-style-type: none"> <li>• <b>Key security risks</b></li> <li>• <b>Protection and encryption (simplified))</b></li> <li>• <b>backup</b></li> <li>• <b>User permissions</b></li> </ul> <p><b>Chapter Seven/A look at modern technologies</b></p> <ul style="list-style-type: none"> <li>• <b>A simplified introduction to:</b> <ul style="list-style-type: none"> <li>○ <b>Artificial intelligence in accounting</b></li> <li>○ <b>Automation(RPA)</b></li> <li>○ <b>Systems (ERP)Overview</b></li> </ul> </li> <li>• <b>discussion The future of the accounting profession</b></li> </ul>
<p><b>Learning and Teaching Strategies</b>  <b>Learning and teaching strategies</b></p>	
<p><b>Strategies</b></p>	<p>Learning strategy And education is Standing; On solving problemsthatIt relies on presenting a real or hypothetical problem that requires students to apply digital management concepts to solve it, such as analyzing market data using digital tools or proposing solutions to improve digital processes in companies,</p>

with the aim of developing critical thinking and the ability to use digital technologies.

### Student Workload (SWL)

The student's academic workload is calculated for 15week

<b>Structured SWL (h/sem)</b> Regular academic workload for the student during the semester	60	<b>Structured SWL (h/w)</b> Student's regular weekly study load	4
<b>Unstructured SWL (h/sem)</b> Irregular student workload during the semester	87	<b>Unstructured SWL (h/w)</b> Irregular weekly study load for the student	5.8
<b>Total SWL (h/sem)</b> The student's total academic workload during the semester	<b>150</b>		

### Module Evaluation

#### Course Material Assessment

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Daily exams</b>	14hr	10% (10)	5-10	entrance to Administration Digital
	<b>Tasks and duties</b>	15hr	10% (10)	3-12	Resources Digital
	<b>Discussions and working groups</b>	15hr	10% (10)	During the semester	
	<b>Report</b>	14hr	10% (10)	13	Digital management in the Arab world
<b>Summative assessment</b>	<b>a testHalf the chapter</b>	2hr	10% (10)		
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>	
<b>Weekly theoretical curriculum</b>	
	<b>Material Covered</b>
<b>Week 1</b>	<b>Introduction to Digital Accounting (Definition – Origins – Importance – Difference between it and traditional accounting)).</b>
<b>Week 2</b>	<b>Accounting evolved from manual to electronic and then digital systems.</b>
<b>Week 3</b>	<b>Components of a digital accounting environment (hardware, software, databases, networks))</b>
<b>Week 4</b>	<b>Accounting constraints in the digital environment compared to manual constraints.</b>
<b>Week 5</b>	<b>Essential skills for a digital accountant (data entry – software handling – digital analysis)).</b>
<b>Week 6</b>	<b>The role of information technology in supporting the accounting process.</b>
<b>Week 7</b>	<b>First exam of the first semester</b>
<b>Week 8</b>	<b>cloud accounting(Cloud Accounting): The concept – Advantages – Challenges.</b>
<b>Week 9</b>	<b>Artificial intelligence in accounting: uses and applications.</b>
<b>Week 10</b>	<b>Automating accounting processes(RPA) and its impact on simplifying tasks.</b>
<b>Week 11</b>	<b>Enterprise Resource Planning (ERP) systems and their relationship to accounting.</b>
<b>Week 12</b>	<b>Accounting Information Security: Risks – Controls – Encryption.</b>
<b>Week 13</b>	<b>Big Data databases and their applications in accounting.</b>
<b>Week 14</b>	<b>Electronic financial reports: their preparation – their characteristics.</b>
<b>Week 15</b>	<b>Comprehensive review + simple practical application using a trial accounting program.</b>
<b>Week 16</b>	<b>Preparatory week before the final exam</b>

<b>Learning and Teaching Resources</b>		
<b>Learning and teaching resources</b>		
	<b>Text</b>	<b>Available in the Library?</b>
<b>Required texts</b>	<b>Books and references on digital accounting and electronic accounting. Recent electronic resources (articles, databases, academic websites)</b>	Yes
<b>Websites</b>	<a href="https://books.google.iq/books?id=MEmGQgAACAAJ&amp;printsec=frontcover&amp;hl=ar&amp;source=gbs_ge_summary_r&amp;cad=0#v=onepage&amp;q&amp;f=false">https://books.google.iq/books?id=MEmGQgAACAAJ&amp;printsec=frontcover&amp;hl=ar&amp;source=gbs_ge_summary_r&amp;cad=0#v=onepage&amp;q&amp;f=false</a>	

**Grading Scheme**  
**Grade chart**

<b>Group</b>	<b>Grade</b>	<b>Appreciation</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A -Excellent</b>	<b>privilege</b>	90 - 100	Amazing performance
	<b>B -Very Good</b>	<b>very good</b>	80 - 89	Above average with some errors
	<b>C -Good</b>	<b>good</b>	70 - 79	Sound work with some noticeable errors
	<b>D -Satisfactory</b>	<b>middle</b>	60-69	Fair, but with major flaws
	<b>E -Sufficient</b>	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	<b>FX –Fail</b>	<b>Sediment (under processing)</b>	(45-49)	More work is required, but credit has been granted.
	<b>F –Fail</b>	<b>Precipitate</b>	(0-44)	A large amount of work is required

# MODULE DESCRIPTION FORM

## Course description template



Signature  
Prof. Dr. Samer Mohammed Fakhri  
Head of Department's Name  
2025/9/1



Signature  
Assistant Professor Dr. Khattab Imran Saleh  
Name of the Assistant Dean for Scientific Affairs  
2052/9/1



Signature  
The file was audited by  
Khaldoun Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1



Approval of the Dean

Module Information					
Course Information					
Module Title	Financial mathematics Financial mathematics			Module Delivery	
Module Type	B			<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Seminar	<input type="checkbox"/> / <input type="checkbox"/>
Module Code	E109				
ECTS Credits	5				
SWL (hr/sem)	125				
Module Level	U		Semester of Delivery		
Administering Department	Economy		College	Administration and economics	
Module Leader	Mustafa Ismaeel Khaleel		e-mail	<a href="mailto:mustafaismaeel@tu.edu.iq">mustafaismaeel@tu.edu.iq</a>	
Module Leader's Acad. Title	Assistant professor Doctor		Module Leader's Qualification	Assistant professor Doctor	
Module Tutor			e-mail		
Peer Reviewer Name	Name		e-mail	Email	
Date of approval by the Scientific Committee	1/9/2025		Version Number	1.0	

