# Course 1 — Mass Communication and Its Media (pp. 1-6)

| Field | Entry |
|---|---|
| Course name | Mass Communication and Its Media |
| Stage | First stage |
| Semester/Year | Annual |
| Date prepared | 2025 (digits corrupted) |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Aya Mazin Midhat — aya.m.midhat@uruk.edu.iq |

### Course objectives

1. Introduce students to the concept of public relations.
2. Learn the relationship between advertising and media.
3. Learn the origins of public relations and the stages of its development.

### Teaching and learning strategies

1. Induction and deduction.
2. The ability to understand the curriculum.
3. Developing the student's skills in responding to the call of ideas, and the ability to describe the prescribed material.

### Course structure (topics in table order)

- Concept of communication and its definitions (defining and identifying concepts).
- The concept of communication in sociology, psychology and communication science.
- The historical stages of communication media: direct auditory–visual communication; the writing stage; the printing stage; the wired and wireless communications stage; the interactive electronic communication stage.
- Principles and foundations of the communication process, including: the dynamics of communication, communicative determinism, communication as a spontaneous process, a symbolic process, a social process, and a purposeful and intentional process.

- Types of communication: classification by language, by number of participants, and by purpose.
- Elements of the communication process.
- Characteristics of mass communication and its obstacles.
- Patterns of communication, their characteristics and functions.
- Communication models and their functions.
- Difficulties in constructing communication models.
- Basic considerations in communication models.
- Types of communication models (one-way and two-way models).
- **Week 15: first-semester theoretical exam.**
- Mass media: the emergence and development of the press; characteristics of the newspaper and its flaws and drawbacks.
- The magazine as a communication medium: its emergence, development and types.
- Cinema: its beginnings and the elements of its composition; the communicative features and characteristics of cinema.
- Radio as a communication medium: the concept of broadcasting, its characteristics and media features.
- Television: its concept, the stage of its discovery and technological innovations; the characteristics of television as a communication medium.
- The Internet as a means of communication: its emergence, development and concept; the Internet as a communication medium, its characteristics and communicative aspects, and the Internet in the communication field.
- **Second-semester theoretical exam.**

*Teaching method:* theoretical lectures. *Assessment method:* theoretical exam. Note: the table lists learning outcomes such as "defining and identifying concepts" and "identifying the foundations governing the communication process"; a few outcome cells are corrupted **[unclear]**.

**Course assessment:** standard split (see notes).

**Learning resources**

- Required textbook: *Mass Communication and Its Media* — Dr. Wissam Fadhil (Abu Dhabi, 2018, as printed; digits partly corrupted).
- Main references:

1. Barry M. Leiner et al., "A Brief History of the Internet," *ACM SIGCOMM Computer Communication Review*, vol. 39, no. 5, 2009.
2. E. Katz and P. Lazarsfeld, *Personal Influence: The Part Played by People in the Flow of Mass Communication*, New York, Free Press.
3. Alex S. Tan, *Mass Communication Theories and Research*, New York, John Wiley, 1985.
4. Melvin L. DeFleur & Everette E. Dennis, *Understanding Mass Communication: A Liberal Perspective*, updated ed., Boston, Houghton Mifflin, 1996.
5. Robert Burgoyne, *The Hollywood Historical Film*, United States, Blackwell Publishing, 2008.
6. Philippe Perebinossoff, Brian Gross & Lynne S. Gross, *Programming for TV, Radio, and the Internet*, Focal Press, Burlington, USA, 2005.
7. Raphael Cohen, "Internet History," *International Journal of Technoethics*, vol. 2, no. 2, 2011.
8. (Barry M. Leiner et al. repeated, as in item 1.)

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# Course 2 — Media and Digital Literacy (pp. 7–11)

| Field | Entry |
|---|---|
| Course name | Media and Digital Literacy ("Media and Digital Education") |
| Stage | First stage — Department of Radio and Television Journalism |
| Semester/Year | Annual |
| Date prepared | 12/9/2025 (digits corrupted) |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Ammar Jassim Lazim — amar.ch.lazim@uruk.edu.iq |

### Objectives

1. Learn how media institutions work.

2. Acquire skills in dealing with the media.
3. Learn methods of analysing media content.

**Strategies**

1. Theoretical lectures.
2. Practical application: analysing samples of media content.

**Course structure (topics in table order; all theoretical lectures with theoretical exams)**

1. Why do we study media and digital literacy?
2. The concept of media and digital literacy.
3. The importance of media and digital literacy.
4. Benefits of studying media and digital literacy.
5. The aim of media and digital literacy.
6. What media and digital literacy includes.
7. The human responsibility of the media.
8. Media institutions and their ethical role in cultural interaction.
9. Rules of professional conduct and charters of honour.
10. Skills of dealing with the media.
11. New media.
12. What is meant by new media; its characteristics and features.
13. The difference between new media and traditional media.
14. The citizen journalist.
15. Characteristics of citizen journalism. *(First-semester exam falls around here.)*
16. Methods the media use to influence.
17. The media gatekeeper.
18. Factors affecting the gatekeeper's work.
19. Agenda-setting and prioritisation.
20. Reading and acquiring culture through the surrounding context.
21. Media frames.
22. The most important mechanisms of media framing.
23. Media disinformation.
24. Hate speech.
25. Forms of hate speech.

26. Stereotypes and the manufacture of moulds.
27. Stereotyping and moulding.
28. The concept of the stereotype. 29–30. Remaining topics and second-semester exam **[unclear]**.

**Assessment:** standard split (40 coursework / 60 final exam, digits partly corrupted).

**Resources**

- Required textbook: *Media and Digital Literacy Skills in the Age of Communication* — Wissam Ghali.
- Main references: "Introduction: Why Media Literacy?", www.saudimediaeducation.org; Fahd bin Abdulrahman Al-Shumaimeri (2012), *Media Literacy — How Do We Deal with the Media?*
- Electronic references: a link on petra.gov.jo (as printed).

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## Course 3 — Television Photography (pp. 12–15)

| Field | Entry |
|---|---|
| Course name | Television Photography |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |
| Date prepared | 14/9/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Saif Awad Kadhum — saefamad@alkadhum-col.edu.iq |

**Objectives**

1. The course aims to introduce students to photography in general and television photography in particular, starting from the principles of photography and its importance, and leading to how to use the television camera and work with it.

**Strategies**

1. Knowing how the photographer works.
2. How to use the television camera.
3. Learning how to produce practical photography projects inside and outside the studio.

**Course structure (teaching method: theoretical and practical; assessment: theoretical and practical test)**

1. The concept of the image and photography — learning these concepts and their importance.
2. The origin and development of the image — a historical overview.
3. Types of images — all types, especially television and photographic images.
4. Elements of the image — main and secondary elements and how to identify them.
5. The media function and importance of the image.
6. The camera and its types — photographic and television cameras and dual use.
7. Principles of photography — the basic principles of photography in general and television photography in particular.
8. Types of television cameras — digital and analogue; portable and field.
9. Parts of the television camera — main and secondary parts.
10. Working on the television camera — how to operate it, how it works, and how the image is formed.
11. The portable camera (news) — its operating style and how to work on it.
12. Before shooting — essential matters to observe.
13. During shooting — essential matters to observe.
14. After shooting — essential matters to observe.
15. Lighting in photography — natural and artificial. 16–17. Types of shots. 18–19. Camera angles. 20–21. Camera movements.
16. Camera lenses — their types, apertures and use.
17. Qualities required of the press and media photographer.
18. Camera mounts (tripods and supports) and their use.
19. The basic "don'ts" of the camera — things the photographer must avoid.
20. Montage and digital processing of the image.
21. Television versus cinematic photography — the difference between these two kinds of photography.
22. Dividing students into groups and starting field shooting (practical; practical test).
23. Student projects — each student shoots a television project.

24. Project evaluation — presenting, discussing and assessing the projects.

**Assessment:** standard split.

**Resources**

- Required textbook: *The Magic of Photography* — Dr. Abdulbasit Al-Salman.
- Main reference: *Aesthetics of Press Photography* — Dr. Rustam Abu Rustam.
- Recommended: *Al-Bahith Al-I'lami* (The Media Researcher) journal.
- Website: al-noor (as printed, partly corrupted).

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## Course 4 — Computers (pp. 16–19)

| Field | Entry |
|---|---|
| Course name | Computers |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |
| Date prepared | 2025 (digits corrupted) |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Muhammad Obaid Hammadi — muhammed.u.hammadi@uruk.edu.iq |

**Objectives**

1. Students acquire skill in using the computer and office software.
2. *(Remaining objective bullets are blank in the source.)*

**Strategies**

1. Qualifying students and providing them with basic information about the computer, Microsoft Word and PowerPoint.
2. Learning the most important and prominent parts of computers and application software.
3. Learning the stages of computers and the latest developments in the field.

4. Studying the most important software used by television networks.
5. Carrying out the practical exercises needed to prepare students for the labour market.

**Course structure** *Theoretical lectures / theoretical exam:*

1. Computer generations and development; data and information; the electronic computer — introduction.
2. Computer elements.
3. Types of computers.
4. Classification of computers.
5. Input devices.
6. The system unit.
7. Types of memory.
8. Output devices.
9. The computer platform.

*Practical lectures:* 10. Using the Windows operating system — Windows installation requirements. 11. Desktop components. 12–15. Windows: the taskbar; icons; desktop background; Control Panel.

*Microsoft Office Word (practical):* introduction to the program; launching Microsoft Word; the interface; the Insert tab; the File tab; the Home tab; the Data tab; the Mailings tab; the Review tab.

*Microsoft Office PowerPoint (practical):* program basics; introduction; the Transitions tab; the Animations tab; the Slide Show tab; the Review tab.

*Assessment:* theoretical exam for the first part; practical exam for the Word and PowerPoint part.

**Resources**

- Required textbook: *Computer Fundamentals and Office Applications*.
- Main reference: the international curriculum for the International Computer Driving Licence (ICDL).
- Recommended: *Introduction to the Computer*.
- Websites: specialised websites; icdl.com.

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# Course 5 — Radio and Television News (pp. 20–24)

| Field | Entry |
|---|---|
| Course name | Radio and Television News |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |
| Date prepared | 20/9/2025 |
| Attendance | In-person only |
| Hours | 60 per year (the weekly table lists 3 hours per week) |
| Coordinator | Asst. Lecturer Alaa Salih Adil Al-Qurashi — alaa.s.adil@uruk.edu.iq |

**Objectives**

1. Explain the importance of events and various facts, society's need for them, news knowledge, how to benefit from information and data, and how to apply them in building news bulletins.
2. Societies' need to learn about news and how to deal with it; learning about news, its types, characteristics and features.
3. Education and training in improving the search for news sources and explaining their importance for credibility with the public, and in making sound decisions about dealing with them.
4. Knowledge of the modern technologies used in newsrooms and how to use and employ them in the various aspects of radio and television editing.
5. Learning about the other technical departments linked to newsrooms, such as the archive, montage and graphics, and other bodies that support the work, such as correspondents and directors.
6. Learning the characteristics of radio and television and how each handles news, builds headlines, news bulletins and the various news programmes.
7. Developing students' skills in dealing with news and its various sources and presenting it according to its rules, so that students can distinguish between them and know how to handle them.

8. Learning the most prominent schools and theories of news editing, the ability to build news bulletins and distribute tasks among newsroom staff, and learning to write headlines, cards and transitions.

**Strategies**

1. In-person and electronic theoretical and practical lectures.
2. Practical training.
3. Practical exercises and applications.

**Course structure (3 hours/week; lectures with discussion and practical exercise; practical tests)**

1. Basic concepts in news science.
2. Data, information and knowledge, and how to employ them.
3. The history of news and its associated schools.
4. News values.
5. Angles of news editing.
6. News introductions (leads). 7–9. Interrogative tools (the question words) and how to use them. 10–14. The difference between radio, television and press news editing.
7. First-semester exam (theoretical).
8. News terminology.
9. Types of news headlines. 18–21. Rules of radio and television news.
10. The use of verbs.
11. News language and wording. 24–25. Building news bulletins.
12. News coverage in radio and television.
13. Building news briefs (summaries). 28–29. Preparing internal and external reports.

**Assessment:** standard split.

**Resources**

- Required textbook: none.
- Main references: *Arab Broadcasting* magazine; *Al-Bahith Al-I'lami* magazine; the *Egyptian Journal of Media Research*; various books on media editing.

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# Course 6 — Media Language (pp. 25–29)

| Field | Entry |
|---|---|
| Course name | Media Language |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |
| Date prepared | 10/9/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Hussein [?] Hassan Muhammad (name partly corrupted) — zamanhasen43@gmail.com |

**Objectives**

1. Introduce students to the concept of media language.
2. Correct the tongue by learning the points of articulation of the letters.
3. Teach students to take an interest in Arabic and to move beyond the colloquial dialect.
4. Develop students' dictation and handwriting so that they can write correctly in all circumstances.
5. Help students understand complex structures and obscure styles.
6. Develop students' literary and creative abilities so that they can express themselves correctly.
7. Accustom students to logical thinking in presentation and analysis, especially through exercises in correct reading and avoiding common linguistic errors.

**Strategies**

1. Using teaching aids.
2. Training and exercises on pronouncing the letters.
3. The dialogue and discussion method.
4. The questioning method.

**Course structure (all theoretical, with theoretical tests)** Media language; characteristics of language; levels of linguistic expression; parts of speech (noun, verb, particle); pronouns; interrogative nouns; verb-nouns; demonstrative nouns; relative nouns; verbs —

the past tense; the present tense; the imperative; the particle; errors in writing the long and short "t" (ة / ت); **first-semester exam**; signs of case endings (i'rab); the five nouns; the present-tense verb with a weak final letter; the defective noun (al-ism al-manqūṣ); the noun ending in alif maqṣūra; the elongated noun (mamdūd); the dual; the sound masculine plural; the sound feminine plural; the broken plural; methods of forming plurals; parsed examples from real media language; errors in writing the "t" at the end of a word; **second-semester exam**.

**Assessment:** standard split.

**Resources**

- Recommended: *The Language of the Media between Classical and Colloquial*, Dr. Muhammad Abdulmuttalib Al-Bakkaa; *The Role of Media Language in Raising the Cultural Level of Society*; *The Crisis of the Arabic Language in Contemporary Media*, Mustafa Muhammad Al-Hasan; *The Language of Arab Media*, Hussein Ali Muhammad; *Say and Don't Say*, Dr. Mustafa Jawad.
- Electronic references: specialised websites. (Pages 28–29 are otherwise blank.)

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## Course 7 — English Language (pp. 30–33)

| Field | Entry |
|---|---|
| Course name | English Language |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |
| Date prepared | 12/9/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Amna Latif Issa — Momostar030@gmail.com |

**Objectives** *(already in English in the source)*

1. Improving the ability to communicate fluently inside the class.
2. Developing the process of reading comprehension.

3. Focusing on the functions of using grammatical structures.
4. Encouraging the students' self-confidence by giving them the opportunity to do their homework by themselves.

**Strategy** *(English in the source)* Following the most updated procedures adopted by the Ministry of Higher Education and Scientific Research in Iraq, applied for all universities, to develop their performance and competence in using the English language.

**Course structure (two hours per week; method: PowerPoint with explanation; assessment: test)** Unit one + grammatical subject; reading passage; Unit two + grammatical subject; listening skills; Unit three + grammatical subject; vocabulary subject; Unit four + grammatical subject; writing methods; Unit five + grammatical subject; speaking subject; Unit six + grammatical subject; conversation practice; revision; **first-term exam**; Unit seven + grammatical subject; translation methods; Unit eight + grammatical subject; media terms; Unit nine + grammatical subject; reading passage; Unit ten + grammatical subject; vocabulary lesson; Unit eleven + grammatical subject; writing methods; Unit twelve + grammatical subject; reading comprehension; revision (twice); **second-term exam**.

**Resources:** required textbook: *Headway Plus, Beginner level*; main references: the textbook and reliable resources.

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## Course 8 — Montage (Editing) (pp. 34–36)

| Field | Entry |
|---|---|
| Course name | Montage |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |
| Date prepared | 10/9/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Prof. Dr. Karim Ahmed Fadhil — kareem.ahmad.fadhil@uruk.edu.iq |

**Objectives**

1. Learn the concept of montage and of radio and television audio mixing.
2. Develop students' skills with scientific knowledge and applied practice across many models of audiovisual content.
3. Make students aware of the importance of choosing the appropriate style and rhythm for audiovisual content.

**Strategies**

1. The strategy; induction and deduction.
2. The ability to understand the curriculum.
3. Developing the student's skill in responding to the call of ideas, and the ability to describe the prescribed material.

**Course structure — first semester (theoretical lectures; theoretical exam)**

1. The concept of radio and television montage and mixing.
2. Definitions of montage.
3. The origin of montage.
4. Stages in the development of montage and the first beginnings of its theories.
5. Basic principles in the art of montage.
6. The technical vision in montage and mixing.
7. Functions of the montage artist and the mixer.
8. Types of television montage.
9. The importance of montage.
10. Montage techniques.
11. Preparing montage in audiovisual production.
12. Functions of montage.
13. The montage editor's skills.
14. Qualities of a successful montage editor.
15. First-semester exam.

**Second semester**

1. The most common montage techniques.
2. Montage theories.
3. Characteristics of montage.
4. Stages of the montage process.

5. The general rules governing montage.
6. Characteristics of the television image.
7. The most important editing programs.
8. Adobe Premiere (practical lectures).
9. Mastering Adobe Premiere.
10. Aspect ratios and video dimensions (practical).
11. Television effects/tricks.
12. Adobe Premiere tools (practical).
13. Audiovisual effects (practical).
14. Steps of colour correction (practical).
15. Second-semester exam.

**Assessment:** standard split.

**Resources**

- Required textbook: *Radio and Television Montage and Mixing* — Assoc. Prof. Dr. Mustafa Abbas Muhammad Reda (listed twice).
- Recommended: *Cinematographic Montage* — Prof. Dr. Abdulbasit Salman.
- Electronic: a digital communication platform for teaching montage.

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## Course 9 — Human Rights and Democracy (pp. 37–41)

| Field | Entry |
|---|---|
| Course name | Human Rights and Democracy |
| Stage | First stage — Department of Radio and Television Journalism |
| Semester/Year | Annual |
| Date prepared | 11/10/2025 |
| Attendance | In-person only |
| Hours | 30 per year, 1 per week |
| Coordinator | Dr. Falah Maktouf Kasid |

**Course objectives**

This course aims to give students a deep understanding of the concepts of human rights and democracy by studying the intellectual and philosophical foundations on which these concepts rest and reviewing their historical and contemporary development. It covers the types of rights (civil, political, economic, social and cultural), the principles of modern democracy, and the mechanisms for protecting them within the state and within media and community institutions.

The course focuses on analysing the reciprocal relationship between human rights and democracy and the role of the media in consolidating them. It also examines models of formal and informal rights organisation (organisations, trade unions, community campaigns), decision-making within institutions, and the factors that influence them. It addresses the main challenges and obstacles that prevent rights from being applied, such as administrative corruption, weak dialogue and violations of public freedoms, and presents effective strategies for promoting a culture of peaceful coexistence, mutual respect and acceptance of others.

In addition, the course gives students practical knowledge of the concept of rights management and the standards of democracy, and of how to use these concepts in media work through awareness-raising content aimed at building the individual and society.

**Teaching and learning strategies**

- Understanding the basic principles of human rights and democracy, and distinguishing between types of rights and their sources of legislation.
- Using modern rights concepts, especially those linked to building the self and society, in preparing and publishing media content that helps spread a culture of human rights.
- Acquiring rights-awareness skills and the appropriate tools to demand rights by peaceful and legal means.
- Analysing the problems and obstacles facing the application of human rights and democracy and proposing practical solutions.
- Developing critical skills for evaluating media content on human rights and measuring its commitment to professional and ethical standards.
- Strengthening the ability to prepare awareness-raising media campaigns that support dialogue, peaceful coexistence and respect for pluralism.