Relation with other Modules			
Relationship with other study subjects			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents
Course objectives, learning outcomes, and guidance content

<p><b>Module Objectives</b> <b>Course Objectives</b></p>	<ol style="list-style-type: none"> <li>1. Introducing the student to the most important terms in financial mathematics.</li> <li>2. Understanding the concept of interest and the basics of simple interest.</li> <li>3. Understanding the basics of the shortcut method and the final monthly balance.</li> <li>4. Understanding the Abjad numeral system and paying off short-term loans.</li> <li>5. Identifying debt discounting and cutting commercial papers.</li> </ol>
<p><b>Module Learning Outcomes</b> <b>Learning outcomes for the subject</b></p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <ol style="list-style-type: none"> <li>1. The student learns how to calculate, extract, and use the simple interest formula, the interest sum, and calculate its components.</li> <li>2. The student's mastery of the basics of calculating interest using the abbreviated method.</li> <li>3. The student's understanding of the concept of benefit and its main elements ?</li> <li>4. Student's knowledge of the law of equal periodic payments .</li> <li>5. The student was able to learn how to use various interest payment methods. .</li> <li>6. The student's mastery and understanding of debt discounting and cutting commercial papers.</li> </ol>
<p><b>Indicative Contents</b> <b>Guideline Contents</b></p>	<p>The instructional content includes the following::</p> <p><b>Chapter One / Concerns an introduction to the definition and concept of financial mathematics. (10hr (</b></p> <ul style="list-style-type: none"> <li>-Understanding the concept of interest rates, their components, and methods of calculating them.</li> <li>-How to use the simple interest formula and the interest formula to calculate interest and its components</li> <li>-Understanding the simple interest law and the law for calculating the total interest.</li> </ul> <p><b>Chapter Two / Basics of the Shortcut Method and the Final Monthly Balance Method.</b></p> <ul style="list-style-type: none"> <li>- Fundamentals of the shortcut method.</li> <li>- Extracting the minimum monthly balance.</li> </ul> <p>Mathematical examples</p> <p>Chapter Three: Equal Periodic Payments.</p> <ul style="list-style-type: none"> <li>- Understanding the elements of payment benefits.</li> <li>- Extracting the formula for interest on payments and the total amount of payments.</li> <li>- Understanding payment types</li> </ul>

	<ul style="list-style-type: none"> <li>-</li> <li>Chapter Four: Repayment of Short-Term Loans</li> <li>- Calculating a single installment</li> <li>- Mechanism for paying interest in advance</li> <li>- Equal periodic benefits</li> <li>- Deferred periodic benefits</li> <li>- Equal and decreasing periodic installments.</li> <li>- Chapter Five: Debt Discounting and Cutting Commercial Papers.</li> <li>- Discount rules and current values.</li> <li>- The shortcut to extracting a trade discount</li> <li>- The present value of equal periodic payments.</li> <li>- Cutting commercial papers in banks.</li> </ul>
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<b>Learning and Teaching Strategies</b> <b>Learning and teaching strategies</b>	
<b>Strategies</b>	<p>Write something like: strategy</p> <p>The main approach to delivering this unit is to encourage student participation in exercises, while simultaneously improving and expanding critical thinking skills. and the banker They have them. This will be achieved through interactive classrooms and educational programs, and by considering different types. Tests Simple ones that involve taking some activities Students And trying to grow and develop it..</p>

<b>Student Workload (SWL)</b> <b>The student's academic workload is calculated for 15week</b>			
<b>Structured SWL (h/sem)</b> <b>Regular academic workload for the student during the semester</b>	60	<b>Structured SWL (h/w)</b> <b>Student's regular weekly study load</b>	4
<b>Unstructured SWL (h/sem)</b> <b>Irregular student workload during the semester</b>	62	<b>Unstructured SWL (h/w)</b> <b>Irregular weekly study load for the student</b>	4.13
<b>Total SWL (h/sem)</b>	<b>125</b>		

<b>The student's total academic workload during the semester</b>	
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<b>Module Evaluation</b>					
<b>Course Material Assessment</b>					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	Daily exams	14hr	10% (10)	5-10	Measures of central tendency
	Tasks and duties	15hr	10% (10)	3-12	Measures of dispersion
	Discussions and working groups	15hr	10% (10)	During the semester	
	Report	14hr	10% (10)	13	Correlation + Regression
<b>Summative assessment</b>	a testHalf the chapter	2hr	10% (10)		
	Final exam	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>	
<b>Weekly theoretical curriculum</b>	
	Material Covered
Week 1	<b>The concept of simple interest, its fundamentals and laws</b>
Week 2	Basics of the shortcut method and the final monthly balance method
Week 3	<b>Fundamentals of the shortcut method for calculating interest on capital</b>
Week 4	<b>Extracting the minimum monthly balance, on which interest is calculated on one amount each month.</b>
Week 5	<b>Elements of the benefit of equal periodic payments</b>

Week 6	Extracting the interest rate formula for payments, total payments, and identifying payment types.
Week 7	Calculating the numerical value of the letters and the mechanism for repaying short-term loans.
Week 8	Using equal and decreasing periodic interest payment methods and installments
Week 9	Debt discounting and cutting commercial papers
Week 10	The law of discount and present value and how to use it
Week 11	Extracting the present values of equal periodic payments using discount laws
Week 12	The shortcut to extracting a trade discount
Week 13	The mechanism for cutting commercial papers in the bank and how to use them
Week 14	Knowing the current value of equal-value notes
Week 15	Review the examples and exercises and solve the chapter questions.
Week 16	Preparatory week before the final exam

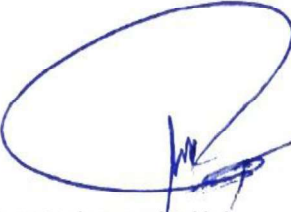
<b>Delivery Plan (Weekly Lab. Syllabus)</b> Weekly laboratory schedule	
	covered materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

<b>Learning and Teaching Resources</b> Learning and teaching resources		
	Text	Available in the Library?
Required texts	Financial Mathematics / Dr. Muhammad Ali Musa	Yes
Recommended texts	Financial Mathematics / Dr. Abdelsalam Lafteh Saeed	Yes
Websites		

<b>Grading Scheme</b>				
<b>Grade chart</b>				
<b>Group</b>	<b>Grade</b>	<b>Appreciation</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A -Excellent</b>	<b>privilege</b>	90 - 100	Amazing performance
	<b>B -Very Good</b>	<b>very good</b>	80 - 89	Above average with some errors
	<b>C -Good</b>	<b>good</b>	70 - 79	Sound work with some noticeable errors
	<b>D -Satisfactory</b>	<b>middle</b>	60-69	Fair, but with major flaws
	<b>E -Sufficient</b>	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	<b>FX –Fail</b>	<b>Sediment (under processing)</b>	(45-49)	More is neededFrom work, but credit was granted
	<b>F –Fail</b>	<b>Precipitate</b>	(0-44)	A large amount of work is required
<p><b>Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., a mark of 54.5 will be rounded up to 55, while a mark of 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures," therefore the only adjustment to marks awarded by the original mark(s) will be the automatic rounding described above..</b></p>				

# MODULE DESCRIPTION FORM


## Course description template



Signature  
Prof. Dr. Samer Mohammed Fakhri  
Head of Department's Name  
2025/9/1



Signature  
Assistant Professor Dr. Khattab Imran Saleh  
Name of the Assistant Dean for Scientific Affairs  
2052/9/1



Signature  
The file was audited by  
Khaldoon Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1



Approval of the Dean

Module Information			
Course Information			
Module Title	microeconomics Microeconomics		Module Delivery
Module Type	B		<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	<b>EC1203</b>		
ECTS Credits	6		
SWL (hr/sem)	150		
Module Level	U	Semester of Delivery	
Administering Department	Digital economy	College	Administration and economics
Module Leader	Bakir hameed jasoom	e-mail	Bakir.hameed@tu.edu.iq
Module Leader's Acad. Title	Assistant Professor	Module Leader's Qualification	Assistant Professor
Module Tutor	Bakir hameed jasoom	e-mail	Bakir.hameed@tu.edu.iq
Peer Reviewer Name	Name	e-mail	Email
Date of approval by the Scientific Committee		Version Number	0.2

Relation with other Modules			
Relationship with other study subjects			
Prerequisite module		None	Semester
Co-requisites module		None	Semester

Module Aims, Learning Outcomes and Indicative Contents
Course objectives, learning outcomes, and guidance content

<p><b>Module Objectives</b> <b>Course Objectives</b></p>	<p>1- Introducing the student to the material basis of the economy For my part</p> <p>2- Introducing the student to the historical approach to economics partial</p> <p>3- Introducing the student to the theoretical framework of economics Partial and its relationship to other sciences</p> <p>4- Identifying theories Partial</p> <p>5- Introducing the student to Supply and demand, consumer behavior, costs, and markets</p> <p>6- To familiarize the student with how to solve the problems that the economy suffers from partial</p>
<p><b>Module Learning Outcomes</b> <b>Learning outcomes for the subject</b></p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <ol style="list-style-type: none"> <li>1. <b>Understanding the nature and essence of microeconomics As well as The student's knowledge of the types of elasticities and their economic importance .</b></li> <li>2. <b>Understanding the most important methods and techniques for market equilibrium</b></li> <li>3. <b>Understanding how to achieve balance for the consumer Identifying normality curves</b></li> <li>4. <b>The student's knowledge of the concept of costs and their types.</b></li> <li>5. <b>The student's knowledge of the concept of revenue and its types.</b></li> <li>6. <b>The student's knowledge of the types of economic markets.</b></li> </ol>
<p><b>Indicative Contents</b> <b>Guideline Contents</b></p>	<p><b>The instructional content includes the following::</b></p> <p><b>Chapter One/Concerns an introduction to the definition and concept of microeconomics. (10hr (</b></p> <ul style="list-style-type: none"> <li>-Fundamentals and concepts of microeconomics.</li> <li>- The concept of demand and its types.</li> <li>-Types of demand elasticities and practical examples of them.</li> <li>- The concept of supply and supply flexibility, and practical examples thereof.</li> </ul> <p><b>Chapter Two: Market Equilibrium and Applications of Equilibrium.(10hr)</b></p> <p><b>The concept of balance</b></p> <p><b>When does balance occur, and when is there a surplus or deficit?</b></p> <p><b>Chapter Three/Utility Theory and Consumer Equilibrium.(10hr)</b></p> <p><b>The concept of utility, its conditions and types</b></p> <ul style="list-style-type: none"> <li>-The concept of consumer equilibrium and its conditions.</li> </ul>

	<p>Indifference curves, price–income consumption line, substitution effect, and income effect )10hr) Chapter Four /</p> <p>The meaning and properties of indifference curves</p> <ul style="list-style-type: none"> <li>– The concept of the consumption line of price and income and their impact</li> </ul> <p>Chapter Five: The Production Function, Yield Stages, and Costs(10hr)</p> <p>The concept of the production function and its types</p> <p>The concept of costs and their types</p> <ul style="list-style-type: none"> <li>–The concept of average costs</li> </ul> <p>Short–term and long–term costs</p> <p>Practical examples</p> <p>Chapter Six: Markets(10hr)</p> <ul style="list-style-type: none"> <li>–The concept of the market and its types</li> <li>– The perfectly competitive market and its conditions</li> <li>–The monopoly market and its conditions</li> <li>–The market of absolute monopoly</li> </ul>
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<p align="center"><b>Learning and Teaching Strategies</b></p> <p align="center"><b>Learning and teaching strategies</b></p>	
<b>Strategies</b>	<p>Write something like: strategy The main approach adopted in delivering this unit is to encourage student participation in exercises while simultaneously improving and expanding their critical thinking skills. This will be achieved through interactive classroom and educational programs, and by considering simple experiments involving sample activities of interest to the students..</p>

<p align="center"><b>Student Workload (SWL)</b></p> <p align="center"><b>The student's academic workload is calculated for 15week</b></p>			
<b>Structured SWL (h/sem)</b>	75	<b>Structured SWL (h/w)</b>	5
<b>Regular academic workload for the student during the semester</b>		<b>Student's regular weekly study load</b>	
<b>Unstructured SWL (h/sem)</b>	87	<b>Unstructured SWL (h/w)</b>	5.8

<b>Irregular student workload during the semester</b>		<b>Irregular weekly study load for the student</b>	
<b>Total SWL (h/sem)</b> <b>The student's total academic workload during the semester</b>	<b>150</b>		

<b>Module Evaluation</b>					
<b>Course Material Assessment</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Daily exams</b>	14hr	10% (10)	5-10	Market balancing applications
	<b>Tasks and duties</b>	15hr	10% (10)	3-12	Applications of costs
	<b>Discussions and working groups</b>	15hr	10% (10)	During the semester	
	<b>Report</b>	14hr	10% (10)	13	How to achieve the consumer equilibrium condition
<b>Summative assessment</b>	<b>a testHalf the chapter</b>	2hr	10% (10)		
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>	
<b>Weekly theoretical curriculum</b>	
	<b>Material Covered</b>
<b>Week 1</b>	<b>Introduction to Supply, Demand and Equilibrium</b>