**Course structure** *(1 hour per week; method: theoretical and electronic lectures; assessment: exam and discussion unless noted)*

*First semester*

1. The concept of human rights.
2. Types and generations of human rights.
3. Human rights in ancient civilisations.
4. Human rights in the civilisation of Mesopotamia.
5. Human rights in the heavenly religions.
6. Sources of human rights (assessment: workshop and exercises).
7. The French Declaration of the Rights of Man and of the Citizen (assessment: exam and discussion).
8. The Universal Declaration of Human Rights.
9. International covenants on human rights.
10. Non-governmental organisations and human rights (assessment: exercises and discussion).
11. The concept of women's empowerment (assessment: discussion).
12. Violence against women.
13. The Convention on the Elimination of All Forms of Discrimination Against Women.
14. Human rights and media ethics.
15. First-semester exam.

*Spring break*

*Second semester*

1. The concept of democracy and its content.
2. The historical course of democracy.
3. Pillars of democracy.
4. Aims of democracy.
5. Types of democracy.
6. Requirements for establishing a democratic state (assessment: discussion and exercises).
7. Obstacles to establishing a democratic state.
8. The concept of the constitution and its types.
9. The concept of the political system and its types.
10. Human trafficking.
11. Trafficking in human organs.
12. Freedom: its content and types (assessment: discussion).

13. Tolerance and peaceful coexistence within society (assessment: discussion).
14. Causes and motives of extremism and terrorism, and ways to combat them (assessment: discussion).
15. Second-semester exam.

**Course assessment:** 20 marks for monthly and daily exams in the first semester, 20 for the second semester, and 60 marks for the final exams.

**Resources**

- Required textbooks: none.
- Main references:
  1. Amer Hassan Fayyad, *Public Opinion and Human Rights*, 2nd ed., Dar Al-Kutub wal-Watha'iq, 2003.
  2. Muhammad Abdulhabbar Shabbout, "Steps in Building the Modern State," *Al-Muwatana wal-Ta'ayush* journal, no. 1 (February), Watan Center for Studies, Baghdad, 2007.
  3. Boutros Boutros-Ghali, "Human Rights between Democracy and Development," *International Politics* journal, Cairo.
  4. Ezzat Saeed Al-Barai, *Protection of Human Rights under International and Regional Organisation*, Cairo, 2018.
  5. Muna Hamdi Hikmat, *Human Rights among the Thinkers of the Social Contract*.
  6. Riyadh Aziz Hadi, *Human Rights: Their Development, Contents and Protection*, Baghdad, 2010.
- Recommended: *Al-Bahith Al-I'lami* (The Media Researcher) magazine / journal of the Public Relations Society.
- Electronic: Digital Communication Platform — www.dcc-iq.com

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## Course 10 — Principles of Public Relations (pp. 42–44)

| Field | Entry |
|---|---|
| Course name | Principles of Public Relations |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |

| Field | Entry |
|---|---|
| Date prepared | 12/9/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Assoc. Prof. Dr. Majeed Abboud Fahd — majeed.abood@uruk.edu.iq |

**Objectives**

1. Achieve compatibility and harmony between organisations and the general public.
2. Work as an organisation that helps management in making decisions.
3. Support internal relations between the institution's management and its employees.
4. Follow up on complaints, suggestions and criticisms that are published.
5. Public relations aims to win the public's satisfaction with the institution and to improve its image.
6. Evaluate public attitudes, predict them and respond to them.

**Teaching and learning strategies**

1. Brainstorming, and discovering discussion by posing questions with open or closed answers.
2. Respecting students' opinions about the solutions and problems presented.
3. Not rushing to judge students' answers.
4. Using appropriate teaching strategies and methods and educational aids to develop self-thinking skills.

**Course structure** *(theoretical knowledge; theoretical lectures; theoretical exam)*

*First semester*

1. The concept of public relations and its definition.
2. The emergence and development of public relations.
3. Objectives of public relations.
4. Functions of public relations.
5. The importance of public relations.
6. Media arts in public relations.
7. The relationship of public relations with the media.

8. The relationship of public relations with propaganda.
9. The relationship of public relations with advertising.
10. The essence of public relations.
11. Means of communication in public relations.
12. Methods of communication in public relations.
13. Work ethics in public relations.
14. Pioneers of public relations.
15. First-semester exam.

*Second semester*

1. Scientific research in public relations.
2. Planning in public relations.
3. Organising in public relations.
4. Leadership in public relations.
5. Coordination in public relations.
6. Organisational communication in public relations.
7. Follow-up in public relations.
8. Empowerment in public relations.
9. Training in public relations.
10. A model for practising public relations.
11. Public relations strategies.
12. Features of public relations in Iraq.
13. Scientific methods in practising public relations.
14. Public relations and public opinion.
15. Second-semester exam.

**Course assessment:** 40 marks coursework (monthly and daily exams across the two semesters) + 60 marks for the final exam.

**Resources**

- Required textbooks: none.
- Main references: (1) *Principles of Public Relations* — Dr. Jassim Tarish; (2) *Concepts of Public Relations* — Dr. Safwat Muhammad Al-Alaan; (3) *Public Relations* — Dr. Muhammad Harbi Hassan and others; (4) *Introduction to Public Relations* — Dr.

Abdulnasser Jaradat; (5) *Foundations of Public Relations* — Dr. Abdulmuʿti Muhammad Assaf.

- Recommended: *Al-Bahith Al-Iʿlami* magazine / journal of the Public Relations Society.
- Electronic: Digital Communication Platform — www.dcc-iq.com

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## Course 11 — Radio and Television Directing and Production (pp. 45–50)

| Field | Entry |
|---|---|
| Course name | Radio and Television Directing and Production |
| Semester/Year | Annual |
| Date prepared | 10/11/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Prof. Dr. Saleh Ali Al-Sahan — Saleh.ali.sahan@uruk.edu.iq |

**Objectives** The course aims to introduce students to the concept of the philosophy of television directing and production, its importance and methods, and to correct planning for production accounts **[partly unclear]**.

**Teaching and learning strategies**

1. Familiarity with the terms and concepts of television directing, and an explanation of directing theories.
2. Understanding television directing and its techniques, from choosing the idea through preparation, presentation and imaging to producing the final forms.
3. The various programmes.
4. Knowing the scientific directing stages required for media planning of radio and television programmes.

**Course structure** *(the weekly table in the source is heavily interleaved; the topics and learning outcomes below are reconstructed)*

*First semester — theoretical lectures as above, with practical exercises in the studio; theoretical or practical exam*

- Introducing students to the concept of the screenplay and its definitions.
- Learning the concept of the screenplay and its components.
- Learning idea generation and the path of the idea in writing the screenplay.
- Learning the steps for writing a screenplay.
- Learning the elements of form and the elements of content.
- Learning the structure of the screenplay for programmes and for radio and television serials.
- Learning the forms of screenplay writing according to the two schools, American and French.
- The concept of directing; the director; characteristics of a good director; duties of the director; duties of the main staff working with the director; duties of the assistant director.
- Tasks of the television director — techniques of dealing with the studio, studio equipment, lighting and the camera.
- Digital imaging technique — stages of development, concept and characteristics; digital imaging techniques in cinema and in television.
- Television montage and cinema; terms: the dramatic line, the montage term, and others.
- Learning the differences between the narrative screenplay and the documentary screenplay.
- Writing the screenplay of documentary films and of fiction films; production of documentary films; supplementary technical work for recording.
- Identifying the errors students make when writing a screenplay.
- **First-semester exam.**

*Second semester*

- Students learn shot breakdown and visual composition.
- Sound techniques in radio; the elements of sound; directing solutions.
- Steps of producing a programme.
- Learning the main schools of directing and montage in the world and the differences between them, with the features of each school; the realist school and the impressionist school; the new directing school.

- Terms used in radio and television work (theoretical exam).
- Chroma key (colour background): concept, use, features and how the colour key works; benefits in various programmes with a fixed or moving background; practical application in directing internal and external programmes.
- Familiarising students with the specifications of radio and television work.
- **Second-semester exam.**

**Course assessment:** standard split.

**Resources**

- Main references:
  1. Herbert Zettl, *Television Production Handbook*, translated by Saadoun Janabi and Khalid Al-Saffar, Al Ain, University Book House, UAE University (date digits corrupted).
  2. Abdulbasit Salman, *Directing and the Screenplay*, Baghdad, Al-Dar Al-Thaqafiya lil-Nashr, 2006.
  3. Edward Stasheff and Rudy Bretz, *Television Programmes: Their Production and Direction*, translated by Ahmed Taher, Sijill Al-Arab Foundation, Cairo, 3rd ed., n.d.

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## Course 12 — Press Editing: the Interview and the Investigation (pp. 51–54)

| Field | Entry |
|---|---|
| Course name | Press Editing (Interview and Investigation) |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Shaimaa Naeem Hamish — sheimaa.n.hamish@uruk.edu.iq |

**Objectives**

- (a) The course aims to prepare specialists in the media field in general and to enable them to work in radio and television in particular.
- (b) It seeks to train students to apply interviewing arts, dialogue management, and the completion of television investigations and reports.

**Strategies**

1. Practical skills that ensure application in radio and television interviews in field work.
2. Learning new skills that keep pace with technical development in radio and television.

**Course structure** *(2 hours per week; methods: lecture by the instructor, brainstorming, electronic presentation, PowerPoint, practical application; assessment: participation, exercises, student self-tests)*

1. The concept of the radio and television interview.
2. Forms and types of interviews, their features and functions.
3. Fields of television interviews.
4. Steps and stages of preparing for interviews.
5. Conditions for preparing questions.
6. Steps to observe before conducting the dialogue.
7. Principles of effective dialogue management.
8. Practical application.
9. Methods of managing dialogue.
10. How to deal with the guest.
11. Formats of radio and television interviews.
12. Skills of presenters of dialogue programmes.
13. Practical training.
14. Interviews and dialogue at press conferences.
15. First-semester exam (preparing exam questions).
16. *(blank in the source)*
17. Stages of preparing and carrying out the television investigation.
18. How to find ideas for investigations.
19. The general documentation stage (gathering information).
20. The field-work stage.
21. Building the structure of the investigation.
22. Practical application.

23. Work pressures in radio and television.
24. Bad habits the presenter commits during dialogue.
25. Practical application.
26. How to get rid of tension during dialogue.
27. Practical training.
28. Sensory performance of programme presenters.
29. Practical application / training.
30. Second-semester exam (paper test).

**Course assessment:** standard split.

**Resources**

- Main references: (1) Barakat Abdulaziz, *Modern Trends in Radio Programme Production*, Dar Al-Kitab Al-Hadith; (2) *The Art of the Interview: Its Principles and Methods* — Annette Garrett; (3) *The Art of Successful Interviews* — Peter Canfield; (4) *Conducting Interviews and Managing Dialogue for Programmes and News*.

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## Course 13 — Digital Techniques and Computing (MEA304) (pp. 55–59)

| Field | Entry |
|---|---|
| Course name | Digital Techniques and Computing |
| Course code | MEA304 |
| Semester/Year | Annual |
| Date prepared | 27/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Alaa Salih Adil — aallaslah@gmail.com |

**Objectives**

This course aims to introduce students to the technical knowledge and application skills related to producing audio and video materials in radio and television, by achieving the following:

- Understanding the concept of technology and its dimensions in radio and television work, and its role in developing the media-content industry and delivering it to a high standard.
- Developing students' scientific and practical skills in radio and television production techniques, through training on cameras, lighting, microphones, sound mixers, and montage and graphics programs, with knowledge of modern methods in the field.
- Introducing students to the basics of producing audiovisual materials using computer software, including audio and video montage applications, effects design, and production of digital media reports and segments.
- Enabling students to plan and supervise the stages of media production, from writing the idea and the screenplay through recording to directing and montage.
- Strengthening the creative side of working with modern techniques to develop attractive, innovative media content that matches audience requirements and digital media.
- Preparing media cadres able to keep pace with technical development in television and digital production, qualifying them to work in media institutions, channels and digital platforms.

**Teaching and learning strategies**

1. *Induction and measurement:* students are trained to analyse technical concepts and link them to practical applications by comparing tools and methods used in radio and television production, and by measuring the precise models against the educational content.
2. *Developing the ability to understand the curriculum and apply its concepts:* a detailed explanation of the technical principles, then turning them into practical applications in the studio or with specialised software.
3. *Developing practical skills in responding to ideas and producing materials:* students are trained to formulate programme ideas and turn them into production outputs, with the ability to describe scenes, shots, camera movement and audio and visual effects, to strengthen creativity in production.
4. *Learning by doing:* using precise techniques in the laboratories and production halls, giving students the chance for direct handling of equipment (cameras, sound units, lighting) and digital montage programs.

5. *Collaborative learning:* students are divided into work groups in a complete production environment, each student taking a different role (director, photographer, technician, montage editor, presenter), reinforcing group work in media institutions.
6. *Case study:* analysing professional television and radio programmes and reports, to discover strengths, directing methods, sound and image techniques, and how to handle them in order to produce better content.

**Course structure** *(theoretical lectures; theoretical exams unless noted)*

*First semester*

1. Technology and communication.
2. Media technology.
3. Electronic journalism technologies.
4. Electronic publishing.
5. Optical scanning.
6. Electronic periodicals and references.
7. The emergence of radio and its development.
8. Radio broadcasting techniques.
9. Television techniques and their development.
10. Interactive television.
11. Television broadcasting by satellite.
12. Advanced digital television systems.
13. Video compression.
14. Signal/bit-rate systems **[unclear]**.
15. First-semester exam.

*Second semester*

1. Television montage.
2. Types of television montage.
3. The importance of montage.
4. Montage techniques.
5. The most common techniques in montage.
6. The development of multimedia.
7. Graphics.
8. The infographic.

9. Benefits of the infographic.
10. How to design an infographic.
11. The importance of the infographic.
12. Principles of the infographic.
13. Adobe Photoshop (practical lectures).
14. Ways of working in the program and creating a visual identity (practical lectures).
15. Second-semester test.

**Course assessment:** standard split.

**Resources**

- Required textbook: *Reference in Television Production* — Herbert Zettl.
- Recommended: *Media Techniques* — Dr. Mustafa Al-Bayati.
- Electronic: forum of modern media technologies.

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## Course 14 — Radio Art: Preparing and Presenting Programmes (MEA403) (pp. 60–64)

| Field | Entry |
|---|---|
| Course name | Radio Art (Preparing and Presenting Programmes) |
| Course code | MEA403 |
| Semester/Year | Annual |
| Date prepared | 14/11/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Haidar Muhammad Farhan — Hedar.muhmad@uruk.edu.iq |

**Objectives**

This course studies the concept of preparing radio and television programmes in all their forms and contents, together with knowledge of ways of thinking; who the radio and television writer is; who the director and presenter of radio and television programmes

are; the qualities that the director and the writer must have; the components of the radio and television programme; radio texts and their classifications; the methods and stages of preparing the radio and television programme and its forms; preparing the news bulletin and the radio and television news report; documentary, recorded and investigative films; reality-television programmes; and everything connected with preparing programmes and their titles in radio and television, as well as the steps for preparing recorded, documentary and investigative films.

**Strategies**

1. Introducing students to ways of generating ideas for radio and television programmes.
2. Learning who the writer and the director are in radio and television.
3. Learning the qualities the writer, the director and the presenter must have in radio and television.
4. Learning radio texts and their classifications, and the technical stages of writing programmes for radio and television.
5. Acquiring writing skills for radio and television.
6. Distinguishing between the stages of preparing programmes in radio and television.
7. Learning the steps of preparing programmes, news reports and the news bulletin.

**Course structure** *(theoretical and practical knowledge; first part theoretical exam, practical exam later)*

*First semester*

1. The concept of the programme. 2–4. Classification of programmes.
2. Programme contents.
3. Political programmes.
4. Social programmes.
5. Cultural programmes.
6. Economic and religious programmes.
7. Steps of preparing a programme. 11–12. Practical training.
8. Samples of television programmes.
9. Review.
10. First-semester exam.

*Second semester* 16. Types of texts. 17. Their conditions. 18. The text writer. 19. His types. 20. Conditions for his success. 21. Qualifications of the programme preparer. 22–23. Factors in the programme's success. 24. The interview: its concept. 25. Goals of the

interview. 26. The linking (continuity) announcer in radio. 27. Difficulties in preparing a programme. 28. The programme work team. 29. Review. 30. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- Required textbook: *The Art of Preparing and Presenting Programmes* — Dr. Alia Hayjan Sakban.
- Main references: Karam Shalabi, *Radio and Television Programmes*; Talib Abdulhussein, *Preparing and Presenting Programmes*.
- Recommended: *Al-Bahith Al-I'lami* magazine; *Ivli* magazine for relations and media.

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## Course 15 — Media Language (MEA401) (pp. 65–68)

| Field | Entry |
|---|---|
| Course name | Media Language |
| Course code | MEA401 |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Shaimaa Naeem Hamish — sheimaa.n.hamish@uruk.edu.iq |

**Objectives**

1. Introduce students to the concept of language, its definitions and its characteristics.
2. Teach students to take an interest in the Arabic language and to move beyond the colloquial dialect.
3. Develop students' dictation and handwriting so that they can write correctly in all circumstances.
4. Help students understand complex structures and obscure styles.

5. Develop students' literary and creative abilities so that they can express themselves correctly.
6. Accustom students to logical thinking in presentation and analysis, especially through exercises in correct reading and avoiding common linguistic errors.

**Strategies**

1. Using teaching aids.
2. Training and drilling on pronouncing letters.
3. The dialogue and discussion method.
4. Recording audio and video clips.
5. The questioning method.

**Course structure** *(all theoretical; assessment: theoretical test)*

*First semester*

1. The concept of media language.
2. Characteristics of media language.
3. The subject and the predicate (mubtada' and khabar).
4. Applications on the subject and predicate.
5. *Kana* and its sisters.
6. *Inna* and its sisters.
7. Practical applications.
8. Punctuation marks.
9. Practical application on punctuation marks.
10. The active participle.
11. The passive participle.
12. Application on the active and passive participles.
13. Common errors in media language.
14. Training in correct writing and reading.
15. First-semester exam.

*Second semester* 16. The hamzat al-qat' and hamzat al-wasl. 17. Practical applications. 18. The medial hamza. 19. The final hamza. 20. Applications on writing the hamza. 21. Errors in writing the hamza. 22. The ta' marbuta, the ta' maftuha (open ta') and the ha'. 23. Linguistic applications. 24. Familiarisation with texts from the Holy Quran and Arabic

poetry. 25. The extended and the shortened alif. 26. Linguistic and orthographic applications. 27. The noun that is diptote (barred from tanwin — *mamnu' min al-sarf*). 28. Linguistic applications.

**Course assessment:** standard split.

**Resources**

- Required textbook: none.
- Main references: (1) *Al-Wadih fi al-Qawa'id wa al-I'rab* (The Clear Guide to Grammar and Parsing) — Muhammad Zarqan Al-Farkh; (2) *General Arabic Language* for non-specialist departments; (3) *The Role of Media Language in Raising the Cultural Level of Society*; (4) *The Language of Arab Media* — Hussein Ali Muhammad.
- Recommended: (1) *Al-Nahw Al-Wafi* — Abbas Hassan; (2) *Mughni al-Labib* — Muhammad Muhyiddin Abdulhamid; (3) *Al-Sarf wa al-Imla'* — Hussein Ali Al-Tawil.
- Electronic: specialised websites.

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## Course 16 — English Language (pp. 69–73)

| Field | Entry |
|---|---|
| Course name | English Language |
| Semester/Year | Annual |
| Date prepared | 14/03/2025 (as printed) |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Areej Abdulmun'im Muhammad — moolarooj@gmail.com |

**Objectives** *(English in the source):* Acquire the linguistic bases that enable the students to participate in exchanging intellectual knowledge.

**Strategies** *(English in the source):* 1. Develop their linguistic competence. 2. Develop their intellectual, personal, and professional abilities.

**Course structure:** the same twelve-unit plan as Course 7 — for each unit, an explanation by PowerPoint followed by a test: Unit one (English + grammatical subject), reading passage, Unit two, listening skills, Unit three, vocabulary subject, Unit four, writing methods, Unit five, speaking subject, Unit six, conversation practice, revision, **first-term exam**, Unit seven, translation methods, Unit eight, media terms, Unit nine, reading passage, Unit ten, vocabulary lesson, Unit eleven, writing methods, Unit twelve, reading comprehension, revision (twice), **second-term exam**.

**Resources:** required textbook: *Headway Plus, Pre-Intermediate*; main references: the textbook and websites.

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## Course 17 — Crimes of the Baath Party Regime in Iraq (pp. 74–78)

| Field | Entry |
|---|---|
| Course name | Crimes of the Baath Regime in Iraq |
| Semester/Year | Annual |
| Date prepared | 14/11/2025 |
| Attendance | In-person only |
| Hours | 30 per year, 1 per week |
| Coordinator | Dr. Falah Maktouf Kasid — falihmaktuf66@gmail.com |

### Objectives

This course studies the concept of crimes, their divisions and the aspects connected with them, in addition to the types of crimes committed by the Baath regime in Iraq and their psychological and social effects. It also compares authoritarian regimes with democratic ones, especially in the manner of political participation, and highlights the effectiveness of media institutions in political socialisation. On the other hand, it covers the most prominent violations committed by the repressive agencies of the Baathist regime.

### Strategies

1. Understand the components of the aims of effective political participation.
2. Apply the components of the strategic management of rights for the individual and the state.

3. Set strategic plans for achieving political and civil rights and the means of expressing them.

**Course structure** *(1 hour per week; theoretical and electronic lectures; exam and discussion)*

*First semester*

1. The concept of crimes.
2. Divisions of crimes.
3. Types of crimes.
4. Distinguishing between authoritarian and democratic systems.
5. The foundations of authoritarian and democratic systems.
6. Crimes of the Baath regime under the Law of the Iraqi Supreme Criminal Court of 2005.
7. Types of international crimes.
8. Decisions issued by the Supreme Criminal Court.
9. Psychological and social crimes, their effects and the most prominent violations of the Baathist regime.
10. Psychological crimes.
11. Mechanisms of psychological crimes.
12. Psychological effects.
13. Economic effects.
14. Scientific and cultural effects.
15. First-semester exam.

*Spring break*

*Second semester*

1. Social crimes.
2. The militarisation of society.
3. Social effects.
4. The Baathist regime's position on religion.
5. Violations of Iraqi laws.
6. The repressive tools of the Baath regime.
7. Mechanisms of the racial and sectarian crimes pursued by the Baathist regime.
8. Mass graves.

9. Racial and sectarian discrimination.
10. Examples of human-rights violations and crimes of the authorities.
11. Locations of the Baath regime's prisons and detention sites.
12. The political and military violations of the Baath regime.
13. The scorched-earth policy.
14. Towards building a democratic system and effective political participation.
15. Second-semester exam.

**Course assessment:** standard split.

**Resources:** required textbook: none; main reference: *Crimes of the Baath Party Regime in Iraq*. (Page 78 is blank.)

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## Course 18 — Phonetics and Elocution (MEA207) (pp. 79–82)

| Field | Entry |
|---|---|
| Course name | The Art of Voice and Elocution (Phonetics and Oral Delivery) |
| Course code | MEA207 |
| Semester/Year | Annual |
| Date prepared | 27/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Hanan Kamil Sarim — hanan.k.serim@uruk.edu.iq |

**Objectives**

1. Learn a historical overview of the art of voice and elocution.
2. Develop students' skills in scientific knowledge and applied practice across multiple models of vocal performance in radio and television.
3. Introduce students to the importance of choosing the style of vocal performance suited to the nature of the radio or television content.

**Strategies**

1. Induction and measurement.
2. The ability to understand the curriculum.
3. Developing the student's skill in responding to the call of ideas, and the ability to describe the prescribed material.

**Course structure** *(theoretical lectures; theoretical exam unless noted)*

*First semester*

1. A historical overview of the art of voice and elocution.
2. The human voice.
3. The difference between the sound and the letter.
4. Components of the human speech apparatus.
5. Stages of forming the linguistic sound.
6. The human auditory apparatus.
7. Rules of vocal pitch levels.
8. Factors affecting vocal pitch levels.
9. The tone of the voice and its modulation.
10. Vocal registers according to the assessment of voice scientists and musicians.
11. Characteristics of human voices and their divisions.
12. Characteristics of the human voice.
13. Conveying meaning.
14. Means of conveying meaning.
15. First-semester exam.

*Second semester*

1. Clarity of pronunciation (enunciation).
2. Basic flaws and ways of overcoming them.
3. The difference between elocution and speech.
4. Elements of the delivery process in elocution and oratory, and their characteristics.
5. Vocal performance in radio and television formats.
6. Voice-over commentary and its methods.
7. The news bulletin.
8. The news report.

9. Direct radio talk (practical).
10. Dialogue programmes (practical).
11. Technical means of elocution (practical).
12. Rules of dealing with sound technicians (practical).
13. Skills of effective media appearance (practical).
14. *(not legible in the source)*
15. Second-semester test.

**Course assessment:** standard split.

**Resources**

- Main references: *On Voice and Elocution in Radio and Television* — Dr. Mustafa Al-Bayati; *On Excellent Elocution* — Dr. Tariq Al-Suwaidan.
- Electronic: the Facebook group "The Art of Voice and Elocution" (link printed on page 82).

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## Course 19 — Media Research Methods (MEA305) (pp. 83–89)

| Field | Entry |
|---|---|
| Course name | Media Research Methods |
| Course code | MEA305 |
| Semester/Year | Annual |
| Date prepared | 14/03/2024 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Majeed Abboud Fahd |

**Objectives**

This course seeks to teach students the ways, methods, styles and tools of scientific research by learning a set of concepts and terms related to scientific research. It deals with defining the ways of scientific thinking and its conditions, as well as grasping the ways of obtaining scientific knowledge, and then identifying the most prominent topics,

problems, issues, crises and phenomena that researchers take up in the field of radio and television research, and treating them in their research by describing them accurately, analysing and interpreting them, and then finding the relationship between their variables in order to reach results.

The course also aims to train students on the mechanism and stages of scientific research, how to use the tools of scientific research and how each of them works, and to know the details of each stage of scientific research. It also teaches the most prominent types of samples and populations, how to extract each of them and the laws connected with them; trains students to formulate good research titles and to define their problems, hypotheses and importance for society and for the subject of specialisation, and thus to define their aims and all the related research steps and procedures needed to reach results, conclusions and recommendations, while drawing continuously on live examples from the reality of media outlets, especially radio, television and satellite stations, and then evaluating and assessing some results.

**Strategies**

1. The student acquires specialised abilities and skills in choosing a new subject, problem, issue or phenomenon for research and study.
2. Enabling students to develop their self-abilities in diagnosing strengths and weaknesses in the media content chosen for study.
3. Training and teaching students to formulate the title, problem, importance and aims correctly, and to identify the tools required for scientific research in order to reach the limits and fields of the research.
4. Continuous training in ways of taking samples and populations and the appropriate types.
5. Developing students' skills and creative thinking in building research questionnaires.
6. Acquiring skills in dealing with respondents.

**Course structure** *(2 hours per week; method: learning and practical application, training students in the theoretical and applied aspects; assessment: exams, tests and assigned practical homework)*

1. The concept of science and its aims.
2. Scientific research, its conditions and the ways of scientific thinking.
3. Some scientific concepts, definitions and terms.
4. Ways of obtaining knowledge.
5. Stages of the research title, its conditions and ways of formulating it.

6. The research problem and ways of formulating it.
7. Research hypotheses and ways of formulating them.
8. The importance of scientific research.
9. The aims of scientific research.
10. The research population and its classifications.
11. Types of samples used and ways of selecting them.
12. Probability samples and their types.
13. Non-probability samples and their types.
14. Scientific methods (approaches) and their types.
15. The limits and fields of research.
16. Scientific research methods and tools.
17. Types of questions used in the questionnaire.
18. Indicators and observations on faulty question formulations.
19. The structure and building of the questionnaire.
20. Practical training on building and designing a complete questionnaire.
21. Types of tables used in scientific research and ways of building them.
22. Ambiguity (*iltibas*) and the reasons for using it.
23. Contents of the theoretical framework and how to write it.
24. Practical training on analysing the content of media material.
25. Results, conclusions and recommendations.
26. Appendices and the list of sources and references, and ways of writing them.
27. The structure and building of the research report.
28. Previous studies: how to choose them and how to write them up.
29. Review.
30. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- Required textbook: theses and dissertations in the Graduate Studies Library.
- Main references: *Media Research Methods — Theoretical Foundations and Application Skills*, Barakat Abdulaziz, Cairo, Dar Al-Kitab Al-Hadith, 2012.
- Recommended: *Scientific Research Methods*, Raja Abu Allam, Cairo, Dar Al-Nashr lil-Jami'at, 2006.

- Electronic / other: *Contemporary Media Research Techniques*, Raad Jassim Al-Kaabi (Beirut, Dar Mesopotamia for Printing and Publishing, 2015).

*(Pages 178–184 of the PDF contain this same course description again, for the second stage — see Course 38.)*

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## Course 20 — Communication Theories (MEA203) (pp. 90–95)

| Field | Entry |
|---|---|
| Course name | Communication Theories |
| Course code | MEA203 |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Nuzhat Talal Saadoun — alnazhat9@gmail.com |

**Objectives**

1. Define the relationship between communication and media.
2. Learn the historical stages of human communication.
3. Learn about appeals and the persuasion methods used in the persuasive message.
4. Learn the concept of the communication source, its characteristics and the theories related to it.
5. Learn the concept of the communication message, its characteristics and the theories related to it.
6. Learn about the communication medium and its theories.
7. Learn about the audience, how it is measured, and its communication theories.
8. Learn about the model and the theory, and the characteristics of a good theory.

**Strategies**

1. The student acquires the specialised and technical abilities related to the art of communication.
2. Developing the interactive communication style.
3. Training students to analyse radio and television programmes according to one of the communication theories.
4. Developing the student's skills in responding to the call of ideas.

**Course structure** *(theoretical knowledge; method: theoretical electronic lecture; assessment: theoretical discussion. Topics in table order — the exact week numbers of some rows could not be recovered.)*

*First semester*

- Introduction to communication science; the historical stages in the development of communication science.
- Theories of the effect of mass communication media.
- The concept of the theory, the characteristics of a good theory, and the relationship between theory and model.
- The concept of influence in the communication process and how it differs from feedback.
- Direct-effect theories: the hypodermic needle ("magic bullet") theory.
- Limited, moderate and effective effect theories.
- Selective processes.
- Theories related to the communication source: the concept of the sender and his characteristics; gatekeeper theory; news values.
- The electronic gatekeeper; media work ethics in the electronic environment.
- Theories related to the communication message: the concept of the message and its characteristics.
- The concept of persuasion (appeal) and its types.
- Methods of persuasion in the communication message.
- Factors in the effectiveness of the components of the communication process.
- Information theory.
- Agenda-ordering (priorities) theory.
- Knowledge-gap theory.
- **First-semester exam.**

*Second semester*

- Cultivation theory.
- Media framing theory.
- Theories related to the medium: the concept of the medium and its mass characteristics.
- McLuhan's theory (the medium is the message; the medium as an extension of sight; cool and hot media).
- Habermas's theory of the electronic public sphere.
- Uses and gratifications theory.
- Theories related to the audience: the concept of the active audience.
- The concept of exposure: its types, methods of measurement and obstacles.
- Diffusion of innovations theory.
- Agenda-setting theory.
- Two-step flow of communication theory.
- Spiral of silence theory.
- Social expectations theory.
- Media dependency theory.
- **Second-semester exam.**

**Course assessment:** standard split.

**Resources**

- Required textbook: none.
- Main references: Issam Suleiman Al-Mousa, *Introduction to Mass Communication* (6th and 7th editions), Jordan, Dar Ithra' for Publishing and Distribution; Bassam Abdulrahman Al-Mashaqba, *Communication Theories*, Jordan, Dar Usama; Dr. Suraa Khalid and Dr. Fatima Abdulkadhim, *Communication Theories*, 2nd ed., Baghdad, Dar Al-Nahrain for Printing. (Publication years are corrupted in the source.)
- Recommended: books on communication theories.

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# Course 21 — Media Research and Statistical Applications (MEA305) (pp. 96–100)

| Field | Entry |
|---|---|
| Course name | Media Research and Statistical Applications |
| Course code | MEA305 |
| Semester/Year | Annual |
| Date prepared | 27/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Majeed Abboud Fahd — media.lecturer15@alkadhum-col.edu.iq |

**Objectives**

The course aims to define the concept of media research methods precisely and to identify the characteristics that distinguish it from other communication concepts, with an emphasis on the cognitive side, the testing of the applied side and the achievement of the highest degree of benefit and use, by achieving the following aims: teaching students how to conduct scientific media research; developing students' skills in media research; teaching students the statistical methods used in media research.

*Cognitive aims:* developing students' knowledge of sampling methods, tables and statistics.

*Skills aims:* (1) developing students' skills in defining the sample; (2) developing students' skills in research methods; (3) developing students' skills in building and analysing tables.

*Teaching methods:* one theoretical lecture; two training sessions on field research; three field visits to research and polling centres.

*Assessment methods:* surprise daily exams.

**Strategies**

1. Involving students in the presentation of information by holding discussions and notes in order to activate memory and fix the information.

2. Posing some discussion questions to make sure the information has been understood, or holding quick, short formative tests during the lecture.
3. Giving home assignments to train the student.
4. *(blank in the source)*

**Course structure** *(2 hours per week; theoretical/electronic lectures with discussion and practical exercise, or practical lectures with practical exercise)*

1. Media research: applied foundations (theoretical).
2. Research problems (practical).
3. Research aims.
4. Practical applications (conclusions and recommendations).
5. The research sample.
6. Non-probability samples.
7. Research methods (approaches) (practical).
8. The research tool.
9. Content analysis (practical).
10. Steps of content analysis.
11. Scientific applications.
12. Units of content analysis.
13. Preliminary analysis.
14. Practical applications.
15. First-semester exam (theoretical test).
16. Validity and reliability.
17. The questionnaire (steps for building the questionnaire form; types of questions).
18. Practical applications.
19. Steps for building the scale.
20. Practical applications.
21. Scale statements.
22. The arithmetic mean.
23. The median.
24. Scientific applications.
25. Variance.
26. Practical applications.

27. The standard deviation.
28. Pearson's correlation coefficient.
29. Error in the relationship **[unclear]**.
30. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- *Research Methods in Education and Psychology* — Dr. Rajaa Abu Allam.
- *Statistical Methods in Media Research* — Dr. Shaimaa Dhu Al-Fiqar.
- *Media Research Methods* — Dr. Barakat Abdulaziz.
- *Research Tools in Radio and Television* — Dr. Raad Jassim.
- *Contemporary Media Research Techniques* — Dr. Raad Jassim.
- (A few further reference lines on page 100 are corrupted **[unclear]**.)

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## Course 22 — Radio and Television Editing: the Report and News Correspondence (MEA310) (pp. 101–104)

| Field | Entry |
|---|---|
| Course name | Radio and Television Editing (Report and News Correspondence) |
| Course code | MEA310 |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year (the weekly table lists 3 hours per week) |
| Coordinator | Dr. Jasim Ramadan — jasim.r58@gmail.com |

**Objectives**

This course studies the concept of the radio and television report and all the aspects connected with it, in order to prepare and train students to craft the report in radio and television in all its types and to enter media work.

- Learn the concept of the radio and television report.
- Introduce students to the concept of writing for radio and television and how it differs from print journalism.
- Provide students with basic information about the report as a subject in radio and television.
- Compare the report in radio and television with the other arts.
- Learn the types of reports in radio and television.
- Introduce students to the most important formats for writing the report in radio and television.
- Develop students' skills in writing and producing the report in radio and television.

**Strategies**

1. Introducing students to the concept of the report and of correspondence in radio and television.
2. Learning the basic principles of writing for radio and television.
3. Learning the technical stages of writing the report in radio and television.
4. Acquiring writing skills in radio and television.

**Course structure** *(3 hours per week)*

*First semester (theoretical; theoretical exams)*

1. The concept of the report and correspondence in radio and television.
2. The difference between the report and the other arts.
3. Writing for radio and television — the concept.
4. Types of reports in radio and television.
5. The field report.
6. The news field report.
7. The documentary report.
8. The personality-profile report.
9. The opinion-poll report.
10. The fact-finding report.
11. Technical formats for writing the report.

12. Writing the report's introduction (lead).
13. Types of introductions.
14. Writing the body and conclusion of the report.
15. First-semester exam.

*Second semester (practical applications; practical tests, some theoretical)*

1. The art of correspondence in radio and television.
2. The correspondent, the delegate and the envoy.
3. Specifications and qualifications of the news correspondent.
4. The radio correspondent and the television correspondent.
5. The news team.
6. Technical and technological equipment of the news correspondent.
7. Practical viewing and applied models.
8. The war correspondent — concept and historical development.
9. The war correspondent and the challenges of conveying the truth.
10. The war correspondent and the obstacles to the work.
11. The war correspondent and security and military knowledge.
12. Applications and practical viewing.
13. Types of news reports produced by correspondents.
14. The conclusion of the report (the "stand-up").
15. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- Required textbook: *Production of Television News Bulletins* (Dr. Muhammad Al-Fatih Hamdi and Abdulqadir Arada).
- Main reference: *The News in the Media* (Dr. Muhammad Muawad).
- Recommended: *Producing Programmes for Radio* (Dr. Hassan Imad Makkawi); *Dictionary of Media Terms* (Dr. Ahmad Badawi).

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# Course 23 — Public Opinion (MEA307) (pp. 105–110)

| Field | Entry |
|---|---|
| Course name | Public Opinion |
| Course code | MEA307 |
| Semester/Year | Annual |
| Date prepared | 14/03/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Kareem Ahmad Fadhil — Kareem.ahmad.fadhil@uruk.edu.iq |

**Objectives**

1. Qualify and equip the student with basic information in the subject of public opinion.
2. Learn the concept of public opinion, its emergence and development.
3. Introduce students to the functions and characteristics of public opinion.
4. Introduce students to the components of public opinion in the modern state.
5. Introduce the influence of customs, traditions, religion, upbringing and education on the formation of public opinion.
6. Introduce the influence of the political, economic, cultural and media climate on the shaping of public opinion.
7. Introduce the relationship of public opinion with the judicial, legislative and executive authorities.
8. Introduce the traditional methods of changing public opinion.
9. Introduce emotional and logical appeals in changing public opinion.
10. Introduce the methods of repetition and persistence, emotional arousal, presenting the facts, diverting public attention, specific positive programmes, arousing crises, and arousing terror and chaos.
11. Introduce the positive manifestations of public opinion.
12. Introduce the negative manifestations of public opinion.

**Strategies**

1. The student acquires the specialised and technical abilities related to information about public opinion.
2. Developing the cognitive side regarding the role of public opinion in change and political decision-making.
3. Developing the student's abilities and awareness in recognising the forms that public opinion takes in expressing itself, especially on subjects of public interest.