Week 2	Demand elasticity and its applications
Week 3	Applications of market equilibrium
Week 4	Consumer equilibrium and utility theory
Week 5	Consumer equilibrium and indifference curve theory
Week 6	Price-income consumption line, substitution effect, and income effect
Week 7	First exam of the first semester
Week 8	Production function and yield stages
Week 9	The concept of costs and their types
Week 10	Average costs and short-term and long-term costs
Week 11	Practical examples of costs
Week 12	Market concepts and types
Week 13	Perfectly competitive market and profit potential
Week 14	Monopoly market and its conditions
Week 15	absolute monopoly
Week 16	Preparatory week before the final exam

<b>Delivery Plan (Weekly Lab. Syllabus)</b> <b>Weekly laboratory schedule</b>	
	covered materials
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

<b>Learning and Teaching Resources</b> <b>Learning and teaching resources</b>		
	Text	Available in the Library?
Required texts	Microeconomics/ Authored by Dr..Tariq Al-Akeeli.	Yes

<b>Recommended texts</b>	<b>Microeconomics / Authored by Dr..Farid Bashir Taher.</b>	Yes
<b>Websites</b>	<a href="https://www.youtube.com/results?search_query">https://www.youtube.com/results?search_query</a>	

<b>Grading Scheme</b>				
<b>Grade chart</b>				
<b>Group</b>	<b>Grade</b>	<b>Appreciation</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	<b>A -Excellent</b>	<b>privilege</b>	90 - 100	Amazing performance
	<b>B -Very Good</b>	<b>very good</b>	80 - 89	Above average with some errors
	<b>C -Good</b>	<b>good</b>	70 - 79	Sound work with some noticeable errors
	<b>D -Satisfactory</b>	<b>middle</b>	60-69	Fair, but with major flaws
	<b>E -Sufficient</b>	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	<b>FX –Fail</b>	<b>Sediment (under processing)</b>	(45-49)	More is neededFrom work, but credit was granted
	<b>F –Fail</b>	<b>Precipitate</b>	(0-44)	A large amount of work is required

**Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., a mark of 54.5 will be rounded up to 55, while a mark of 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures," therefore the only adjustment to marks awarded by the original mark(s) will be the automatic rounding described above..**

# MODULE DESCRIPTION FORM

## Course description template



Signature  
Prof. Dr. Samer Mohammed Fakhri  
Head of Department's Name  
2025/9/1



Signature  
Assistant Professor Dr. Khattab Imran Saleh  
Name of the Assistant Dean for Scientific Affairs  
2052/9/1



Signature  
The file was audited by  
Khaldoun Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1



Approval of the Dean



<p><b>Module Objectives</b> <b>Course Objectives</b></p>	<p>1- Student definition The concept of macroeconomics through the historical developments it has undergone through economic theories.</p> <p>2- Student definition Of paramount importance to the country's macroeconomy.</p> <p>3- Student definition The relationship of macroeconomics to the economic sectors that make up the country's economy.</p> <p>4- Getting to know Macroeconomic characteristics</p> <p>5- Student definition With the most important macroeconomic variables.</p> <p>6- Student definition With the problems that macroeconomics addresses.</p>
<p><b>Module Learning Outcomes</b>  Learning outcomes for the subject</p>	<p>Important: Write at least 6 learning outcomes, preferably equal to the number of study weeks.</p> <ol style="list-style-type: none"> <li><b>1. Introducing the student to the concept of macroeconomics through its historical developments as reflected in economic theories.</b></li> <li><b>2. Introducing the student to the importance of the country's macroeconomy</b></li> <li><b>3. Introducing the student to the relationship between macroeconomics and the economic sectors that make up the country's economy</b></li> <li><b>4. Identifying the characteristics of macroeconomics</b></li> <li><b>5. Introducing the student to the most important macroeconomic variables</b></li> <li><b>6. Introducing the student to the problems addressed by macroeconomics</b></li> <li><b>7. The student's knowledge of the most important economic policies, such as fiscal and monetary policy.</b></li> </ol>
<p><b>Indicative Contents</b> <b>Guideline Contents</b></p>	<p>The instructional content includes the following::</p> <p><b>Chapter One/Concerns an introduction to the definition of economics and the difference between macroeconomics and microeconomics. (10hr (</b></p> <ul style="list-style-type: none"> <li>–Fundamentals and concepts of macroeconomics.</li> </ul> <p><b>Chapter Two</b></p> <ul style="list-style-type: none"> <li>– Circular income flow models: simple and non–simple models.</li> <li>–Concepts of output (income): GDP, GNP, NET GDP, nominal GDP and real GDP.</li> </ul> <p><b>Methods of measuring economic activity.</b></p> <p><b>Chapter Three: Classical Theory. (10hr)</b></p>

	<p>– Theory assumptions</p> <p><b>Economic equilibrium in classical theory: 1– The labor market 2– The goods and services market 3– The money market</b></p> <p><b>Chapter Four/Utility Theory and Consumer Equilibrium.(10hr)</b></p> <p><b>The concept of utility, its conditions and types</b></p> <p>–The concept of consumer equilibrium and its conditions.</p> <p><b>Keynesian theory10hr) Chapter Four /</b></p> <p>–An introduction to the study of Keynesian theory</p> <p><b>Keynesian model in a two–sector economy</b></p> <p><b>The Keynesian model in a three–sector and four–sector economy</b></p> <p><b>Chapter Five: The Keynesian Model in a Three–Sector Economy(10hr)</b></p> <p>–Family sector</p> <p>–Business sector</p> <p>–Government sector</p> <p><b>Chapter Six: The Keynesian Model in a Four–Sector Economy(10hr)</b></p> <p>–Family sector</p> <p>– Business sector</p> <p>–Government sector</p> <p>–External sector</p>
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<b>Learning and Teaching Strategies</b> <b>Learning and teaching strategies</b>	
<b>Strategies</b>	<p>Write something like:strategyThe main approach adopted in delivering this unit is to encourage student participation in exercises while simultaneously improving and expanding their critical thinking skills. This will be achieved through interactive classroom and educational programs, and by considering simple experiments involving sample activities of interest to the students..</p>