**Course structure** *(all theoretical; assessment: theoretical tests)*

1. The concept of public opinion.
2. The emergence and development of public opinion.
3. Characteristics of public opinion.
4. Functions of public opinion.
5. Components of public opinion.
6. The political system and its relationship with public opinion.
7. Public opinion in democratic systems.
8. Public opinion in dictatorial systems.
9. Revolutions, events and experiences in the lives of peoples and their relationship to changes in public opinion.
10. The relationship of public opinion to political decision-making.
11. Public opinion and the three authorities.
12. Emotional and logical appeals in changing public opinion.
13. Traditional methods of changing public opinion.
14. The method of repetition and persistence.
15. The method of presenting the facts.
16. The method of diverting the public's attention.
17. The method of specific positive programmes.
18. The positive manifestations of public opinion.
19. The negative manifestations of public opinion.
20. Pressure groups and political parties.
21. Types of pressure groups.
22. Methods of pressure groups.
23. Political parties and the shaping of public opinion.
24. Definition of the party and the difference between it and pressure groups.

25. Divisions of public opinion.
26. Types of public opinion.
27. Factors influencing the formation of public opinion that have made it a force in the modern age.
28. The concept of electronic public opinion.
29. Features of the concept of electronic public opinion.
30. The difference between traditional public opinion and electronic public opinion.

**Course assessment:** standard split.

**Resources**

- Required textbook: none.
- Main references: *Public Opinion and Psychological Warfare* — Dr. Mukhtar Al-Tuhami; *Public Opinion: Its Components and Its Impact in Contemporary Political Systems* — Saeed Siraj; *Introduction to Communication and Public Opinion* — Dr. Atef Adli Al-Abd Obeid; *Public Opinion, Media and Propaganda* — Dr. Hani Al-Rida and Dr. Ramez Ammar; *Public Opinion: Its Nature, Formation and Measurement* — Dr. Ahmad Badr; *Making Public Opinion from the Age of Printing to Cyberspace* — Dr. Ghalib Al-Da'mi.

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## Course 24 — Radio and Television Networks (MEA303) (pp. 111–116)

| Field | Entry |
|---|---|
| Course name | Radio and Television Networks |
| Course code | MEA303 |
| Semester/Year | Annual |
| Date prepared | 10/03/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Yassin Hamid Kadhim — yassindahlaki@gmail.com |

**Objectives**

- Qualify and equip the student with basic information in the subject of radio and television networks.
- Learn about the most important and prominent Arab and international channels and broadcasts, including those directed in Arabic.
- Learn the stages of development of radio and television.
- Study the aims of foreign satellite channels that speak Arabic.

**Strategies**

1. Keeping pace with the latest technical and substantive developments used in the international media system.
2. Presenting the latest developments in the working of the Internet and their reflection on the other media.
3. Presenting information and data in the form of a detailed report.

**Course structure** *(theoretical lectures; theoretical exam)*

*First semester*

1. Introducing students to the developments seen by radio and television internationally.
2. Features and characteristics of international radio and television.
3. Radio and television systems in the world.
4. International directed broadcasts.
5. International radio networks and international television networks.
6. The broadcasting systems on which international networks are based.
7. Models of networks and how to employ them in international crises.
8. Employing technology in international networks.
9. Satellites and their importance in international networks.
10. International networks and live broadcasting.
11. American radio and television networks.
12. European radio and television networks.
13. International organisations for satellite broadcasting.
14. The most important Arab networks.
15. First-semester exam; review of all first-semester material.

*Second semester* 2. Piracy of programmes and networks, and intellectual property rights. 3. The bouquet (package) system — television channels on Arab satellites. 4. The bouquet system — television channels on international satellites. 5. Encrypted channels: their

types and properties. 6. Encryption in specialised satellite channels. 7. The websites of Arab and international satellite channels (monitoring and evaluating their activities). 8. Social networks and electronic media (monitoring). 9. Types of social networks and their models. 10. Interactive television. 11. Global television and the flow of news and programmes. 12. Cable television networks. 13. International media and cultural identity — global illustrated news agencies in global networks. 14. News imbalance. 15. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- Main references (17 entries listed; principal ones): *International Radio and Television Media* — Dr. Wissam Fadhil; *International Media between Theory and Practice* — Dr. Ali Al-Owaini; *The New Media Order and the Media Explosion* — Dr. Farouk Abu Zeid; *The New Media Order* — Mustafa Al-Musmoud; *International Media: Studies in Communication and International Propaganda* — Ahmad Badr; *International Media* — Ahmad Taher; *Islamic Media and the Danger of the International Media Flow* — Mar'i Zayed Madkour; *International Media* — Suzan Yousef Ahmad Al-Qalini; *International Media and Journalism via Satellites* — Majd Hashim Al-Hashimi; *International Media* — Suleiman Saleh; Jonathan Fenby (translated by Ahmad Talaat Al-Bishbishi); *The Communication and International Media System: Control and Domination* — Qasim Muhammad Al-Jamal; *International Media: Foundations and Concepts* — Mukhtar Al-Sanusi.

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## Course 25 — Investigative Journalism (MEA306) (pp. 117–122)

| Field | Entry |
|---|---|
| Course name | Investigative Journalism |
| Course code | MEA306 |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year (the weekly table lists 2–4 hours) |

| Field | Entry |
|---|---|
| Coordinator | Asst. Lecturer Alaa Salih Adil — aallaslah@gmail.com |

**Objectives**

This is a specialised methodological course for third-stage students. It aims to provide them with theoretical knowledge and applied skills related to investigative journalism as one of the most important forms of contemporary journalism, which contributes to uncovering facts, defending the public interest and combating corruption. The course ensures the following aims:

1. Introduce students to the concept of investigative journalism and its importance as an effective tool of social oversight and of uncovering hidden facts that affect society.
2. Learn the basic concepts and terms related to investigative journalism, enabling students to understand this type of journalism and distinguish it from other journalistic arts.
3. Students acquire the skill of using professional methods in investigative journalism, such as gathering information, verifying sources, analysing documents and building hypotheses.
4. Explain the fundamental differences between investigative work and the other traditional journalistic arts in terms of work tools, depth of coverage and ways of presenting facts.
5. Learn the most prominent challenges and obstacles facing investigative journalism, whether professional, ethical or legal, and how to deal with them according to the standards of honest journalistic work.
6. Develop students' critical role and strengthen their ability to research, investigate and analyse, helping to prepare journalists able to produce investigative reports that serve society.

**Strategies**

The course relies on a set of interactive strategies aimed at building theoretical knowledge and practical skills among students in the field of investigative journalism, the most prominent of which are:

- Enabling students to understand the concept of investigative journalism and its importance in combating corruption and protecting the public interest, through explanation, discussion and analysis of applied cases.

- Teaching students how to set the investigative hypothesis and formulate it with professional precision, through practical training based on analysing facts and observations and real cases that can be investigated.
- Introducing the types of sources on which the investigative journalist must rely, explaining how to evaluate their credibility and how to deal with them according to ethical and professional standards.
- Project-based learning: assigning students to prepare a first investigative project within small groups.
- Problem-solving learning: studying models of community issues and identifying ways to investigate them.
- Developing critical and analytical thinking skills by analysing investigations published locally and globally and drawing out their strengths and weaknesses.
- Encouraging self-directed research and the use of digital and documentary sources to gather data and evidence.

**Course structure** *(theoretical/electronic lectures or practical lectures; discussion and practical exercise)*

*First semester*

1. The concept and nature of investigative journalism.
2. The emergence and development of investigative journalism.
3. Similarities and differences between ordinary investigations (reports) and investigative ones; the importance of investigative journalism.
4. Functions of investigative reports; the fields of investigative journalism communities.
5. Dimensions of investigative journalism; a global model for journalism that tracks and exposes corruption (practical).
6. Skills of the investigative journalist.
7. Ideas for investigative reports (practical).
8. Making the hypothesis in investigative journalism; how to formulate a hypothesis (practical).
9. Planning the investigation and the planning guide (practical).
10. Primary and secondary sources in the investigation.
11. Going beyond interview questions in investigations (practical).
12. Writing investigative reports (practical).
13. Tracking money in investigative journalism.

14. Using the Internet in investigative journalism (practical).
15. First-semester exam (theoretical test).

*Second semester* 16. Using technology in investigative journalism. 17. Examples of Iraqi investigative reports. 18. Examples of Arab investigative reports. 19. Examples of foreign investigative reports. 20. Stages and steps of preparing investigative reports. 21. Features of investigative reports and their characteristics in radio and television. 22. The importance of the image in television investigative reports. 23. Writing television investigative reports (the art of writing for the image). 24. Technical treatments in television investigative reports. 25. Similarities and differences between ordinary and investigative reports. 26. The effect of investigative reports in supporting the democratic path. 27. *(not legible in the source)* 28. The relationship of investigative reports to scientific research methods. 29. Selecting samples in investigative journalism, and training in preparing investigative reports. 30. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- Required textbook: *Investigative Journalism* for the third stage.
- Main references: a group of authors, *On the Path of Truth: The ARIJ Guide to Arab Investigative Journalism*, Jordan; *Investigative Journalism: The Technical Approach*, Iraq, United Nations Development Programme; ARIJ network investigations (2011).
- Recommended: Reda Okasha, *From the Hypothesis to the Title: The Investigative Report, Applications in Press and Television*; Saman Nuh, *Gateway to Journalistic Investigation*, Baghdad, NIRIJ, 2012; *Methodical Media Professionals in Uncovering Facts: Computer-Assisted Investigative Journalism*, Union Center for Media Training.
- Electronic: ARIJ network website (arij.net); NIRIJ network website (nirij.org).

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## Course 26 — English Language (UOA140) (pp. 123–127)

| Field | Entry |
|---|---|
| Course name | English Language |
| Course code | UOA140 |
| Semester/Year | Annual |
| Date prepared | 14/11/2025 |

| Field | Entry |
|---|---|
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Areej Abdulmun'im Muhammad — moolarooj@gmail.com |

**Objectives** *(English in the source):* Acquire basic language skills.

**Strategies** *(English in the source):* 1. Theoretical lectures. 2. Using electronic display method and computer programs. 3. Duties and daily tests (daily tests/quizzes; weekly duties; written examination).

**Course structure:** the same twelve-unit plan as Courses 7 and 16 (each unit: PowerPoint with explanation, then a test; first-term exam in week 15; revision; second-term exam in week 30).

**Resources:** required textbook: *Headway Plus, Beginner level*; main references: the textbook and websites.

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## Course 27 — Media Legislation and Ethics (MEA301) (pp. 128–130)

| Field | Entry |
|---|---|
| Course name | Media Legislation and Ethics |
| Course code | MEA301 |
| Semester/Year | Annual |
| Date prepared | 21/03/2024 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Hassan Nama — sahan.nama@uruk.edu.iq |

**Objectives**

The subject of media legislation aims to introduce students to the legal texts of Iraqi laws in their various specialisations in general, including media legislation in particular, which aims essentially to introduce students to the concepts of the legal texts that relate directly to their future work as media professionals.

**Strategies**

1. Introducing students to the legal foundations directly related to their future work as media professionals, through media legislation.

**Course structure** *(in-person lectures, theoretical; assessment: participation, exams. The source table uses ditto marks and is partly illegible; topics are listed in order.)*

*First semester*

1. Introduction to law.
2. Legislation — its characteristics, advantages and defects.
3. Types of legislation.
4. The relationship of media law with other laws.
5. The legal frameworks of the media process.
6. Media and freedom of the media.
7. Freedom of the media and the pressures imposed on it.
8. Freedom of radio and television, and guarantees of media freedom.
9. The duties incumbent on the media professional.
10. The rights of the media professional.
11. Media censorship.
12. Review. *(Spring break follows.)*

*Second semester*

1. Ethics of using the new media.
2. Prohibitions on publication.
3. Aims and charters of conventions.
4. Publication crimes.
5. The Media and Communications Commission — its establishment and its duties.
6. The regulation of broadcasting rules and systems.
7. General directives for broadcast media.
8. Review.

**Course assessment:** standard split.

**Resources:** required textbook: *Media Legislation* — Muhammad Al-Amar; main reference: *Media Legislation and Its Ethics* — Khalid Al-Azzi; recommended: various general works.

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# Course 28 — Information Technology (MEA302) (pp. 131–134)

| Field | Entry |
|---|---|
| Course name | Information Technology |
| Course code | MEA302 |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year (the weekly table lists 3 hours per week) |
| Coordinator | Asst. Lecturer Muhammad Obaid — muhammed.u.hammadi@uruk.edu.iq |

### Objectives

1. Information literacy, and how to benefit from information, its techniques and its applications.
2. Identifying the need for information, how to search for it and how to employ it in media work.
3. Education and training in searching for information skilfully and using search engines.
4. Using modern information technologies, especially the computer and the mobile phone, in preparing and publishing media material.
5. Learning how to create and manage websites and social-media pages.
6. The characteristics of websites, blogs, social-media sites and electronic publishing.
7. Developing skills in evaluating information and credibility in electronic publishing.
8. Information services and how to benefit from them in obtaining useful information.

### Strategies

1. Information literacy.
2. Identifying the need for information and how to search for it.
3. Improving the use of information technologies and employing them in media work.

**Course structure** *(3 hours per week; theoretical and electronic lectures, discussion, practical exercise, training and application, practical test)*

*First semester*

1. Basic concepts of information.
2. Data, information and knowledge.
3. The importance of information and of information literacy.
4. The information revolution.
5. The information problem.
6. The right to information.
7. The limits of information.
8. The concept of information literacy and its importance.
9. Identifying the need for information and its sources (practical applications).
10. Sources of information (training and application).
11. Information institutions, their types and elements.
12. The Internet and its components.
13. Connecting to the Internet.
14. Websites and blogs.
15. First-semester exam.

*Second semester*

1. Websites: concept, types and media role.
2. Blogs: concept, types and media role.
3. Social-media sites: concept, types and media uses.
4. Searching for information in traditional institutions.
5. Searching for information in digital networks.
6. Search engines on the Internet.
7. Guides to searching for information on the Internet.
8. Information services: concept and types.
9. Evaluating information in paper and electronic sources.

10. Information devices and applications and their use.
11. Quoting from information sources.
12. Employing information technologies in media work.
13. Practical training: applications and projects.
14. Scientific viewings and field visit.
15. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- Main references: Prof. Dr. Zaki Hussein Al-Wardi, *Information Literacy*, Baghdad, 2013; Frank Kelsch, *The Infomedia Revolution*, translated by Fouad Zakariya, *Alam Al-Ma'rifa* series, Kuwait, no. 253, January 2000.
- Recommended: *Introduction to the New Media Environment* (authors as printed, partly corrupted), translated by Ahmad Shakl, Hindawi Foundation, London, 2017.
- Electronic: Digital Communication Platform — www.dcc-iq.com

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## Course 29 — The Language of Media Discourse (UOA137) (pp. 135–143)

| Field | Entry |
|---|---|
| Course name | The Language of Media Discourse |
| Course code | UOA137 |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Alaa Salih Adil — aallaslah@gmail.com |

**Objectives**

This course aims to develop students' linguistic and media skills and to qualify them to use a clear, precise journalistic language based on professional and objective standards in media work. It seeks to achieve the following:

1. Enable students to use linguistic and media terms correctly in writing and presenting across the different media.
2. Qualify students for correct writing and proper pronunciation according to the rules of modern Arabic, taking into account the linguistic specificity of the media context.
3. Introduce students to the language of press news and how to read between the lines in terms of the formulation of the text, the use of vocalisation (tashkil) phrases, documentation methods and the implications of wording.
4. Teach students the principles of writing a news item with neutrality and objectivity and avoiding bias, while adhering to the ethics of the journalistic profession.
5. Raise awareness of common linguistic errors in visual, audio and print media, and train students to correct them according to sound linguistic and journalistic principles.
6. Develop journalistic editing skills through practical applications in formulating news and short reports in precise, clear media language.
7. Strengthen students' ability to analyse media texts in order to discover linguistic fallacies and misleading styles and to evaluate content quality.
8. Develop oral media communication skills through training based on correct reading, delivery and presenting news bulletins.

**Strategies**

The course relies on a set of interactive strategies aimed at developing students' linguistic skills in using media language and strengthening their ability to think and express themselves correctly, namely:

- Introducing students to the concept of media language and its importance in journalism and modern media, with practical examples from published news and press reports as models of its effect on the audience.
- Developing students' cultural and cognitive abilities through mastery of media language in writing, editing and composition, which strengthens their ability to express and formulate meanings precisely and clearly.
- Reinforcing the importance of culture and awareness as the basis for building a successful media message, through applications based on reading texts and analysing them linguistically and journalistically.

- Enabling students to build a sound media opinion based on knowledge and analysis, which helps them communicate with the public and formulate content that respects and persuades.
- Training students to use media language in various situations, such as writing news and preparing reports, in order to build confidence in the text in different environments and situations.
- Adopting learning by doing through individual and group practical activities, including writing and correcting texts, and exercises in correct pronunciation before the camera or the microphone.
- Employing media-content analysis to detect common and unprofessional errors and expressions, which helps improve the student's skills and refine his media style.

**Course structure** *(lectures with questions and answers during the lecture, general questions and discussion; assessment: theoretical exam)*

*First semester*

1. Media terms: journalism; communication and its kinds; media; language.
2. Media terms: language in the media; media language; discussing them linguistically and in terminology; whether the media term continues to be used and the conditions for coining a term.
3. Fronting and delaying (word order).
4. Definiteness.
5. Indefiniteness.
6. The style of restriction (*qasr*).
7. Separation (*fasl*).
8. The style of connection (*wasl*).
9. Employing double entendre (*tawriya*) in the media.
10. Bozeman's equation (as printed).
11. Applied examples showing bias and neutrality in news bulletins, with discussion.
12. Verbs with which news items begin and their meanings in media language.
13. A number of verbs that begin news items and carry a common error; phrases of news documentation; phrases of hedging (casting doubt) in the news.
14. Common spelling errors in media language, with applied examples.
15. First-semester exam.

*Second semester*

1. Positives of media language: the entry of new words into media language through translation and Arabisation, and the correct limits of using them.
2. Positives: entry of new words through blending (*naht*) and composition, and the correct limits of using them.
3. Positives: entry of new words through derivation, linguistic prefixes and figurative language, and the correct limits of using them.
4. Negatives of media language: colloquialism, grammatical errors, derivational errors and errors of meaning, with applied examples.
5. Negatives: Arabised terms and Arabised styles, and how to correct and use them, stating the rule, with applied examples from media language.
6. Negatives: words that can be considered to have undergone historical development, and the reasons.
7. The qualities media style must have in the light of the negatives and positives.
8. Another set of qualities media style must have in order to be attractive and persuasive.
9. A comprehensive review of positives and negatives, and practical application by writing an article and discussing news written in a newspaper or taken from television.
10. Sources of media language — the first source: Classical Arabic.
11. The second source: the colloquial.
12. The third source: translated languages.
13. Common errors in the written media.
14. Common errors in the audio media.
15. Second-semester test.

**Course assessment:** standard split.

**Resources**

- Main references: Muhammad Abdulmuttalib, *The Sciences of Meanings, Rhetoric and Eloquence; Media Language; Style and Stylistics* (and the lectures); *Media Language* (Dr. … Jawad, name partly corrupted); *The Language of the Media* (Dr. Jaber …, name partly corrupted); *The Concise Dictionary of Media Terms* (Dr. Ibrahim …, name partly corrupted); books on spelling (e.g., *Al-Imla' Al-Wadih*); books of common errors (including the dictionary of Muhammad Al-Adnani).
- Recommended: *Al-Bahith Al-I'lami* journal; the journal of the College of Arts, Arabic Language Department.
- Electronic: Digital Communication Platform — www.dcc-iq.com

# Course 1 — Mass Communication and Its Media (pp. 1-6)

| Field | Entry |
|---|---|
| Course name | Mass Communication and Its Media |
| Stage | First stage |
| Semester/Year | Annual |
| Date prepared | 2025 (digits corrupted) |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Aya Mazin Midhat — aya.m.midhat@uruk.edu.iq |

### Course objectives

1. Introduce students to the concept of public relations.
2. Learn the relationship between advertising and media.
3. Learn the origins of public relations and the stages of its development.

### Teaching and learning strategies

1. Induction and deduction.
2. The ability to understand the curriculum.
3. Developing the student's skills in responding to the call of ideas, and the ability to describe the prescribed material.

### Course structure (topics in table order)

- Concept of communication and its definitions (defining and identifying concepts).
- The concept of communication in sociology, psychology and communication science.
- The historical stages of communication media: direct auditory–visual communication; the writing stage; the printing stage; the wired and wireless communications stage; the interactive electronic communication stage.
- Principles and foundations of the communication process, including: the dynamics of communication, communicative determinism, communication as a spontaneous process, a symbolic process, a social process, and a purposeful and intentional process.

- Types of communication: classification by language, by number of participants, and by purpose.
- Elements of the communication process.
- Characteristics of mass communication and its obstacles.
- Patterns of communication, their characteristics and functions.
- Communication models and their functions.
- Difficulties in constructing communication models.
- Basic considerations in communication models.
- Types of communication models (one-way and two-way models).
- **Week 15: first-semester theoretical exam.**
- Mass media: the emergence and development of the press; characteristics of the newspaper and its flaws and drawbacks.
- The magazine as a communication medium: its emergence, development and types.
- Cinema: its beginnings and the elements of its composition; the communicative features and characteristics of cinema.
- Radio as a communication medium: the concept of broadcasting, its characteristics and media features.
- Television: its concept, the stage of its discovery and technological innovations; the characteristics of television as a communication medium.
- The Internet as a means of communication: its emergence, development and concept; the Internet as a communication medium, its characteristics and communicative aspects, and the Internet in the communication field.
- **Second-semester theoretical exam.**

*Teaching method:* theoretical lectures. *Assessment method:* theoretical exam. Note: the table lists learning outcomes such as "defining and identifying concepts" and "identifying the foundations governing the communication process"; a few outcome cells are corrupted **[unclear]**.

**Course assessment:** standard split (see notes).

**Learning resources**

- Required textbook: *Mass Communication and Its Media* — Dr. Wissam Fadhil (Abu Dhabi, 2018, as printed; digits partly corrupted).
- Main references:

1. Barry M. Leiner et al., "A Brief History of the Internet," *ACM SIGCOMM Computer Communication Review*, vol. 39, no. 5, 2009.
2. E. Katz and P. Lazarsfeld, *Personal Influence: The Part Played by People in the Flow of Mass Communication*, New York, Free Press.
3. Alex S. Tan, *Mass Communication Theories and Research*, New York, John Wiley, 1985.
4. Melvin L. DeFleur & Everette E. Dennis, *Understanding Mass Communication: A Liberal Perspective*, updated ed., Boston, Houghton Mifflin, 1996.
5. Robert Burgoyne, *The Hollywood Historical Film*, United States, Blackwell Publishing, 2008.
6. Philippe Perebinossoff, Brian Gross & Lynne S. Gross, *Programming for TV, Radio, and the Internet*, Focal Press, Burlington, USA, 2005.
7. Raphael Cohen, "Internet History," *International Journal of Technoethics*, vol. 2, no. 2, 2011.
8. (Barry M. Leiner et al. repeated, as in item 1.)

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# Course 2 — Media and Digital Literacy (pp. 7–11)

| Field | Entry |
|---|---|
| Course name | Media and Digital Literacy ("Media and Digital Education") |
| Stage | First stage — Department of Radio and Television Journalism |
| Semester/Year | Annual |
| Date prepared | 12/9/2025 (digits corrupted) |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Ammar Jassim Lazim — amar.ch.lazim@uruk.edu.iq |

### Objectives

1. Learn how media institutions work.

2. Acquire skills in dealing with the media.
3. Learn methods of analysing media content.

**Strategies**

1. Theoretical lectures.
2. Practical application: analysing samples of media content.

**Course structure (topics in table order; all theoretical lectures with theoretical exams)**

1. Why do we study media and digital literacy?
2. The concept of media and digital literacy.
3. The importance of media and digital literacy.
4. Benefits of studying media and digital literacy.
5. The aim of media and digital literacy.
6. What media and digital literacy includes.
7. The human responsibility of the media.
8. Media institutions and their ethical role in cultural interaction.
9. Rules of professional conduct and charters of honour.
10. Skills of dealing with the media.
11. New media.
12. What is meant by new media; its characteristics and features.
13. The difference between new media and traditional media.
14. The citizen journalist.
15. Characteristics of citizen journalism. *(First-semester exam falls around here.)*
16. Methods the media use to influence.
17. The media gatekeeper.
18. Factors affecting the gatekeeper's work.
19. Agenda-setting and prioritisation.
20. Reading and acquiring culture through the surrounding context.
21. Media frames.
22. The most important mechanisms of media framing.
23. Media disinformation.
24. Hate speech.
25. Forms of hate speech.

26. Stereotypes and the manufacture of moulds.
27. Stereotyping and moulding.
28. The concept of the stereotype. 29–30. Remaining topics and second-semester exam **[unclear]**.

**Assessment:** standard split (40 coursework / 60 final exam, digits partly corrupted).

**Resources**

- Required textbook: *Media and Digital Literacy Skills in the Age of Communication* — Wissam Ghali.
- Main references: "Introduction: Why Media Literacy?", www.saudimediaeducation.org; Fahd bin Abdulrahman Al-Shumaimeri (2012), *Media Literacy — How Do We Deal with the Media?*
- Electronic references: a link on petra.gov.jo (as printed).

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## Course 3 — Television Photography (pp. 12–15)

| Field | Entry |
|---|---|
| Course name | Television Photography |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |
| Date prepared | 14/9/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Saif Awad Kadhum — saefamad@alkadhum-col.edu.iq |

**Objectives**

1. The course aims to introduce students to photography in general and television photography in particular, starting from the principles of photography and its importance, and leading to how to use the television camera and work with it.

**Strategies**

1. Knowing how the photographer works.
2. How to use the television camera.
3. Learning how to produce practical photography projects inside and outside the studio.

**Course structure (teaching method: theoretical and practical; assessment: theoretical and practical test)**

1. The concept of the image and photography — learning these concepts and their importance.
2. The origin and development of the image — a historical overview.
3. Types of images — all types, especially television and photographic images.
4. Elements of the image — main and secondary elements and how to identify them.
5. The media function and importance of the image.
6. The camera and its types — photographic and television cameras and dual use.
7. Principles of photography — the basic principles of photography in general and television photography in particular.
8. Types of television cameras — digital and analogue; portable and field.
9. Parts of the television camera — main and secondary parts.
10. Working on the television camera — how to operate it, how it works, and how the image is formed.
11. The portable camera (news) — its operating style and how to work on it.
12. Before shooting — essential matters to observe.
13. During shooting — essential matters to observe.
14. After shooting — essential matters to observe.
15. Lighting in photography — natural and artificial. 16–17. Types of shots. 18–19. Camera angles. 20–21. Camera movements.
16. Camera lenses — their types, apertures and use.
17. Qualities required of the press and media photographer.
18. Camera mounts (tripods and supports) and their use.
19. The basic "don'ts" of the camera — things the photographer must avoid.
20. Montage and digital processing of the image.
21. Television versus cinematic photography — the difference between these two kinds of photography.
22. Dividing students into groups and starting field shooting (practical; practical test).
23. Student projects — each student shoots a television project.

24. Project evaluation — presenting, discussing and assessing the projects.

**Assessment:** standard split.

**Resources**

- Required textbook: *The Magic of Photography* — Dr. Abdulbasit Al-Salman.
- Main reference: *Aesthetics of Press Photography* — Dr. Rustam Abu Rustam.
- Recommended: *Al-Bahith Al-I'lami* (The Media Researcher) journal.
- Website: al-noor (as printed, partly corrupted).

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## Course 4 — Computers (pp. 16–19)

| Field | Entry |
|---|---|
| Course name | Computers |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |
| Date prepared | 2025 (digits corrupted) |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Muhammad Obaid Hammadi — muhammed.u.hammadi@uruk.edu.iq |

**Objectives**

1. Students acquire skill in using the computer and office software.
2. *(Remaining objective bullets are blank in the source.)*

**Strategies**

1. Qualifying students and providing them with basic information about the computer, Microsoft Word and PowerPoint.
2. Learning the most important and prominent parts of computers and application software.
3. Learning the stages of computers and the latest developments in the field.

4. Studying the most important software used by television networks.
5. Carrying out the practical exercises needed to prepare students for the labour market.

**Course structure** *Theoretical lectures / theoretical exam:*

1. Computer generations and development; data and information; the electronic computer — introduction.
2. Computer elements.
3. Types of computers.
4. Classification of computers.
5. Input devices.
6. The system unit.
7. Types of memory.
8. Output devices.
9. The computer platform.

*Practical lectures:* 10. Using the Windows operating system — Windows installation requirements. 11. Desktop components. 12–15. Windows: the taskbar; icons; desktop background; Control Panel.

*Microsoft Office Word (practical):* introduction to the program; launching Microsoft Word; the interface; the Insert tab; the File tab; the Home tab; the Data tab; the Mailings tab; the Review tab.

*Microsoft Office PowerPoint (practical):* program basics; introduction; the Transitions tab; the Animations tab; the Slide Show tab; the Review tab.

*Assessment:* theoretical exam for the first part; practical exam for the Word and PowerPoint part.

**Resources**

- Required textbook: *Computer Fundamentals and Office Applications*.
- Main reference: the international curriculum for the International Computer Driving Licence (ICDL).
- Recommended: *Introduction to the Computer*.
- Websites: specialised websites; icdl.com.

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# Course 5 — Radio and Television News (pp. 20–24)

| Field | Entry |
|---|---|
| Course name | Radio and Television News |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |
| Date prepared | 20/9/2025 |
| Attendance | In-person only |
| Hours | 60 per year (the weekly table lists 3 hours per week) |
| Coordinator | Asst. Lecturer Alaa Salih Adil Al-Qurashi — alaa.s.adil@uruk.edu.iq |

**Objectives**

1. Explain the importance of events and various facts, society's need for them, news knowledge, how to benefit from information and data, and how to apply them in building news bulletins.
2. Societies' need to learn about news and how to deal with it; learning about news, its types, characteristics and features.
3. Education and training in improving the search for news sources and explaining their importance for credibility with the public, and in making sound decisions about dealing with them.
4. Knowledge of the modern technologies used in newsrooms and how to use and employ them in the various aspects of radio and television editing.
5. Learning about the other technical departments linked to newsrooms, such as the archive, montage and graphics, and other bodies that support the work, such as correspondents and directors.
6. Learning the characteristics of radio and television and how each handles news, builds headlines, news bulletins and the various news programmes.
7. Developing students' skills in dealing with news and its various sources and presenting it according to its rules, so that students can distinguish between them and know how to handle them.

8. Learning the most prominent schools and theories of news editing, the ability to build news bulletins and distribute tasks among newsroom staff, and learning to write headlines, cards and transitions.

**Strategies**

1. In-person and electronic theoretical and practical lectures.
2. Practical training.
3. Practical exercises and applications.

**Course structure (3 hours/week; lectures with discussion and practical exercise; practical tests)**

1. Basic concepts in news science.
2. Data, information and knowledge, and how to employ them.
3. The history of news and its associated schools.
4. News values.
5. Angles of news editing.
6. News introductions (leads). 7–9. Interrogative tools (the question words) and how to use them. 10–14. The difference between radio, television and press news editing.
7. First-semester exam (theoretical).
8. News terminology.
9. Types of news headlines. 18–21. Rules of radio and television news.
10. The use of verbs.
11. News language and wording. 24–25. Building news bulletins.
12. News coverage in radio and television.
13. Building news briefs (summaries). 28–29. Preparing internal and external reports.

**Assessment:** standard split.

**Resources**

- Required textbook: none.
- Main references: *Arab Broadcasting* magazine; *Al-Bahith Al-I'lami* magazine; the *Egyptian Journal of Media Research*; various books on media editing.

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# Course 6 — Media Language (pp. 25–29)

| Field | Entry |
|---|---|
| Course name | Media Language |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |
| Date prepared | 10/9/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Hussein [?] Hassan Muhammad (name partly corrupted) — zamanhasen43@gmail.com |

**Objectives**

1. Introduce students to the concept of media language.
2. Correct the tongue by learning the points of articulation of the letters.
3. Teach students to take an interest in Arabic and to move beyond the colloquial dialect.
4. Develop students' dictation and handwriting so that they can write correctly in all circumstances.
5. Help students understand complex structures and obscure styles.
6. Develop students' literary and creative abilities so that they can express themselves correctly.
7. Accustom students to logical thinking in presentation and analysis, especially through exercises in correct reading and avoiding common linguistic errors.

**Strategies**

1. Using teaching aids.
2. Training and exercises on pronouncing the letters.
3. The dialogue and discussion method.
4. The questioning method.

**Course structure (all theoretical, with theoretical tests)** Media language; characteristics of language; levels of linguistic expression; parts of speech (noun, verb, particle); pronouns; interrogative nouns; verb-nouns; demonstrative nouns; relative nouns; verbs —

the past tense; the present tense; the imperative; the particle; errors in writing the long and short "t" (ة / ت); **first-semester exam**; signs of case endings (i'rab); the five nouns; the present-tense verb with a weak final letter; the defective noun (al-ism al-manqūṣ); the noun ending in alif maqṣūra; the elongated noun (mamdūd); the dual; the sound masculine plural; the sound feminine plural; the broken plural; methods of forming plurals; parsed examples from real media language; errors in writing the "t" at the end of a word; **second-semester exam**.

**Assessment:** standard split.

**Resources**

- Recommended: *The Language of the Media between Classical and Colloquial*, Dr. Muhammad Abdulmuttalib Al-Bakkaa; *The Role of Media Language in Raising the Cultural Level of Society*; *The Crisis of the Arabic Language in Contemporary Media*, Mustafa Muhammad Al-Hasan; *The Language of Arab Media*, Hussein Ali Muhammad; *Say and Don't Say*, Dr. Mustafa Jawad.
- Electronic references: specialised websites. (Pages 28–29 are otherwise blank.)

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## Course 7 — English Language (pp. 30–33)

| Field | Entry |
|---|---|
| Course name | English Language |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |
| Date prepared | 12/9/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Amna Latif Issa — Momostar030@gmail.com |

**Objectives** *(already in English in the source)*

1. Improving the ability to communicate fluently inside the class.
2. Developing the process of reading comprehension.

3. Focusing on the functions of using grammatical structures.
4. Encouraging the students' self-confidence by giving them the opportunity to do their homework by themselves.

**Strategy** *(English in the source)* Following the most updated procedures adopted by the Ministry of Higher Education and Scientific Research in Iraq, applied for all universities, to develop their performance and competence in using the English language.

**Course structure (two hours per week; method: PowerPoint with explanation; assessment: test)** Unit one + grammatical subject; reading passage; Unit two + grammatical subject; listening skills; Unit three + grammatical subject; vocabulary subject; Unit four + grammatical subject; writing methods; Unit five + grammatical subject; speaking subject; Unit six + grammatical subject; conversation practice; revision; **first-term exam**; Unit seven + grammatical subject; translation methods; Unit eight + grammatical subject; media terms; Unit nine + grammatical subject; reading passage; Unit ten + grammatical subject; vocabulary lesson; Unit eleven + grammatical subject; writing methods; Unit twelve + grammatical subject; reading comprehension; revision (twice); **second-term exam**.

**Resources:** required textbook: *Headway Plus, Beginner level*; main references: the textbook and reliable resources.

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## Course 8 — Montage (Editing) (pp. 34–36)

| Field | Entry |
|---|---|
| Course name | Montage |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |
| Date prepared | 10/9/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Prof. Dr. Karim Ahmed Fadhil — kareem.ahmad.fadhil@uruk.edu.iq |

**Objectives**

1. Learn the concept of montage and of radio and television audio mixing.
2. Develop students' skills with scientific knowledge and applied practice across many models of audiovisual content.
3. Make students aware of the importance of choosing the appropriate style and rhythm for audiovisual content.

**Strategies**

1. The strategy; induction and deduction.
2. The ability to understand the curriculum.
3. Developing the student's skill in responding to the call of ideas, and the ability to describe the prescribed material.

**Course structure — first semester (theoretical lectures; theoretical exam)**

1. The concept of radio and television montage and mixing.
2. Definitions of montage.
3. The origin of montage.
4. Stages in the development of montage and the first beginnings of its theories.
5. Basic principles in the art of montage.
6. The technical vision in montage and mixing.
7. Functions of the montage artist and the mixer.
8. Types of television montage.
9. The importance of montage.
10. Montage techniques.
11. Preparing montage in audiovisual production.
12. Functions of montage.
13. The montage editor's skills.
14. Qualities of a successful montage editor.
15. First-semester exam.

**Second semester**

1. The most common montage techniques.
2. Montage theories.
3. Characteristics of montage.
4. Stages of the montage process.

5. The general rules governing montage.
6. Characteristics of the television image.
7. The most important editing programs.
8. Adobe Premiere (practical lectures).
9. Mastering Adobe Premiere.
10. Aspect ratios and video dimensions (practical).
11. Television effects/tricks.
12. Adobe Premiere tools (practical).
13. Audiovisual effects (practical).
14. Steps of colour correction (practical).
15. Second-semester exam.

**Assessment:** standard split.

**Resources**

- Required textbook: *Radio and Television Montage and Mixing* — Assoc. Prof. Dr. Mustafa Abbas Muhammad Reda (listed twice).
- Recommended: *Cinematographic Montage* — Prof. Dr. Abdulbasit Salman.
- Electronic: a digital communication platform for teaching montage.

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## Course 9 — Human Rights and Democracy (pp. 37–41)

| Field | Entry |
|---|---|
| Course name | Human Rights and Democracy |
| Stage | First stage — Department of Radio and Television Journalism |
| Semester/Year | Annual |
| Date prepared | 11/10/2025 |
| Attendance | In-person only |
| Hours | 30 per year, 1 per week |
| Coordinator | Dr. Falah Maktouf Kasid |

**Course objectives**

This course aims to give students a deep understanding of the concepts of human rights and democracy by studying the intellectual and philosophical foundations on which these concepts rest and reviewing their historical and contemporary development. It covers the types of rights (civil, political, economic, social and cultural), the principles of modern democracy, and the mechanisms for protecting them within the state and within media and community institutions.

The course focuses on analysing the reciprocal relationship between human rights and democracy and the role of the media in consolidating them. It also examines models of formal and informal rights organisation (organisations, trade unions, community campaigns), decision-making within institutions, and the factors that influence them. It addresses the main challenges and obstacles that prevent rights from being applied, such as administrative corruption, weak dialogue and violations of public freedoms, and presents effective strategies for promoting a culture of peaceful coexistence, mutual respect and acceptance of others.

In addition, the course gives students practical knowledge of the concept of rights management and the standards of democracy, and of how to use these concepts in media work through awareness-raising content aimed at building the individual and society.

**Teaching and learning strategies**

- Understanding the basic principles of human rights and democracy, and distinguishing between types of rights and their sources of legislation.
- Using modern rights concepts, especially those linked to building the self and society, in preparing and publishing media content that helps spread a culture of human rights.
- Acquiring rights-awareness skills and the appropriate tools to demand rights by peaceful and legal means.
- Analysing the problems and obstacles facing the application of human rights and democracy and proposing practical solutions.
- Developing critical skills for evaluating media content on human rights and measuring its commitment to professional and ethical standards.
- Strengthening the ability to prepare awareness-raising media campaigns that support dialogue, peaceful coexistence and respect for pluralism.