<b>Student Workload (SWL)</b> <b>The student's academic workload is calculated for 15week</b>	
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<b>Structured SWL (h/sem)</b> Regular academic workload for the student during the semester	75	<b>Structured SWL (h/w)</b> Student's regular weekly study load	5
<b>Unstructured SWL (h/sem)</b> Irregular student workload during the semester	87	<b>Unstructured SWL (h/w)</b> Irregular weekly study load for the student	5.8
<b>Total SWL (h/sem)</b> The student's total academic workload during the semester	<b>150</b>		

<b>Module Evaluation</b>					
<b>Course Material Assessment</b>					
		<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Formative assessment</b>	<b>Daily exams</b>	14hr	10% (10)	5-10	Applications of methods for measuring economic activity
	<b>Tasks and duties</b>	15hr	10% (10)	3-12	Applications of the Keynesian model of a three-sector economy
	<b>Discussions and working groups</b>	15hr	10% (10)	During the semester	
	<b>Report</b>	14hr	10% (10)	13	The state's fiscal and monetary policies and their role in achieving balance
<b>Summative assessment</b>	<b>a testHalf the chapter</b>	2hr	10% (10)		
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>	
<b>Weekly theoretical curriculum</b>	
	<b>Material Covered</b>
<b>Week 1</b>	Introduction to the concept of economics, the difference between microeconomics and macroeconomics, and circular income flow models (simple and non-simple).
<b>Week 2</b>	<b>Output concepts</b>
<b>Week 3</b>	Methods of measuring economic activity: 1- The output method, which includes the final product method and the value added method.
<b>Week 4</b>	The income method includes wages, salaries, profits, rents, and interest, with mathematical examples.
<b>Week 5</b>	<b>Spending method</b>
<b>Week 6</b>	Problems encountered in output (income) accounting include the pricing problem, the problem of differentiating between goods, and the problem of implicit values.
<b>Week 7</b>	<b>First exam of the first semester</b>
<b>Week 8</b>	<b>Classical theory and its main assumptions</b>
<b>Week 9</b>	<b>Economic equilibrium in classical theory</b>
<b>Week 10</b>	Labor market balance: graphical and mathematical representation
<b>Week 11</b>	<b>Equilibrium in the goods and services market: graphical and mathematical representation</b>
<b>Week 12</b>	<b>Equilibrium in the money market</b>
<b>Week 13</b>	An introduction to Keynesian theory and a study of the Keynesian model in a two-sector economy, with mathematical examples.
<b>Week 14</b>	An introduction to Keynesian theory and a study of the Keynesian model in a three-sector economy with mathematical examples.
<b>Week 15</b>	An introduction to Keynesian theory and a study of the Keynesian model in a four-sector economy, with mathematical examples.
<b>Week 16</b>	<b>Preparatory week before the final exam</b>

<b>Delivery Plan (Weekly Lab. Syllabus)</b>	
<b>Weekly laboratory schedule</b>	
	<b>covered materials</b>
<b>Week 1</b>	

Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources		
Learning and teaching resources		
	Text	Available in the Library?
Required textbooks (methodology, if applicable)	<b>Macroeconomic theory –Muhammad Ahmad Al-Afandi</b>	Yes
Main references (and sources)	<b>Principles of Macroeconomics –Munim Ahmed Khudair–T1–2021</b>	Yes
Recommended supporting books and references (scientific journals, reports...)	<b>Macroeconomic Theory – Schaum's Series – Arabic Edition 2004</b>	
Electronic references, websites	<b>Accessing the internet through the World Wide Web</b>	

Grading Scheme				
Grade chart				
Group	Grade	Appreciation	Marks %	Definition
Success Group (50 - 100)	A -Excellent	<b>privilege</b>	90 - 100	Amazing performance
	B -Very Good	<b>very good</b>	80 - 89	Above average with some errors
	C -Good	<b>good</b>	70 - 79	Sound work with some noticeable errors

	<b>D -Satisfactory</b>	<b>middle</b>	60-69	Fair, but with major flaws
	<b>E -Sufficient</b>	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	<b>FX –Fail</b>	<b>Sediment (under processing)</b>	(45-49)	More is neededFrom work, but credit was granted
	<b>F –Fail</b>	<b>Precipitate</b>	(0-44)	A large amount of work is required

**Note: Decimal marks greater than or less than 0.5 will be rounded up or down to the nearest whole mark (e.g., a mark of 54.5 will be rounded up to 55, while a mark of 54.4 will be rounded up to 54). The university has a zero-tolerance policy for "near-pass failures," therefore the only adjustment to marks awarded by the original mark(s) will be the automatic rounding described above..**



Signature  
Prof. Dr. Samer Mohammed Fakhri  
Head of Department's Name  
2025/9/1



Signature  
Assistant Professor Dr. Khattab Imran Saleh  
Name of the Assistant Dean for Scientific Affairs  
2052/9/1



المدرسة المساعد  
خالدون عبد الله خاليف  
مديرية شعبة ضمان الجودة

Signature  
The file was audited by  
Khaldoon Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1



Approval of the Dean

**About Suggested course vocabulary Business  
Administration Digital (First Stage Students) Digital  
Economy Department**

Week 1: entrance to Administration Digital (concepts) and  
applications in era (Internet)

Week Two: Digital culture (digital awareness, digital  
citizenship, digital skills, digital collaboration, digital learning)

Week three: Administration Digital (use Technology and  
the internet Management Business instead Roads  
Traditional - Digital Archiving Digital services)

Week 4: Resources Digital (Tools) Electronic that  
Supports the job Programs, Platforms, Applications).

Week 5: Leadership Digital (administration the job on  
after).

Week 6: Taking decision Digital (Data) and reports  
(electronic)

Week 7: Security Digital (Protection) systems  
Administration Information from (Penetration)

Week 8: Search and development on level The organization  
in era Internet(administration Innovation Digital change)

Week nine: artificial intelligence:(Mechanism of operation and  
benefits of use)

Week 10: framework a job order smart Hybrid To support  
practical development strategy Digital(Administration strategy  
By systems)

Week Eleven: Governance Digital (Laws) and controls that  
organize Use Technology inside (organization).

Week 12: Indicators Digital For performance(Factors success  
or weakness Administration).

Week thirteen: Results of digital management (electronic  
services)

Week Fourteen: future Administration Digital and its  
applications in organizations Business And in environment  
Organizations not Profitability and institutions Government.