**Course structure** *(1 hour per week; method: theoretical and electronic lectures; assessment: exam and discussion unless noted)*

*First semester*

1. The concept of human rights.
2. Types and generations of human rights.
3. Human rights in ancient civilisations.
4. Human rights in the civilisation of Mesopotamia.
5. Human rights in the heavenly religions.
6. Sources of human rights (assessment: workshop and exercises).
7. The French Declaration of the Rights of Man and of the Citizen (assessment: exam and discussion).
8. The Universal Declaration of Human Rights.
9. International covenants on human rights.
10. Non-governmental organisations and human rights (assessment: exercises and discussion).
11. The concept of women's empowerment (assessment: discussion).
12. Violence against women.
13. The Convention on the Elimination of All Forms of Discrimination Against Women.
14. Human rights and media ethics.
15. First-semester exam.

*Spring break*

*Second semester*

1. The concept of democracy and its content.
2. The historical course of democracy.
3. Pillars of democracy.
4. Aims of democracy.
5. Types of democracy.
6. Requirements for establishing a democratic state (assessment: discussion and exercises).
7. Obstacles to establishing a democratic state.
8. The concept of the constitution and its types.
9. The concept of the political system and its types.
10. Human trafficking.
11. Trafficking in human organs.
12. Freedom: its content and types (assessment: discussion).

13. Tolerance and peaceful coexistence within society (assessment: discussion).
14. Causes and motives of extremism and terrorism, and ways to combat them (assessment: discussion).
15. Second-semester exam.

**Course assessment:** 20 marks for monthly and daily exams in the first semester, 20 for the second semester, and 60 marks for the final exams.

**Resources**

- Required textbooks: none.
- Main references:
  1. Amer Hassan Fayyad, *Public Opinion and Human Rights*, 2nd ed., Dar Al-Kutub wal-Watha'iq, 2003.
  2. Muhammad Abdulhabbar Shabbout, "Steps in Building the Modern State," *Al-Muwatana wal-Ta'ayush* journal, no. 1 (February), Watan Center for Studies, Baghdad, 2007.
  3. Boutros Boutros-Ghali, "Human Rights between Democracy and Development," *International Politics* journal, Cairo.
  4. Ezzat Saeed Al-Barai, *Protection of Human Rights under International and Regional Organisation*, Cairo, 2018.
  5. Muna Hamdi Hikmat, *Human Rights among the Thinkers of the Social Contract*.
  6. Riyadh Aziz Hadi, *Human Rights: Their Development, Contents and Protection*, Baghdad, 2010.
- Recommended: *Al-Bahith Al-I'lami* (The Media Researcher) magazine / journal of the Public Relations Society.
- Electronic: Digital Communication Platform — www.dcc-iq.com

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## Course 10 — Principles of Public Relations (pp. 42–44)

| Field | Entry |
|---|---|
| Course name | Principles of Public Relations |
| Stage | First stage — Radio and Television branch |
| Semester/Year | Annual |

| Field | Entry |
|---|---|
| Date prepared | 12/9/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Assoc. Prof. Dr. Majeed Abboud Fahd — majeed.abood@uruk.edu.iq |

**Objectives**

1. Achieve compatibility and harmony between organisations and the general public.
2. Work as an organisation that helps management in making decisions.
3. Support internal relations between the institution's management and its employees.
4. Follow up on complaints, suggestions and criticisms that are published.
5. Public relations aims to win the public's satisfaction with the institution and to improve its image.
6. Evaluate public attitudes, predict them and respond to them.

**Teaching and learning strategies**

1. Brainstorming, and discovering discussion by posing questions with open or closed answers.
2. Respecting students' opinions about the solutions and problems presented.
3. Not rushing to judge students' answers.
4. Using appropriate teaching strategies and methods and educational aids to develop self-thinking skills.

**Course structure** *(theoretical knowledge; theoretical lectures; theoretical exam)*

*First semester*

1. The concept of public relations and its definition.
2. The emergence and development of public relations.
3. Objectives of public relations.
4. Functions of public relations.
5. The importance of public relations.
6. Media arts in public relations.
7. The relationship of public relations with the media.

8. The relationship of public relations with propaganda.
9. The relationship of public relations with advertising.
10. The essence of public relations.
11. Means of communication in public relations.
12. Methods of communication in public relations.
13. Work ethics in public relations.
14. Pioneers of public relations.
15. First-semester exam.

*Second semester*

1. Scientific research in public relations.
2. Planning in public relations.
3. Organising in public relations.
4. Leadership in public relations.
5. Coordination in public relations.
6. Organisational communication in public relations.
7. Follow-up in public relations.
8. Empowerment in public relations.
9. Training in public relations.
10. A model for practising public relations.
11. Public relations strategies.
12. Features of public relations in Iraq.
13. Scientific methods in practising public relations.
14. Public relations and public opinion.
15. Second-semester exam.

**Course assessment:** 40 marks coursework (monthly and daily exams across the two semesters) + 60 marks for the final exam.

**Resources**

- Required textbooks: none.
- Main references: (1) *Principles of Public Relations* — Dr. Jassim Tarish; (2) *Concepts of Public Relations* — Dr. Safwat Muhammad Al-Alaan; (3) *Public Relations* — Dr. Muhammad Harbi Hassan and others; (4) *Introduction to Public Relations* — Dr.

Abdulnasser Jaradat; (5) *Foundations of Public Relations* — Dr. Abdulmuʿti Muhammad Assaf.

- Recommended: *Al-Bahith Al-Iʿlami* magazine / journal of the Public Relations Society.
- Electronic: Digital Communication Platform — www.dcc-iq.com

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## Course 11 — Radio and Television Directing and Production (pp. 45–50)

| Field | Entry |
|---|---|
| Course name | Radio and Television Directing and Production |
| Semester/Year | Annual |
| Date prepared | 10/11/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Prof. Dr. Saleh Ali Al-Sahan — Saleh.ali.sahan@uruk.edu.iq |

**Objectives** The course aims to introduce students to the concept of the philosophy of television directing and production, its importance and methods, and to correct planning for production accounts **[partly unclear]**.

**Teaching and learning strategies**

1. Familiarity with the terms and concepts of television directing, and an explanation of directing theories.
2. Understanding television directing and its techniques, from choosing the idea through preparation, presentation and imaging to producing the final forms.
3. The various programmes.
4. Knowing the scientific directing stages required for media planning of radio and television programmes.

**Course structure** *(the weekly table in the source is heavily interleaved; the topics and learning outcomes below are reconstructed)*

*First semester — theoretical lectures as above, with practical exercises in the studio; theoretical or practical exam*

- Introducing students to the concept of the screenplay and its definitions.
- Learning the concept of the screenplay and its components.
- Learning idea generation and the path of the idea in writing the screenplay.
- Learning the steps for writing a screenplay.
- Learning the elements of form and the elements of content.
- Learning the structure of the screenplay for programmes and for radio and television serials.
- Learning the forms of screenplay writing according to the two schools, American and French.
- The concept of directing; the director; characteristics of a good director; duties of the director; duties of the main staff working with the director; duties of the assistant director.
- Tasks of the television director — techniques of dealing with the studio, studio equipment, lighting and the camera.
- Digital imaging technique — stages of development, concept and characteristics; digital imaging techniques in cinema and in television.
- Television montage and cinema; terms: the dramatic line, the montage term, and others.
- Learning the differences between the narrative screenplay and the documentary screenplay.
- Writing the screenplay of documentary films and of fiction films; production of documentary films; supplementary technical work for recording.
- Identifying the errors students make when writing a screenplay.
- **First-semester exam.**

*Second semester*

- Students learn shot breakdown and visual composition.
- Sound techniques in radio; the elements of sound; directing solutions.
- Steps of producing a programme.
- Learning the main schools of directing and montage in the world and the differences between them, with the features of each school; the realist school and the impressionist school; the new directing school.

- Terms used in radio and television work (theoretical exam).
- Chroma key (colour background): concept, use, features and how the colour key works; benefits in various programmes with a fixed or moving background; practical application in directing internal and external programmes.
- Familiarising students with the specifications of radio and television work.
- **Second-semester exam.**

**Course assessment:** standard split.

**Resources**

- Main references:
  1. Herbert Zettl, *Television Production Handbook*, translated by Saadoun Janabi and Khalid Al-Saffar, Al Ain, University Book House, UAE University (date digits corrupted).
  2. Abdulbasit Salman, *Directing and the Screenplay*, Baghdad, Al-Dar Al-Thaqafiya lil-Nashr, 2006.
  3. Edward Stasheff and Rudy Bretz, *Television Programmes: Their Production and Direction*, translated by Ahmed Taher, Sijill Al-Arab Foundation, Cairo, 3rd ed., n.d.

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## Course 12 — Press Editing: the Interview and the Investigation (pp. 51–54)

| Field | Entry |
|---|---|
| Course name | Press Editing (Interview and Investigation) |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Shaimaa Naeem Hamish — sheimaa.n.hamish@uruk.edu.iq |

**Objectives**

- (a) The course aims to prepare specialists in the media field in general and to enable them to work in radio and television in particular.
- (b) It seeks to train students to apply interviewing arts, dialogue management, and the completion of television investigations and reports.

**Strategies**

1. Practical skills that ensure application in radio and television interviews in field work.
2. Learning new skills that keep pace with technical development in radio and television.

**Course structure** *(2 hours per week; methods: lecture by the instructor, brainstorming, electronic presentation, PowerPoint, practical application; assessment: participation, exercises, student self-tests)*

1. The concept of the radio and television interview.
2. Forms and types of interviews, their features and functions.
3. Fields of television interviews.
4. Steps and stages of preparing for interviews.
5. Conditions for preparing questions.
6. Steps to observe before conducting the dialogue.
7. Principles of effective dialogue management.
8. Practical application.
9. Methods of managing dialogue.
10. How to deal with the guest.
11. Formats of radio and television interviews.
12. Skills of presenters of dialogue programmes.
13. Practical training.
14. Interviews and dialogue at press conferences.
15. First-semester exam (preparing exam questions).
16. *(blank in the source)*
17. Stages of preparing and carrying out the television investigation.
18. How to find ideas for investigations.
19. The general documentation stage (gathering information).
20. The field-work stage.
21. Building the structure of the investigation.
22. Practical application.

23. Work pressures in radio and television.
24. Bad habits the presenter commits during dialogue.
25. Practical application.
26. How to get rid of tension during dialogue.
27. Practical training.
28. Sensory performance of programme presenters.
29. Practical application / training.
30. Second-semester exam (paper test).

**Course assessment:** standard split.

**Resources**

- Main references: (1) Barakat Abdulaziz, *Modern Trends in Radio Programme Production*, Dar Al-Kitab Al-Hadith; (2) *The Art of the Interview: Its Principles and Methods* — Annette Garrett; (3) *The Art of Successful Interviews* — Peter Canfield; (4) *Conducting Interviews and Managing Dialogue for Programmes and News*.

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## Course 13 — Digital Techniques and Computing (MEA304) (pp. 55–59)

| Field | Entry |
|---|---|
| Course name | Digital Techniques and Computing |
| Course code | MEA304 |
| Semester/Year | Annual |
| Date prepared | 27/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Alaa Salih Adil — aallaslah@gmail.com |

**Objectives**

This course aims to introduce students to the technical knowledge and application skills related to producing audio and video materials in radio and television, by achieving the following:

- Understanding the concept of technology and its dimensions in radio and television work, and its role in developing the media-content industry and delivering it to a high standard.
- Developing students' scientific and practical skills in radio and television production techniques, through training on cameras, lighting, microphones, sound mixers, and montage and graphics programs, with knowledge of modern methods in the field.
- Introducing students to the basics of producing audiovisual materials using computer software, including audio and video montage applications, effects design, and production of digital media reports and segments.
- Enabling students to plan and supervise the stages of media production, from writing the idea and the screenplay through recording to directing and montage.
- Strengthening the creative side of working with modern techniques to develop attractive, innovative media content that matches audience requirements and digital media.
- Preparing media cadres able to keep pace with technical development in television and digital production, qualifying them to work in media institutions, channels and digital platforms.

**Teaching and learning strategies**

1. *Induction and measurement:* students are trained to analyse technical concepts and link them to practical applications by comparing tools and methods used in radio and television production, and by measuring the precise models against the educational content.
2. *Developing the ability to understand the curriculum and apply its concepts:* a detailed explanation of the technical principles, then turning them into practical applications in the studio or with specialised software.
3. *Developing practical skills in responding to ideas and producing materials:* students are trained to formulate programme ideas and turn them into production outputs, with the ability to describe scenes, shots, camera movement and audio and visual effects, to strengthen creativity in production.
4. *Learning by doing:* using precise techniques in the laboratories and production halls, giving students the chance for direct handling of equipment (cameras, sound units, lighting) and digital montage programs.

5. *Collaborative learning:* students are divided into work groups in a complete production environment, each student taking a different role (director, photographer, technician, montage editor, presenter), reinforcing group work in media institutions.
6. *Case study:* analysing professional television and radio programmes and reports, to discover strengths, directing methods, sound and image techniques, and how to handle them in order to produce better content.

**Course structure** *(theoretical lectures; theoretical exams unless noted)*

*First semester*

1. Technology and communication.
2. Media technology.
3. Electronic journalism technologies.
4. Electronic publishing.
5. Optical scanning.
6. Electronic periodicals and references.
7. The emergence of radio and its development.
8. Radio broadcasting techniques.
9. Television techniques and their development.
10. Interactive television.
11. Television broadcasting by satellite.
12. Advanced digital television systems.
13. Video compression.
14. Signal/bit-rate systems **[unclear]**.
15. First-semester exam.

*Second semester*

1. Television montage.
2. Types of television montage.
3. The importance of montage.
4. Montage techniques.
5. The most common techniques in montage.
6. The development of multimedia.
7. Graphics.
8. The infographic.

9. Benefits of the infographic.
10. How to design an infographic.
11. The importance of the infographic.
12. Principles of the infographic.
13. Adobe Photoshop (practical lectures).
14. Ways of working in the program and creating a visual identity (practical lectures).
15. Second-semester test.

**Course assessment:** standard split.

**Resources**

- Required textbook: *Reference in Television Production* — Herbert Zettl.
- Recommended: *Media Techniques* — Dr. Mustafa Al-Bayati.
- Electronic: forum of modern media technologies.

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## Course 14 — Radio Art: Preparing and Presenting Programmes (MEA403) (pp. 60–64)

| Field | Entry |
|---|---|
| Course name | Radio Art (Preparing and Presenting Programmes) |
| Course code | MEA403 |
| Semester/Year | Annual |
| Date prepared | 14/11/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Haidar Muhammad Farhan — Hedar.muhmad@uruk.edu.iq |

**Objectives**

This course studies the concept of preparing radio and television programmes in all their forms and contents, together with knowledge of ways of thinking; who the radio and television writer is; who the director and presenter of radio and television programmes

are; the qualities that the director and the writer must have; the components of the radio and television programme; radio texts and their classifications; the methods and stages of preparing the radio and television programme and its forms; preparing the news bulletin and the radio and television news report; documentary, recorded and investigative films; reality-television programmes; and everything connected with preparing programmes and their titles in radio and television, as well as the steps for preparing recorded, documentary and investigative films.

**Strategies**

1. Introducing students to ways of generating ideas for radio and television programmes.
2. Learning who the writer and the director are in radio and television.
3. Learning the qualities the writer, the director and the presenter must have in radio and television.
4. Learning radio texts and their classifications, and the technical stages of writing programmes for radio and television.
5. Acquiring writing skills for radio and television.
6. Distinguishing between the stages of preparing programmes in radio and television.
7. Learning the steps of preparing programmes, news reports and the news bulletin.

**Course structure** *(theoretical and practical knowledge; first part theoretical exam, practical exam later)*

*First semester*

1. The concept of the programme. 2–4. Classification of programmes.
2. Programme contents.
3. Political programmes.
4. Social programmes.
5. Cultural programmes.
6. Economic and religious programmes.
7. Steps of preparing a programme. 11–12. Practical training.
8. Samples of television programmes.
9. Review.
10. First-semester exam.

*Second semester* 16. Types of texts. 17. Their conditions. 18. The text writer. 19. His types. 20. Conditions for his success. 21. Qualifications of the programme preparer. 22–23. Factors in the programme's success. 24. The interview: its concept. 25. Goals of the

interview. 26. The linking (continuity) announcer in radio. 27. Difficulties in preparing a programme. 28. The programme work team. 29. Review. 30. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- Required textbook: *The Art of Preparing and Presenting Programmes* — Dr. Alia Hayjan Sakban.
- Main references: Karam Shalabi, *Radio and Television Programmes*; Talib Abdulhussein, *Preparing and Presenting Programmes*.
- Recommended: *Al-Bahith Al-I'lami* magazine; *Ivli* magazine for relations and media.

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## Course 15 — Media Language (MEA401) (pp. 65–68)

| Field | Entry |
|---|---|
| Course name | Media Language |
| Course code | MEA401 |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Shaimaa Naeem Hamish — sheimaa.n.hamish@uruk.edu.iq |

**Objectives**

1. Introduce students to the concept of language, its definitions and its characteristics.
2. Teach students to take an interest in the Arabic language and to move beyond the colloquial dialect.
3. Develop students' dictation and handwriting so that they can write correctly in all circumstances.
4. Help students understand complex structures and obscure styles.

5. Develop students' literary and creative abilities so that they can express themselves correctly.
6. Accustom students to logical thinking in presentation and analysis, especially through exercises in correct reading and avoiding common linguistic errors.

**Strategies**

1. Using teaching aids.
2. Training and drilling on pronouncing letters.
3. The dialogue and discussion method.
4. Recording audio and video clips.
5. The questioning method.

**Course structure** *(all theoretical; assessment: theoretical test)*

*First semester*

1. The concept of media language.
2. Characteristics of media language.
3. The subject and the predicate (mubtada' and khabar).
4. Applications on the subject and predicate.
5. *Kana* and its sisters.
6. *Inna* and its sisters.
7. Practical applications.
8. Punctuation marks.
9. Practical application on punctuation marks.
10. The active participle.
11. The passive participle.
12. Application on the active and passive participles.
13. Common errors in media language.
14. Training in correct writing and reading.
15. First-semester exam.

*Second semester* 16. The hamzat al-qat' and hamzat al-wasl. 17. Practical applications. 18. The medial hamza. 19. The final hamza. 20. Applications on writing the hamza. 21. Errors in writing the hamza. 22. The ta' marbuta, the ta' maftuha (open ta') and the ha'. 23. Linguistic applications. 24. Familiarisation with texts from the Holy Quran and Arabic

poetry. 25. The extended and the shortened alif. 26. Linguistic and orthographic applications. 27. The noun that is diptote (barred from tanwin — *mamnu' min al-sarf*). 28. Linguistic applications.

**Course assessment:** standard split.

**Resources**

- Required textbook: none.
- Main references: (1) *Al-Wadih fi al-Qawa'id wa al-I'rab* (The Clear Guide to Grammar and Parsing) — Muhammad Zarqan Al-Farkh; (2) *General Arabic Language* for non-specialist departments; (3) *The Role of Media Language in Raising the Cultural Level of Society*; (4) *The Language of Arab Media* — Hussein Ali Muhammad.
- Recommended: (1) *Al-Nahw Al-Wafi* — Abbas Hassan; (2) *Mughni al-Labib* — Muhammad Muhyiddin Abdulhamid; (3) *Al-Sarf wa al-Imla'* — Hussein Ali Al-Tawil.
- Electronic: specialised websites.

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## Course 16 — English Language (pp. 69–73)

| Field | Entry |
|---|---|
| Course name | English Language |
| Semester/Year | Annual |
| Date prepared | 14/03/2025 (as printed) |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Areej Abdulmun'im Muhammad — moolarooj@gmail.com |

**Objectives** *(English in the source):* Acquire the linguistic bases that enable the students to participate in exchanging intellectual knowledge.