Week fifteen: Digital management in the Arab world (the  
reality of digital companies' work)

## **Digital Business Administration Output for ❖**

### **Students After completing the material:**

- 1.** to understand Concepts Basic (Definition) Administration Digital  
Its importance in Institutions Modernity and discrimination  
between Administration traditional and management Digital.
- 2.** Use Tools Digital in Management Dealing with systems  
Information Administrative Simple, production Reports electronic  
Basic application principles Archiving Digital and organization  
Data.
- 3.** Analysis and taking decision Digital reading Data and reports  
electronic Simple, easy to use This is amazing Data in to support  
practical Taking decision Administrative.
- 4.** communication Digital Recognition on basics the job via  
Platforms Digital, practice skills communication via Mail electronic  
or Electronic meetings.
- 5.** Culture Digital Ethics and commitment behaviors Correct and  
ethics Digital, perception importance Security cyber Protection  
Data, understanding Citizenship Digital and responsibility in  
environment the job Electronic.

6. Skills The process of ability on the job within difference via tools cooperation Digital, and use platforms education Training electronic To develop Skills.

7. Preparation for the market Work link Concepts Digital With requirements Business Modern, possessing a base cognitive Help in Specialization Applicant or Training Practical.

# MODULE DESCRIPTION FORM

## Course description template



Signature  
Prof. Dr. Samer Mohammed Fakhri  
Head of Department's Name  
2025/9/1



Signature  
Assistant Professor Dr. Khattab Imran Saleh  
Name of the Assistant Dean for Scientific Affairs  
2025/9/1



Signature  
The file was audited by  
Khaldoun Abdullah Khalaf  
Name of the Director of the Quality Assurance and  
University Performance Division  
2025/9/1



Approval of the Dean

<b>Module Information</b>			
<b>Course Information</b>			
<b>Module Title</b>	New Headway Plus		<b>Module Delivery</b>
<b>Module Type</b>	yearly		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Seminar
<b>Module Code</b>	UGx11 1		
<b>ECTS Credits</b>	28		
<b>SWL (hr/sem)</b>	150		
<b>Module Level</b>		<b>Semester of Delivery</b>	
<b>Administering Department</b>	Digital economy	<b>College</b>	Administration and economics
<b>Module Leader</b>	Raghda Sameer Ayyed	<b>e-mail</b>	<a href="mailto:raghdasameer@tu.edu.iq">raghdasameer@tu.edu.iq</a>
<b>Module Leader's Acad. Title</b>	Assistant lecturer	<b>Module Leader's Qualification</b>	
<b>Module Tutor</b>	Nothing	<b>e-mail</b>	Nothing
<b>Peer Reviewer Name</b>	Name Nothing	<b>e-mail</b>	Email Nothing
<b>Date of approval by the Scientific Committee</b>		<b>Version Number</b>	0.2

<b>Relation with other Modules</b>			
<b>Relationship with other study subjects</b>			
<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	

**Module Aims, Learning Outcomes and Indicative Contents**  
**Course objectives, learning outcomes, and guidance content**

<p><b>Module Objectives</b> <b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>- Develop basic English language skills (listening, speaking, reading, and writing) to facilitate understanding and analyzing media texts.</li> <li>- Enhance vocabulary and linguistic structures used in media fields, such as journalism, radio, television, and public relations.</li> <li>- Provide students with the language skills to understand and analyze global news and communicate with international media sources.</li> <li>- Introduce students to common English media terminology and use them correctly in professional contexts.</li> </ul>
<p><b>Module Learning Outcomes</b> <b>Learning outcomes for the subject</b></p>	<ul style="list-style-type: none"> <li>• <b>Comprehend and interpret</b>Complex English-language financial documents, such as audit reports, and contracts.</li> <li>• <b>Draft and present</b>Accurate, clear, and professional financial reports, memos.</li> <li>• <b>Utilize a specialized English vocabulary</b>and linguistic structures specific to the accounting, finance, and IT sectors (eg, accrual, amortization, blockchain, cybersecurity, internal control, compliance).</li> <li>• <b>Apply correct English terminology</b>When discussing topics like financial statements, taxation, auditing procedures, and electronic data processing.</li> </ul>
<p><b>Indicative Contents</b> <b>Guideline Contents</b></p>	<p style="text-align: right;"><b>Units 1-3</b></p> <p style="text-align: center;"><b>Tense Review &amp; Narrative:</b></p> <p style="text-align: center;">Review of Present /Past Simple/Continuous; - use of Past Perfect and Past Continuous for background narrative; - Adverbial Phrases for time (eg, after, while, as soon as).</p> <p style="text-align: right;"><b>Units 4-6</b></p> <p style="text-align: center;"><b>Passive &amp; Future Forms:</b></p> <p style="text-align: center;">The Passive Voice in all tenses (essential for academic reporting); - advanced</p> <p style="text-align: center;"><b>Future Forms</b>(eg, will have done, be going to, present continuous for - future arrangements).</p> <p style="text-align: right;"><b>Units 7-9</b></p> <p style="text-align: center;"><b>Conditionals &amp; Reported Speech:</b></p> <p style="text-align: center;">All three types of Conditional Sentences (If I win, If I won, If I had - won) and</p> <p style="text-align: center;"><b>Mixed Conditionals;</b> - introduction to Reported Speech for statements, questions, and - commands.</p> <p style="text-align: right;"><b>Units 10-12</b></p> <p style="text-align: center;"><b>Modals &amp; Relative Clauses:</b></p> <p style="text-align: center;">Advanced use of Modal Verbs for deduction, speculation, and - criticism (eg, must have, might have, should have); - Relative Clauses (who, which, that) - omitting the relative pronoun. -</p>
<p><b>Learning and Teaching Strategies</b> <b>Learning and teaching strategies</b></p>	

<b>Strategies</b>	<p>he course employs practical, skill-based methodologies to ensure professional readiness:</p> <p><b>Skill-Based Learning in Context:</b> Focus on integrating all four language skills within realistic accounting and financial scenarios. .1</p> <p><b>Oral Presentations &amp; Discussions:</b> Encourage students to deliver English presentations on critical such as financial statement analysis, tax implications, and accounting ethics to enhance their expression and public speaking confidence. .2</p> <p><b>Mini-Projects &amp; Practical Output:</b> Assign projects requiring the practical application of language, such as preparing an Executive Summary of a corporate financial report or writing a memorandum on a new electronic accounting system's implementation. .3</p>
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<b>Student Workload (SWL)</b>			
<b>The student's academic workload is calculated for 15week</b>			
<b>Structured SWL (h/sem)</b> Regular academic workload for the student during the semester	60	<b>Structured SWL (h/w)</b> Student's regular weekly study load	4
<b>Unstructured SWL (h/sem)</b> Irregular student workload during the semester	87	<b>Unstructured SWL (h/w)</b> Irregular weekly study load for the student	5.8
<b>Total SWL (h/sem)</b> The student's total academic workload during the semester	<b>150</b>		