**Strategies** *(English in the source):* 1. Develop their linguistic competence. 2. Develop their intellectual, personal, and professional abilities.

**Course structure:** the same twelve-unit plan as Course 7 — for each unit, an explanation by PowerPoint followed by a test: Unit one (English + grammatical subject), reading passage, Unit two, listening skills, Unit three, vocabulary subject, Unit four, writing methods, Unit five, speaking subject, Unit six, conversation practice, revision, **first-term exam**, Unit seven, translation methods, Unit eight, media terms, Unit nine, reading passage, Unit ten, vocabulary lesson, Unit eleven, writing methods, Unit twelve, reading comprehension, revision (twice), **second-term exam**.

**Resources:** required textbook: *Headway Plus, Pre-Intermediate*; main references: the textbook and websites.

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## Course 17 — Crimes of the Baath Party Regime in Iraq (pp. 74–78)

| Field | Entry |
|---|---|
| Course name | Crimes of the Baath Regime in Iraq |
| Semester/Year | Annual |
| Date prepared | 14/11/2025 |
| Attendance | In-person only |
| Hours | 30 per year, 1 per week |
| Coordinator | Dr. Falah Maktouf Kasid — falihmaktuf66@gmail.com |

### Objectives

This course studies the concept of crimes, their divisions and the aspects connected with them, in addition to the types of crimes committed by the Baath regime in Iraq and their psychological and social effects. It also compares authoritarian regimes with democratic ones, especially in the manner of political participation, and highlights the effectiveness of media institutions in political socialisation. On the other hand, it covers the most prominent violations committed by the repressive agencies of the Baathist regime.

### Strategies

1. Understand the components of the aims of effective political participation.
2. Apply the components of the strategic management of rights for the individual and the state.

3. Set strategic plans for achieving political and civil rights and the means of expressing them.

**Course structure** *(1 hour per week; theoretical and electronic lectures; exam and discussion)*

*First semester*

1. The concept of crimes.
2. Divisions of crimes.
3. Types of crimes.
4. Distinguishing between authoritarian and democratic systems.
5. The foundations of authoritarian and democratic systems.
6. Crimes of the Baath regime under the Law of the Iraqi Supreme Criminal Court of 2005.
7. Types of international crimes.
8. Decisions issued by the Supreme Criminal Court.
9. Psychological and social crimes, their effects and the most prominent violations of the Baathist regime.
10. Psychological crimes.
11. Mechanisms of psychological crimes.
12. Psychological effects.
13. Economic effects.
14. Scientific and cultural effects.
15. First-semester exam.

*Spring break*

*Second semester*

1. Social crimes.
2. The militarisation of society.
3. Social effects.
4. The Baathist regime's position on religion.
5. Violations of Iraqi laws.
6. The repressive tools of the Baath regime.
7. Mechanisms of the racial and sectarian crimes pursued by the Baathist regime.
8. Mass graves.

9. Racial and sectarian discrimination.
10. Examples of human-rights violations and crimes of the authorities.
11. Locations of the Baath regime's prisons and detention sites.
12. The political and military violations of the Baath regime.
13. The scorched-earth policy.
14. Towards building a democratic system and effective political participation.
15. Second-semester exam.

**Course assessment:** standard split.

**Resources:** required textbook: none; main reference: *Crimes of the Baath Party Regime in Iraq*. (Page 78 is blank.)

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## Course 18 — Phonetics and Elocution (MEA207) (pp. 79–82)

| Field | Entry |
|---|---|
| Course name | The Art of Voice and Elocution (Phonetics and Oral Delivery) |
| Course code | MEA207 |
| Semester/Year | Annual |
| Date prepared | 27/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Hanan Kamil Sarim — hanan.k.serim@uruk.edu.iq |

**Objectives**

1. Learn a historical overview of the art of voice and elocution.
2. Develop students' skills in scientific knowledge and applied practice across multiple models of vocal performance in radio and television.
3. Introduce students to the importance of choosing the style of vocal performance suited to the nature of the radio or television content.

**Strategies**

1. Induction and measurement.
2. The ability to understand the curriculum.
3. Developing the student's skill in responding to the call of ideas, and the ability to describe the prescribed material.

**Course structure** *(theoretical lectures; theoretical exam unless noted)*

*First semester*

1. A historical overview of the art of voice and elocution.
2. The human voice.
3. The difference between the sound and the letter.
4. Components of the human speech apparatus.
5. Stages of forming the linguistic sound.
6. The human auditory apparatus.
7. Rules of vocal pitch levels.
8. Factors affecting vocal pitch levels.
9. The tone of the voice and its modulation.
10. Vocal registers according to the assessment of voice scientists and musicians.
11. Characteristics of human voices and their divisions.
12. Characteristics of the human voice.
13. Conveying meaning.
14. Means of conveying meaning.
15. First-semester exam.

*Second semester*

1. Clarity of pronunciation (enunciation).
2. Basic flaws and ways of overcoming them.
3. The difference between elocution and speech.
4. Elements of the delivery process in elocution and oratory, and their characteristics.
5. Vocal performance in radio and television formats.
6. Voice-over commentary and its methods.
7. The news bulletin.
8. The news report.

9. Direct radio talk (practical).
10. Dialogue programmes (practical).
11. Technical means of elocution (practical).
12. Rules of dealing with sound technicians (practical).
13. Skills of effective media appearance (practical).
14. *(not legible in the source)*
15. Second-semester test.

**Course assessment:** standard split.

**Resources**

- Main references: *On Voice and Elocution in Radio and Television* — Dr. Mustafa Al-Bayati; *On Excellent Elocution* — Dr. Tariq Al-Suwaidan.
- Electronic: the Facebook group "The Art of Voice and Elocution" (link printed on page 82).

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## Course 19 — Media Research Methods (MEA305) (pp. 83–89)

| Field | Entry |
|---|---|
| Course name | Media Research Methods |
| Course code | MEA305 |
| Semester/Year | Annual |
| Date prepared | 14/03/2024 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Majeed Abboud Fahd |

**Objectives**

This course seeks to teach students the ways, methods, styles and tools of scientific research by learning a set of concepts and terms related to scientific research. It deals with defining the ways of scientific thinking and its conditions, as well as grasping the ways of obtaining scientific knowledge, and then identifying the most prominent topics,

problems, issues, crises and phenomena that researchers take up in the field of radio and television research, and treating them in their research by describing them accurately, analysing and interpreting them, and then finding the relationship between their variables in order to reach results.

The course also aims to train students on the mechanism and stages of scientific research, how to use the tools of scientific research and how each of them works, and to know the details of each stage of scientific research. It also teaches the most prominent types of samples and populations, how to extract each of them and the laws connected with them; trains students to formulate good research titles and to define their problems, hypotheses and importance for society and for the subject of specialisation, and thus to define their aims and all the related research steps and procedures needed to reach results, conclusions and recommendations, while drawing continuously on live examples from the reality of media outlets, especially radio, television and satellite stations, and then evaluating and assessing some results.

**Strategies**

1. The student acquires specialised abilities and skills in choosing a new subject, problem, issue or phenomenon for research and study.
2. Enabling students to develop their self-abilities in diagnosing strengths and weaknesses in the media content chosen for study.
3. Training and teaching students to formulate the title, problem, importance and aims correctly, and to identify the tools required for scientific research in order to reach the limits and fields of the research.
4. Continuous training in ways of taking samples and populations and the appropriate types.
5. Developing students' skills and creative thinking in building research questionnaires.
6. Acquiring skills in dealing with respondents.

**Course structure** *(2 hours per week; method: learning and practical application, training students in the theoretical and applied aspects; assessment: exams, tests and assigned practical homework)*

1. The concept of science and its aims.
2. Scientific research, its conditions and the ways of scientific thinking.
3. Some scientific concepts, definitions and terms.
4. Ways of obtaining knowledge.
5. Stages of the research title, its conditions and ways of formulating it.

6. The research problem and ways of formulating it.
7. Research hypotheses and ways of formulating them.
8. The importance of scientific research.
9. The aims of scientific research.
10. The research population and its classifications.
11. Types of samples used and ways of selecting them.
12. Probability samples and their types.
13. Non-probability samples and their types.
14. Scientific methods (approaches) and their types.
15. The limits and fields of research.
16. Scientific research methods and tools.
17. Types of questions used in the questionnaire.
18. Indicators and observations on faulty question formulations.
19. The structure and building of the questionnaire.
20. Practical training on building and designing a complete questionnaire.
21. Types of tables used in scientific research and ways of building them.
22. Ambiguity (*iltibas*) and the reasons for using it.
23. Contents of the theoretical framework and how to write it.
24. Practical training on analysing the content of media material.
25. Results, conclusions and recommendations.
26. Appendices and the list of sources and references, and ways of writing them.
27. The structure and building of the research report.
28. Previous studies: how to choose them and how to write them up.
29. Review.
30. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- Required textbook: theses and dissertations in the Graduate Studies Library.
- Main references: *Media Research Methods — Theoretical Foundations and Application Skills*, Barakat Abdulaziz, Cairo, Dar Al-Kitab Al-Hadith, 2012.
- Recommended: *Scientific Research Methods*, Raja Abu Allam, Cairo, Dar Al-Nashr lil-Jami'at, 2006.

- Electronic / other: *Contemporary Media Research Techniques*, Raad Jassim Al-Kaabi (Beirut, Dar Mesopotamia for Printing and Publishing, 2015).

*(Pages 178–184 of the PDF contain this same course description again, for the second stage — see Course 38.)*

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## Course 20 — Communication Theories (MEA203) (pp. 90–95)

| Field | Entry |
|---|---|
| Course name | Communication Theories |
| Course code | MEA203 |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Nuzhat Talal Saadoun — alnazhat9@gmail.com |

**Objectives**

1. Define the relationship between communication and media.
2. Learn the historical stages of human communication.
3. Learn about appeals and the persuasion methods used in the persuasive message.
4. Learn the concept of the communication source, its characteristics and the theories related to it.
5. Learn the concept of the communication message, its characteristics and the theories related to it.
6. Learn about the communication medium and its theories.
7. Learn about the audience, how it is measured, and its communication theories.
8. Learn about the model and the theory, and the characteristics of a good theory.

**Strategies**

1. The student acquires the specialised and technical abilities related to the art of communication.
2. Developing the interactive communication style.
3. Training students to analyse radio and television programmes according to one of the communication theories.
4. Developing the student's skills in responding to the call of ideas.

**Course structure** *(theoretical knowledge; method: theoretical electronic lecture; assessment: theoretical discussion. Topics in table order — the exact week numbers of some rows could not be recovered.)*

*First semester*

- Introduction to communication science; the historical stages in the development of communication science.
- Theories of the effect of mass communication media.
- The concept of the theory, the characteristics of a good theory, and the relationship between theory and model.
- The concept of influence in the communication process and how it differs from feedback.
- Direct-effect theories: the hypodermic needle ("magic bullet") theory.
- Limited, moderate and effective effect theories.
- Selective processes.
- Theories related to the communication source: the concept of the sender and his characteristics; gatekeeper theory; news values.
- The electronic gatekeeper; media work ethics in the electronic environment.
- Theories related to the communication message: the concept of the message and its characteristics.
- The concept of persuasion (appeal) and its types.
- Methods of persuasion in the communication message.
- Factors in the effectiveness of the components of the communication process.
- Information theory.
- Agenda-ordering (priorities) theory.
- Knowledge-gap theory.
- **First-semester exam.**

*Second semester*

- Cultivation theory.
- Media framing theory.
- Theories related to the medium: the concept of the medium and its mass characteristics.
- McLuhan's theory (the medium is the message; the medium as an extension of sight; cool and hot media).
- Habermas's theory of the electronic public sphere.
- Uses and gratifications theory.
- Theories related to the audience: the concept of the active audience.
- The concept of exposure: its types, methods of measurement and obstacles.
- Diffusion of innovations theory.
- Agenda-setting theory.
- Two-step flow of communication theory.
- Spiral of silence theory.
- Social expectations theory.
- Media dependency theory.
- **Second-semester exam.**

**Course assessment:** standard split.

**Resources**

- Required textbook: none.
- Main references: Issam Suleiman Al-Mousa, *Introduction to Mass Communication* (6th and 7th editions), Jordan, Dar Ithra' for Publishing and Distribution; Bassam Abdulrahman Al-Mashaqba, *Communication Theories*, Jordan, Dar Usama; Dr. Suraa Khalid and Dr. Fatima Abdulkadhim, *Communication Theories*, 2nd ed., Baghdad, Dar Al-Nahrain for Printing. (Publication years are corrupted in the source.)
- Recommended: books on communication theories.

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# Course 21 — Media Research and Statistical Applications (MEA305) (pp. 96–100)

| Field | Entry |
|---|---|
| Course name | Media Research and Statistical Applications |
| Course code | MEA305 |
| Semester/Year | Annual |
| Date prepared | 27/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Majeed Abboud Fahd — media.lecturer15@alkadhum-col.edu.iq |

**Objectives**

The course aims to define the concept of media research methods precisely and to identify the characteristics that distinguish it from other communication concepts, with an emphasis on the cognitive side, the testing of the applied side and the achievement of the highest degree of benefit and use, by achieving the following aims: teaching students how to conduct scientific media research; developing students' skills in media research; teaching students the statistical methods used in media research.

*Cognitive aims:* developing students' knowledge of sampling methods, tables and statistics.

*Skills aims:* (1) developing students' skills in defining the sample; (2) developing students' skills in research methods; (3) developing students' skills in building and analysing tables.

*Teaching methods:* one theoretical lecture; two training sessions on field research; three field visits to research and polling centres.

*Assessment methods:* surprise daily exams.

**Strategies**

1. Involving students in the presentation of information by holding discussions and notes in order to activate memory and fix the information.

2. Posing some discussion questions to make sure the information has been understood, or holding quick, short formative tests during the lecture.
3. Giving home assignments to train the student.
4. *(blank in the source)*

**Course structure** *(2 hours per week; theoretical/electronic lectures with discussion and practical exercise, or practical lectures with practical exercise)*

1. Media research: applied foundations (theoretical).
2. Research problems (practical).
3. Research aims.
4. Practical applications (conclusions and recommendations).
5. The research sample.
6. Non-probability samples.
7. Research methods (approaches) (practical).
8. The research tool.
9. Content analysis (practical).
10. Steps of content analysis.
11. Scientific applications.
12. Units of content analysis.
13. Preliminary analysis.
14. Practical applications.
15. First-semester exam (theoretical test).
16. Validity and reliability.
17. The questionnaire (steps for building the questionnaire form; types of questions).
18. Practical applications.
19. Steps for building the scale.
20. Practical applications.
21. Scale statements.
22. The arithmetic mean.
23. The median.
24. Scientific applications.
25. Variance.
26. Practical applications.

27. The standard deviation.
28. Pearson's correlation coefficient.
29. Error in the relationship **[unclear]**.
30. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- *Research Methods in Education and Psychology* — Dr. Rajaa Abu Allam.
- *Statistical Methods in Media Research* — Dr. Shaimaa Dhu Al-Fiqar.
- *Media Research Methods* — Dr. Barakat Abdulaziz.
- *Research Tools in Radio and Television* — Dr. Raad Jassim.
- *Contemporary Media Research Techniques* — Dr. Raad Jassim.
- (A few further reference lines on page 100 are corrupted **[unclear]**.)

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## Course 22 — Radio and Television Editing: the Report and News Correspondence (MEA310) (pp. 101–104)

| Field | Entry |
|---|---|
| Course name | Radio and Television Editing (Report and News Correspondence) |
| Course code | MEA310 |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year (the weekly table lists 3 hours per week) |
| Coordinator | Dr. Jasim Ramadan — jasim.r58@gmail.com |

**Objectives**

This course studies the concept of the radio and television report and all the aspects connected with it, in order to prepare and train students to craft the report in radio and television in all its types and to enter media work.

- Learn the concept of the radio and television report.
- Introduce students to the concept of writing for radio and television and how it differs from print journalism.
- Provide students with basic information about the report as a subject in radio and television.
- Compare the report in radio and television with the other arts.
- Learn the types of reports in radio and television.
- Introduce students to the most important formats for writing the report in radio and television.
- Develop students' skills in writing and producing the report in radio and television.

**Strategies**

1. Introducing students to the concept of the report and of correspondence in radio and television.
2. Learning the basic principles of writing for radio and television.
3. Learning the technical stages of writing the report in radio and television.
4. Acquiring writing skills in radio and television.

**Course structure** *(3 hours per week)*

*First semester (theoretical; theoretical exams)*

1. The concept of the report and correspondence in radio and television.
2. The difference between the report and the other arts.
3. Writing for radio and television — the concept.
4. Types of reports in radio and television.
5. The field report.
6. The news field report.
7. The documentary report.
8. The personality-profile report.
9. The opinion-poll report.
10. The fact-finding report.
11. Technical formats for writing the report.

12. Writing the report's introduction (lead).
13. Types of introductions.
14. Writing the body and conclusion of the report.
15. First-semester exam.

*Second semester (practical applications; practical tests, some theoretical)*

1. The art of correspondence in radio and television.
2. The correspondent, the delegate and the envoy.
3. Specifications and qualifications of the news correspondent.
4. The radio correspondent and the television correspondent.
5. The news team.
6. Technical and technological equipment of the news correspondent.
7. Practical viewing and applied models.
8. The war correspondent — concept and historical development.
9. The war correspondent and the challenges of conveying the truth.
10. The war correspondent and the obstacles to the work.
11. The war correspondent and security and military knowledge.
12. Applications and practical viewing.
13. Types of news reports produced by correspondents.
14. The conclusion of the report (the "stand-up").
15. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- Required textbook: *Production of Television News Bulletins* (Dr. Muhammad Al-Fatih Hamdi and Abdulqadir Arada).
- Main reference: *The News in the Media* (Dr. Muhammad Muawad).
- Recommended: *Producing Programmes for Radio* (Dr. Hassan Imad Makkawi); *Dictionary of Media Terms* (Dr. Ahmad Badawi).

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# Course 23 — Public Opinion (MEA307) (pp. 105–110)

| Field | Entry |
|---|---|
| Course name | Public Opinion |
| Course code | MEA307 |
| Semester/Year | Annual |
| Date prepared | 14/03/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Kareem Ahmad Fadhil — Kareem.ahmad.fadhil@uruk.edu.iq |

**Objectives**

1. Qualify and equip the student with basic information in the subject of public opinion.
2. Learn the concept of public opinion, its emergence and development.
3. Introduce students to the functions and characteristics of public opinion.
4. Introduce students to the components of public opinion in the modern state.
5. Introduce the influence of customs, traditions, religion, upbringing and education on the formation of public opinion.
6. Introduce the influence of the political, economic, cultural and media climate on the shaping of public opinion.
7. Introduce the relationship of public opinion with the judicial, legislative and executive authorities.
8. Introduce the traditional methods of changing public opinion.
9. Introduce emotional and logical appeals in changing public opinion.
10. Introduce the methods of repetition and persistence, emotional arousal, presenting the facts, diverting public attention, specific positive programmes, arousing crises, and arousing terror and chaos.
11. Introduce the positive manifestations of public opinion.
12. Introduce the negative manifestations of public opinion.

**Strategies**

1. The student acquires the specialised and technical abilities related to information about public opinion.
2. Developing the cognitive side regarding the role of public opinion in change and political decision-making.
3. Developing the student's abilities and awareness in recognising the forms that public opinion takes in expressing itself, especially on subjects of public interest.