<b>Module Evaluation</b>					
<b>Course Material Assessment</b>					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Daily exams</b>	14hr	10% (10)	5-10	Analytical Fluency
	<b>Tasks and duties</b>	15hr	10% (10)	3-12	Accurate Communication
	<b>Discussions and working groups</b>	15hr	10% (10)	During the semester	
	<b>Report</b>	14hr	10% (10)	13	Information Interpretation

<b>Summative assessment</b>	<b>a testHalf the chapter</b>	2hr	10% (10)		
	<b>Final exam</b>	3hr	50% (50)		
<b>Overall assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b>	
<b>Weekly theoretical curriculum</b>	
<b>Week 1</b>	<b>Formulating questions and short answers</b>
<b>Week 2</b>	<b>Recognizing the names of objects and parts of sentences</b>
<b>Week 3</b>	<b>Distinguishing between sounds in pronunciation</b>
<b>Week 4</b>	<b>Distinguishing between the simple and continuous present tenses</b>
<b>Week 5</b>	<b>Using correct sentence structure</b>
<b>Week 6</b>	<b>Learning vocabulary</b>
<b>Week 7</b>	<b>exam</b>
<b>Week 8</b>	<b>Reading texts</b>
<b>Week 9</b>	<b>Learning terminology</b>
<b>Week 10</b>	<b>Distinguishing between sounds in pronunciation</b>
<b>Week 11</b>	<b>Using auxiliary verbs for the future</b>
<b>Week 12</b>	<b>Expressing obligation</b>
<b>Week 13</b>	<b>Expressing permission</b>
<b>Week 14</b>	<b>The four language learning outcomes</b>
<b>Week 15</b>	<b>Learning the names of nationalities</b>
<b>Week 16</b>	<b>Learning the names of countries</b>

	<b>Using the future tense</b>
	<b>Using the future with the continuous tense</b>
	<b>Describing the weather</b>
	<b>Describing trip planning</b>
	<b>Expressing intentions and plans</b>
	<b>Using questions</b>
	<b>Verbal patterns</b>
	<b>Describing food</b>
	<b>Describing cities</b>
	<b>Describing people</b>
	<b>Distinguishing between tenses</b>
	<b>The passive voice</b>
	<b>The four language learning outcomes</b>

<b>Learning and Teaching Resources</b>		
<b>Learning and teaching resources</b>		
	<b>Text</b>	<b>Available in the Library?</b>
<b>Required texts</b>	<b>The Headway intermediate course</b>	Yes
<b>Websites</b>	<b>A resource for learning financial and business English vocabulary(Business English)</b>  Source name: The Financial Times Lexicon website • Link: <a href="#">Financial Times Lexicon</a> •	

<b>Grading Scheme</b>				
<b>Grade chart</b>				
<b>Group</b>	<b>Grade</b>	<b>Appreciation</b>	<b>Marks %</b>	<b>Definition</b>
<b>Success Group (50 - 100)</b>	A -Excellent	<b>privilege</b>	90 - 100	Amazing performance
	<b>B</b> -Very Good	<b>very good</b>	80 - 89	Above average with some errors
	C -Good	<b>good</b>	70 - 79	Sound work with some noticeable errors
	<b>D</b> -Satisfactory	<b>middle</b>	60-69	Fair, but with major flaws
	E -Sufficient	<b>acceptable</b>	50-59	The work meets minimum standards.
<b>Fail Group (0 – 49)</b>	<b>FX</b> –Fail	<b>Sediment (under processing)</b>	(45-49)	More work is required, but credit has been granted.
	<b>F</b> –Fail	<b>Precipitate</b>	(0-44)	A large amount of work is required

# MODULE DESCRIPTION FORM

## نموذج وصف المادة الدراسية

  
التوقيع:

اسم المعاون العلمي: د.م.أ. خطاب عمران صالح

التاريخ: 2025/9/1

  
التوقيع:


اسم رئيس القسم: د.أ. سامر محمد فخري

التاريخ: 2025/9/1

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي: خلدون عبد الله خلف

  
التوقيع:

التاريخ: 2025/9/1

  
مصادقة السيد العميد

<b>Module Information</b> معلومات المادة الدراسية			
<b>Module Title</b>	New Headway Plus		<b>Module Delivery</b>
<b>Module Type</b>	yearly		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Seminar
<b>Module Code</b>	UGx11 1		
<b>ECTS Credits</b>	28		
<b>SWL (hr/sem)</b>	150		
<b>Module Level</b>		<b>Semester of Delivery</b>	
<b>Administering Department</b>	Digital economy	<b>College</b>	Administration and economics
<b>Module Leader</b>	Raghda Sameer Ayyed	<b>e-mail</b>	<a href="mailto:raghdasameer@tu.edu.iq">raghdasameer@tu.edu.iq</a>
<b>Module Leader's Acad. Title</b>	Assistant lecturer	<b>Module Leader's Qualification</b>	
<b>Module Tutor</b>	Nothing	<b>e-mail</b>	Nothing
<b>Peer Reviewer Name</b>	Name Nothing	<b>e-mail</b>	E-mail Nothing
تاريخ موافقة اللجنة العلمية		<b>Version Number</b>	0.2

<b>Relation with other Modules</b> العلاقة مع المواد الدراسية الأخرى		
<b>Prerequisite module</b>	None	<b>Semester</b>

Co-requisites module	None	Semester	
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<b>Module Aims, Learning Outcomes and Indicative Contents</b> أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية	
<b>Module Objectives</b> أهداف المادة الدراسية	<ul style="list-style-type: none"> <li>- Develop basic English language skills (listening, speaking, reading, and writing) to facilitate understanding and analyzing media texts.</li> <li>- Enhance vocabulary and linguistic structures used in media fields, such as journalism, radio, television, and public relations.</li> <li>- Provide students with the language skills to understand and analyze global news and communicate with international media sources.</li> <li>- Introduce students to common English media terminology and use them correctly in professional contexts.</li> </ul>
<b>Module Learning Outcomes</b> مخرجات التعلم للمادة الدراسية	<ul style="list-style-type: none"> <li>• <b>Comprehend and interpret</b> complex English-language financial documents, such as <b>audit reports, and contracts</b>.</li> <li>• <b>Draft and present</b> accurate, clear, and professional financial reports, memos.</li> <li>• <b>Utilize a specialized English vocabulary</b> and linguistic structures specific to the accounting, finance, and IT sectors (e.g., <i>accrual, amortization, blockchain, cybersecurity, internal control, compliance</i>).</li> <li>• <b>Apply correct English terminology</b> when discussing topics like financial statements, taxation, auditing procedures, and electronic data processing.</li> </ul>
<b>Indicative Contents</b> المحتويات الإرشادية	<p><b>Units 1-3</b>  <b>Tense Review &amp; Narrative:</b></p> <ul style="list-style-type: none"> <li>- Review of Present /Past Simple/Continuous;</li> <li>- use of <b>Past Perfect</b> and <b>Past Continuous</b> for background narrative;</li> </ul> <p><b>Adverbial Phrases</b> for time (e.g., <i>after, while, as soon as</i>).</p> <p><b>Units 4-6</b>  <b>Passive &amp; Future Forms:</b></p> <ul style="list-style-type: none"> <li>- The <b>Passive Voice</b> in all tenses (essential for academic reporting); advanced</li> <li>- <b>Future Forms</b> (e.g., <i>will have done, be going to, present continuous</i> for future arrangements).</li> </ul> <p><b>Units 7-9</b>  <b>Conditionals &amp; Reported Speech:</b></p> <ul style="list-style-type: none"> <li>- All three types of <b>Conditional Sentences</b> (If I win, If I won, If I had won) and</li> <li>- <b>Mixed Conditionals;</b></li> </ul>

	<ul style="list-style-type: none"> <li>- introduction to <b>Reported Speech</b> for statements, questions, and commands.</li> </ul> <p><b>Units 10-12</b></p> <p><b>Modals &amp; Relative Clauses:</b></p> <ul style="list-style-type: none"> <li>- Advanced use of <b>Modal Verbs</b> for deduction, speculation, and criticism (e.g., <i>must have, might have, should have</i>);</li> <li>- <b>Relative Clauses</b> (<i>who, which, that</i>)</li> <li>- omitting the relative pronoun.</li> </ul>
<p><b>Learning and Teaching Strategies</b></p> <p>استراتيجيات التعلم والتعليم</p>	
<b>Strategies</b>	<p>he course employs practical, skill-based methodologies to ensure professional readiness:</p> <ol style="list-style-type: none"> <li>1. <b>Skill-Based Learning in Context:</b> Focus on integrating all four language skills within realistic accounting and financial scenarios.</li> <li>2. <b>Oral Presentations &amp; Discussions:</b> Encourage students to deliver English presentations on critical topics such as <b>financial statement analysis, tax implications, and accounting ethics</b> to enhance their expression and public speaking confidence.</li> <li>3. <b>Mini-Projects &amp; Practical Output:</b> Assign projects requiring the practical application of language, such as preparing an <b>Executive Summary</b> of a corporate financial report or writing a <b>memorandum</b> on a new electronic accounting system's implementation.</li> </ol>

<p><b>Student Workload (SWL)</b></p> <p>الحمل الدراسي للطالب محسوب له ١٥ أسبوعا</p>			
<b>Structured SWL (h/sem)</b> الحمل الدراسي المنتظم للطالب خلال الفصل	60	<b>Structured SWL (h/w)</b> الحمل الدراسي المنتظم للطالب أسبوعيا	4
<b>Unstructured SWL (h/sem)</b> الحمل الدراسي غير المنتظم للطالب خلال الفصل	87	<b>Unstructured SWL (h/w)</b> الحمل الدراسي غير المنتظم للطالب أسبوعيا	5.8
<b>Total SWL (h/sem)</b> الحمل الدراسي الكلي للطالب خلال الفصل	<b>150</b>		

<p><b>Module Evaluation</b></p> <p>تقييم المادة الدراسية</p>				
	<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
الامتحانات اليومية	14hr	10% (10)	5-10	Analytical Fluency

<b>Formative assessment</b>	المهمات الواجبات	15hr	10% (10)	3-12	Accurate Communication
	المناقشات وفرق العمل	15hr	10% (10)	اثناء الفصل الدراسي	
	التقرير	14hr	10% (10)	13	Information Interpretation
<b>Summative assessment</b>	اختبار نصف الفصل	2hr	10% (10)		
	الامتحان النهائي	3hr	50% (50)		
التقييم الإجمالي			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b> المنهاج الاسبوعي النظري	
Week 1	<b>Formulating questions and short answers</b>
Week 2	<b>Recognizing the names of objects and parts of sentences</b>
Week 3	<b>Distinguishing between sounds in pronunciation</b>
Week 4	<b>Distinguishing between the simple and continuous present tenses</b>
Week 5	<b>Using correct sentence structure</b>
Week 6	<b>Learning vocabulary</b>
Week 7	<b>exam</b>
Week 8	<b>Reading texts</b>
Week 9	<b>Learning terminology</b>
Week 10	<b>Distinguishing between sounds in pronunciation</b>
Week 11	<b>Using auxiliary verbs for the future</b>
Week 12	<b>Expressing obligation</b>

Week 13	Expressing permission
Week 14	The four language learning outcomes
Week 15	Learning the names of nationalities
Week 16	Learning the names of countries
	Using the future tense
	Using the future with the continuous tense
	Describing the weather
	Describing trip planning
	Expressing intentions and plans
	Using questions
	Verbal patterns
	Describing food
	Describing cities
	Describing people
	Distinguishing between tenses
	The passive voice
	The four language learning outcomes

Learning and Teaching Resources مصادر التعلم والتدريس		
	Text	Available in the Library?
النصوص المطلوبة	The Headway intermediate course	نعم
المواقع الإلكترونية	مصدر لتعلم مفردات اللغة الإنجليزية المالية والتجارية (Business English) <ul style="list-style-type: none"> <li>• The Financial Times Lexicon موقع: اسم المصدر</li> <li>• الرابط: <a href="#">Financial Times Lexicon</a></li> </ul>	

## Grading Scheme

### مخطط الدرجات

Group	Grade	التقدير	Marks %	Definition
<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>	امتياز	90 - 100	أداء مذهل
	<b>B - Very Good</b>	جيد جدا	80 - 89	فوق المتوسط مع بعض الأخطاء
	<b>C - Good</b>	جيد	70 - 79	عمل سليم مع وجود أخطاء ملحوظة
	<b>D - Satisfactory</b>	متوسط	60 - 69	عادلة ولكن مع عيوب كبيرة
	<b>E - Sufficient</b>	مقبول	50 - 59	العمل يلبي الحد الأدنى من المعايير
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>	راسب (قيد المعالجة)	(45-49)	مطلوب المزيد من العمل ولكن تم منح الائتمان
	<b>F – Fail</b>	راسب	(0-44)	كمية كبيرة من العمل المطلوب