**Course structure** *(all theoretical; assessment: theoretical tests)*

1. The concept of public opinion.
2. The emergence and development of public opinion.
3. Characteristics of public opinion.
4. Functions of public opinion.
5. Components of public opinion.
6. The political system and its relationship with public opinion.
7. Public opinion in democratic systems.
8. Public opinion in dictatorial systems.
9. Revolutions, events and experiences in the lives of peoples and their relationship to changes in public opinion.
10. The relationship of public opinion to political decision-making.
11. Public opinion and the three authorities.
12. Emotional and logical appeals in changing public opinion.
13. Traditional methods of changing public opinion.
14. The method of repetition and persistence.
15. The method of presenting the facts.
16. The method of diverting the public's attention.
17. The method of specific positive programmes.
18. The positive manifestations of public opinion.
19. The negative manifestations of public opinion.
20. Pressure groups and political parties.
21. Types of pressure groups.
22. Methods of pressure groups.
23. Political parties and the shaping of public opinion.
24. Definition of the party and the difference between it and pressure groups.

25. Divisions of public opinion.
26. Types of public opinion.
27. Factors influencing the formation of public opinion that have made it a force in the modern age.
28. The concept of electronic public opinion.
29. Features of the concept of electronic public opinion.
30. The difference between traditional public opinion and electronic public opinion.

**Course assessment:** standard split.

**Resources**

- Required textbook: none.
- Main references: *Public Opinion and Psychological Warfare* — Dr. Mukhtar Al-Tuhami; *Public Opinion: Its Components and Its Impact in Contemporary Political Systems* — Saeed Siraj; *Introduction to Communication and Public Opinion* — Dr. Atef Adli Al-Abd Obeid; *Public Opinion, Media and Propaganda* — Dr. Hani Al-Rida and Dr. Ramez Ammar; *Public Opinion: Its Nature, Formation and Measurement* — Dr. Ahmad Badr; *Making Public Opinion from the Age of Printing to Cyberspace* — Dr. Ghalib Al-Da'mi.

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## Course 24 — Radio and Television Networks (MEA303) (pp. 111–116)

| Field | Entry |
|---|---|
| Course name | Radio and Television Networks |
| Course code | MEA303 |
| Semester/Year | Annual |
| Date prepared | 10/03/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Yassin Hamid Kadhim — yassindahlaki@gmail.com |

**Objectives**

- Qualify and equip the student with basic information in the subject of radio and television networks.
- Learn about the most important and prominent Arab and international channels and broadcasts, including those directed in Arabic.
- Learn the stages of development of radio and television.
- Study the aims of foreign satellite channels that speak Arabic.

**Strategies**

1. Keeping pace with the latest technical and substantive developments used in the international media system.
2. Presenting the latest developments in the working of the Internet and their reflection on the other media.
3. Presenting information and data in the form of a detailed report.

**Course structure** *(theoretical lectures; theoretical exam)*

*First semester*

1. Introducing students to the developments seen by radio and television internationally.
2. Features and characteristics of international radio and television.
3. Radio and television systems in the world.
4. International directed broadcasts.
5. International radio networks and international television networks.
6. The broadcasting systems on which international networks are based.
7. Models of networks and how to employ them in international crises.
8. Employing technology in international networks.
9. Satellites and their importance in international networks.
10. International networks and live broadcasting.
11. American radio and television networks.
12. European radio and television networks.
13. International organisations for satellite broadcasting.
14. The most important Arab networks.
15. First-semester exam; review of all first-semester material.

*Second semester* 2. Piracy of programmes and networks, and intellectual property rights. 3. The bouquet (package) system — television channels on Arab satellites. 4. The bouquet system — television channels on international satellites. 5. Encrypted channels: their

types and properties. 6. Encryption in specialised satellite channels. 7. The websites of Arab and international satellite channels (monitoring and evaluating their activities). 8. Social networks and electronic media (monitoring). 9. Types of social networks and their models. 10. Interactive television. 11. Global television and the flow of news and programmes. 12. Cable television networks. 13. International media and cultural identity — global illustrated news agencies in global networks. 14. News imbalance. 15. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- Main references (17 entries listed; principal ones): *International Radio and Television Media* — Dr. Wissam Fadhil; *International Media between Theory and Practice* — Dr. Ali Al-Owaini; *The New Media Order and the Media Explosion* — Dr. Farouk Abu Zeid; *The New Media Order* — Mustafa Al-Musmoud; *International Media: Studies in Communication and International Propaganda* — Ahmad Badr; *International Media* — Ahmad Taher; *Islamic Media and the Danger of the International Media Flow* — Mar'i Zayed Madkour; *International Media* — Suzan Yousef Ahmad Al-Qalini; *International Media and Journalism via Satellites* — Majd Hashim Al-Hashimi; *International Media* — Suleiman Saleh; Jonathan Fenby (translated by Ahmad Talaat Al-Bishbishi); *The Communication and International Media System: Control and Domination* — Qasim Muhammad Al-Jamal; *International Media: Foundations and Concepts* — Mukhtar Al-Sanusi.

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## Course 25 — Investigative Journalism (MEA306) (pp. 117–122)

| Field | Entry |
|---|---|
| Course name | Investigative Journalism |
| Course code | MEA306 |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year (the weekly table lists 2–4 hours) |

| Field | Entry |
|---|---|
| Coordinator | Asst. Lecturer Alaa Salih Adil — aallaslah@gmail.com |

**Objectives**

This is a specialised methodological course for third-stage students. It aims to provide them with theoretical knowledge and applied skills related to investigative journalism as one of the most important forms of contemporary journalism, which contributes to uncovering facts, defending the public interest and combating corruption. The course ensures the following aims:

1. Introduce students to the concept of investigative journalism and its importance as an effective tool of social oversight and of uncovering hidden facts that affect society.
2. Learn the basic concepts and terms related to investigative journalism, enabling students to understand this type of journalism and distinguish it from other journalistic arts.
3. Students acquire the skill of using professional methods in investigative journalism, such as gathering information, verifying sources, analysing documents and building hypotheses.
4. Explain the fundamental differences between investigative work and the other traditional journalistic arts in terms of work tools, depth of coverage and ways of presenting facts.
5. Learn the most prominent challenges and obstacles facing investigative journalism, whether professional, ethical or legal, and how to deal with them according to the standards of honest journalistic work.
6. Develop students' critical role and strengthen their ability to research, investigate and analyse, helping to prepare journalists able to produce investigative reports that serve society.

**Strategies**

The course relies on a set of interactive strategies aimed at building theoretical knowledge and practical skills among students in the field of investigative journalism, the most prominent of which are:

- Enabling students to understand the concept of investigative journalism and its importance in combating corruption and protecting the public interest, through explanation, discussion and analysis of applied cases.

- Teaching students how to set the investigative hypothesis and formulate it with professional precision, through practical training based on analysing facts and observations and real cases that can be investigated.
- Introducing the types of sources on which the investigative journalist must rely, explaining how to evaluate their credibility and how to deal with them according to ethical and professional standards.
- Project-based learning: assigning students to prepare a first investigative project within small groups.
- Problem-solving learning: studying models of community issues and identifying ways to investigate them.
- Developing critical and analytical thinking skills by analysing investigations published locally and globally and drawing out their strengths and weaknesses.
- Encouraging self-directed research and the use of digital and documentary sources to gather data and evidence.

**Course structure** *(theoretical/electronic lectures or practical lectures; discussion and practical exercise)*

*First semester*

1. The concept and nature of investigative journalism.
2. The emergence and development of investigative journalism.
3. Similarities and differences between ordinary investigations (reports) and investigative ones; the importance of investigative journalism.
4. Functions of investigative reports; the fields of investigative journalism communities.
5. Dimensions of investigative journalism; a global model for journalism that tracks and exposes corruption (practical).
6. Skills of the investigative journalist.
7. Ideas for investigative reports (practical).
8. Making the hypothesis in investigative journalism; how to formulate a hypothesis (practical).
9. Planning the investigation and the planning guide (practical).
10. Primary and secondary sources in the investigation.
11. Going beyond interview questions in investigations (practical).
12. Writing investigative reports (practical).
13. Tracking money in investigative journalism.

14. Using the Internet in investigative journalism (practical).
15. First-semester exam (theoretical test).

*Second semester* 16. Using technology in investigative journalism. 17. Examples of Iraqi investigative reports. 18. Examples of Arab investigative reports. 19. Examples of foreign investigative reports. 20. Stages and steps of preparing investigative reports. 21. Features of investigative reports and their characteristics in radio and television. 22. The importance of the image in television investigative reports. 23. Writing television investigative reports (the art of writing for the image). 24. Technical treatments in television investigative reports. 25. Similarities and differences between ordinary and investigative reports. 26. The effect of investigative reports in supporting the democratic path. 27. *(not legible in the source)* 28. The relationship of investigative reports to scientific research methods. 29. Selecting samples in investigative journalism, and training in preparing investigative reports. 30. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- Required textbook: *Investigative Journalism* for the third stage.
- Main references: a group of authors, *On the Path of Truth: The ARIJ Guide to Arab Investigative Journalism*, Jordan; *Investigative Journalism: The Technical Approach*, Iraq, United Nations Development Programme; ARIJ network investigations (2011).
- Recommended: Reda Okasha, *From the Hypothesis to the Title: The Investigative Report, Applications in Press and Television*; Saman Nuh, *Gateway to Journalistic Investigation*, Baghdad, NIRIJ, 2012; *Methodical Media Professionals in Uncovering Facts: Computer-Assisted Investigative Journalism*, Union Center for Media Training.
- Electronic: ARIJ network website (arij.net); NIRIJ network website (nirij.org).

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## Course 26 — English Language (UOA140) (pp. 123–127)

| Field | Entry |
|---|---|
| Course name | English Language |
| Course code | UOA140 |
| Semester/Year | Annual |
| Date prepared | 14/11/2025 |

| Field | Entry |
|---|---|
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Areej Abdulmun'im Muhammad — moolarooj@gmail.com |

**Objectives** *(English in the source):* Acquire basic language skills.

**Strategies** *(English in the source):* 1. Theoretical lectures. 2. Using electronic display method and computer programs. 3. Duties and daily tests (daily tests/quizzes; weekly duties; written examination).

**Course structure:** the same twelve-unit plan as Courses 7 and 16 (each unit: PowerPoint with explanation, then a test; first-term exam in week 15; revision; second-term exam in week 30).

**Resources:** required textbook: *Headway Plus, Beginner level*; main references: the textbook and websites.

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## Course 27 — Media Legislation and Ethics (MEA301) (pp. 128–130)

| Field | Entry |
|---|---|
| Course name | Media Legislation and Ethics |
| Course code | MEA301 |
| Semester/Year | Annual |
| Date prepared | 21/03/2024 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Dr. Hassan Nama — sahan.nama@uruk.edu.iq |

**Objectives**

The subject of media legislation aims to introduce students to the legal texts of Iraqi laws in their various specialisations in general, including media legislation in particular, which aims essentially to introduce students to the concepts of the legal texts that relate directly to their future work as media professionals.

**Strategies**

1. Introducing students to the legal foundations directly related to their future work as media professionals, through media legislation.

**Course structure** *(in-person lectures, theoretical; assessment: participation, exams. The source table uses ditto marks and is partly illegible; topics are listed in order.)*

*First semester*

1. Introduction to law.
2. Legislation — its characteristics, advantages and defects.
3. Types of legislation.
4. The relationship of media law with other laws.
5. The legal frameworks of the media process.
6. Media and freedom of the media.
7. Freedom of the media and the pressures imposed on it.
8. Freedom of radio and television, and guarantees of media freedom.
9. The duties incumbent on the media professional.
10. The rights of the media professional.
11. Media censorship.
12. Review. *(Spring break follows.)*

*Second semester*

1. Ethics of using the new media.
2. Prohibitions on publication.
3. Aims and charters of conventions.
4. Publication crimes.
5. The Media and Communications Commission — its establishment and its duties.
6. The regulation of broadcasting rules and systems.
7. General directives for broadcast media.
8. Review.

**Course assessment:** standard split.

**Resources:** required textbook: *Media Legislation* — Muhammad Al-Amar; main reference: *Media Legislation and Its Ethics* — Khalid Al-Azzi; recommended: various general works.

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# Course 28 — Information Technology (MEA302) (pp. 131–134)

| Field | Entry |
|---|---|
| Course name | Information Technology |
| Course code | MEA302 |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year (the weekly table lists 3 hours per week) |
| Coordinator | Asst. Lecturer Muhammad Obaid — muhammed.u.hammadi@uruk.edu.iq |

### Objectives

1. Information literacy, and how to benefit from information, its techniques and its applications.
2. Identifying the need for information, how to search for it and how to employ it in media work.
3. Education and training in searching for information skilfully and using search engines.
4. Using modern information technologies, especially the computer and the mobile phone, in preparing and publishing media material.
5. Learning how to create and manage websites and social-media pages.
6. The characteristics of websites, blogs, social-media sites and electronic publishing.
7. Developing skills in evaluating information and credibility in electronic publishing.
8. Information services and how to benefit from them in obtaining useful information.

### Strategies

1. Information literacy.
2. Identifying the need for information and how to search for it.
3. Improving the use of information technologies and employing them in media work.

**Course structure** *(3 hours per week; theoretical and electronic lectures, discussion, practical exercise, training and application, practical test)*

*First semester*

1. Basic concepts of information.
2. Data, information and knowledge.
3. The importance of information and of information literacy.
4. The information revolution.
5. The information problem.
6. The right to information.
7. The limits of information.
8. The concept of information literacy and its importance.
9. Identifying the need for information and its sources (practical applications).
10. Sources of information (training and application).
11. Information institutions, their types and elements.
12. The Internet and its components.
13. Connecting to the Internet.
14. Websites and blogs.
15. First-semester exam.

*Second semester*

1. Websites: concept, types and media role.
2. Blogs: concept, types and media role.
3. Social-media sites: concept, types and media uses.
4. Searching for information in traditional institutions.
5. Searching for information in digital networks.
6. Search engines on the Internet.
7. Guides to searching for information on the Internet.
8. Information services: concept and types.
9. Evaluating information in paper and electronic sources.

10. Information devices and applications and their use.
11. Quoting from information sources.
12. Employing information technologies in media work.
13. Practical training: applications and projects.
14. Scientific viewings and field visit.
15. Second-semester exam.

**Course assessment:** standard split.

**Resources**

- Main references: Prof. Dr. Zaki Hussein Al-Wardi, *Information Literacy*, Baghdad, 2013; Frank Kelsch, *The Infomedia Revolution*, translated by Fouad Zakariya, *Alam Al-Ma'rifa* series, Kuwait, no. 253, January 2000.
- Recommended: *Introduction to the New Media Environment* (authors as printed, partly corrupted), translated by Ahmad Shakl, Hindawi Foundation, London, 2017.
- Electronic: Digital Communication Platform — www.dcc-iq.com

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## Course 29 — The Language of Media Discourse (UOA137) (pp. 135–143)

| Field | Entry |
|---|---|
| Course name | The Language of Media Discourse |
| Course code | UOA137 |
| Semester/Year | Annual |
| Date prepared | 14/09/2025 |
| Attendance | In-person only |
| Hours | 60 per year, 2 per week |
| Coordinator | Asst. Lecturer Alaa Salih Adil — aallaslah@gmail.com |

**Objectives**

This course aims to develop students' linguistic and media skills and to qualify them to use a clear, precise journalistic language based on professional and objective standards in media work. It seeks to achieve the following:

1. Enable students to use linguistic and media terms correctly in writing and presenting across the different media.
2. Qualify students for correct writing and proper pronunciation according to the rules of modern Arabic, taking into account the linguistic specificity of the media context.
3. Introduce students to the language of press news and how to read between the lines in terms of the formulation of the text, the use of vocalisation (tashkil) phrases, documentation methods and the implications of wording.
4. Teach students the principles of writing a news item with neutrality and objectivity and avoiding bias, while adhering to the ethics of the journalistic profession.
5. Raise awareness of common linguistic errors in visual, audio and print media, and train students to correct them according to sound linguistic and journalistic principles.
6. Develop journalistic editing skills through practical applications in formulating news and short reports in precise, clear media language.
7. Strengthen students' ability to analyse media texts in order to discover linguistic fallacies and misleading styles and to evaluate content quality.
8. Develop oral media communication skills through training based on correct reading, delivery and presenting news bulletins.

**Strategies**

The course relies on a set of interactive strategies aimed at developing students' linguistic skills in using media language and strengthening their ability to think and express themselves correctly, namely:

- Introducing students to the concept of media language and its importance in journalism and modern media, with practical examples from published news and press reports as models of its effect on the audience.
- Developing students' cultural and cognitive abilities through mastery of media language in writing, editing and composition, which strengthens their ability to express and formulate meanings precisely and clearly.
- Reinforcing the importance of culture and awareness as the basis for building a successful media message, through applications based on reading texts and analysing them linguistically and journalistically.

- Enabling students to build a sound media opinion based on knowledge and analysis, which helps them communicate with the public and formulate content that respects and persuades.
- Training students to use media language in various situations, such as writing news and preparing reports, in order to build confidence in the text in different environments and situations.
- Adopting learning by doing through individual and group practical activities, including writing and correcting texts, and exercises in correct pronunciation before the camera or the microphone.
- Employing media-content analysis to detect common and unprofessional errors and expressions, which helps improve the student's skills and refine his media style.

**Course structure** *(lectures with questions and answers during the lecture, general questions and discussion; assessment: theoretical exam)*

*First semester*

1. Media terms: journalism; communication and its kinds; media; language.
2. Media terms: language in the media; media language; discussing them linguistically and in terminology; whether the media term continues to be used and the conditions for coining a term.
3. Fronting and delaying (word order).
4. Definiteness.
5. Indefiniteness.
6. The style of restriction (*qasr*).
7. Separation (*fasl*).
8. The style of connection (*wasl*).
9. Employing double entendre (*tawriya*) in the media.
10. Bozeman's equation (as printed).
11. Applied examples showing bias and neutrality in news bulletins, with discussion.
12. Verbs with which news items begin and their meanings in media language.
13. A number of verbs that begin news items and carry a common error; phrases of news documentation; phrases of hedging (casting doubt) in the news.
14. Common spelling errors in media language, with applied examples.
15. First-semester exam.

*Second semester*

1. Positives of media language: the entry of new words into media language through translation and Arabisation, and the correct limits of using them.
2. Positives: entry of new words through blending (*naht*) and composition, and the correct limits of using them.
3. Positives: entry of new words through derivation, linguistic prefixes and figurative language, and the correct limits of using them.
4. Negatives of media language: colloquialism, grammatical errors, derivational errors and errors of meaning, with applied examples.
5. Negatives: Arabised terms and Arabised styles, and how to correct and use them, stating the rule, with applied examples from media language.
6. Negatives: words that can be considered to have undergone historical development, and the reasons.
7. The qualities media style must have in the light of the negatives and positives.
8. Another set of qualities media style must have in order to be attractive and persuasive.
9. A comprehensive review of positives and negatives, and practical application by writing an article and discussing news written in a newspaper or taken from television.
10. Sources of media language — the first source: Classical Arabic.
11. The second source: the colloquial.
12. The third source: translated languages.
13. Common errors in the written media.
14. Common errors in the audio media.
15. Second-semester test.

**Course assessment:** standard split.

**Resources**

- Main references: Muhammad Abdulmuttalib, *The Sciences of Meanings, Rhetoric and Eloquence; Media Language; Style and Stylistics* (and the lectures); *Media Language* (Dr. … Jawad, name partly corrupted); *The Language of the Media* (Dr. Jaber …, name partly corrupted); *The Concise Dictionary of Media Terms* (Dr. Ibrahim …, name partly corrupted); books on spelling (e.g., *Al-Imla' Al-Wadih*); books of common errors (including the dictionary of Muhammad Al-Adnani).
- Recommended: *Al-Bahith Al-I'lami* journal; the journal of the College of Arts, Arabic Language Department.
- Electronic: Digital Communication Platform — www.dcc-iq.com